



Work-Based Learning

Coordinator Guide

Tennessee Department of Education | August 2024

Work-Based Learning (WBL) Coordinator Guide

WBL Coordinators are an essential component of a successful WBL program. This guide outlines the job responsibilities, training and supervision requirements, and program management efforts that WBL Coordinators must fulfill.

The WBL Coordinator

The WBL Coordinator is a school-based employee who is the primary point of contact for all WBL functions at the school or district. This position plays two critical roles:

- 1 Serves as teacher of record for capstone WBL courses offering off-campus placements;**
- 2 Oversees WBL coordination in collaboration with other instructors and administrators.**

Teacher of Record for Capstone WBL Courses

Only properly endorsed WBL Coordinators with an active WBL certificate may be the teacher of record for credit-bearing WBL courses. A table within the [WBL Policy Guide](#) outlines all the courses that count toward WBL participation in the State of Tennessee.

WBL Coordination

All required components of a high-quality WBL program or district-wide system are coordinated through one or more designated WBL Coordinators who serve as the primary point of communication at the school or district for all stakeholders. The WBL Coordinator shall manage the WBL program and is ultimately responsible for ensuring all the components of the WBL Framework are met as outlined in the Tennessee State Board of Education [High School Policy 2.103](#), as well as the policies outlined in the [WBL Policy Guide](#). These responsibilities include:

Structure of the Program:

- Align WBL opportunities that build upon students' prior experiences. WBL experiences may be paid or unpaid, occur during or outside of school hours, and shall result in the attainment of credit when WBL course standards are assessed and met.
- Facilitate credit-bearing WBL experiences, which may occur in person, virtually, or simulated through partnership with public, private, or non-profit organizations, or on-site at the school.
- Report on activities, placements, and standard attainment.
- Observe and enforce all applicable federal and state labor laws.

Coordination of the Program:

- Maintain an active WBL certificate through the completion of WBL certification training and subsequent WBL recertification training every two years from the Tennessee Department of Education (department).
- Coordinate and communicate regularly with content-endorsed teachers, counselors, and industry partners to ensure quality placements and learning experiences.
- Seek involvement as needed from content-endorsed teachers where appropriate.
- Recruit appropriate worksites.
- Place students in appropriate and safe learning environments.

- Provide and keep copies of all required documentation related to student work, safety training, and job placements as outlined in the [WBL Policy Guide](#).

Supervision of Students:

- Supervise and provide adequate monitoring of student activities.
- Provide an orientation and training to student mentors on supervising WBL students.
- Identify and communicate adequately with the designated workplace mentor/supervisor.
- Conduct at least two site visits each grading period for all student placements.

Development of Personalized Learning Plans:

- Collaborate with counselors and content-endorsed teachers as appropriate to ensure that student experiences align with the student's goals and reinforce classroom instruction in accordance with any applicable IEP or 504 plans.
- Develop [Personalized Learning Plans](#) to address WBL course standards, including employer input and employability skills.
- Document required [Personalized Learning Plan](#) information through the WBL Student Placement Portal.

Assessment Using Multiple Measures:

- Ensure students show work readiness attitudes and skills consistent with employer expectations before beginning the WBL placement.
- Facilitate the development of formative and summative assessments that may take the form of artifacts and/or a portfolio of collected work to demonstrate employability skills.
- Administer student assessments and collect assessment results from employers and the students themselves.

Evaluation of Program Quality:

- Implement locally adopted evaluation to ensure quality WBL experiences for the students.
- Provide evaluation results to school and/or local education agency (LEA) leadership for continuous improvement.

Training and Certification for WBL Coordinators

WBL Coordinators are required to maintain an active WBL certificate provided by the department to be the teacher of record for all WBL courses, as identified on the cover page of the course standards. The following guidelines govern all credit-bearing WBL experiences and the training required by the WBL Coordinator to implement and manage WBL programs:

- LEAs that must, due to unforeseen circumstances, hire non-WBL trained personnel during the school year must appeal to the department for an emergency hiring and mentoring procedure. In this situation, the department may provide written approval for a new hire to oversee student WBL placements for up to one semester, or until the next applicable training. Approval must be provided in writing and identify a WBL Coordinator with an active WBL certificate who will serve as a mentor, share responsibilities for program compliance, and co-sign all required WBL documentation.
- WBL Coordinators must meet the following requirements:
 - Maintain or be in pursuit of an active Tennessee Educator License;
 - Hold or be in pursuit of an appropriate license endorsement to be the teacher of record for the WBL course being taught;

- o Comply with all WBL training requirements and applicable [child labor laws](#); and
 - o Provide verification of non-teaching work experience and/or LEA affiliation as required for WBL training registration.
- The department will issue WBL certificates upon final approval of all required training components. The WBL Coordinator is responsible for keeping a copy of this certificate and sharing a copy with the school or LEA administrator as requested.
- LEAs may appoint a qualified teacher with an active TN Educator License as a content-endorsed teacher for assisting the WBL Coordinator and oversee the embedded WBL strategies in their curriculum.

