

2020-21

# Vital Link Capstone Experience

Fort Worth Independent School District Office of Innovation

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Vital Link Engagement Opportunities



## **MISSION**

Preparing all students for success in college, career and community leadership

## **VISION**

All Fort Worth ISD Career and Technical Education students will achieve personal success in their academic and chosen program of study to ultimately obtain their career objectives as working and contributing citizens of society

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# INTRODUCTION TO CAPSTONE EXPERIENCES

*"Fort Worth ISD has a variety of course and site options through our Gold Seal Programs of Choice/ Schools of Choice and we're doubling down on career and technical education. We listen to our industry partners and craft our programs to fill their needs."*

*Dr. Kent Paredes Scribner  
Superintendent, Fort Worth ISD  
At 2019 State of Education*

The FWISD Vital Link Senior Capstone is a yearlong course learning experience. The goal of Fort Worth Independent School District is to prepare all students for the future workforce by developing early career awareness programs and establishing career preparation programs that lead to high-wage, high-need job opportunities. Vital Link offers a variety of capstone experiences to juniors and seniors, which are intended to improve personal responsibility, workplace habits, and the application of knowledge and skills that are needed to seamlessly integrate students into the workforce, military and/or post-secondary education environment. Details about each Capstone course are included in the following descriptions. Students and parents are expected to attend a program orientation to discuss further requirements and paperwork

Capstone projects strive to meet the needs of today's workforce by focusing on the needs of the business community today and in the future. All industry partners that work with student-learners or apprentices are required to sign training plans, ensuring they adhere to the policies described in the Youth Employment Provisions for Nonagricultural Occupations Under the Fair Labor Standards Act - Child Labor Bulletin 101 or Child Labor Requirements in Agricultural Occupations - Child Labor Bulletin 102. Current information on child labor laws and exemptions are available from the U. S. Department of Labor in the Wage and Hour Division or its website at <https://www.dol.gov/agencies/whd/youthrules>

## CAPSTONE EXPERIENCE OPPORTUNITIES

Capstone projects require students to use all of the skills they have built over the course of their schooling to complete a substantial project that highlights their educational and intellectual experience. Typically performed at the end of a student’s high school career, students commonly choose a topic, profession, or social problem to explore and work with a mentor in that field of interest. The mentor guides the student through the project—sharing their knowledge of the field, teaching new skills, ensuring the student stays on task, and fostering a professional, real-world experience. FWISD Vital Link Senior Capstone Experience offers all students the opportunity to participate in a work-based learning experience at various levels.

<b>Practicum</b>	Practicums are a combination of classroom instruction and work-based learning experiences either in classroom or off-site at a workplace location. In-class practicums include a simulated classroom environment or student-led business enterprise. Off-site practicums are developed through the collaboration of the district and industry partners to provide a learning experience culminating the skills and knowledge learned in previous courses.
<b>Career Preparation</b>	Career Preparation course provides opportunities for students to participate in a learning experience that combines classroom instruction with paid business and industry employment experiences and supports strong partnerships among school, business, and community stakeholders.
<b>Project-Based Research</b>	Project-Based Research is a course for students to research a real-world problem. Students are matched with a mentor from the business or professional community. Together, they work to develop an original project on a topic related to career interests use the scientific methods of investigation to conduct in-depth research, compile findings, and present their findings to an audience that includes experts in the field.
<b>Dual-Credit</b>	Dual credit is a system through which a student may earn high school credit for successfully completing a college course that provides advanced academic instruction beyond, or in greater depth than, the Texas Essential Knowledge and Skills (TEKS) for a corresponding high school course. The “dual credit” earned is college credit and high school credit for one course.

# CAPSTONE EXPERIENCES OPPORTUNITIES AND REQUIREMENTS

## Practicum

- What is a Practicum? A practicum course, also called work-based learning course, is the final course taken within a student's program of study and is specifically designed to give students a supervised practical application of studied knowledge and work skills built from previous courses taken within the specified program of study. Practicums are a combination of classroom instruction and work-based learning experiences either in classroom or off-site at a workplace location. In-class practicums include a simulated classroom environment or student-led business enterprise. Off-site practicums are developed through the collaboration of the district and industry partners to provide a learning experience culminating the skills and knowledge learned in previous courses.
  - **Types** - Practicum experiences occur in a variety of instructional settings and are offered as either a paid (extended) or unpaid arrangement.
    - **The Paid (Extended) Practicum** course is a combination of classroom instruction with paid business and industry employment experience off-site.
    - **The Unpaid Practicum** course is a combination of classroom instruction as well as various unpaid real-world job opportunities. These experiences may vary by program and/or by campus. In-class experiences can include, but are not limited to and a combination of participating in a student-led enterprise, a simulated work environment, tours/field trips, job shadowing, rotations, and/or mentoring, within the program area. Experiences offered off-site during class include on-the-job skills training, apprenticeships, and/or job shadowing opportunities.
      - **Enterprise** - An alternate work program on campus, completing projects for individuals and companies while operating a business. Does not require training plans.
      - **Simulated Learning** - Learn skills in a classroom that simulates a real-world work environment. Does not require training plans.
      - **Tours/Field Trips** - Virtual or in-person tours of worksites usually led by employers, which provide students with information on requirements and expectations of different jobs. Does not require training plans.
      - **Job shadowing** - Make brief worksite visits and spend time with individual workers learning what their jobs entail. May require

training plans if a student is at a site for consecutive days during class time.

