



Work-Based Learning (WBL) Policy Guide

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Contents

Introduction	3
What is WBL?	3
WBL and Tennessee Secondary Graduation Requirements	4
Courses that Count Toward WBL Participation	4
General WBL Policies	7
General Policies for Credit-Bearing WBL Experiences	7
Implementation Policies for WBL Programs	12

Introduction

In an increasingly complex global economy, all students must be prepared with the intellectual, technical, and social skills needed to compete and contribute meaningfully to their communities. For most, this means completing some postsecondary education or training; for all, it will mean learning about themselves and the world of work.

The policies and procedures outlined in this policy guide support outcomes-driven work-based learning (WBL) experiences and programs in Tennessee. They pertain to all WBL activities in Tennessee and establish the minimum requirements of the Tennessee Department of Education (department). Local education agencies (LEAs) may choose to adopt additional guidelines above and beyond these policies based on the workforce needs of regional employers, local postsecondary opportunities, and high-skill, high-wage, in-demand careers.

The WBL Policy Guide is required by [T.C.A. § 49-11-101\(a\)\(3\)](#). A separate [WBL Implementation Guide](#) provides additional supporting documentation and resources for successful WBL strategies. WBL course documents provide additional information about specific credit-bearing WBL experiences.

Coordination and collaboration between the department, the Tennessee Department of Labor & Workforce Development (TDLWD), the Tennessee Board of Regents (TBR), the Tennessee Higher Education Commission (THEC), and the Tennessee State Board of Education (State Board) are paramount to the successful growth in workforce-ready graduates. The combination of this policy guide and the [WBL Implementation Guide](#) provides the foundation on which all WBL programs operate. All the above state entities adhere to these policies to ensure uniformity in the guidance they offer to those they serve.

While this policy guide mainly addresses the operations of a high school WBL program, principles of effective K-12 WBL implementation along the continuum of WBL experiences are also discussed. LEAs should always use intentional planning throughout elementary, middle, and high school to prepare students for postsecondary education and employment, understanding that the purpose of developing literacy, numeracy, and technical skills is to ensure all students can effectively participate in the workforce.

What is WBL?

WBL is a proactive approach to bridging the gap between high school and high-skill, high-wage, in-demand careers in Tennessee. Students build on classroom-based instruction to develop transferable skills that prepare them for success in postsecondary education and future careers.

[T.C.A. § 49-11-901](#) defines WBL as *the application of academic and technical knowledge in a work setting that involves actual work experience*. Establishing this formal definition into law allows for a uniform application of WBL throughout the state. More broadly, **Work-Based Learning (WBL)** is a continuum of experiences that provides students in-person, virtual, or simulated workplace opportunities. The progression begins with career awareness, followed by career exploration, career preparation, and on-the-job career training. Undergirding these experiences are career navigation and advising services that customize the learning experiences for students.

WBL activities can begin as early as elementary school and continue through postsecondary education and the workforce. In educational settings, WBL experiences should align with student interests and provide exposure to professional work settings and expectations, even at the elementary and middle school level.

Student work is judged by professional standards and students are motivated by feedback from educators, workplace supervisors, and customers.



High school WBL experiences may culminate in capstone WBL placements, such as internships, clinical experiences, paid employment, Tennessee Certified Pre-Apprenticeships, and registered apprenticeships. However, any experience that allows a student to apply academic and technical knowledge in a work setting that involves actual work experience may be used as a WBL placement for a high school student. These include school-based enterprises, job shadows, informational interviews followed by classroom simulations, and virtual employer engagements, among other types of experiences along this continuum.

WBL and Tennessee Secondary Graduation Requirements

Tennessee graduation requirements outlined in [Tennessee State Board of Education \(State Board\) Rule 0520-01-03-.06\(2\)](#) include a three-credit progression in an area of elective focus. Credit-bearing, capstone WBL experiences taken through the [WBL: Career Practicum courses](#) count toward this requirement. Students should use their chosen elective focus, their high school plan of study, and/or career goals as the basis for their WBL placement.

