**Transcript Review Worksheet**

5440-60 Work Based Learning Coordinator

The holder is authorized to establish and coordinate experiential learning opportunities between industry and other community employers and secondary institutions in order to reinforce a student’s program of study, career interests, and goals. Instructional Level: Grades 9-12.

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Educator ID#: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

[ ]  **Add Endorsement** [ ]  **Course Audit**

Please note that the transcript review worksheets indicate only the endorsement competencies that must be met. There may be additional jurisdictional requirements.

For a full list of requirements, please consult the [Rules Governing the Licensing of Educators](https://education.vermont.gov/documents/educator-quality-licensing-rules)

| **Content** **Topic** | **College/****University** | **Course****Name/Number** |
| --- | --- | --- |
| Knowledge Standards |  |  |
| Knowledge of how to create, promote, and maintain work-based learning programs, including how to develop and evaluate work-based learning partnerships, work sites, and learning plans or training agreements that are in alignment with Vermont’s Work-Based Learning Gold Standards and relevant state student standards. |  |  |
| Knowledge of how learners grow and develop, how they vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and how to design, implement, adapt, and assess developmentally appropriate and challenging work-based learning experiences. |  |  |
| Knowledge of local, state and federal wage, hour, and safety laws, especially those related to child labor, training, and risk management policies. |  |  |
| Knowledge of how to access information about the values of diverse cultures and communities and how to address gender equity issues in the creation of experiential learning opportunities. |  |  |
| Knowledge of local economic development and labor markets; post-secondary career and educational opportunities; business, industry, and community organizations and resources; current and trending workplace practices, including pre-employment screening. |  |  |
| Familiarity with relevant technology and electronic resources to support and document student performance in work-based learning experiences. |  |  |
| Performance Standards - Ability to plan, implement, and evaluate work-based learning programs including the ability to: |  |  |
| Provide individual student support services and facilitate development of activities related to career awareness, exploration and preparation.  |  |  |
| Match and place students to appropriate work-based activities, ensure necessary accommodations and equitable access in order to meet students’ unique learning needs  |  |  |
| Evaluate student progress by collecting and sharing feedback from work-based mentor on student performance in order to address deficient areas.  |  |  |
| Develop and maintain work-based learning partnerships and safe, closely supervised work site learning environments in accordance with Vermont’s Work-Based Learning Gold Standards.  |  |  |
| Develop formal work-based learning plans for students in partnership with the student, family, academic teachers and special educators (as applicable), and work site supervisor that include goals, guidelines, and assessments in order to ensure meaningful work-based learning experiences (in accordance with Vermont State School Board Rule 2120.2--“Flexible Pathways”).  |  |  |
| Maintain program regulatory compliance with local, state and federal wage, hour, and safety laws, especially those related to child labor, training, and risk management policies.  |  |  |
| Engage in ongoing professional learning and collaboration, particularly in relation to regional, state, and national occupational trends.  |  |  |
| Per Rule 5443.1 A minimum of eighteen (18) credit hours (in the endorsement area), or as specified by the endorsement is required. |  |  |