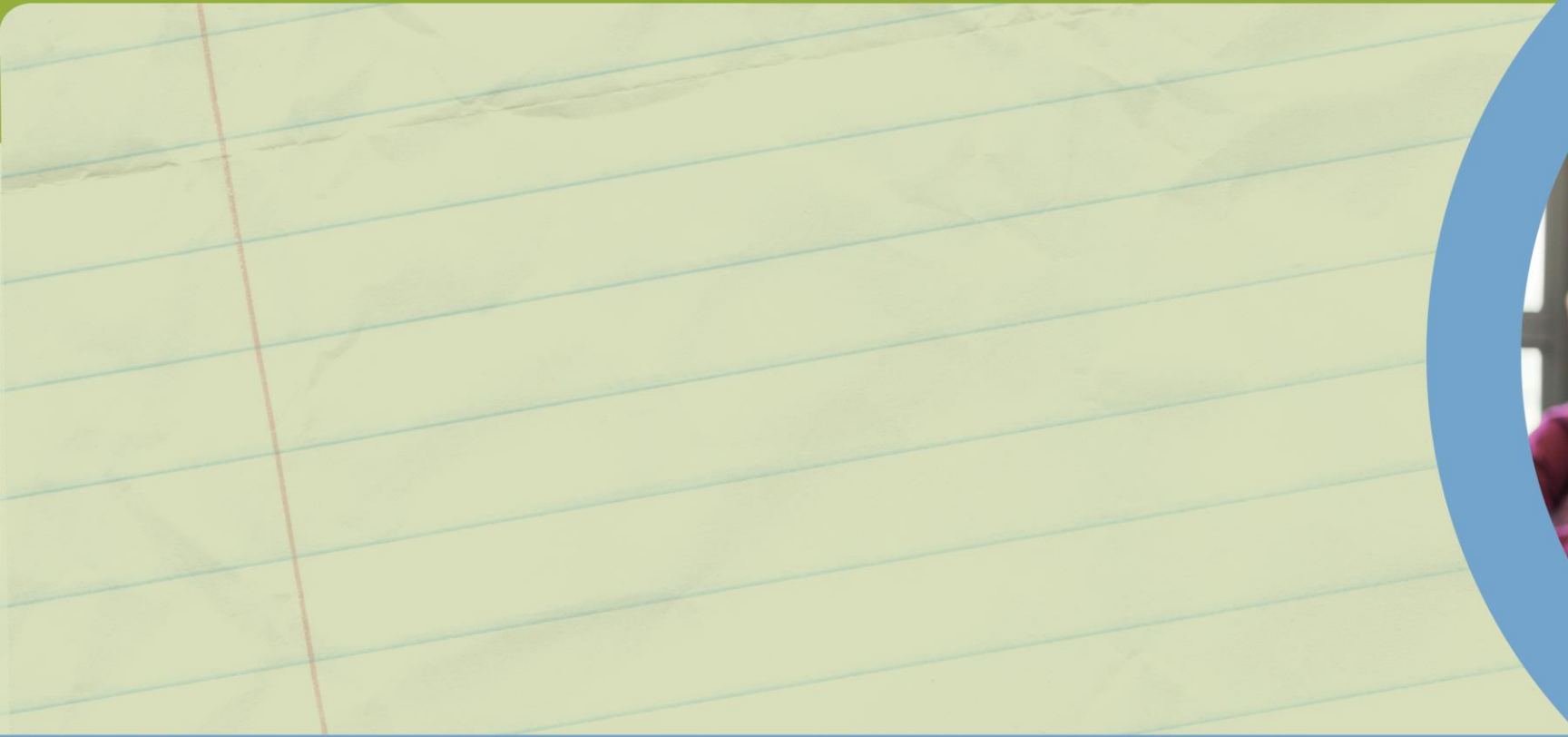


# CBI Work-Based Learning, session 2



Chelsea Canterbury – December 12, 2022

# Today's Discussion

Session 1 Review

CBI Updates

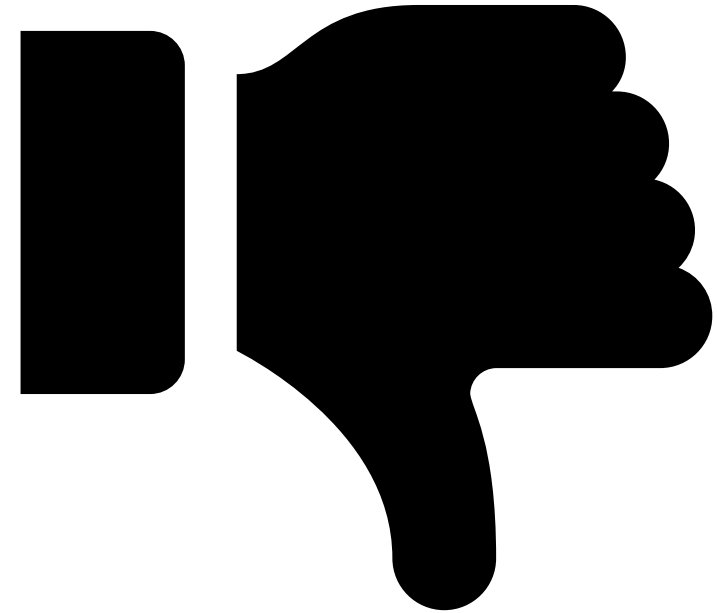
Work-Based Learning Types

Work-Based Learning in the  
Classroom

Resources & Next Steps

# True or False?

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# Dept. of Education - Goals for CBI

- Professional Development to meet your needs
- CBI Support Network (Statewide Survey)
- Support for student experiential learning (WECEP, CBI & Minor Labor Law Guidance Document)
- New Standards & CBI Manual for 2023-2024