- **Rotations** - Work in a number of different departments or for different employers, exploring different occupations within an industry cluster. Requires training plans if students or groups are at sites for consecutive days during class time.
- **Mentoring** - Students are paired with “adult peers” from the workplace who provide guidance and encouragement on career-related, interdisciplinary projects.
- **Practicum Course Requirements** - The Practicum course has grade-level and pre-requisite requirements. Students must be in grades 11-12, employed by the 10th class day of school, and must maintain the job throughout the duration of the course. If not, then the student must be removed from the course and put in another capstone course within the program of study, as long as they meet the pre-requisite requirements. Curriculum will vary and is dependent upon the program of study pathway. Each area may have certifications, projects, and student organizations that will impact the overall curriculum. Each course, however, incorporates foundational content to help students further tie together their previous learning, work experience, and life preparation. Additional foundational content may include Technology, Communication, Employability, Safety, Workplace Ethics, Team Building/Collaboration, Critical Thinking and Problem Solving Skills. See course descriptions in the [FWISD’s Course Catalog](#). Additional information on Practicum courses can be found TEA’s [Student Attendance Accounting Handbook](#).
  - **Parent/Student:** Students must be in grades 11-12 and have completed the prerequisite course requirements within the students’ designated program of study. If a student is in the Paid Practicum, the student must be employed by the 10th class day of school, maintain the job throughout the duration of the course, and maintain 15 hours a week, or 30 hours averaged every two weeks, of paid work hours. Students are required to submit proof of employment with hours worked either through a check pay stub or documentation directly from the employer to their teacher weekly or bi-weekly. Additionally, parents, students and employers must sign all training plan forms required for the paid practicum course. Students and parents are expected to attend a program orientation to discuss further requirements and paperwork.
  - **Teacher:** Instructors must be certified to teach the course within the program of study and grade level being taught. It is best practice to assist students their junior year, the year prior, in securing a paid position or establish business partnerships.
    - **Establishing & Maintaining Industry Partners.** The instructor is expected to develop additional industry partners to support our various work-based learning experiences and capstone courses. The instructor needs to communicate new partners to the CTE Dept. to maintain the CTE partnership list and to ensure whether a Partnership Agreement will need to

be established on behalf of the District. Additionally, the instructor must consistently plan and communicate with all industry partners for their program throughout the year.

- **Coordination & Documentation:** The instructor will need to comply with all the work-based learning and Practicum requirements, complete training plan documentation, and be willing to secure partnerships that will benefit students in a work-based learning course. Written training plans must be on file for any student participating in a routine off-site practicum course. This includes a paid or unpaid work-based learning experience at an approved training site. Training plans are not required for a student participating in an in-class unpaid practicum course for which the teacher of record provides all instruction and training (enterprise or simulated lab/work environment). Training plan forms are available at [http://tea.texas.gov/CTE\\_Career\\_Preparation\\_and\\_Practicum\\_Courses/](http://tea.texas.gov/CTE_Career_Preparation_and_Practicum_Courses/).
  
- **Timeline** - Beginning the year prior to Practicum, teachers should be growing and maintaining relationships with industry professionals. This can result in guidance for a simulated in-class experience for programs pursuing unpaid practicums. It can also result in sharing opportunities for paid practicum with students. Students will need to follow the employer's application and interview process. This will likely occur outside of school time; however, students should develop their resume and practice interview skills within class time. At the end of the junior year and over the summer, teachers will leverage industry relationships to continue to secure practicum experiences for students until the 10th class day. If a teacher has an off-site Practicum, he/she is eligible for up to 13 days, of extra duty pay, for securing, building, and maintaining partnerships.
  
- **Worksite Visits** - The instructor will need to comply with all the work-based learning and Practicum requirements, complete training plan and evaluation documentation, and be willing to secure partnerships that will benefit students in a work-based learning course. Additionally, the instructor teaching either a paid or unpaid work-based learning course or capstone with students who consecutively visit a site, must visit each student training site at least six times each school year. The instructor must be provided additional time within his or her schedule to visit the training sites. The training site visits may not be conducted during the teacher's planning and preparation period. Regardless of the length of a grading period, at least one training site visit must be conducted during each grading period to earn contact hours for that reporting period. It is recommended that the campus schedules an additional supervisory/planning period, if at least 10 or more students are enrolled, so teachers can complete their visits and evaluation documents. If not, then the instructor will need to request a



substitute teacher during those site visits.

