

Two-year Plan – Work Based Learning - 2007

(John Barhanovich, Judy Karber and Jan Wise)

Goal area	Instructional Practices: What are we going to do to get students learning to high standards?	People Involved	Schedule of Activities	Resources Needed -professional development -trainers -district support	Evidence of Implementation. What are teachers doing?	Evidence of Impact: What are students' doing?
CURRICULUM INSTRUCTION	Continue to assess and revise Career Choices curriculum to assure that it supports WASL and State standards Administer Worksite Learning Job Skills Test to WBL students	WBL Teachers WBL Advisory committee members Students/Teachers	Annually reassess curriculum Schedule time for assessing and revising curriculum	Time to access WOIS And CHOICES curriculum Career World subscription	Align curriculum (framework) to WASL Requirements and State Standards Continued use of CHOICES program	Students will become more skilled and carry over to the workplace Improving work and academic skills
WASL alignment	Create weekly assignments to align with WASL Reading, Writing and Math requirements	Teachers/Students	Various assignments	N/A	Assessment of assignments	Pass/Fail
CAREER COMPONENT (Bridges, WOIS)	CHOICES and WOIS programs Maintain contact with employers Provide student assessment tools Provide opportunities for students to attend job and career fairs	WBL Teachers Students Employers	Ongoing	CHOICES and WOIS Contracts Adequate computers Time for student and employer contacts	Student evaluations Maintain student records	Portfolio that includes post graduation plan Increased employability
LEADERSHIP	Participate in State and Area Leadership opportunities Set up a system for class leadership points	WBL Teachers WBL Advisory committee members	Provide students with information about leadership opportunities	Time	Provide leadership opportunities through class and work experience	Students will take on leadership opportunities at work and in the classroom
INDUSTRY AND POST SECONDARY CONNECTIONS	Provide students with information from employers about training and skills needed for employment with updates of their progress toward personal career goals	Teachers, Students and Employers, Advisory Board Members	Research on careers through WOIS and CHOICES, training in skills through work	Advisory Board member input, employer information, access to WOIS and CHOICES	Guiding and assessing student research, coordinating with employers, individual student meetings	Making 5 th year plans, improving work performance, investigating post high school training options
PROGRAM MARKETING	Create and distribute WBL brochures Present at middle school career fair and other events Participate in Transition fair Communication with Principals and Counselors	WBL Teachers Students Community Business Members Administrators & Counselors	These practices should be done prior to course scheduling Attend and present at Counselors meeting	Printers/Paper Presentation materials and equipment Repair and/or replace equipment	Completed brochures Present to potential students Promoting increased Enrollment	Increased enrollment
ADVISORY COMMITTEE	Identify additional Advisory Board candidates Invite Advisory members to participate in	WBL Teachers WBL Advisory members	Ongoing and as needed	Scheduled time for meetings	Meeting regularly with Advisory Board	Ongoing work and preparation of curriculum

OTHER	classroom activities Support advanced learning for students with special needs (GOAL)	Central Office CTE staff Students	Small and large group discussion & instruction	Adult chairs for GOAL program (next two years)	Exchanging information with Board members Expecting adult behavior	Students gain increased knowledge for career requirements
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Program Advisory Chair

Career/Technical Director

Date

Date