

Massachusetts Work-Based Learning Plan



Student: _____ ID#: _____ School: _____

Supervisor: _____ Company: _____

Student's Job Title: _____ Career Specialist/Teacher: _____

Step 1: Write a brief (2–4 sentences) job description here:

Step 2: Review the 9 competencies listed below. Pick the competency(ies) that are most applicable to the student's job and pull the applicable page(s).

I. Individual

- 1. Communication and Literacy**
 - a. Speaking
 - b. Listening
 - c. Reading
 - d. Writing
- 2. Organizing and Analyzing Information**
 - a. Collecting and Organizing Information
 - b. Research and Analysis
 - c. Quantitative Analysis and Mathematics
- 3. Problem Solving**
 - a. Identifying Problems
 - b. Solving Problems
- 4. Using Technology**
 - a. Using Work Tools and Office Equipment
 - b. Computer Operation
- 5. Completing Entire Activities**
 - a. Initiating and Completing Projects
 - b. Time Management

II. Team

- 6. Acting Professionally**
 - a. Attendance and Appearance
 - b. Accepting Direction and Criticism
 - c. Flexibility and Maintaining Self-Control
 - d. Respecting Confidentiality
- 7. Interacting with Others**
 - a. Interacting with Customers/Clients
 - b. Interacting with Co-Workers
 - c. Managing Stress and Conflict
 - d. Respecting Diversity
- 8. Understanding All Aspects of the Industry**
 - a. Understanding the Structure and Dynamics of the Entire Organization
 - b. Recognizing Health and Safety Issues
 - c. Understanding Personnel Policy and the Labor/Management Relationship

III. Personal and Professional Development

- 9. Taking Responsibility for Career and Life Choices**
 - a. Teaching and Learning on an Ongoing Basis
 - b. Balancing Personal, Professional and Academic Responsibilities
 - c. Setting Career Goals

Step 3: In more detail, list 5–7 objectives, tasks, and/or projects that the student must accomplish at work and list the corresponding competency(ies) that correlates to that task/project.

Task	Competency(ies)
1.	
2.	
3.	
4.	
5.	
6.	
7.	

Step 4. First Review: After 1–2 weeks on the job, rate the student by checking the appropriate boxes on the individual competency sheet(s). Set goals with the student in the chosen competency area(s) and write these in the boxes marked “Goals.” After completing individual sheet(s), record the rating on the Summary Sheet.

Step 5. Second Review: At the end of the job, or at appropriate intervals, meet with the student again to revisit the competencies. Discuss which goals the student has met and which the student may want to continue working on in other arenas. Rate the overall competency level on the Summary Sheet to assess the student’s growth.

Step 6: After each review, have the appropriate people sign the Summary Sheet.

COMPETENCY **1** *Communication and Literacy*

Student: _____ ID#: _____ School: _____

Supervisor: _____ Company: _____

Student's Job Title: _____ Career Specialist/Teacher: _____

First Review Date: _____ Second Review Date: _____

In each row, please check ONE phrase that best describes the student's performance.

NEEDS DEVELOPMENT	COMPETENT	PROFICIENT	ADVANCED
1a. Speaking			
<input type="checkbox"/> Learning to speak clearly, audibly and courteously.	<input type="checkbox"/> Speaks clearly and uses language appropriate to the environment both in person and on the telephone.	<input type="checkbox"/> Expresses complex ideas in an organized and concise manner.	<input type="checkbox"/> Presents effectively to a group using well-organized format, concise language and clear enunciation.
▲ <i>Comments:</i>			
1b. Listening			
<input type="checkbox"/> Developing listening skills; working to make eye contact and confirm understanding.	<input type="checkbox"/> Listens attentively; makes eye contact; repeats instructions to confirm understanding.	<input type="checkbox"/> Listens attentively and demonstrates understanding through relevant responses and questions.	<input type="checkbox"/> Retains complex information over time and applies it to later work.
▲ <i>Comments:</i>			
1c. Reading			
<input type="checkbox"/> Reads written directions and workplace documents with assistance.	<input type="checkbox"/> Reads written directions and workplace documents independently.	<input type="checkbox"/> Reads and understands written materials, including technical documents, independently; asks questions where appropriate.	<input type="checkbox"/> Reads complex written materials and executes related tasks independently.
▲ <i>Comments:</i>			
1d. Writing			
<input type="checkbox"/> Learning to write clearly with correct grammar.	<input type="checkbox"/> Writes clearly with correct grammar.	<input type="checkbox"/> Writes clearly using work-related terminology.	<input type="checkbox"/> Writes and develops professional material such as newsletters and marketing brochures.
▲ <i>Comments:</i>			