- **Classroom Instruction** - Instructors should review the TEKS for the course and use that to guide their class period instruction. Additionally, this can be tied into the training plan development, if applicable. Class resources can be found in the Fort Worth ISD Curriculum SharePoint. Students may work in teams or individually to complete assignments related to their practicum experience.
- **Campus:** The Paid (Extended) Practicum course has grade-level and pre-requisite requirements. Students must be in grades 11-12, employed by the 10th class day of school, and must maintain the job throughout the duration of the course. If not, then the student must be removed from the course and put in another capstone course within the program of study, as long as they meet the prerequisite requirements. A Paid (Extended) Practicum course is a 3-credit course that requires the student to be scheduled for one (1) period of classroom instruction and secure employment in a job related to the program of study within 10 class days. Students must work at least 15 hours per week or 30 hours averaged across 2 weeks. Work can be outside of the school day, e.g. after school or weekends, or can be during the school day. If the student's work hours are during the school day, then the campus can schedule senior release periods to work. However, the student **MUST** be in attendance for the Practicum class period. If enrollment is low, this course can be stacked with another one-period course. Curriculum is flexible and allows for team or independent work.
- **Industry:** All industry partners that work with student-learners or apprentices are required to sign training plans, ensuring they adhere to the policies described in the Youth Employment Provisions for Nonagricultural Occupations Under the Fair Labor Standards Act - Child Labor Bulletin 101 or Child Labor Requirements in Agricultural Occupations - Child Labor Bulletin 102. Current information on child labor laws and exemptions are available from the U. S. Department of Labor in the Wage and Hour Division or its website at <https://www.dol.gov/agencies/whd/youthrules>

## Career Preparation

- What is Career Preparation? Like the Paid (Extended) Practicum, the Career Preparation course provides opportunities for students to participate in a learning experience that combines classroom instruction with paid business and industry employment experiences and supports strong partnerships among school, business, and community stakeholders. Career Preparation differs from Paid Practicum in two ways: Career Preparation does not have a prerequisite and the student is not required to work at a job site related to their program of study. This course is available to students who 1) are not considered CTE students and 2) are not following a specific program of study. All other requirements from the Paid (Extended) Practicum apply to Career Preparation.

- **Career Prep Course Requirements:**

- **Parent/Student:** Students must be in grades 11-12, employed by the 10th class day of school, and must maintain the job throughout the duration of the course. If not, then the student must be dropped from the course. It is recommended that they are placed in another CTE course elective, as long as they meet the prerequisites. The Career Prep course has grade-level and pre-requisite requirements. Curriculum will vary and is dependent upon the program of study pathway. Each area may have certifications, projects, and student organizations that will impact the overall curriculum. Each course, however, incorporates foundational content to help students further tie together their previous learning, work experience, and life preparation. Additional foundational content may include Technology, Communication, Employability, Safety, Workplace Ethics, Team Building/Collaboration, Critical Thinking and Problem-Solving Skills. See course descriptions in the [FWISD's Course Catalog](#). The student must work at least 15 hours per week or 30 hours averaged across 2 weeks. Students are required to submit proof of employment with hours worked either through a check pay stub or documentation directly from the employer to their teacher weekly or bi-weekly. Additionally, parents, students and employers must sign all training plan forms required for the Career Preparation course. Additional information on Practicum courses can be found TEA's [Student Attendance Accounting Handbook](#).
- **Teacher:** Instructors must be certified to teach the course within the program of study and grade level being taught. It is best practice to assist students their junior year, the year prior, in securing a paid position or establish business partnerships. The instructor will need to comply with all the work-based learning and Career Preparation requirements, complete training plan documentation, and be willing to secure partnerships that will benefit students in a work-based learning course.
  - **Establishing & Maintaining Industry Partners.** The instructor is expected to develop additional industry partners to support our various work-based learning experiences and capstone courses. The instructor needs to communicate new partners to the CTE Dept. to maintain the CTE partnership list and to ensure whether a Partnership Agreement will need to be established on behalf of the District. Additionally, the instructor must consistently plan and communicate with all industry partners for their program throughout the year.
  - **Coordination & Documentation:** The instructor will need to comply with all the work-based learning and Practicum requirements, complete training plan documentation, and be willing to secure partnerships that will benefit students in a work-based learning course. Written training plans must be on file for any student participating in the Career Preparation course. Training plan forms are available at

[http://tea.texas.gov/CTE\\_Career\\_Preparation\\_and\\_Practicum\\_Courses/](http://tea.texas.gov/CTE_Career_Preparation_and_Practicum_Courses/).

- **Timeline** - Beginning the year prior to Career Preparation, teachers should be growing and maintaining relationships with industry professionals. This can result in sharing opportunities for Career Preparation students. Students will need to follow the employer's application and interview process. This will likely occur outside of school time; however, students should develop their resume and practice interview skills within class time. At the end of the junior year and over the summer, teachers will leverage industry relationships to continue to secure practicum experiences for students until the 10th class day. Career Preparation teachers are eligible for up to 13 days, of extra duty pay, for securing, building, and maintaining partnerships.
- **Worksite Visits** - The instructor will need to comply with all the work-based learning and Career Preparation requirements, complete training plan and evaluation documentation, and be willing to secure partnerships that will benefit students in a work-based learning course. Additionally, the instructor teaching either a paid or unpaid work-based learning course or capstone with students who consecutively visit a site, must visit each student training site at least six times each school year. The instructor must be provided additional time within his or her schedule to visit the training sites. The training site visits may not be conducted during the teacher's planning and preparation period. Regardless of the length of a grading period, at least one training site visit must be conducted during each grading period to earn contact hours for that reporting period. It is recommended that the campus schedules an additional supervisory/planning period, if at least 10 or more students are enrolled, so teachers can complete their visits and evaluation documents. If not, then the instructor will need to request a substitute teacher during those site visits.
- **Classroom Instruction**- Instructors should review the TEKS for the course and use that to guide their class period instruction. Additionally, this can be tied into the training plan development, if applicable. Class resources can be found in the Fort Worth ISD Curriculum SharePoint. Students may work in teams or individually to complete assignments related to their practicum experience.
- **Campus:** Students must be in grades 11-12, employed by the 10th class day of school, and must maintain the job throughout the duration of the course. If not, then the student must be dropped from the course. It is recommended that they are placed in another CTE course elective, as long as they meet the pre-requisites. The Career Prep course has grade-level and pre-requisite requirements. A Career Preparation course is a 3-credit course that requires the student to be scheduled for one (1) period of classroom instruction and secure employment within 10 class days.

