

Work-Based Learning in High School

**Fine-Tuning
Your Practice**







Activity Time

1. At your table, reflect on what skills are needed to succeed in the future workforce?
2. Review the skills listed in the handout, and choose top 3 skills
3. Share top skill choice with whole group and explain why #1 skill

21st Century Workplace Readiness Skills for the Commonwealth

Needs Identified by Virginia Employers

Personal Qualities and Abilities

1. **CREATIVITY AND INNOVATION:** Employs originality, inventiveness, and resourcefulness in the workplace
2. **CRITICAL THINKING AND PROBLEM-SOLVING:** Uses sound reasoning to analyze problems, evaluate potential solutions, and implement effective courses of action
3. **INITIATIVE AND SELF-DIRECTION:** Independently looks for ways to improve the workplace and accomplish tasks
4. **INTEGRITY:** Complies with laws, procedures, and workplace policies; demonstrates honesty, fairness, and respect
5. **WORK ETHIC:** Consistently works to the best of one's ability and is diligent, dependable, and accountable for one's actions

Interpersonal Skills

6. **CONFLICT RESOLUTION:** Negotiates diplomatic solutions to interpersonal and workplace issues
7. **LISTENING AND SPEAKING:** Listens attentively and asks questions to clarify meaning; articulates ideas clearly in a manner appropriate for the setting and audience
8. **RESPECT FOR DIVERSITY:** Values individual differences and works collaboratively with people of diverse backgrounds, viewpoints, and experiences
9. **CUSTOMER SERVICE ORIENTATION:** Anticipates and addresses the needs of customers and coworkers, providing thoughtful, courteous, and knowledgeable service
10. **TEAMWORK:** Shares responsibility for collaborative work and respects the thoughts, opinions, and contributions of other team members

Professional Competencies

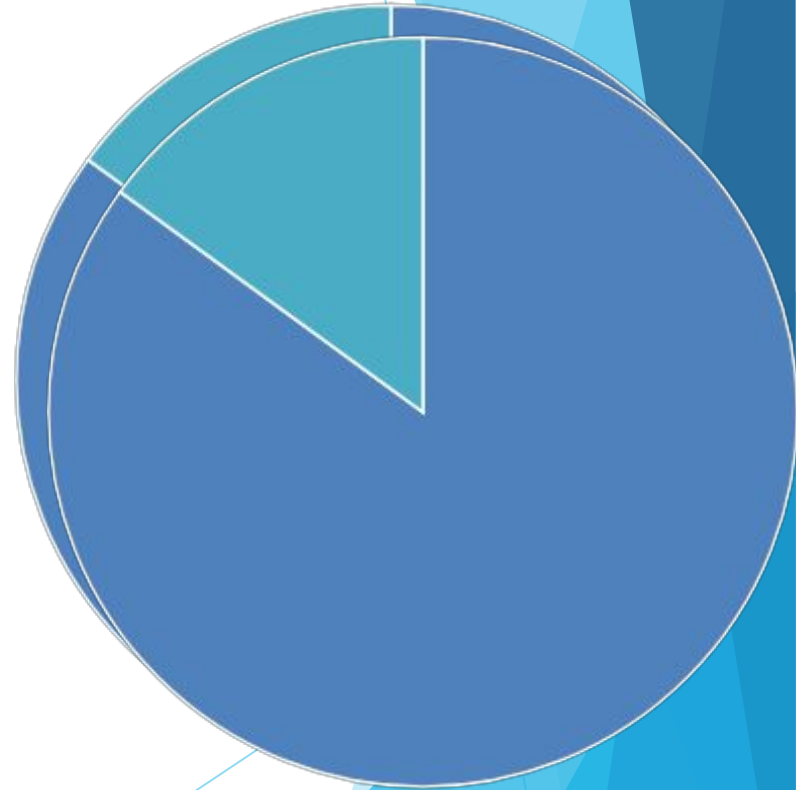
11. **BIG PICTURE THINKING:** Understands one's role in fulfilling the mission of the workplace and considers the social, economic, and environmental impacts of one's actions
12. **CAREER AND LIFE MANAGEMENT:** Plans, implements, and manages personal and professional development goals related to education, career, finances, and health
13. **CONTINUOUS LEARNING AND ADAPTABILITY:** Accepts constructive feedback well and is open to new ideas and ways of doing things; continuously develops professional skills and knowledge to adjust to changing job requirements
14. **EFFICIENCY AND PRODUCTIVITY:** Plans, prioritizes, and adapts work goals to manage time and resources effectively
15. **INFORMATION LITERACY:** Locates information efficiently, evaluates the credibility and relevance of sources and facts, and uses information effectively to accomplish work-related tasks
16. **INFORMATION SECURITY:** Understands basic Internet and email safety and follows workplace protocols to maintain the security of information, computers, networks, and facilities
17. **INFORMATION TECHNOLOGY:** Maintains a working knowledge of devices, resources, hardware, software, systems, services, applications, and IT conventions
18. **JOB-SPECIFIC TOOLS AND TECHNOLOGIES:** Knows how to select and safely use industry-specific technologies, tools, and machines to complete job tasks effectively
19. **MATHEMATICS:** Applies mathematical skills to complete tasks as necessary
20. **PROFESSIONALISM:** Meets organizational expectations regarding work schedule, behavior, appearance, and communication
21. **READING AND WRITING:** Reads and interprets workplace documents and writes effectively
22. **WORKPLACE SAFETY:** Maintains a safe work environment by adhering to safety guidelines and identifying risks to self and others

Soft Skills Drive Job Success

Research conducted by Harvard University, the Carnegie Foundation and Stanford Research Center has concluded that **85%** of job success comes from having well-developed soft and people skills, and only **15%** of job success comes from technical skills and knowledge (hard skills).

We know the needs...

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A photograph of a red ceramic mug filled with coffee, a silver ballpoint pen, and a white paper napkin. The napkin is placed on a light brown, textured surface. The words "pause", "reflect", and "act" are written in blue cursive on the napkin. The pen lies horizontally across the bottom of the napkin.

pause
reflect
act

**How can you help students build workplace
readiness skills?**

How to Practice Workplace Readiness Skills

Center on
transiti
innovati
EDU

Watch Others



School/Classes



Chores at Home



Work-Based Experiences



Assessing for Success: Workplace Readiness Skills Rubric

**Century 21
transition
innovations
VVCU
WORKPLACE
READINESS SKILLS
RUBRIC**

Directions:
Virginia's 21st Century Workplace Readiness Skills are personalized, flexible, and scalable professional skills that are necessary for employment success. To assess students for each skill below please select the performance category that best describes the student's performance level in the classroom and report based on the perspective of the school and the community. After completing the rubric, compare the data to determine the student's strengths and areas of improvement. Use the information to plan instruction, provide support for the practice, and resources for growth.

Performance Levels:

- 5** Can teach peers
- 4** Can perform tasks independently with few or no direct supervisory actions
- 3** Can perform with limited supervision
- 2** Can perform with supervision
- 1** Cannot perform

Skill Category	Skill Description	5 Teach Peers	4 Perform Independently	3 Limited Supervision	2 Supervised	1 Cannot Perform
1 Creativity and Innovation	Generate creativity	Teacher often to create creativity	Independently create creativity	Needs limited supervision to create creativity	Needs supervision to create creativity	Does not create creativity
	Generate ideas of knowledge, research, ideas, concepts, skills, and problem-solving workplace	Teacher often to generate ideas of knowledge, research, ideas, concepts, skills, and problem-solving workplace	Independently generate ideas of knowledge, research, ideas, concepts, skills, and problem-solving workplace	Needs limited supervision to generate ideas of knowledge, research, ideas, concepts, skills, and problem-solving workplace	Needs supervision to generate ideas of knowledge, research, ideas, concepts, skills, and problem-solving workplace	Does not generate ideas of knowledge, research, ideas, concepts, skills, and problem-solving workplace

Skill Category	Skill Description	5 Teach Peers	4 Perform Independently	3 Limited Supervision	2 Supervised	1 Cannot Perform
2 Critical Thinking and Problem Solving	Identify problems	Teacher often to identify problems	Independently identify problems	Needs limited supervision to identify problems	Needs supervision to identify problems	Does not identify problems
	Develop potential solutions	Teacher often to develop potential solutions	Independently develop potential solutions	Needs limited supervision to develop potential solutions	Needs supervision to develop potential solutions	Does not develop potential solutions
3 Initiative and Self-direction	Independently identify work to accomplish	Teacher often to independently identify work to accomplish	Independently identify work to accomplish	Needs limited supervision to independently identify work to accomplish	Needs supervision to independently identify work to accomplish	Does not independently identify work to accomplish
	Ability to work on projects on own	Teacher often to work on projects on own	Independently work on projects on own	Needs limited supervision to work on projects on own	Needs supervision to work on projects on own	Does not work on projects on own
4 Integrity	Communicate honestly	Teacher often to communicate honestly	Independently communicate honestly	Needs limited supervision to communicate honestly	Needs supervision to communicate honestly	Does not communicate honestly
	Demonstrate respect	Teacher often to demonstrate respect	Independently demonstrate respect	Needs limited supervision to demonstrate respect	Needs supervision to demonstrate respect	Does not demonstrate respect
5 Work Ethic	Be able to work on time	Teacher often to be able to work on time	Independently be able to work on time	Needs limited supervision to be able to work on time	Needs supervision to be able to work on time	Does not be able to work on time
	Following tasks/direction	Teacher often to follow tasks/direction	Independently follow tasks/direction	Needs limited supervision to follow tasks/direction	Needs supervision to follow tasks/direction	Does not follow tasks/direction

Skill Category	Skill Description	5 Teach Peers	4 Perform Independently	3 Limited Supervision	2 Supervised	1 Cannot Perform
14 Efficiency and Productivity	Manage information with goals to manage time and resources effectively	Teacher often to manage information with goals to manage time and resources effectively	Independently manage information with goals to manage time and resources effectively	Needs limited supervision to manage information with goals to manage time and resources effectively	Needs supervision to manage information with goals to manage time and resources effectively	Does not manage information with goals to manage time and resources effectively
15 Information Literacy	Locate and use information effectively	Teacher often to locate and use information effectively	Independently locate and use information effectively	Needs limited supervision to locate and use information effectively	Needs supervision to locate and use information effectively	Does not locate and use information effectively
16 Information Security	Protect sensitive information	Teacher often to protect sensitive information	Independently protect sensitive information	Needs limited supervision to protect sensitive information	Needs supervision to protect sensitive information	Does not protect sensitive information
17 Information Technology	Use technology to solve problems	Teacher often to use technology to solve problems	Independently use technology to solve problems	Needs limited supervision to use technology to solve problems	Needs supervision to use technology to solve problems	Does not use technology to solve problems
18 Job-specific Tools	Use industry-specific tools and equipment effectively	Teacher often to use industry-specific tools and equipment effectively	Independently use industry-specific tools and equipment effectively	Needs limited supervision to use industry-specific tools and equipment effectively	Needs supervision to use industry-specific tools and equipment effectively	Does not use industry-specific tools and equipment effectively

Work-Based Learning Experiences

Real-world experiences that connect classroom learning with career pathways.

- Develops technical, academic, and employability skills
- Provides hands-on, real-world experience
- Reinforces skills aligned with workplace expectations
- Improves chances of employment and community integration
- Encourages high expectations
- Grounded in each student's Strengths, Preferences, Interests, and Needs (SPIN)

Work-Based Learning Knowledge and Skills

Academic Knowledge

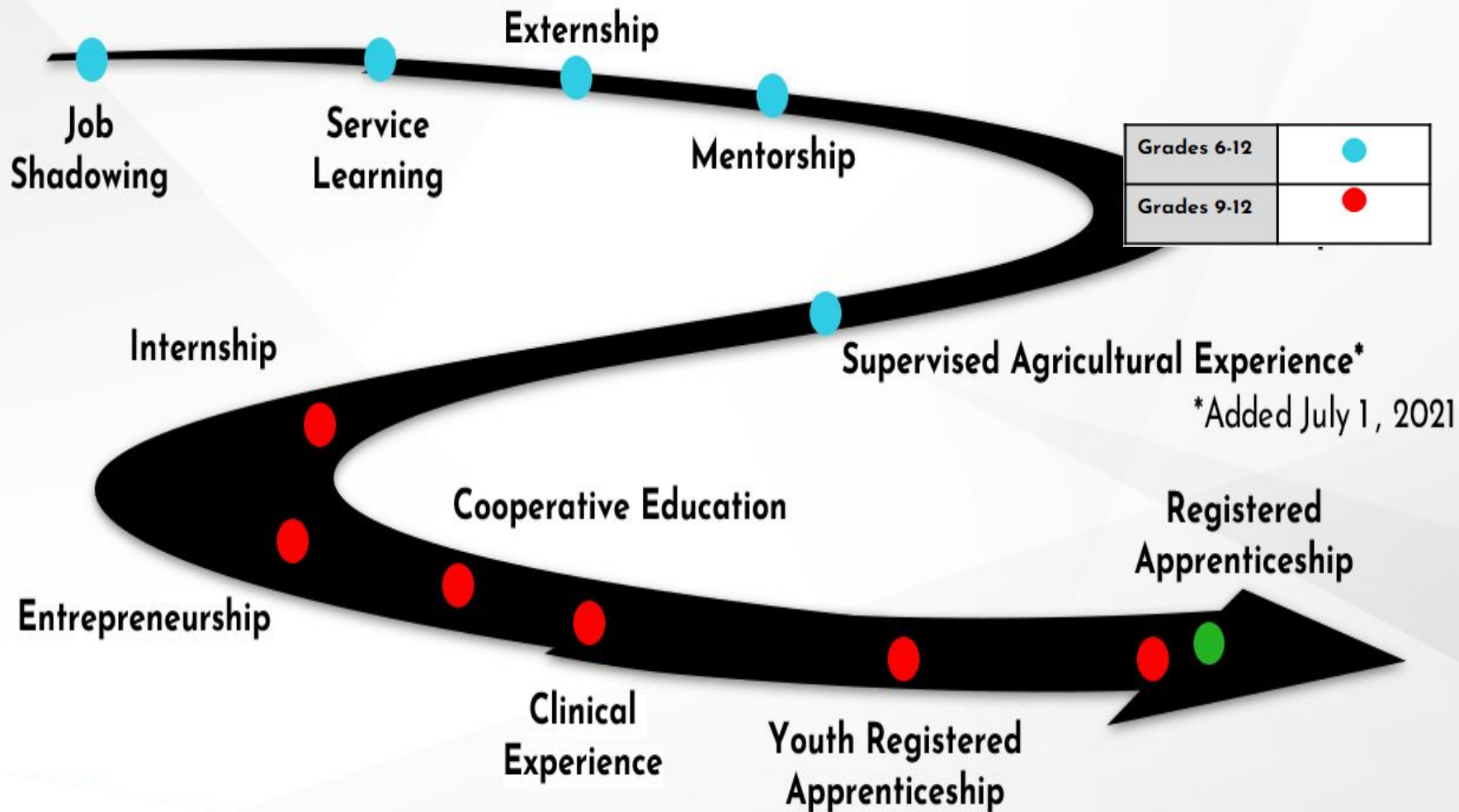
Knowledge and skills associated with subject-matter areas such as English, mathematics, and science

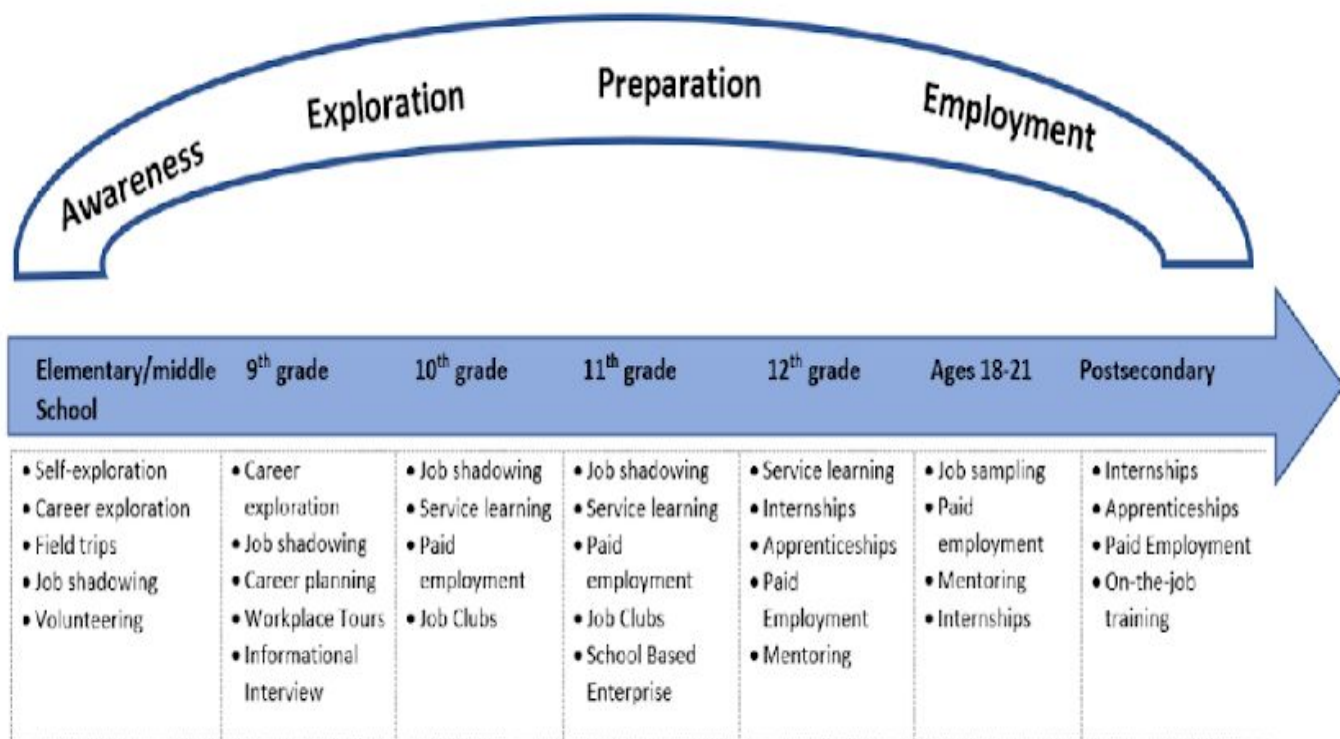
Technical Skills

Skills needed for specific occupations or careers

Employability Skills

General knowledge and skills that are necessary for success in the labor market at all employment levels in all sectors







**TIME TO
ENGAGE**

Barrier Busters: Solving WBL Challenges

- 1) Think about WBL experiences from your role.
- 2) Identify 2 challenges you've encountered.
- 3) Write challenges on a sticky note.
- 4) Each table will select two common challenges.
- 5) Brainstorm practical solutions.
- 6) Report out to the group.

YOU CAN'T **DO IT** ALONE!



Partners in Work-Based Learning

Students

Central to the process

Bring interests, goals, and motivation

Active participants in learning and reflection

DARS

Provide Pre-ETS to build workplace skills

Help align WBL with transition plans

Bridge school-to-work transitions

Provide job coaching

Partners in Work-Based Learning

Families

Support
exploration and
logistics

Reinforce
expectations

Advocate for
access and
inclusion

CTE Colleagues

Help identify
appropriate WBL
opportunities

Prepare students with
essential workplace
skills and
expectations

Support
documentation,
reflection, and
progress monitoring

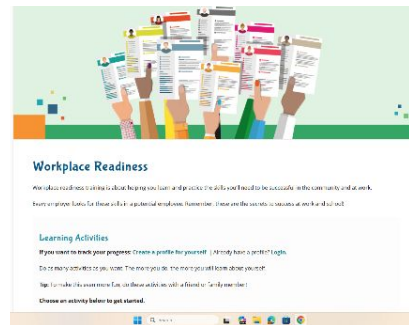


Questions?

Resources

Explore Work

<https://explore-work.com/>

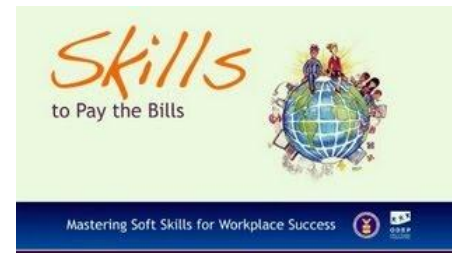


Pathful



Skills to Pay the Bills

<https://pueblo.gpo.gov/CAARNG/ODEP/PDF/ODEPo13.pdf>





THANK YOU

Project PEACE is funded by the Projects of National Significance: Community Collaborations for Employment Program
HHS-2021-ACL-AOD-DNCE-0098