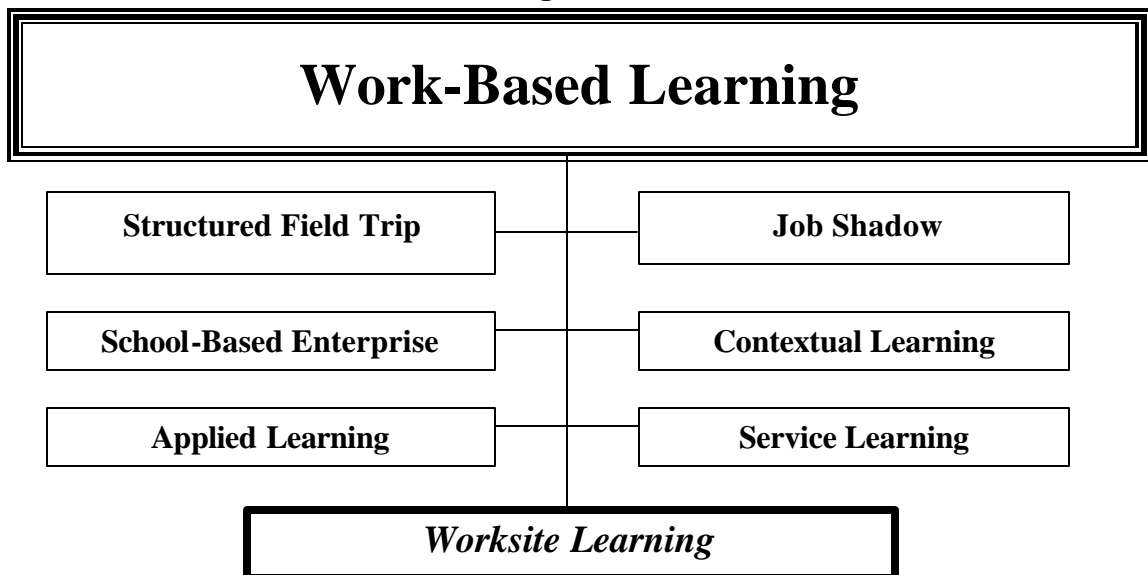


ABSTRACT

Work-based learning comprises a range of activities and instructional strategies designed to assist K–12 students in developing or fulfilling their individual career and educational plans. Work-based learning experiences connect knowledge and skills obtained in the classroom to those needed outside the classroom. Some examples include those activities noted in the chart below (Figure 1).

Figure 1 includes the term ‘worksite learning,’ a relatively new term created to describe and define a specific type of work-based learning that is more intensive than other types of work-based learning. Job shadows, structured field trips, etc. and worksite learning are all types of work-based learning. Generally, worksite learning activities are types of work-based learning most likely found in exploratory and preparatory career and technical education (CTE) courses and programs.

Figure 1



What Is Worksite Learning?

Worksite learning is a subset of work-based learning, as Figure 1 above depicts. Worksite learning experiences are specifically defined as either instructional work-based learning or cooperative work-based learning.