Students must work at least 15 hours per week or 30 hours averaged across 2 weeks. Work can be outside of the school day, like after school or weekends, or can be during the school day. If the student's work hours are during the school day, then the campus can schedule senior release periods to work. However, the student MUST be in attendance for the Career Preparation class period. If enrollment is low, this course can be stacked with another one-period course. Curriculum is flexible and allows for team or independent work. TEA requires that the instructor visit employers each six weeks. It is best practice to schedule an additional planning period for a teacher who has a work-based learning course with more than 10 students so the teacher can complete required site visits with employers and complete required evaluation documentation.

- Industry: All industry partners that work with student-learners or apprentices are required to sign training plans, ensuring they adhere to the policies described in the Youth Employment Provisions for Nonagricultural Occupations Under the Fair Labor Standards Act - Child Labor Bulletin 101 or Child Labor Requirements in Agricultural Occupations - Child Labor Bulletin 102. Current information on child labor laws and exemptions are available from the U. S. Department of Labor in the Wage and Hour Division or its website at <https://www.dol.gov/agencies/whd/youthrules>

## Project-Based Research

- **What is Project-Based Research?**
  - Project-Based Research is a course for students to research a real-world problem. Students are encouraged to work with a mentor from the business or professional community to develop an original project on a topic related to career interests. The topic can run the course of the course or several topics can be investigated throughout the academic year. Students can complete a service-learning project. Service-learning is an educational approach that combines learning objectives with meaningful community service in order to provide a pragmatic, progressive learning experience while meeting societal needs. Students use scientific methods of investigation to conduct in-depth research, compile findings, and present their findings to an audience that includes experts in the field. To attain academic success, students must have opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.
- **Project-Based Research Requirements**
  - Parent/Student: Students must be in grades 11-12 and can repeat the one-credit course for up to three credits. Curriculum will vary and is dependent upon the program of study pathway. Each area may have certifications, projects, and student organizations that will impact the overall curriculum. Each course, however, incorporates foundational content to help students further tie together their previous learning and life preparation. Additional foundational content may include Technology, Communication, Employability, Safety, Workplace Ethics, Team

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Building/Collaboration, Critical Thinking and Problem Solving Skills. See course descriptions in the [FWISD's Course Catalog](#).

- Teacher: Instructors must be certified to teach the course within the program of study and grade level being taught. It is best practice to assist students with determining their topic(s) by providing a template or exemplar at the start of the course. Additionally, through matching students with industry professionals, students may determine an existing community or global problem.
  - Establishing & Maintaining Industry Partners. The instructor is expected to develop additional industry partners to support Project-Based Research for initial problem development, feedback, and expert panel review. The instructor needs to communicate new partners to the CTE Dept. to maintain the CTE partnership list and to ensure whether a Partnership Agreement will need to be established on behalf of the District. Additionally, the instructor must consistently plan and communicate with all industry partners for their program throughout the year.
  - Coordination & Documentation: The instructor will need to prepare a expert panel at the end of the course and any other time a student's project reaches conclusion.
  - Timeline- Beginning junior year, teachers should be growing and maintaining relationships with industry professionals. This will aid in the mentorship between industry and student.
  - Classroom Instruction- Instructors should review the TEKS for the course and use that to guide their class period instruction. Additionally, this can be tied into the training plan development, if applicable. Class resources can be found in the Fort Worth ISD Curriculum SharePoint. Students may work in teams or individually to complete assignments related to their practicum experience.
- Campus: Students must be in grades 11-12. If enrollment is low, this course can be stacked with another one-period course. Curriculum is flexible and allows for students to complete mainly independent work.
- Industry: Although industry partner communication may begin through the instructor, all subsequent communication should include all three members: industry, teacher, and student through the school email addresses. For the expert panel, the industry partner should follow campus safety and security protocol.