Goals:

COMPETENCY **2** *Organizing and Analyzing Information*

Student: _____ ID#: _____ School: _____

Supervisor: _____ Company: _____

Student's Job Title: _____ Career Specialist/Teacher: _____

First Review Date: _____ Second Review Date: _____

In each row, please check ONE phrase that best describes the student's performance.

NEEDS DEVELOPMENT	COMPETENT	PROFICIENT	ADVANCED
2a. Collecting and Organizing Information			
<input type="checkbox"/> Developing ability to collect and organize information and material needed for a task.	<input type="checkbox"/> Effectively compiles information and resources, including via the Internet.	<input type="checkbox"/> Effectively organizes and evaluates the relevance and accuracy of information.	<input type="checkbox"/> Identifies and obtains missing information based on mastery of subject.
▲ <i>Comments:</i>			
2b. Research and Analysis			
<input type="checkbox"/> Developing a familiarity with pertinent information and its location.	<input type="checkbox"/> Researches and synthesizes information from a variety of sources.	<input type="checkbox"/> Analyzes, interprets and draws conclusions from a variety of information types and sources.	<input type="checkbox"/> Develops theories of action and tests them in practice.
▲ <i>Comments:</i>			
2c. Quantitative Analysis and Mathematics			
<input type="checkbox"/> Performs simple calculations—addition and subtraction—with and without a calculator.	<input type="checkbox"/> Applies basic math, including multiplication and division, to complete appropriate tasks.	<input type="checkbox"/> Demonstrates understanding of quantitative or geometric applications by calculating fractions, percentages, angles or other mathematical relationships.	<input type="checkbox"/> Applies advanced math, such as statistics, accounting or probability to complete assignments and test hypotheses. Presents quantitative analyses through graphs and charts.
▲ <i>Comments:</i>			

Goals:

COMPETENCY **3** *Problem Solving*

Student: _____ ID#: _____ School: _____

Supervisor: _____ Company: _____

Student's Job Title: _____ Career Specialist/Teacher: _____

First Review Date: _____ Second Review Date: _____

In each row, please check ONE phrase that best describes the student's performance.

NEEDS DEVELOPMENT	COMPETENT	PROFICIENT	ADVANCED
3a. Identifying Problems			
<input type="checkbox"/> Identifies problems with help from supervisor.	<input type="checkbox"/> Identifies problems independently.	<input type="checkbox"/> Explores cause of problems and evaluates impact on various stakeholders.	<input type="checkbox"/> Identifies potential problems and proposes preventive action.
▲ <i>Comments:</i>			
3b. Solving Problems			
<input type="checkbox"/> Solves problems with help from supervisor.	<input type="checkbox"/> Solves simple problems independently.	<input type="checkbox"/> Explores options and considers several alternative solutions when solving problems.	<input type="checkbox"/> Develops hypotheses and proposes creative solutions and systemic change, including preventive action.
▲ <i>Comments:</i>			

Goals:

COMPETENCY **4** *Using Technology*

Student: _____ ID#: _____ School: _____

Supervisor: _____ Company: _____

Student's Job Title: _____ Career Specialist/Teacher: _____

First Review Date: _____ Second Review Date: _____

In each row, please check ONE phrase that best describes the student's performance.

NEEDS DEVELOPMENT	COMPETENT	PROFICIENT	ADVANCED
4a. Using Work Tools and Office Equipment			
<input type="checkbox"/> Uses work tools and/or basic office equipment with supervision.	<input type="checkbox"/> Uses work tools and/or office equipment independently.	<input type="checkbox"/> Trouble shoots and solves problems using work tools and/or office equipment.	<input type="checkbox"/> Takes initiative in maintaining tools/equipment and/or seeing to it that they are repaired.
▲ <i>Comments:</i>			
4b. Computer Operation			
<input type="checkbox"/> Learning basic computer skills.	<input type="checkbox"/> Demonstrates basic computer skills.	<input type="checkbox"/> Uses appropriate software to complete assignments.	<input type="checkbox"/> Applies appropriate software innovatively to improve organization's productivity.
▲ <i>Comments:</i>			

Goals:

COMPETENCY **5** *Completing Entire Activities*

Student: _____ ID#: _____ School: _____

Supervisor: _____ Company: _____

Student's Job Title: _____ Career Specialist/Teacher: _____

First Review Date: _____ Second Review Date: _____

In each row, please check ONE phrase that best describes the student's performance.