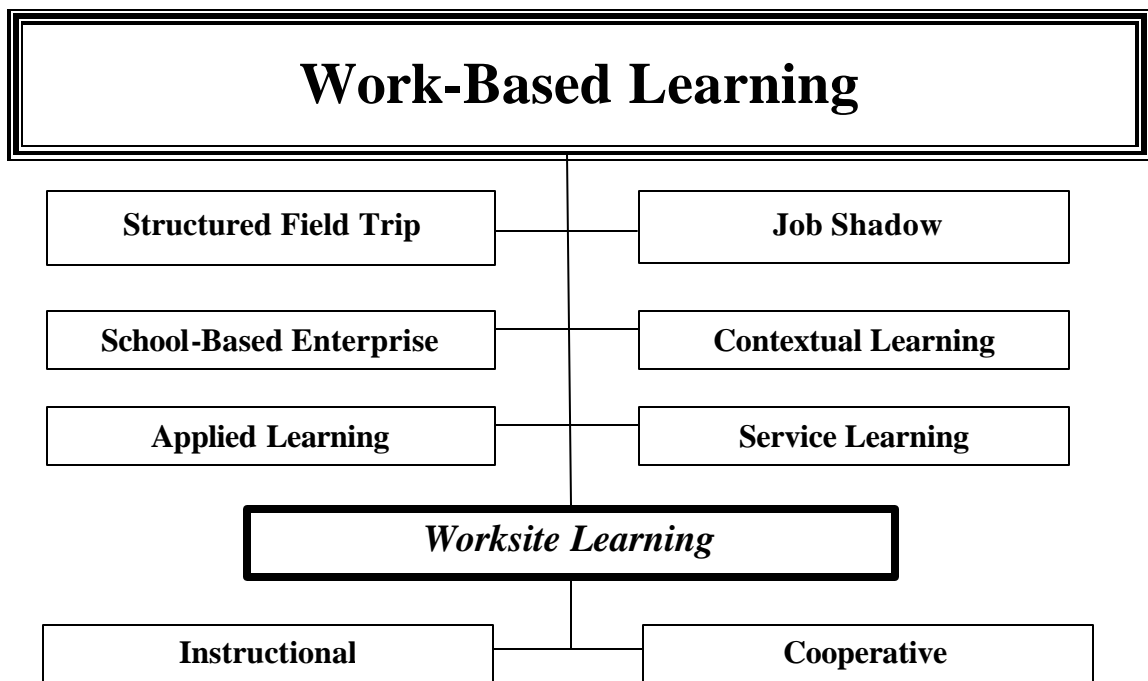
The rules for work-based learning have been codified in WAC 180-50-315, without specifically referencing worksite learning. The rule language does not make reference to worksite learning as described and defined in this manual. **It is important to note**, however, that the rules for work-based learning apply only to those types of work-based learning that this manual describes and defines as ‘worksite learning,’ regardless of whether or not this term is used in the rules. WAC 180-50-315 states that “Schools and school districts are strongly encouraged to review the nonbinding work based learning guidelines on the website of the superintendent of public instruction in their consideration of making this credit option available to students.” This manual serves as the non-binding work-based learning guidelines of the Superintendent of Public Instruction as referenced in WAC 180-50-315.

What Is Instructional And Cooperative Work-Based Learning?

Instructional and cooperative work-based learning are subsets of worksite learning, as Figure 2 below depicts. Instructional work-based learning is a learning experience in which a student performs tasks in order to gain desired skills, competencies, qualification, or certification **as an embedded part of a course**. It is assumed that these students are not necessarily able to operate independently in the workplace because they are in need of specific knowledge and skills yet to be learned in the classroom or in supervised instructional activities on the worksite. Instructional

work-based learning experiences are generally non-paid as students have yet to learn the knowledge and skills that would necessitate them receiving pay. Of course, there will be some exceptions. Cooperative work-based learning is most closely associated with a commonly used term called “Co-op”. Cooperative work-based learning activities are those that occur once a student has gained the entry-level knowledge and skills necessary to be relatively independent in the workplace and are generally paid experiences. Figure 1 can, therefore, be more accurately depicted as Figure 2 below:

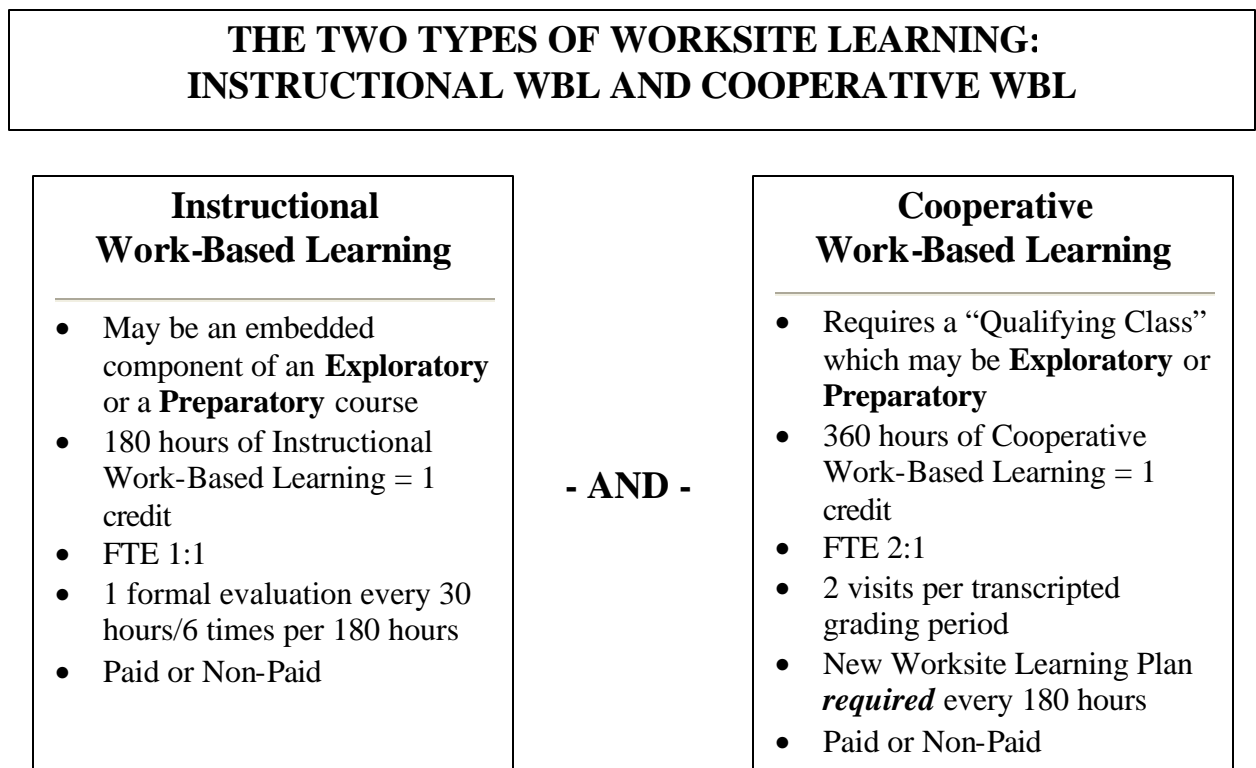
Figure 2



It is strongly recommended that all students in exploratory courses should be engaged in work-based learning experiences and all students enrolled in preparatory courses are required to be engaged in work-based learning experiences and are encouraged to engage in worksite learning experiences.

Figure 3 shows the relationship of the two types of worksite learning and CTE courses:

Figure 3



As noted in Figure 3 above, instructional work-based learning is embedded within either an exploratory or a preparatory course. Cooperative work-based learning occurs outside of the classroom instruction. For cooperative work-based learning activities to be successful (and legal), the student must have instruction concurrent with the cooperative work-based learning experience or have had the relevant instruction prior to the cooperative work-based learning experience.

NOTE: There is no such course as ‘work-based learning’ or ‘worksite learning.’ Work-based learning, including worksite learning, is a component or an extension of an instructional course. Worksite learning does not stand alone without a qualifying class.

Students receive transcribed credit for cooperative work-based learning; however, this credit may only be earned if the cooperative work-based learning experience is a direct extension of a qualifying course taken either concurrently with the WBL experience or taken in a prior school term.

Who May Coordinate Worksite Learning?

Instructional work-based learning activities may **only** be coordinated by teachers who, as well as being work-based learning certificated, are certificated and endorsed in the subject area for which credit will be awarded the student. Teachers who are certificated in work-based learning may coordinate cooperative work-based learning experiences. For example, if instructional work-based learning experiences are required for a horticulture science course, then the Agriculture Education-certificated teacher must coordinate the instructional work-based learning experiences of the students earning the horticulture science credit. Cooperative work-based learning, on the other hand, may be coordinated by the 'teacher of record' who is also certificated in work-based learning and/or by a certificated work-based learning coordinator. Figure 4 below depicts a decision-making tree differentiating instructional and cooperative work-based learning.

Figure 4

