

Tamalpais Union High School District

Larkspur, California

Course of Study

Workplace Learning

I. INTRODUCTION

A. Purpose

This course is intended to give students the opportunity to link academic work, career interests, and real world workplace experience by:

- Integrating work-based and school based learning.
- Providing students with broad instruction in all aspects of the industries they are preparing to enter (see Appendix A).
- Integrating occupation and academic learning.
- Linking secondary and postsecondary educational opportunities.

This course demands an integration of school-based learning with quality work-based learning opportunities that reinforce each other. The work skills component must channel the experience into learning relationships with employers so that students master progressively more complex tasks under the tutelage of skilled mentors and use their work experience as a way of putting their school experience into context.

The course is intended for juniors and seniors as:

- An integral part of their coursework in a career academy.
- An optional part of their coursework related to community service or career interest.
- A part of an entrepreneurial program designed by students, teachers, counselors, or other members of the school community.

The course is designed as a companion course of study and is linked to sequential programs in existence, student interest, or entrepreneurial or academic subject areas. It is highly recommended that this course be utilized in tandem with course offerings and programs such as the academies at Drake, the Voices program, the former Ensemble Theatre Company programs, or other subject-specific programs such as journalism, drafting, or ROP offerings. The intent is to capture the

powerful learning inherent in integrated, hands-on approaches to learning while building structured linkages between secondary and post-secondary education to encourage all students to pursue further learning.

B. Course Goals

This course addresses the TAM2000 Mission statement by “*developing the individual, the ability to compete in an increasingly global economy and the skills and strategies needed for success in our complex, rapidly changing, multicultural world.*” Further the course contributes to the Tam2000 long range goal of “*preparing our students for lives of personal, academic, and professional growth, achievement and fulfillment.*”

This course contributes to students’ attainment of Outcome #12: *Demonstrate school-to-work/postsecondary transition skills and knowledge.*

Students will:

- Create a realistic plan for their transition from high school to the next phase of personal education.
- Demonstrate an understanding of the relationship between academic study and its application to the workplace.
- Experience a sustained relationship with an employer that allows students to build their workplace competency skills.
- Design and execute a project within their work placement which will culminate in a public presentation and evaluation.
- Develop at least one job-related skill.
- Demonstrate understanding of the relationship between a strong workforce and the nation’s economic health.
- Demonstrate the SCANS competencies (see Appendix B).

It is expected that the course will provide students the opportunity to:

- Demonstrate individual and collective responsibility, creativity, productivity, and initiative through class, school, community and workplace projects and experiences.
- Have meaningful adult/student contacts.
- Acquire the technological skills needed for personal, educational and employment success.
- Demonstrate workplace maturity skills such as teamwork, flexibility, priority setting, timeliness, initiative, listening, stress management, mediation and negotiation.

In addition, the course provides students with the opportunities to achieve other learning outcomes such as: #1 (Effective communication), #2

(Reading and analyzing), #3 (Using technology), and #13 (Social, civic, or cultural service).

Finally, the district's system outcomes are clearly embedded in the nature of this course. Students take responsibility for their own learning, develop self-confidence and self-esteem, demonstrate pride in their work, enjoy and value learning, foster reliance on a strong sense of personal integrity and ethics, link school to postsecondary experiences, learn to get along with other people, and develop an awareness of the impact of their behavior on self and others.

II. STUDENT LEARNING OUTCOMES

A. Student Learning Outcomes

Students in this course will:

- Obtain and participate in a sustained work-based experience of at least a semester's duration which requires demonstration of workplace maturity skills (as listed in I-B) above as documented by workplace mentor/employer feedback.
- Access resources regarding careers and related further education in order to prepare a plan for transition from high school into the next phase of personal development.
- Prepare and execute a public presentation of their work/findings which includes demonstrated understanding of the relationship among academics, workplace experiences, career planning, and choice-making; reflection on their specific experiences. The presentation must include both oral and written communication and reflect appropriate technology applications to enhance presentation quality.

B. Means of student Assessment

Students work will be assessed using a variety of indicators including, but not limited to the following:

- Reflective journal of their work placement.
- A culminating paper on an agreed upon topic which demonstrates an analyses of a problem, job, or chosen project.
- An oral presentation and "defense of thesis" as described in II-A-3 above.
- Employer/mentor review of workplace competencies
- Exit interview with student, employer, parent, and teacher.
- Active participation in all activities, both school- and work-based.
- Personal self-evaluation.

Students will be fully informed of the assessment criteria at the beginning of the semester, preferably in writing.

C. Means of Course Assessment

The effectiveness of this course will be regularly assessed using a variety of indicators including, but not limited to, the following:

- Feedback from participating students and parents using both survey and oral de-briefing interview.
- Feedback from participating community-based partners using both survey and oral de-briefing interview.
- Quality of products developed and presented.
- External assessment by an acknowledged expert in School to Work programs, such as Jobs for the Future.

III. METHODS AND MATERIAL

A. Methods

The key to this course is the workplace experience. Students will be engaged in sustained placements obtained through a variety of programs such as academies, sequential programs (e.g. ETC model), ROP courses, senior projects, Tech-Prep programs, and student initiated plans (entrepreneurship model). This placement may take place on or off campus and may involve students working without the continuous, direct supervision of a certificated teacher.

The work placement will utilize community resources along with teachers, parents, and career center experts. Students will work with a workplace mentor to develop work-based learning components, school-based components, and connecting activities. Students will with both school- and work- mentors to discuss progress, plan for meeting learning outcomes, and resolve problems. One-to-one conferencing will be utilized.

B. Materials

This course is not a textbook driven course. No uniform tests will be used. Instead, students will use primary source documents; current periodicals, journals, trade magazines; and internal documents, manuals, and materials directly related to their individual work placements.

Some subject-specific instructional materials and texts will be used as appropriate for school-based learning and connecting activities.

General reference materials on economics, workforce development, career planning, and occupational trends will be utilized.

C. Use of Technology

Students will become acquainted with and, to the extent possible, develop expertise in the specific workplace technologies such as e-mail, FAX, telecommunications, automotive diagnostics, multimedia and software applications such as word-processing, databases, spreadsheets, graphics, CAD.

The final public presentation will require students to use wordprocessing and presentation graphics such as overhead, graphic layout. Computer-based interactive presentations are encouraged as an option for this final project.

IV. GENERAL INFORMATION

This course will generally be offered as a 5-unit semester course; however, students may arrange with the teacher for a variable credit option as appropriate. Any agreement for other than 5 units per semester must be established before the semester begins. The course may be repeated for up to a total of 20 credits. Students repeating the course will be expected to meet increasingly higher standards on the student learning outcomes and may not repeat identical projects although they may continue in the same work placement.

Prerequisites

There are no prerequisites other than at least junior standing. Students must identify both school- and work- mentors before enrolling in the course. Collaborating community partners/employers will also be required to complete required district forms and make a contract with the student before enrollment.

Requirements Met

This course does not meet any one specific graduation requirement, but earns elective credit for graduation. It does not satisfy a UC "a-f" requirement. However, students can use this course to enhance their postsecondary applications as many institutions and employers look favorable upon such in-depth work.

Adopted: 2/28/1995