All Career and Technical Education (CTE)-aligned [WBL: Career Practicum courses](#) qualify as Year 4 courses in the Programs of Study Matrix, which can be found on the [CTE home page](#) under the section titled Programs of Study. Students should participate in aligned courses for their area of elective focus before enrolling in a WBL course. When taken with general education courses or electives, WBL experiences must reflect the student's long-term goals and interests to foster postsecondary and career preparation.

Courses that Count Toward WBL Participation

WBL Participation is measured by credit attainment in approved WBL courses. During the classroom time allotted on the master schedule, students must be in the classroom, in transit to the approved WBL placement, or at the WBL placement in order to be counted as present for that course. The following courses count toward WBL Participation in the State of Tennessee:

Course Code	Course Name
C10H08	Coding Practicum
C10H12	IT Clinical Internship
C10H18	Web Design Practicum
C10H21	Cybersecurity Practicum
C10H40	WBL: Coding Career Practicum
C10H41	WBL: Cybersecurity Career Practicum
C10H42	WBL: Networking Systems Career Practicum
C10H43	WBL: Web Design Career Practicum
C11H07	Applied Arts Practicum
C11H24	WBL: Fashion Design Career Practicum
C11H25	WBL: Audio/Visual Production Career Practicum
C11H26	WBL: Digital Arts & Design Career Practicum
C12H23	Virtual Enterprise International
C12H35	Business & Entrepreneurship Practicum
C12H60	WBL: Office Management Career Practicum
C12H61	WBL: Business Management Career Practicum
C12H62	WBL: Health Services Administration Career Practicum
C13H08	Manufacturing Practicum
C13H40	WBL: Industrial Maintenance Technology Career Practicum
C13H41	WBL: Machining Technology Career Practicum
C13H42	WBL: Mechatronics Career Practicum
C13H43	WBL: Welding Career Practicum
C14H11	Clinical Internship
C14H16	Nursing Education
C14H19	WBL: Diagnostic Services Career Practicum
C14H24	Emergency Medical Services Practicum
C14H45	WBL: Emergency Services Career Practicum
C14H46	WBL: Nursing Services Career Practicum
C14H47	WBL: Sport and Human Performance Career Practicum
C14H48	WBL: Therapeutic Services Career Practicum
C15H29	WBL: Leadership in Government Career Practicum
C16H21	WBL: Culinary Arts Career Practicum
C16H22	WBL: Hospitality and Tourism Management Career Practicum
C17H22	Construction Practicum
C17H45	WBL: Architectural & Engineering Design Career Practicum
C17H46	WBL: Mechanical, Electrical, & Plumbing Career Practicum
C17H47	WBL: Residential and Commercial Construction Career Practicum
C17H48	WBL: Structural Systems Career Practicum
C17H49	WBL: Interior Design Career Practicum
C18H57	Capstone Supervised Agricultural Experience
C18H61	WBL: Agribusiness Career Practicum
C18H62	WBL: Agricultural Engineering, Industrial, and Mechanical Systems Career Practicum
C18H63	WBL: Environmental and Natural Resource Management Career Practicum
C18H64	WBL: Food Science Career Practicum