## Dual-Credit

### What is Dual-Credit?

Select programs of study senior level/capstone courses are articulated to dual credit courses. For some students, they may choose to enroll in dual credit courses in conjunction with their paid or unpaid practicum. Dual credit is a system through which a student may earn high school credit for successfully completing a college course that provides advanced academic instruction beyond, or in greater depth than, the Texas Essential Knowledge and Skills

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(TEKS) for a corresponding high school course. The “dual credit” earned is college credit and high school credit for one course. For additional Fort Worth ISD and Tarrant County Community College information, visit: <https://www.fwisd.org/Page/2490>

### **What are the requirements for Dual Credit Embedded Instructors?**

Dual credit teachers must be regularly employed faculty members of the college or must meet the same standards, including minimal requirements of the regional accrediting association, and approval procedures used by the college to select faculty responsible for teaching the same courses to non-high school students at the college. The college must supervise and evaluate instructors of dual credit courses using the same or comparable procedures used for faculty at the main campus of the college. The college must ensure that a dual credit course and the corresponding course offered at the main campus of the college are equivalent with respect to the curriculum, materials, instruction, and method/rigor of student evaluation. These standards must be upheld regardless of the student composition of the class.

Regular academic policies applicable to courses taught at the college's main campus must also apply to dual credit courses (i.e., appeal process for disputed grades, drop policy, the communication of grading policy to students, when the syllabus must be distributed, etc.). Courses offered through partnerships between secondary schools and public two-year colleges: The partnership agreement (Memorandum of Understanding “MOU”) must address faculty qualifications, provision of student learning, and grading criteria.

For programs governed by an agreement between a school district or private school's governing organization and a public junior college: A course offered for joint high school and junior college credit must be taught by a qualified instructor approved or selected by the public junior college.

For these purposes an instructor is qualified if the instructor holds:

- A doctoral or master's degree in the subject of the course
- A master's degree plus 18 graduate semester hours in the subject of the course

For a course offered in an associate's degree program not designed for transfer to a baccalaureate degree program (i.e.: welding, automotive technology, etc.):

- Either of the above requirements
- A baccalaureate degree in the subject of the course
- An associate's degree and demonstrated competencies in the subject of the course, as determined by the Texas Higher Education Coordinating Board.

Since dual credit instructors will require additional faculty training, Fort Worth ISD dual credit embedded instructors are eligible for a stipend. The stipend amount is based upon student enrollment numbers and course hours. Contact your CTE regional coordinator for information on stipend payout dates.

# ROLES AND RESPONSIBILITIES

## Teacher-Coordinator Responsibilities

1. Secure training sites with the capacity and commitment to provide quality work-based instruction. Inform training sponsors of goals, expectations, and procedures. Maintain a close working relationship with training sponsors.
2. Coordinate placement of students in quality training sites.
3. Prepare an approvable training plan in a timely manner, with the assistance of the training sponsor, to reflect the skills to be provided, including all Texas Essential Knowledge and Skills (TEKS). It is suggested that the training plan be on file with the director of career and technical education, the teacher-coordinator, and with the training sponsor.
4. Assist the student in maintaining a good working relationship with the training sponsor.
5. Work with training sponsors and the business community in the interpretation of course operations and objectives, and in the solicitation of support and assistance. This may be accomplished through an advisory committee or other means.
6. Obtain appropriate general and occupationally specific instructional materials and resources to provide rich learning experiences for both group and individualized instruction.
7. Provide students classroom instruction, both general and occupationally specific in nature, in coordination with the training sponsor and work-based training experiences.
8. Document student performance by periodic evaluation in conjunction with the training sponsor.
9. Document training site visits. Teachers assigned to teach courses involving work-based learning experiences, both paid and unpaid, must visit each student training site at least six times each school year. The teacher of record must be provided time within his or her schedule to visit the training sites. The training site visits may not be conducted during the teacher's planning and preparation period. Regardless of the length of a grading period, at least one training site visit must be conducted during each grading period to earn contact hours for that reporting period. Additional visits may be needed dependent on student performance or training site circumstances.
10. Per practicum course requirements, guide students to document knowledge and skills through creation and maintenance of a professional portfolio.
11. Maintain necessary student records, prepare reports, and maintain documentation records.
12. Work with appropriate personnel (administration staff, other practicum teacher-coordinators, etc.) to develop appropriate policies and procedures.
13. Inform campus administrators and counselors about the goals, organization, and management of practicum courses.



## Student Responsibilities

1. Be at school and the training site on time.
2. Observe all training site policies, including those related to conduct, dress code, personal appearance, and personal hygiene.
3. Follow the instructions of the training sponsor.
4. Exemplify qualities of a good employee by not receiving personal visitors and not text messaging or talking on personal phone calls during training.
5. Establish respectable performance records to be assured good references in the future.
6. Maintain a record of income to include check stubs and hours of training.
7. Follow company policy and the chain of command to resolve problems at the training site.
8. Report to the teacher-coordinator any problems that may occur at the training site.
9. Follow class procedures and training site policies when it becomes necessary to leave a training site.
10. Follow school policies regarding student attendance and absences. In the case of absences, contact both the training sponsor and teacher-coordinator immediately. A student not in class attendance during the time of regular school hours may not participate in work-based training that day unless specifically approved by the teacher-coordinator.
11. A student enrolled in a practicum course is expected to demonstrate responsibility in utilizing the time within the official school day that is scheduled to allow work-based training experiences.
12. When not in class or at the training site during school hours, the student should be on the school campus only with a legitimate reason.
13. Abide by all school rules and regulations, keeping in mind the fact that the school jurisdiction includes the training site.
14. Participation in career and technical student organizations is an important part of career and technical education for students. All students are, therefore, encouraged to participate actively in the student organization(s) appropriate to their programs of study.

## Parent/Guardian Responsibilities

1. Carefully read all information provided about the practicum course, including objectives, policies and procedures, roles and responsibilities of individuals and entities involved, etc. Ask the teacher-coordinator for any needed additional information or clarification.
2. Provide authorization/approval of the student's initial enrollment in the practicum course and any subsequent agreements, such as the Training Plan Agreement, operating procedures, etc.
3. Attend any scheduled parent/guardian meetings to gain information about the practicum course.
4. Communicate with the teacher-coordinator by telephone, e-mail, or by attending school open houses and teacher conferences scheduled as needed to discuss student progress.
5. Understand and respect the student's training opportunities and responsibilities.
6. Encourage student achievement in the development of occupationally specific knowledge and skills through participation in the practicum course.



## Training Sponsor Responsibilities

1. Provide work-based instruction consistent with the time requirements and parameters for students in the practicum course.
2. Ensure that the training site provides the student with a quality learning situation. Clearly delineate expectations for the student. Provide clear instructions with regular positive and corrective feedback. With the teacher-coordinator, target and sequence essential knowledge and skills on the training plan to be emphasized in the work-based training experience.
3. Rotate the student from one training assignment or task to another at reasonable intervals (following initial training and a period of skill development but before becoming repetitive) so the training period is a continuous learning situation for the student.
4. Explain to the student applicable policies, procedures, rules, and chain of command. Help the student feel a part of the organization.
5. Provide safety orientation and a safe work environment.
6. Support the student in setting and maintaining priorities related to school and work-based training.
7. Deal fairly with the student.
8. If the student is a paid employee, pay the student at a rate that is-
  - o comparable to other employees and based on duties and responsibilities performed,
  - o equal to what the student's services are worth, and
  - o in compliance with the wage and hour regulations that govern salary rates.
9. Support school attendance policies.
10. Comply with guidelines established for practicum course coordination.
11. Communicate with the teacher-coordinator on a regular basis. Provide ongoing feedback about the student's work-based training progress (strengths and weaknesses) and direction of upcoming training experiences in order that the teacher-coordinator can most effectively coordinate class instruction activities.
12. Complete at least one written evaluation of the student's performance at the training site each grading period.
13. Contact the teacher-coordinator prior to making any changes in the student's training assignment or employment status.

# STUDENT RECRUITMENT, ENROLLMENT, ATTENDANCE, AND TRANSITION STUDENT RECRUITMENT

Student Recruitment is an ongoing process that is vital to promoting the success of a practicum course. By developing a professional, ongoing promotional campaign, the teacher-coordinator can establish a quality image that will influence students, parents/guardians, and counselors in making course selection decisions. Focusing on the needs and wants of students is the most effective way to develop a quality program that will produce satisfied customers who will —sell the practicum experience. Recruitment emphasis should be placed on the career education provided. Further, students should be aware that, because depth and breadth of training experiences are priorities, there may be times when they will train in unpaid internships, job shadowing, or mentorships to meet the requirements of the training plan.

Recruitment strategies should be intensified at least one month before the time when counselors assist students in making course selections. Although the goal is to recruit students, the role of parents/guardians, counselors, friends, former practicum students, training sponsors, and teachers in the decision-making process of course selection must be recognized. Recruitment techniques include the following:

- posters, brochures, and displays
- articles in local and school publications
- information on the school Website
- announcements on the public address system
- visits to eighth grade classes before graduation plans are developed
- assemblies for eligible students
- open house
- career fair for parents/guardians and students, with all career and technical education cluster programs represented •
- presentations (audio visual, talks, skits, etc.) by current students to other career and technical education classes, parent groups, fraternal organizations, student groups, etc.
- leadership through career and technical student organizations (CTSOs)
- student tours of all career and technical education programs guided by counselors or career and technical education representatives Ideally, student selection should begin with an application for admission into a practicum course. (See example on page C-7.) One of the most important relationships to develop at this time is with the guidance and counseling department. Their help in processing the applications can save the teacher-coordinator much valued time. Processing may include checking the application for required credits, coherent sequencing, and attaching a copy of the student's transcript and graduation plan. All applications are sent to the teacher-coordinator for review. The teacher should request an interview with prospective students. This is particularly important with students who have not previously had a course in family and consumer sciences

## Fort Worth Independent School District

under the supervision of the teacher. The teacher may verify the information obtained in the interview by talking to teachers who have taught the prospective students. An evaluation form is helpful for this purpose. Once students are selected, work can begin to prepare them for the practicum training experience. The end of the school year is a good time to bring incoming students together for training. This can be done as a group or individually. Students need training in interview skills, preparing resumés, and procedures that will be followed in locating approvable training sites and student placement. A joint meeting with parents/guardians and students is advised to explain the objectives, operation, and policies of the practicum course.

## CHILD LABOR LAWS

For complete information on Child Labor Laws, please refer to [Labor Code Chapter 51](#).

Minimum age for employment is 14 however some exceptions exist through state and federal laws. Please call TWC's Labor Law Section concerning questions about labor law. The Fair Labor Standards Act (FLSA) governs federal laws and guidelines pertaining to child labor. For information concerning federal child labor laws, consult your local office of the U.S. Department of Labor, Wage and Hour Division or call 1-866-487-9243.

The following are prohibited occupations for 14- through 17-year-old children:

Prohibited occupations are the same for both federal and state law. The hazardous occupations designated by an asterisk (\*) have provisions for employment of persons below the age of eighteen (18), provided applicable apprentice or student-learner certification has been obtained. Persons desiring specific information about these exceptions should contact the nearest office of the United States Department of Labor. Occupations declared particularly hazardous or detrimental to the health or well-being of all children 14 through 17 years of age include occupations:

1. in or about plants or establishments other than retail establishments which manufacture or store explosives or articles containing explosive components other than retail establishments,
2. involving the driving of motor vehicles and outside helpers on any public road or highway,
3. in or about any place where logging or sawmill operations are in progress, or
4. in excavations. (Under certain conditions, driving a motor vehicle for a commercial purpose is NOT considered a hazardous occupation under state or federal law,
5. connected with coal mining,
6. in logging and sawmill occupations and occupations involving firefighting and timber tracts,
7. \*in operating or assisting to operate power-driven woodworking machines,
8. involving exposure to radioactive substances and to ionizing radiations,
9. in operating or assist to operate power-driven hoisting apparatuses such as elevators, cranes, derricks, hoists, high-lift trucks,
10. \*in operating or assisting to operate power-driven metal forming, punching, and shearing machines,
11. in connection with mining, other than coal,
12. \*in operating or assisting to operate power-driven meat processing machines, and occupations including slaughtering, meat packing, processing, or rendering,
13. in operating or assisting to operate power-driven bakery machines.
14. \*involved in the operation of power-driven paper-products machines, balers and compactors,
15. in manufacturing brick, tile, and kindred products,
16. \*in operating or assisting to operate power-driven circular saws, bandsaws and guillotine shears, abrasive cutting discs, reciprocating saws, chain saws and wood chippers,
17. in wrecking, demolition, and ship-breaking operations,
18. \*in roofing operations and on or about a roof, and
19. \*in connection with excavation operations.

Additional prohibited occupations that apply under state law:

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1. Occupations involved in sales and solicitation by a child under 18 years of age. Consult 51.0145 Texas Labor Code for exceptions and requirements.
2. Occupations in sexually oriented businesses by a child under 18 years of age.

Additional prohibited occupations that apply only to 14- and 15-year-old children:

Occupations declared particularly hazardous or detrimental to the health or wellbeing of 14- and 15-year-old children include:

1. mining, manufacturing, or processing occupations, including duties in workrooms or places where goods are manufactured, mined, or otherwise processed,
2. operating or assisting in operating power-driven machinery or hoisting apparatus other than typical office machines,
3. work as a ride attendant or ride operator at an amusement park or a “dispatcher” at the top of elevated water slides,
4. driving a motor vehicle or helping a driver,
5. occupations involved in transporting persons or property by rail, highway, air, water, pipeline, or other means,
6. youth peddling, sign waving, or door-to-door sales,
7. poultry catching or cooping,
8. lifeguarding at a natural environment such as a lake, river, ocean beach, quarry, pond (youth must be at least 15 years of age and properly certified to be a lifeguard at a traditional swimming pool or water amusement park),
9. public messenger jobs,
10. communications and public utilities jobs,
11. construction including demolition and repair,
12. work performed in or about boiler or engine rooms or in connection with the maintenance or repair of the establishment, machines, or equipment,
13. outside window washing that involves working from window sills, and all work requiring the use of ladders, scaffolds or their substitutes,
14. cooking, except with gas or electric grills that do not involve cooking over an open flame and with deep fat fryers that utilize devices that automatically lower and raise the baskets from the hot grease or oil,
15. baking and all activities involved in baking,
16. occupations which involve operating, setting up, adjusting, cleaning, oiling, or repairing power-driven food slicers and grinders, food choppers and cutters, and bakery-type mixers,
17. freezers or meat coolers work, except minors may occasionally enter a freezer for a short period of time to retrieve items,
18. meat processing and work in areas where meat is processed,
19. loading and unloading goods to and from trucks, railroad cars or conveyors, and
20. all occupations in warehouses and storage except office and clerical work.

Work times for 14- and 15-year-old children:

State Law — A person commits an offense if that person permits a child 14 or 15 years of age who is employed by that person to work:

## Fort Worth Independent School District

1. more than 8 hours in one day or more than 48 hours in one week,
2. between the hours of 10 p.m. and 5 a.m. on a day that is followed by a school day or between the hours of midnight and 5 a.m. on a day that is not followed by a school day if the child is enrolled in school, or
3. between the hours of midnight and 5 a.m. on any day during the time school is recessed for the summer if the child is not enrolled in summer school.