NEEDS DEVELOPMENT	COMPETENT	PROFICIENT	ADVANCED
5a. Initiating and Completing Projects			
<input type="checkbox"/> Completes tasks and projects as assigned with supervision.	<input type="checkbox"/> Completes tasks and projects as assigned.	<input type="checkbox"/> Initiates and completes projects independently.	<input type="checkbox"/> Delivers high-quality results on schedule.
▲ <i>Comments:</i>			
5b. Time Management			
<input type="checkbox"/> Meets assigned deadlines with supervision.	<input type="checkbox"/> Meets assigned deadlines independently.	<input type="checkbox"/> Sets priorities and deadlines independently.	<input type="checkbox"/> Manages multiple tasks and projects effectively.
▲ <i>Comments:</i>			

Goals:

COMPETENCY **6** *Acting Professionally*

Student: _____ ID#: _____ School: _____

Supervisor: _____ Company: _____

Student's Job Title: _____ Career Specialist/Teacher: _____

First Review Date: _____ Second Review Date: _____

In each row, please check ONE phrase that best describes the student's performance.

NEEDS DEVELOPMENT	COMPETENT	PROFICIENT	ADVANCED
6a. Attendance and Appearance			
<input type="checkbox"/> Maintains consistent attendance, punctuality, and appropriate dress with supervision.	<input type="checkbox"/> Maintains consistent attendance, punctuality, and appropriate dress independently.	<input type="checkbox"/> Is a model of excellent attendance and dress; attends events beyond those required.	<input type="checkbox"/> Represents organization at meetings and events.
▲ <i>Comments:</i>			
6b. Accepting Direction and Criticism			
<input type="checkbox"/> Learning to accept direction.	<input type="checkbox"/> Accepts direction with positive attitude.	<input type="checkbox"/> Accepts constructive criticism with positive attitude.	<input type="checkbox"/> Accepts and applies constructive criticism to improve performance.
▲ <i>Comments:</i>			
6c. Flexibility and Maintaining Self-Control			
<input type="checkbox"/> Learning to adapt to change. Resumes self-control with supervision.	<input type="checkbox"/> Adapts to change with positive attitude. Resumes self-control independently.	<input type="checkbox"/> Explores change. Maintains self-control in challenging circumstances.	<input type="checkbox"/> Initiates change. Maintains self-control in extremely difficult circumstances.
▲ <i>Comments:</i>			
6d. Respecting Confidentiality			
<input type="checkbox"/> Maintains confidentiality with supervision.	<input type="checkbox"/> Understands why certain information must remain confidential.	<input type="checkbox"/> Maintains confidentiality independently.	<input type="checkbox"/> Models good discretion for others in maintaining confidentiality.
▲ <i>Comments:</i>			

Goals:

COMPETENCY **7** *Interacting with Others*

Student: _____ ID#: _____ School: _____

Supervisor: _____ Company: _____

Student's Job Title: _____ Career Specialist/Teacher: _____

First Review Date: _____ Second Review Date: _____

In each row, please check ONE phrase that best describes the student's performance.

