



NH Department of Education

Bureau of Career Development

Educator Work-based Learning Checklist

Work-based Learning Definition

- A sustained, applied educational experience
- Prepares students for work by applying core competencies and enhancing employability skills through real-world application
- Expands students' knowledge and exposure to career pathways
- Designed around authentic real-world work environments
- Can be credit bearing

This can include, but is not limited to, experiences such as internships, work placement, jobs, or through mechanisms such as an extended learning opportunity, Learn Everywhere, or apprenticeship.

Purpose of the Tool

The purpose of this checklist is for educators—such as counselors, WBL coordinators, and teachers—to do the following:

- Determine if an activity meets the definition of a work-based learning (WBL) experience.
- Determine if a WBL experience is eligible for academic credit for the student.
- Identify possible refinements to the experience to meet the definition and be eligible for academic credit.

Instructions

1. Read each row outlining the WBL definition criteria.
2. Check either “yes” or “no” if the activity meets the criteria.
3. If “no” for any of the criteria, consider what refinements need to be made to the experience to meet the criteria. Use the “next steps” section to describe the plan for how the activity will be improved to meet the criteria.
4. Share the completed checklist with any refinements with the student.



Work-based Learning Checklist

The work-based learning activity is...	Yes	No	If no, consider the following refinements:	Next Steps
1 A sustained experience (i.e., not a “one-time” experience)			<ul style="list-style-type: none"> • Student participates in a continuum of activities over a period of time to practice skills (for example, a multiweek internship or summer job). 	
2 An applied experience (i.e., provides hands-on, real-world experience)			<ul style="list-style-type: none"> • Student writes reflection journal describing work tasks completed and how he or she applied academic and technical content. • Employer/mentor provides evaluation describing student’s work and application of technical content. • A description of the connection between the WBL experience and academic/technical content in students’ individual learning plan or WBL plan. 	
3 Designed an authentic real-world work environment			<ul style="list-style-type: none"> • Student develops presentation describing how school-based enterprise models real-world businesses. • Practitioner collects application/plan describing the tasks for the student to complete during the WBL experience. 	
4 Apply core competencies and enhance employability skills (e.g., problem-solving, communication, and time management) through real-world application			<ul style="list-style-type: none"> • Student compiles work samples or artifacts from WBL experience that demonstrates competencies. • Employer/mentor provides a feedback form indicating the employability skills the student demonstrated during WBL experience. 	