  - Teacher Committee Review January 2023
  - Business Committee Review February 2023

# Complete the CBI State-wide Survey

<https://forms.office.com/g/RRmkDfur6D>



# Types of Work-Based Learning



**Job Site Placement  
and Internship**



**Apprenticeship and  
Pre-Apprenticeship**



**Remote or Virtual  
Placement**



**Entrepreneurship**

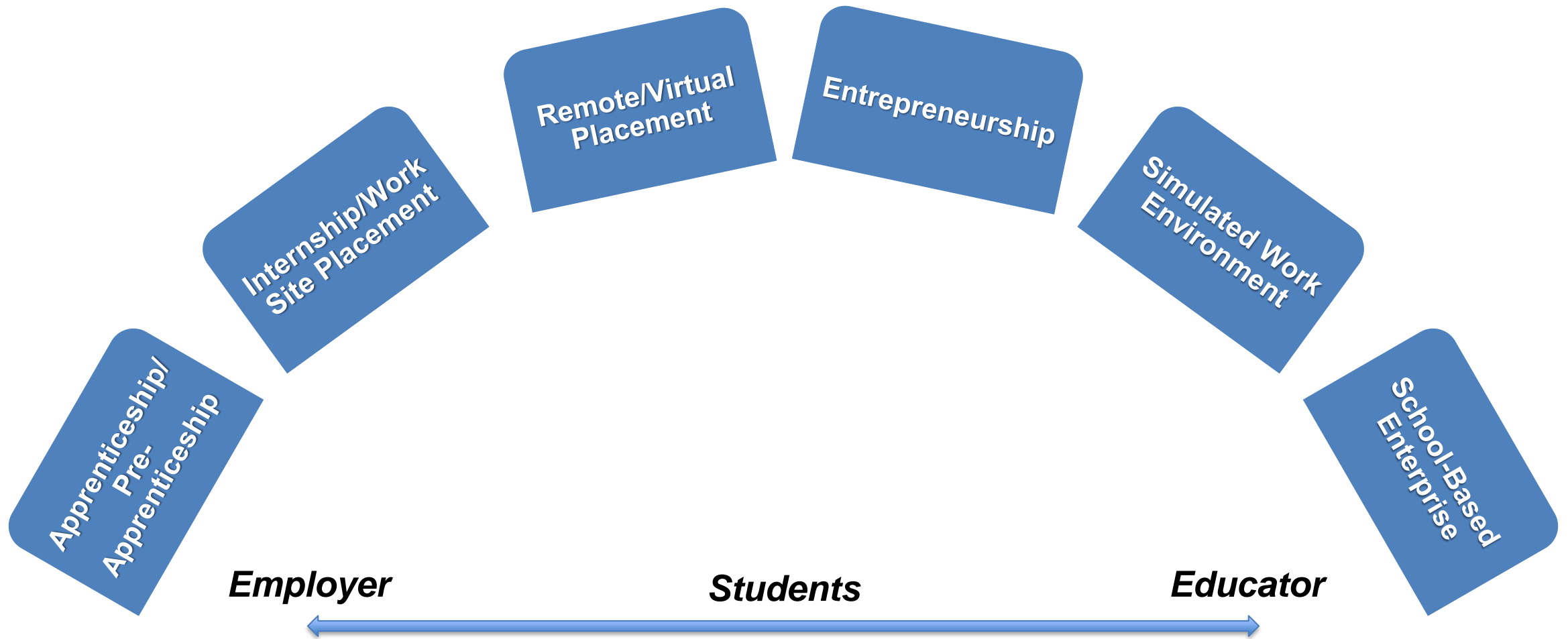


**School-based  
Enterprise**



**Simulated Work  
Environment**

# Continuum of Supervision



SCHOOL NAME – ADDRESS – PHONE NUMBER  
WORK-BASED LEARNING AGREEMENT

**STUDENT INFORMATION**

Name:	Phone:
Address:	City/Zip:
DOB:	Grade:

**INSTRUCTOR/EDUCATOR INFORMATION**

Name:	Phone:
School Address:	City/Zip:
Position Title:	District/School:

**EMPLOYER/BUSINESS MENTOR INFORMATION**

Name:	Business/Organization:
Phone:	Address:
City/Zip:	Position Title:

**EXPERIENCE DETAILS**

Start Date: __/__/__	End Date: __/__/__	Grading Period(s):																																					
Career Field Pathway (if applicable):																																							
This experience will be considered for Credit Flexibility: <input type="checkbox"/> Yes <input type="checkbox"/> No																																							
<p><u>Type of Work-Based Learning:</u></p> <input type="checkbox"/> Off-Site Placement or Internship <input type="checkbox"/> Apprenticeship/Pre-Apprenticeship <input type="checkbox"/> Remote or Virtual Placement <input type="checkbox"/> Entrepreneurship <input type="checkbox"/> School-Based Enterprise <input type="checkbox"/> Simulated Work Environment	<p><u>Typical Weekly Schedule:</u></p> <table border="1"> <thead> <tr> <th rowspan="2">Day</th> <th colspan="2">Time of Work</th> <th rowspan="2">Total Work Hours</th> </tr> <tr> <th>From</th> <th>To</th> </tr> </thead> <tbody> <tr><td>Mon</td><td></td><td></td><td></td></tr> <tr><td>Tue</td><td></td><td></td><td></td></tr> <tr><td>Wed</td><td></td><td></td><td></td></tr> <tr><td>Thurs</td><td></td><td></td><td></td></tr> <tr><td>Fri</td><td></td><td></td><td></td></tr> <tr><td>Sat</td><td></td><td></td><td></td></tr> <tr><td>Sun</td><td></td><td></td><td></td></tr> <tr> <td></td> <td></td> <td>Total</td> <td></td> </tr> </tbody> </table>	Day	Time of Work		Total Work Hours	From	To	Mon				Tue				Wed				Thurs				Fri				Sat				Sun						Total	
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<p>Pay Rate: ___/hour (if applicable)</p>																																							
<p><u>Job Description:</u></p>																																							

# Learning Agreement

# Standard Information



# The “Job Description” is a blank box...

Student's Job Description:



# Collaborative Learning Outcomes

## LEARNING OUTCOMES

*[Work-based learning is designed to provide authentic learning experiences that link academic, technical and professional skills. This section of the learning agreement outlines the key learning outcomes that students will aim to achieve during the experience. It describes how learning competencies will be demonstrated in the workplace, in addition to any supporting study or instruction.]*



<a href="#">Ohio's Learning Standards</a> <a href="#">Ohio Career Field Technical Content Standards</a> <i>(Select a Career Field)</i> <a href="#">OhioMeansJobs Readiness Seal Competencies</a>	<b>Work-Based Demonstration</b>	<b>Additional Study Demonstration</b> <i>(Through classroom instruction, independent study project, etc.)</i>	<b>Evidence of Demonstration</b>
<i>EXAMPLE (Optometry Assistant)</i>  Health Science 2.2.6 <i>Determine pupil reactivity and accommodation.</i>	<i>Student will observe pupil reactivity during eye exams and will discuss with the doctor their observations.</i>	<i>Student will review various types of pupil reactivity during classroom instruction.</i>  <i>Student will investigate pupil reactivity abnormalities through independent study.</i>	<i>Student Journaling; Employer Evaluation; Portfolio Artifact</i>

Align Learning Agreements with CBI Standards, Ohio Means Jobs Readiness Seal, academic course standards, job descriptions and input from business partners

# Find a need ... and fill it!

- School store(s)
- Create commercials/promotional materials for local business or programs
- Community-based service projects
- Plan community events
- Entrepreneurship challenges
- Partner with elementary/middle school teachers

# Get Creative in your partnerships

- [Financial Planning](#) for community members (work with accountants or financial planners)
- Project-Based learning with a Human Resources professional during a business ethics and communications unit
- Have students design an “[action project](#);” they will be responsible (with your support) to find mentors and design their learning agreement

# Evidence of Positive Evaluations

CBI Instructor and Industry Partner both contribute to ongoing evaluations and feedback throughout the process. The schedule and expectations should be determined before the experience begins.