C18H65	WBL: Horticulture Science Career Practicum
C18H66	WBL: Veterinary and Animal Science Career Practicum
C19H20	Human Services Practicum
C19H35	WBL: Cosmetology Career Practicum
C19H36	WBL: Barbering Career Practicum
C19H37	WBL: Dietetics and Nutrition Career Practicum
C19H38	WBL: Human and Social Sciences Career Practicum
C20H34	WBL: Automotive Maintenance and Light Repair Career Practicum
C20H35	WBL: Automotive Collision Repair Career Practicum
C20H36	WBL: Aviation Flight Career Practicum
C21H10	BioSTEM Practicum
C21H14	Engineering Practicum
C21H18	STEM IV: STEM Practicum
C21H45	WBL Advanced STEM Applications Career Practicum
C21H46	WBL: BioSTEM Career Practicum
C21H47	WBL: Engineering Career Practicum
C21H48	WBL: Technology Career Practicum
C25H15	Success Skills through Service Learning
C29H16	WBL: Accounting Career Practicum
C29H17	WBL: Banking and Finance Career Practicum
C30H03	Criminal Justice Practicum
C30H26	WBL: Fire Management Services Career Practicum
C30H27	WBL: Criminal Justice and Correction Services Career Practicum
C30H28	WBL: Pre-Law Career Practicum
C31H28	WBL: Marketing Management Career Practicum
C31H29	WBL: Entrepreneurship Career Practicum
C31H30	WBL: Supply Chain Management Career Practicum
C32H03	Teaching as a Profession Practicum
C32H09	Early Childhood Education Careers IV
C32H34	WBL: Early Childhood Education Careers Career Practicum
C32H35	WBL: Educational Guidance and Social Services Career Practicum
C32H36	WBL: Teaching as a Profession (K-12) Career Practicum
G25H29 ¹	General Education WBL: Career Practicum
S25H01 ¹	WBL: Special Education Transition
S25H05 ¹	AAD Work-Based Learning

¹ Only C Coded Courses generate TISA funding. G and S Coded courses do not generate TISA funding.

General WBL Policies

The following establishes the department policies for the implementation of credit-bearing WBL experiences. The policies set forth by the department are aligned with the requirements of:

- [T.C.A. § 49-1-302](#),
- [T.C.A. § 49-11-101](#),
- [Tennessee Code Annotated, Title 49, Chapter 11, Part 9](#),
- [State Board Rule 0520-01-07-.03 through 0520-01-07-.04](#), and
- [State Board High School Policy 2.103](#)

Credit-bearing WBL activities enable students to set goals for their skill development, practice, and demonstration of the most valued employability skills for employers and postsecondary institutions. The policies address standalone, credit-bearing experiences such as, but not limited to: apprenticeships, clinicals, practicums, service-learning experiences, and supervised agricultural experiences.

While local boards of education may establish more stringent eligibility requirements for students participating in WBL experiences, at the minimum they must comply with the policies of the department provided they do not conflict with state or federal regulations pertaining to labor, education, and student access.

General Policies for Credit-Bearing WBL Experiences

The following policies establish minimum general requirements for any credit-bearing WBL opportunity.

Relation to Students' High School Plan of Study and Graduation Requirements

1. Capstone WBL experiences and training must be aligned with the student's area of elective focus and plan of study, equate to a full-time equivalent credit, meet the standards of the Career Practicum or other WBL course in which they are enrolled, and facilitate intentional progress toward the attainment of knowledge and skills necessary to pursue the student's postsecondary and career goals.
2. Participating students must be on track to meet the graduation requirements adopted by the State Board and may earn WBL credit over the summer term if all WBL program requirements are met.
3. All capstone CTE WBL: Career Practicum courses count as Year 4 courses in their aligned CTE program of study, therefore count toward a student's area of elective focus. All capstone CTE WBL: Career Practicum courses count toward concentrator, completer, and super completer status when taken in sequence for the CTE program of study. Students in capstone WBL experiences should earn credit through the appropriate WBL: Career Practicum course code or another appropriate WBL clinical or practicum course.
4. Introductory WBL courses, including but not limited to [Career Awareness \(C25X06\)](#), [Career Exploration \(C25X07\)](#), and [Career Advising and Planning \(C25X08\)](#) are intended for general education purposes and as such shall not count toward a student's CTE program of study area or elective focus area.