Maintaining an Active WBL Certificate

The teacher of record for all capstone WBL courses must maintain an active WBL certificate. The annual schedule of WBL Coordinator trainings for certification and recertification is outlined below:

- WBL Training is offered every **Fall, Spring, and Summer**.
- WBL Training consists of two parts: an online portion and an in-person, day-long professional development.
- WBL Certificates remain active for two years. WBL Coordinators must recertify at least once every two years.

Session	Typical Registration Window	Online Training Window	In-Person Trainings	Certificates Emailed
Fall	Early August through Early October	From the time a participant registers through mid-October	Late October	Early December
Spring	Late December through Early March	From the time a participant registers through mid-March	Late March/Early April	Early May
Summer	Late April/Early May through early June	From the time a participant registers through late June	Late June/Early July	Early August

The registration link can be found on the [WBL home page](#) under the section titled *WBL Training and Professional Development*. The registration link is only live when registration is open.

Shared WBL Responsibilities

WBL Responsibilities may be shared among school staff provided that all teachers of record for capstone WBL courses hold an active WBL certificate from the department. Intermediaries may also share responsibilities as appropriate when an active memorandum of understanding (MOU) is on file to document the clear delineation of roles. Shared roles include the following:



Shared Guidance and Planning: Support, including [career assessments](#) (T.C.A. § 49-6-6001) and development of student plans of study, may be shared with counselors and enhanced by community-based organizations.



Employer Engagement: Employer engagement may be carried out by a placement coordinator and/or career coach at the school, or through a community partner organization, chamber of commerce, or workforce investment board, in which case appropriate MOUs must be in place.



Embedded WBL Strategies: Some WBL experiences may be supervised by content-endorsed teachers who do not have an active WBL certificate. These teachers may use embedded WBL teaching strategies to reinforce course content in their classrooms. Activities pertaining to industry and career awareness, or career exploration are generally referred to as embedded WBL experiences, such as career fairs, industry tours, and project-based learning. Embedding WBL strategies is an innovative strategy that should be incorporated into as many courses as possible to allow students to make connections between the curriculum and their future role in the workforce.



Capstone Career and Technical Education (CTE) Courses: When appropriate, a WBL coordinator with an active WBL certificate 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. According to Policy #25 in the [WBL Policy Guide](#), the WBL Coordinator is not required to be the teacher of record for Year 4 CTE Practicum courses if up to five (5) students or no more than thirty percent of the class are involved in workplace-based student placements, whichever is higher.



Content Area Expertise: When applicable, content-endorsed teachers may be required to assist in capstone WBL courses due to their level of expertise in the content area. These requirements are outlined in the General Policies section of the [WBL Policy Guide](#) under *Safety*, as well as the *Placement and Supervision of Students with Specialized Requirements* section of this guide.

Placement and Supervision with Specialized Requirements

WBL Coordinators may supervise most WBL activities. However, there are exceptions when placements require special attention due to health, safety, or highly specialized skills. These exceptions include the following:

- Students placed in WBL experiences that require the practice or demonstration of highly specialized skills must have a content-endorsed teacher partnered with or serving as the WBL Coordinator to ensure student safety and quality learning.
- Students may only be placed in jobs that fall within the following CTE career clusters and programs of study when a content-endorsed teacher is partnered with or serves as the WBL Coordinator:
 - o Health Science
 - o Advanced Manufacturing
 - o Transportation
 - o Law and Public Safety
 - o Corrections & Security

- Students may only be placed in healthcare-related jobs involving the direct care of patients when they provide evidence they have completed required HIPAA training as defined by the LEA and employer and enrolled in the appropriate Health Science WBL course. Please refer to the cover pages of the course standards to ensure compliance with applicable child labor laws and State Board requirements.
- Students enrolled in [Special Education Transition](#) opportunities may only be supervised by a WBL Coordinator who holds the appropriate Special Education endorsement.

Community Partner Engagement to Fulfill Key Responsibilities

Some responsibilities may be shared through partnerships with external agencies at the discretion of the LEA. These agencies serve as community partners for the implementation of WBL programs. In such cases, an MOU is required to document how student services are being provided. The MOU should address expectations for communication, program alignment, and reporting as needed by all parties, including educators, employers, student organizations, parents, and students.

LEAs and schools who choose to engage a community partner to perform essential WBL functions must ensure all the following requirements are met:

- Keep an active community partner MOU on file, outlining who serves all the required functions for WBL programs.
- Document and communicate any goals of the WBL program that relate to employer recruitment, student placement, and WBL program evaluation.
- Document and communicate the roles and responsibilities of all invested parties to internal and external stakeholders, including the LEA, school leadership, community partners, the WBL coordinator, the content endorsed teacher(s), and school counselors.
- Provide any documentation to the department to demonstrate compliance with department policies, state and federal child labor laws, and State Board rules and policies as requested.

LEA Responsibilities in Scheduling and Facilitating Implementation

LEAs must provide the following to ensure successful WBL coordination. WBL Coordinators:

- Will be provided time during the regular school day to coordinate and supervise students participating in WBL placements.
- May only supervise the maximum allowable number of students according to the cover sheet of the course standards, as outlined by the department.
- Must ensure that 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.
- Must be provided time for training and ongoing professional development required to maintain an active WBL certificate. As appropriate, teacher job shadows and externships should be allowed as appropriate to remain current with workplace needs, trends, and skill standards.

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