Learning Outcomes (as defined in Work-Based Learning Agreement)	Level of Competency Demonstrated			
	1 <sup>st</sup> Eval __/__/__	2 <sup>nd</sup> Eval __/__/__	3 <sup>rd</sup> Eval __/__/__	Final Eval __/__/__

***Remember: “sustained over time”***

# Learning Agreements & Assessment

*What evaluation methods am I familiar with? Which methods am I interested in using in my classroom?*



# Who Can Help?



Advisory Committees



ESC Business Advisory Councils



Local Chamber of Commerce



Ohio Tech Prep



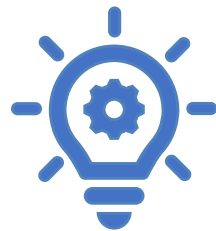
Score.org

# Considerations

- ! Depth & breadth – the experience should fully represent occupations in the industry
- ! Partner with academic & other CTE teachers to learn about overlapping PBL opportunities
- ! Student is responsible for tracking and documentation of hours.
- ! Experience is sustained over time.



*Which types of work-based learning am I interested in exploring in my program? What types of opportunities might already exist with business partners?*



**Please provide your feedback  
on today's session**

<https://forms.office.com/g/pxWSQYA5SN>





# Thank You!

**Chelsea Canterbury**

Chelsea.Canterbury@education.ohio.gov

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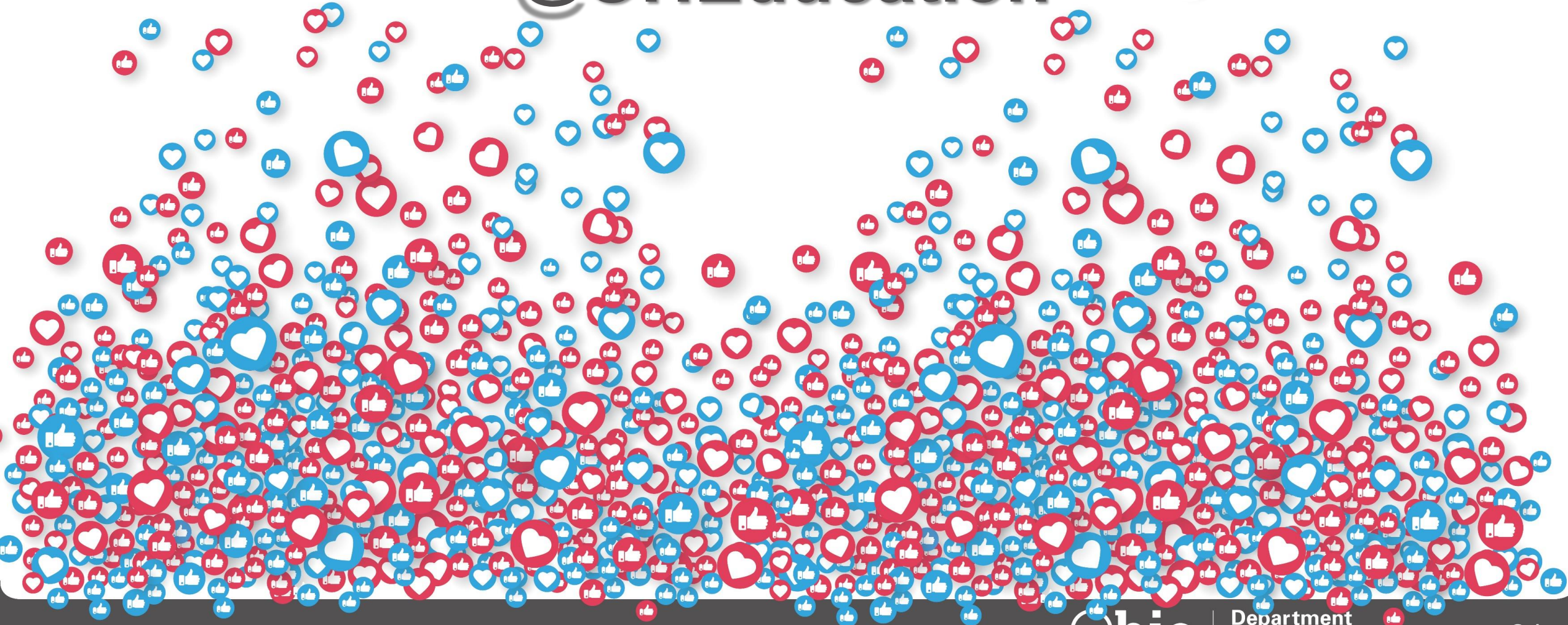




You Tube

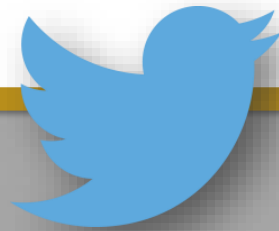


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community with us!**

**#MyOhioClassroom**



**Celebrate educators!**

**#OhioLovesTeachers**