

Glossary of WBL Terms

(From WBL Implementation Guide pages 5 - 6)

Clinical Rotations provide students with opportunities to explore a variety of health careers, develop knowledge and skills related to healthcare, and transition from the role of student to that of professional. Students rotate among various departments of local healthcare facilities or community facilities to develop an awareness of the many related career opportunities. Unpaid work-based instructional opportunities must be planned and supervised cooperatively by the local education agency and the training sponsor. In the classroom, students are expected to master the essential knowledge and skills of health science coursework prior to participation in this experience. This learning experience usually occurs during the regular school day and is an integral component of a health science program.

Cooperative Education programs coordinate high school or postsecondary studies with a job in a field related to academic or technical education objectives. Students and participating businesses develop written training and evaluation plans to guide workplace activities in coordination with classroom instruction. Students receive course credit for both their classroom and work experiences. Academic credit, compensation, and activities vary with the course of study.

Internship is a one-on-one relationship that provides “hands-on” learning in an area of student interest. A learning contract outlines the expectations of and responsibilities of both parties. The protégé works regularly during or after school for three or four hours a week in exchange for the mentor’s time in teaching and demonstrating. The internship generally lasts from three to six months and may or may not include financial compensation.

Mentoring experience engages a student with a particular employer’s employee who possesses workplace skills and knowledge to be mastered by the student. The mentor instructs the student, critiques the performance of the student, challenges the student to perform well, and works in consultation with classroom teachers and the employer of the student. The relationship generally lasts a year, with the mentor maintaining occasional contact with the protégé for an additional one to two years.

Registered Apprenticeship is an adult educational program that is registered with the U.S. Department of Labor’s Bureau of Apprenticeship and Training. The traditional apprenticeship program is designed for adults, but may be linked to an approved youth apprenticeship program in grades 11-12. Apprenticeships are formal relationships between an employer and employee during which the worker, or apprentice, is paid while learning a specific occupation in a structured program.

School-Based Enterprises focus on the development of small businesses created, managed, and operated by students within the school setting. These ventures support the development of academic, technical, and

entrepreneurial skills in an applied academic environment. Enterprises may be undertaken on or off school grounds.

Service Learning activities are structured experiences for one or more students at a work site or community agency. Students work on specific activities each week during or after school. Under close adult supervision, students develop work skills and learn how to conduct themselves in work situations. Service learning activities should model guidelines developed by the National and Community Service Trust Act (NACSTA), covering the four stages of preparation, action, reflection, and celebration. One-time community service events should not be counted for work-based learning (WBL) purposes.

Shadowing: On-Site is a short-term experience to introduce a student to a particular job by a one-on-one pairing of a student with an employee in a work environment. The student follows or “shadows” the worker for a specified time to better understand the requirements of a particular career. Group field trips and classroom presentations should not be considered shadowing experiences.

Shadowing: Virtual can be a very productive experience for students. This approach is used to support providing work-based learning opportunities for students across the state, especially in rural areas where business partners are more difficult to access either because of distance or the lack of sufficient partners to meet student needs.

It is critical that, when virtual shadowing is provided, the virtual experience be assessed for (at a minimum) those components that constitute quality virtual shadowing experiences, including virtual tours of the facilities, businesses, etc. with content provided, the capability to conduct virtual question/answer exchanges, the overall quality of the site’s features (user friendly, technical features promoting interest, etc.), the length of the experience, etc. As is the case with all quality work-based learning experiences, some type of product should be expected from the student. This could be a written or oral presentation, a research document on the career field, etc.

Virtual shadowing can provide a legitimate shadowing experience for students, but brief visits to Web sites that do not provide the detail and connectivity to personnel that students have in on-site experiences should be avoided.

Structured field trip is a specially planned experience that provides opportunities for students to explore different workplaces. Students are well-prepared beforehand to ask probing questions about employment opportunities, qualifications for employment, job descriptions, benefits associated with the job, types of services provided, and general information about the place of employment and its mission.

Youth Apprenticeship begins in the eleventh grade for students who are age 16 or older. This activity combines classroom instruction (at both secondary and post-secondary levels) with one to two years of on-the-job learning, and results in a “certification of mastery” of specific technical skills. A youth apprentice may matriculate to a registered apprenticeship program after high school. These types of apprenticeships may or may not include financial compensation.