Access, Attendance, and Restrictions on Hours

5. No individual shall be excluded from participation in, denied the benefits of, subjected to discrimination under, or denied employment in the administration of, or in connection with, any WBL program on the basis of race, Creed, color, religion, sex, age, or national origin.
6. Students must exhibit work readiness attitudes and skills as determined by the teacher and employer and in accordance with the WBL Policy and [Implementation Guide](#) before beginning a WBL experience ([State Board High School Policy 2.103](#)).
7. Time spent at the WBL placement for credit may be considered school enrollment time, provided the student is in attendance for at least half of the state minimum school day. The time of day actually attributed to WBL is immaterial (i.e., 1 p.m. to 3 p.m. should be treated the same as 7 p.m. to 9 p.m.) as outlined in the Tennessee [Student Membership and Attendance Procedures Manual](#).
8. Students must be assigned to a trained and certified WBL coordinator to ensure appropriate placement, meet all legal requirements, provide all required documentation and reporting, and attest required data.
9. Students must maintain an attendance rate of 90 percent in school and the WBL experience unless otherwise agreed upon prior to the start of the WBL experience and deemed acceptable to the workplace mentor and WBL coordinator. The student's signed [WBL Training Agreement](#) must stipulate any exceptions to this policy. A student's Individualized Education Program (IEP) shall also address WBL attendance expectations where necessary.
10. The WBL experience shall not be detrimental to the student's health, well-being, or progress in school. Hours worked, whether paid or unpaid, shall be monitored by a certified WBL coordinator to ensure the best interest of the student and shall align with all requirements of Tennessee's Child Labor Act of 1976, codified at [Tennessee Code Annotated, Title 50, Chapter 5, Part 1](#). For more information about Tennessee child labor laws, see [Tennessee Child Labor Act](#).
11. The LEA has the authority to allow credit-bearing experiences that occur outside the school day or over the summer to best meet the needs of their students and teachers, provided that all WBL course standards and program requirements are met. While summer WBL courses are allowed and can generate credits, they will not generate Tennessee Investment in Student Achievement (TISA) funding as average daily membership (ADM) for TISA is collected only for reporting periods 1-9 (RP 1- RP 9).
12. Supervision of students with disabilities shall be considered along a continuum of services.

Credit and Compensation

13. Students who are 16 years old or older may participate in capstone WBL placements for credit. Up to six academic WBL credits may be earned per year, including the summer term but excluding the extended school year, as outlined in [Chapter 543 of the Public Acts of 2024](#) amending [T.C.A. § 49-11-909](#). As previously noted, while summer WBL courses are allowed and can generate credits, they will not generate TISA funding as ADM for TISA is collected only for reporting periods 1-9 (RP 1- RP 9).
14. The workplace mentor will employ and compensate student learners in accordance with federal, state, and local laws and regulations in a manner not resulting in the exploitation of the student learner for private gain (Reference: Fair Labor Standards Act, codified at 29 USC § 201-219 [See also [Fair Labor Standards Act](#)]; Tennessee Wage Regulation Act, codified at [Tennessee Code Annotated, Title 50, Chapter 2, Part 1](#).. [See also [Tennessee Wage Regulation Act](#)]).
15. No employer shall discriminate between employees in the same establishment on the basis of sex by paying any employee salary or wage rates less than that employer pays to any employee

of the opposite sex for comparable work on jobs the performance of which require comparable skill, effort, and responsibility, and that are performed under similar working conditions ([T.C.A. § 50-2-202](#)).

Workers' Compensation, Workplace Safety, and Labor Laws

16. WBL placements shall align with all applicable state and federal labor laws. WBL coordinators are responsible for ensuring conformity with applicable laws relating to Workers' Compensation, Workplace Safety, and child labor laws as they are provided on the [Tennessee Department of Labor and Workforce Development's website](#). Applicable Tennessee labor laws include, but are not limited to the [Employment of Illegal Aliens Act codified at T.C.A. § 50-1-103](#), the [Child Labor Act codified at Tennessee Code Annotated, Title 50, Chapter 5, Part 1](#), the Lawful Employment Act codified at [Tennessee Code Annotated, Title 50, Chapter 1, Part 7](#), the [Non-Smoker Protection Act codified at T.C.A. § 39-17-1801 et al](#), and the Wage Regulation Act codified at [Tennessee Code Annotated, Title 50, Chapter 2, Part 1](#).
17. Students who are 16 or 17 years of age or older and are employed as a student learner as a part of a WBL program must be employed under a written WBL Training Agreement consistent with [T.C.A. § 50-5-107](#). A copy of this completed form must be kept in the employer's personnel file at the workplace and at the school with the WBL coordinator for the placement. Completed forms must be maintained by the school and/or LEA for five (5) years after non-health science placements or seven (7) years after health science placements. A copy of this form is provided on the website.
18. Students who are 16 or 17 years of age or older and are employed as a student learner as a part of a WBL program must have a copy of proof of age in the employer's personnel file at the workplace as consistent with [T.C.A. § 50-5-109](#). The WBL coordinator must also have a copy on file at the school.
19. Students 16 or 17 years old or older and employed as a student learner part of a WBL program are covered by their employer's workers' compensation insurance. If the business has five (5) or fewer employees and does not carry workers' compensation insurance, the student must obtain or provide proof of additional insurance coverage to protect them during their employment. The WBL coordinator must have this insurance information on file at the school. Students enrolled in health science clinical or nursing education placements may also be required to obtain and carry additional individual or blanket malpractice insurance.
20. Duties of employers of minors may be found in [T.C.A. § 50-5-111](#).

Safety

21. Student placements must provide adequate and safe equipment and a safe and healthful workplace in conformity with all health and safety standards of Federal and State law. All placements must follow Federal and State child labor laws set forth in [Tennessee Code Annotated, Title 50, Chapter 5, Part 1](#).
22. Students participating in WBL for credit who are 16 years of age or older and are considered employees of the business as defined by labor law must maintain an up-to-date [Safety Training Log](#) on file with the business that outlines the safety training topics addressed to date, the name of the trainer, and the date the training was delivered as consistent with Tennessee Child Labor Law. An up-to-date copy must be kept on file at the school and be accessible to the WBL coordinator. Completed forms must be maintained by the school and/or district for five (5) years after non-health science placements or seven (7) years after health science placement.
23. LEAs are responsible for ensuring that individual placements meet the labor requirements

outlined in [T.C.A. § 50-5-106](#) and [T.C.A. § 50-5-107](#). Tennessee Code Annotated does not allow a student under 18 to be employed in any occupations that involve driving a motor vehicle (with the exception of agriculture), taking orders for or serving intoxicating beverages, engaging in occupations that are declared to be hazardous, or engaging in youth peddling or door-to-door sales.

24. For placements that fall within CTE career clusters that pose additional safety concerns or have highly specialized requirements (Health Science; Architecture & Construction; Advanced Manufacturing; Transportation; and Law and Public Safety, Corrections, & Security), a CTE teacher with the related endorsement must participate and provide adequate input on the following required WBL components:
 - a. The identification of safe worksites;
 - b. The approval of appropriate student goals as they relate to technical and academic application of skills within their area of expertise;
 - c. Any Hazardous Occupation placements (as outlined in [T.C.A. § 50-5-106](#))
 - d. The development of appropriate safety training plans and their delivery;
 - e. The conducting of at least two site visits per grading period; and
 - f. The review of portfolio products as appropriate.
25. A certified WBL coordinator may assist the teacher of record for year 4 CTE practicum courses that relate to specific CTE programs of study by signing the required paperwork as the WBL coordinator to ensure all WBL requirements are met for workplace-based student placements offered through each practicum course. The WBL coordinator is not required to be the teacher of record if up to five (5) students or no more than 30 percent of the class are in workplace-based student placements—whichever number is greater. When more students are being placed in workplace settings through a CTE practicum course, the teacher of record must be a certified WBL coordinator.
26. Students may only work in a licensed business for capstone WBL credit (except in certain agricultural placements through the [Capstone SAE](#) course or a school-based enterprise).
27. Students may not work in jobs in which blood-borne pathogens may be present unless they have been offered the hepatitis series injections and passed the Universal Precautions/Blood-borne Pathogens Test with 100 percent accuracy. Such placements must be aligned to one of the following appropriate CTE programs of study: Early Childhood Education Careers, Teaching as a Profession, or any health science program of study. This policy does not apply to students in the Veterinary and Animal Science program of study.
28. Placements are prohibited that meet either the federal government’s definition of a hazardous occupation for minors in 29 C.F.R. § 570 or that are listed as prohibited employment for minors in [T.C.A. § 50-5-106](#), whichever is more restrictive. The only exceptions to Tennessee prohibited employment are outlined in [T.C.A. § 50-5-107](#).
 - a. According to [T.C.A. § 50-5-107 \(11\)](#), a student may be exempt from prohibited employment for minors as outlined in [T.C.A. § 50-5-106](#) who is “16 or 17 years of age and is a student learner enrolled in a course of study and training in a cooperative vocational training program under a recognized state or local education authority or in a course of study in a substantially similar program conducted by a private school. The student learner must be employed under a written agreement, a copy of which must be retained by the employer in the employer’s personnel records.”
 - b. The department’s [form for Hazardous Employment of Student Learners](#) must document student placements that meet these criteria. Completed forms must be maintained by the school and/or Local Education Agency for five (5) years after the non-

health science placement or seven (7) years after health science placements when applicable.

Conformity with Collective Bargaining Agreements and other Labor Laws at the Worksite

29. No WBL program shall impair existing contracts for services or collective bargaining agreements. Any WBL program inconsistent with the terms of a collective bargaining agreement shall be approved only with the written concurrence of the labor organization and employer involved.
30. Students may not be placed in or accept paid or unpaid WBL that displaces any currently employed worker (including a partial displacement, such as a reduction in the number of hours or non-overtime work, wages, or employment benefits). (United States Department of Labor, Wage and Hour Division, Fact Sheet #71, (2018), <https://www.dol.gov/agencies/whd/fact-sheets/71-flsa-internships>)

Documentation and Accountability

31. LEAs and schools must document credit-bearing WBL experiences and standard attainment, collecting and submitting data on both activities and assessment results, as appropriate. Documentation will provide sufficient information to determine the value of these experiences to students and employers and to inform program improvements but will fall within reasonable data-collection resource demands.
32. WBL experiences awarding CTE credit or credits must be reported and attested in the CTE data management system for compliance under Perkins V guidelines. Enrollment, standards attainment, and credits awarded will be tracked and submitted.
33. Students exempt from prohibited employment must be employed under a written agreement that meets the requirements outlined in [T.C.A. § 50-5-107 \(11\)](#) and as referenced under General Policies – Safety in this policy guide.

Implementation Policies for WBL Programs

The following policies pertain to program implementation, and reference State Board policies as appropriate.

Preparation for Credit-Bearing WBL Experiences

34. ***Career Assessment, Advising, and Planning***: Students will have access to [career assessments](#) and counseling prior to and during WBL experiences to ensure the placement is aligned to help students progress toward their academic and career goals. Participation in WBL will be informed by students' career interest inventories, aligned to the student's chosen area of elective focus, and supported through courses identified by their plan of focused, purposeful high school study as defined by [State Board High School Policy 2.103](#).
35. ***Intensive Experiences within a Continuum of Experiences***: To the extent possible, students will participate in career awareness and career exploration experiences before participating in capstone WBL experiences at the career preparation and career training levels on the WBL continuum. Students shall document previous experiences in their portfolio and/or their [Personalized Learning Plan](#) and reflect on how past experiences shaped their views and/or goals.
36. ***Demonstrated Readiness***: Students must exhibit work readiness attitudes and skills as determined by the teacher and employer and consistent with the WBL Policy Guide before beginning a WBL experience. Interviews and/or pre-assessments may be used to determine a student's readiness for a placement. Recommendations for assessing readiness skills may be found in the [WBL Implementation Guide](#). ([State Board High School Policy 2.103](#)).

During Implementation of Intensive WBL Experiences

37. ***Development of Learning Plans***: [Personalized Learning Plans](#) will address applicable employability skills that include but are not limited to, (a) the application of academic and technical knowledge and skills, (b) career knowledge and navigation skills, (c) 21st Century learning and innovation skills, and (d) personal and social skills ([State Board High School Policy 2.103](#)). The student's learning plan will include safety trainings appropriate to the WBL experience as covered by a teacher, the workplace mentor, or both. The learning plan must consist of the following components:
 - a. Students will develop goals for how to meet each of the WBL course standards through their class and/or placement. This plan will be developed with appropriate guidance from the WBL coordinator, the content-endorsed teacher where necessary, and the workplace mentor as appropriate.
 - b. The learning plan must take into account the student's high school plan of study, CTE program of study or area of elective focus, and long-term academic and career goals to ensure appropriateness of placement.
 - c. The training Agreement will establish the contact information for the student's appointed workplace mentor, the WBL coordinator, and the intermediary where appropriate, and include input and sign-off from a content-endorsed teacher as appropriate (see General Policies – Workers' Compensation, Workplace Safety, and Labor Laws).

38. **Delivery of Safety Training:** A site-appropriate [Safety Training Log](#) is completed in detail with input and a verifying signature from the student, the WBL coordinator, and the workplace mentor prior to the start of the placement. A content-endorsed teacher must also provide input and sign off as appropriate. The Safety Training Log shall be updated as appropriate and copies kept on-site at the school and workplace and shall comply with Department of Labor and Workforce Development regulations for the employment of minors (see General Policies – Safety).
39. **Safety Training at the Worksite:** Students participating in WBL experiences at a worksite for credit will be provided with job-specific safety training at the worksite. Safety training provided at the worksite will be added to the student’s Safety Training Log. An up-to-date record of safety training will be maintained in the employer’s personnel file at the workplace as well as at the school. All Federal and State labor laws will be observed.
40. **Skill Development and Demonstration:** Students will demonstrate their skill and knowledge attainment through the development of artifacts and portfolios that may include, but are not limited to: work products, employer evaluations, original research, reflections, and presentations. The portfolio will be used to document the attainment of WBL course standards and learning objectives set in the student’s [Personalized Learning Plan](#). More information is provided in the [WBL: Career Practicum](#) course document and the [WBL Toolbox \(State Board High School Policy 2.103\)](#).
41. **Monitoring of Experiences by Teachers:** Adequate supervision must be provided by a school-employed WBL coordinator and/or a dedicated content-endorsed teacher. A site visit must be conducted at least twice every grading period, per [State Board High School Policy 2.103](#). Supervision provided must be adequate to meet the needs of the students and their learning objectives. Teachers must speak with the workplace mentor to ascertain progress toward learning objectives and any additional support needed. A content-endorsed teacher must also conduct at least one site visit per grading period when appropriate, as listed in General Policies – Safety.
42. **Supervision by Workplace Mentors:** A workplace mentor will be identified to supervise each student. Employers overseeing groups of students will also identify a primary workplace mentor to facilitate communication with the WBL coordinator. Supervision must be adequate to meet the needs of the students and their learning objectives. To the extent possible, students will have the opportunity to speak with the supervisor, participate in staff meetings and other workplace functions, and speak with and/or shadow staff in other departments of the organization ([State Board High School Policy 2.103](#)).

After the Experience

43. **Portfolio Review and Student Assessment:** Students will demonstrate their skill and knowledge attainment through the development of artifacts and portfolios that may include, but are not limited to: work products, employer evaluations, original research, reflections, and presentations as outlined in the [WBL Implementation Guide](#). The portfolio will be used to document the attainment of WBL course standards and learning objectives set in the student’s [Personalized Learning Plan](#). An endorsed CTE teacher must also provide input and sign-off when appropriate for gauging technical skill attainment. Additional information may be found

in the [WBL Implementation Guide](#).

44. **Evaluation of Program Quality:** Local boards of education will adopt a process for evaluation and assessment to ensure work-based learning experiences are of high quality for the student. Recommended evaluation tools are provided in the [WBL Toolbox \(State Board High School Policy 2.103\)](#).

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