NEEDS DEVELOPMENT	COMPETENT	PROFICIENT	ADVANCED
7a. Interacting with Customers/Clients			
<input type="checkbox"/> Developing skills necessary to deal with difficult customers/clients and situations.	<input type="checkbox"/> Appropriately requests assistance when dealing with difficult customers/clients and situations.	<input type="checkbox"/> Resolves client/customer problems independently where appropriate.	<input type="checkbox"/> Proactively handles stress of difficult customers/clients and situations.
▲ <i>Comments:</i>			
7b. Interacting with Co-Workers			
<input type="checkbox"/> Developing basic interaction skills. Responds when others initiate conversations.	<input type="checkbox"/> Initiates positive interactions with co-workers.	<input type="checkbox"/> Participates constructively as part of a team.	<input type="checkbox"/> Leads teams of co-workers to complete projects in an effective and timely manner.
▲ <i>Comments:</i>			
7c. Managing Stress and Conflict			
<input type="checkbox"/> Identifies conflict and considers its source with supervision.	<input type="checkbox"/> Identifies conflict and considers its source independently.	<input type="checkbox"/> Recognizes and avoids potential conflict. Maintains perspective and a sense of humor.	<input type="checkbox"/> Resolves conflict by appropriately addressing issues with involved parties.
▲ <i>Comments:</i>			
7d. Respecting Diversity			
<input type="checkbox"/> Developing an understanding of diversity.	<input type="checkbox"/> Understands diversities and similarities.	<input type="checkbox"/> Demonstrates ability to work with people different from him/herself.	<input type="checkbox"/> Seeks out opportunities to work with people different from him/herself.
▲ <i>Comments:</i>			

Goals:

COMPETENCY **8** *Understanding All Aspects of the Industry*

Student: _____ ID#: _____ School: _____

Supervisor: _____ Company: _____

Student's Job Title: _____ Career Specialist/Teacher: _____

First Review Date: _____ Second Review Date: _____

In each row, please check ONE phrase that best describes the student's performance.

NEEDS DEVELOPMENT	COMPETENT	PROFICIENT	ADVANCED
8a. Understanding the Structure and Dynamics of the Entire Organization			
<input type="checkbox"/> Is aware of his/her own role within the department.	<input type="checkbox"/> Demonstrates working knowledge of the department's role in the organization and how it relates to other departments.	<input type="checkbox"/> Understands and negotiates the communication and workflow between departments.	<input type="checkbox"/> Understands the role of the organization in the industry and the economy.
▲ <i>Comments:</i>			
8b. Recognizing Health and Safety Issues			
<input type="checkbox"/> Practices appropriate health and safety protocol at the workplace with assistance.	<input type="checkbox"/> Practices appropriate health and safety protocol independently and recognizes their importance.	<input type="checkbox"/> Understands the implications of health and safety principles and applies them to new situations.	<input type="checkbox"/> Models good health and safety practices and helps others to understand their importance.
▲ <i>Comments:</i>			
8c. Understanding Personnel Policy and the Labor/Management Relationship			
<input type="checkbox"/> Developing an understanding of personnel policy, and where appropriate, the role of labor organizations.	<input type="checkbox"/> Understands personnel policy, and where appropriate, the role of labor organizations.	<input type="checkbox"/> Adheres to personnel policy and understands its impact on individuals.	<input type="checkbox"/> Understands personnel policy and its impact on the organization; and contributes to a positive work culture.
▲ <i>Comments:</i>			

Goals:

COMPETENCY **9** *Taking Responsibility for Career and Life Choices*

Student: _____ ID#: _____ School: _____

Supervisor: _____ Company: _____

Student's Job Title: _____ Career Specialist/Teacher: _____

First Review Date: _____ Second Review Date: _____

In each row, please check ONE phrase that best describes the student's performance.

NEEDS DEVELOPMENT	COMPETENT	PROFICIENT	ADVANCED
9a. Teaching and Learning on an Ongoing Basis			
<input type="checkbox"/> Developing an appreciation for learning new skills.	<input type="checkbox"/> Participates in professional development opportunities and shares learning upon request.	<input type="checkbox"/> Participates in professional development opportunities and shares learning independently.	<input type="checkbox"/> Uses and actively acquires new skills; initiates training of others.
▲ <i>Comments:</i>			
9b. Balancing Personal, Professional and Academic Responsibilities			
<input type="checkbox"/> Learning to recognize the differences among personal, professional and academic life choices.	<input type="checkbox"/> Applies the ability to manage personal, professional and academic responsibilities.	<input type="checkbox"/> Balances personal, professional and academic life choices.	<input type="checkbox"/> Prioritizes effectively among personal, professional and academic responsibilities.
▲ <i>Comments:</i>			
9c. Setting Career Goals			
<input type="checkbox"/> Needs to gain awareness of career opportunities.	<input type="checkbox"/> Aware of career opportunities.	<input type="checkbox"/> Actively researches career opportunities.	<input type="checkbox"/> Initiates steps to accomplish career goals, including participating in professional development activities such as workshops and seminars.
▲ <i>Comments:</i>			

Goals: