
Work-Based Learning

Reflection & Portfolio System

Career & Technical Education (CTE)

Grades 10–12

Student Name:

School/District:

CTE Program:

School Year:

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1. Student Placement Agreement

This agreement outlines the responsibilities and expectations for the student, employer, and school during the Work-Based Learning (WBL) placement. All parties must review and sign this document prior to the start of the placement.

Section A: Student & Placement Information

Student Name:	_____	Employer/Business:	_____
Grade:	_____	Mentor/Supervisor:	_____
CTE Program:	_____	Placement Start:	_____
School Name:	_____	Placement End:	_____

Section B: Work Schedule & Compensation

Days/Hours of Work: _____

Hourly Wage (if applicable): _____

Unpaid/Paid Status: ☐ Paid ☐ Unpaid ☐ Stipend

Section C: Roles & Responsibilities

Student Responsibilities:

- Arrive on time and adhere to the employer's dress code and workplace rules.
- Complete all assigned tasks and journal reflections to the best of my ability.
- Communicate proactively with my mentor and WBL Coordinator regarding any issues or absences.
- Maintain confidentiality regarding proprietary business information.

Employer/Mentor Responsibilities:

- Provide a safe and meaningful work environment aligned with the student's CTE pathway.
- Offer ongoing supervision, training, and mentorship.
- Complete mid-term and final evaluations in collaboration with the WBL Coordinator.
- Ensure compliance with all labor laws and workplace safety regulations.

School/WBL Coordinator Responsibilities:

- Monitor student progress through site visits and regular check-ins.

- Facilitate the connection between classroom learning and workplace application.
- Address any concerns or conflicts that arise during the placement.
- Maintain accurate documentation of hours and competencies achieved.

Section D: Agreement & Signatures

By signing below, all parties agree to the terms and responsibilities outlined in this Work-Based Learning Placement Agreement.

Student Signature

Date

Parent/Guardian Signature

Date

Employer/Mentor Signature

Date

WBL Coordinator Signature

Date

2. 36-Week Journal Reflection Prompts

Use this journal to document your Work-Based Learning experience. Respond thoughtfully to each weekly prompt, reflecting on your growth, challenges, and the connections between your CTE coursework and the workplace. Aim for 4-6 sentences per prompt.

Week 1

Orientation & First Impressions

Prompt: Describe your first impressions of the workplace. How do the environment and culture align with your expectations before starting?

Week 2

Workplace Safety & Protocols

Prompt: Identify a key safety procedure or protocol at your site. Why is it critical, and how is it enforced?

Week 3

Professional Communication

Prompt: Observe how colleagues communicate. How does professional communication here differ from casual communication with peers?

Week 4

Setting SMART Goals

Prompt: Establish two SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals for your placement. Explain why you chose them.

3. Employer Evaluation Form

To be completed by the workplace mentor/supervisor at the end of the placement. Please evaluate the student's performance objectively using the 1-5 scale provided.

Rating Scale: 1 = Needs Improvement 2 = Below Expectations 3 = Meets Expectations 4 = Exceeds Expectations 5 = Exceptional

Student Name: _____ **CTE Program:** _____
Evaluator Name: _____ **Title/Role:** _____
Business Name: _____ **Eval. Date:** _____

Criteria	Rating	Comments
Work Habits & Attitude		
Punctuality & Attendance	■1 ■2 ■3 ■4 ■5	
Initiative & Self-Motivation	■1 ■2 ■3 ■4 ■5	
Positive Attitude & Enthusiasm	■1 ■2 ■3 ■4 ■5	
Cooperation & Teamwork	■1 ■2 ■3 ■4 ■5	
Receptiveness to Feedback	■1 ■2 ■3 ■4 ■5	
Job Skills & Performance		
Quality of Work	■1 ■2 ■3 ■4 ■5	
Quantity/Productivity	■1 ■2 ■3 ■4 ■5	
Time Management & Prioritization	■1 ■2 ■3 ■4 ■5	
Following Instructions & Procedures	■1 ■2 ■3 ■4 ■5	
Problem-Solving Skills	■1 ■2 ■3 ■4 ■5	
Communication & Professionalism		
Verbal Communication	■1 ■2 ■3 ■4 ■5	
Active Listening Skills	■1 ■2 ■3 ■4 ■5	
Professional Appearance & Dress	■1 ■2 ■3 ■4 ■5	
Ethics, Integrity & Confidentiality	■1 ■2 ■3 ■4 ■5	

Respect for Diversity & Inclusion	■1 ■2 ■3 ■4 ■5	
CTE Skill Application		
Application of Classroom Knowledge	■1 ■2 ■3 ■4 ■5	
Proper Use of Tools/Technology	■1 ■2 ■3 ■4 ■5	
Adherence to Safety Standards	■1 ■2 ■3 ■4 ■5	

Overall Assessment

Overall Performance Rating:

■1 ■2 ■3 ■4 ■5

Key Strengths:

Areas for Growth:

Would you hire this student in the future?

■ Yes ■ No ■ Maybe

Employer/Mentor Signature

Date

7. Teacher WBL Coordinator Guide

This guide provides the WBL Coordinator with a structured framework for implementing, monitoring, and assessing the Work-Based Learning program. Use these guidelines to ensure compliance, student success, and meaningful industry partnerships.

Implementation Timeline

Phase	Action Items
Pre-Placement (4-6 Weeks Prior)	• Secure employer partnerships and confirm site safety/insurance compliance. • Conduct student interviews to assess readiness and career alignment. • Execute the Placement Agreement (Section 1) and collect parent/guardian signatures. • Review workplace safety and expectations with students.
Orientation Week (Week 1)	• Facilitate introductions between student, mentor, and coordinator. • Ensure student completes journal prompts for Week 1 & 2 (Orientation & Safety). • Establish the preferred communication method for attendance and issues.
Ongoing Monitoring (Weeks 2-34)	• Conduct bi-weekly check-ins with the student (review journal entries). • Perform a minimum of one on-site visit per semester. • Address any attendance, behavioral, or performance concerns immediately. • Remind students to collect artifacts for their Capstone Portfolio.
Closing & Evaluation (Weeks 35-36)	• Coordinate the completion of the Employer Evaluation (Section 3) and Student Self-Evaluation (Section 4). • Review the Skills Competency Checklist collaboratively with the student and mentor. • Host a Capstone Portfolio Presentation session for CTE peers and stakeholders. • Send formal thank-you notes to employers/mentors on behalf of the program.

Grading & Assessment Strategy

A robust grading strategy ensures students take all components of the WBL system seriously. Below is a recommended weighting framework:

Component	Weight	Assessment Criteria
Weekly Journal Reflections	20%	Depth of reflection, timely completion, connection to coursework.
Workplace Performance	30%	Based on Employer Evaluation scores and coordinator site visits.
Skills Competency Checklist	20%	Demonstrated proficiency growth from pre- to post-assessment.
Capstone Portfolio	20%	Completeness, quality of STAR reflections, professionalism.

Professionalism & Compliance	10%	Adherence to placement agreement, attendance, communication.
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Legal & Compliance Essentials

- **Labor Laws:** Ensure student placements comply with federal and state child labor laws regarding hours, prohibited occupations, and required breaks.
- **Safety & OSHA:** Verify that employers provide a safe environment and site-specific safety training before students begin tasks.
- **Insurance & Liability:** Confirm that the school district's liability insurance covers students off-campus, and request Certificates of Insurance (COI) from employers.
- **Confidentiality:** Reinforce with students the importance of maintaining trade secrets, client data, and proprietary business information.
- **Equal Opportunity:** Ensure placements are accessible to all students regardless of race, gender, disability, or socioeconomic status, providing accommodations as necessary.

Thank You for Your Purchase!

I genuinely appreciate your support and trust in my resources. Your dedication to providing high-quality, real-world learning experiences for your CTE students makes a massive difference in their future success.

Did you find this resource helpful?

Your feedback is invaluable! If this Work-Based Learning system has saved you time and enriched your classroom, please consider leaving a review on Teachers Pay Teachers. It helps other educators find premium tools for their students and allows me to continue creating high-quality resources.



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