Federal Law — The FLSA further regulates hours of employment. 14 and 15 year old children may not work:

1. during school hours,
2. more than eight hours on a non-school day or 40 hours during a non-school week,
3. more than three hours on a school day or 18 hours during a school week, and
4. between 7 p.m. and 7 a.m. during the school year, or
5. between 9 p.m. and 7 a.m. from June 1 and Labor Day

## TRANSPORTATION

The work-based instruction component of practicum courses is of paramount importance in providing students rich and effective career training opportunities. With the work-based instruction occurring at business/industry sites within the community, the availability of dependable transportation of students to these work-based instruction sites is a necessary planning consideration. The method of transportation and funding source may vary based on local policies within state-defined parameters.

### **State-Funded, School-Provided Transportation**

State law allows state transportation funds to be expended to transport students to a remote site for career and technical education courses. Transportation to multiple training sites is allowable provided multiple students are involved at each site. State-funded transportation may be provided regardless of the paid or unpaid status of the students' work-based training experiences. However, the scheduling variations and multiplicity of sites inherent to paid work-based training arrangements have typically resulted in schools requiring those students to assume responsibility for their transportation to the training sites.

### **Student-Provided Transportation**

In those instances, in which the school makes no provision for student transportation to the work-based training sites, transportation becomes the responsibility of the students and their parents/guardians. Because of the necessity that students be punctual and dependable in compliance with the schedule for work-based training, the importance of reliable transportation cannot be overstated. Options most often considered include the students using a personal vehicle, adults providing transportation for their student, use of public transportation, students riding with other students, or a combination of options. A backup contingency plan should also be identified by students and their parents/guardians. Regardless of the transportation arrangements, it is important that those plans be the basis of a written transportation agreement between the parents/guardians, the student, and the school; preferences and permission for a backup contingency plan should be included.

## INSURANCE

The possibility of student injury while participating in work-based training experiences raises the issue of insurance, liability, and parent agreements. If the student is participating in paid work-based training, the training sponsor may have workers' compensation insurance or another arrangement for assuming liability in the event of work-related employee injury. Employer verification of provided insurance can be determined as part of the teacher-coordinator's process of evaluating the suitability of a business being utilized as a paid work-based training site. If there is no form of insurance covering liability for employee injury, procedures for otherwise assuring student insurance coverage should be considered.

Since students receiving unpaid work-based instruction are not employees of the business serving as the training station, workers' compensation or other forms of employee liability coverage would likely not cover students injured while participating in internship, job shadowing, unpaid apprenticeship, or mentoring experiences. FWISD CTE have group coverage that can include the students in unpaid work-based training experiences only. Unless the business has insurance that would cover unpaid student trainees, other alternatives for insurance coverage should be investigated for students participating in paid work-based trainings.



Fort Worth Independent School District

# **SAMPLE FORMS FOR DOCUMENTATION**

[Training Plan Agreement for Paid Work-Based Instruction](#)

[Training Plan Agreement for Unpaid Work-Based Instruction](#)

[Evaluation Form](#)

Training Plan Agreement for Paid Work-Based Instruction (2 pages)

**Training Plan Agreement**  
**Paid Work-Based Instruction**

Student \_\_\_\_\_ Grade \_\_\_\_\_ Age \_\_\_\_\_

School District \_\_\_\_\_ Campus Name \_\_\_\_\_

Training Objective \_\_\_\_\_ Business Name \_\_\_\_\_

Career Cluster \_\_\_\_\_ CTE Course Title<sup>1</sup> \_\_\_\_\_

Time Class Meets \_\_\_\_\_ PEIMS Code \_\_\_\_\_

The student agrees to diligently perform the work-based training experiences and conscientiously pursue the coordinated classroom course of study as outlined in this training plan. Work-based training experiences will be assigned by the training sponsor and performed according to the same company policies and regulations applicable to regular employees. The student agrees to take advantage of every opportunity to improve his or her efficiency, knowledge, and personal traits in order to pursue further education and enter the chosen occupation as a desirable employee.

The company and school are responsible for providing students with opportunities for training in the basic skills of an occupation and knowledge of related technical information. In order to provide a systematic plan for well-rounded training, a schedule of work-based training experiences and a parallel classroom course of study have been coordinated and agreed upon by the training sponsor and CTE teacher.

In addition to providing practical instruction, the training sponsor agrees to pay the student for the useful work done while undergoing training according to the following plan:

1. The beginning wage will be \$ \_\_\_\_\_ per \_\_\_\_\_ for \_\_\_\_\_ hours per school week.
2. Periodically, the training sponsor and CTE teacher will jointly review the wages paid the student to determine a fair and equitable wage consistent with the student's increased ability, prevailing economic conditions, and company policy.

The training period begins the \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_, and extends through \_\_\_\_\_, \_\_\_\_\_.

There will be a probationary period of \_\_\_\_\_ days during which the interested parties may determine if the student has made a wise choice of an occupational training area, and if the training should be continued. This plan may be terminated for just cause by either party without recourse.

Is the training objective listed considered to be a hazardous occupation by the U. S. Department of Labor, Employment Standards Administration and the Wage and Hour Division: Yes \_\_\_\_ No \_\_\_\_

If yes, any exemption(s) for student-learners or apprentices will apply as described in the *Youth Employment Provisions for Nonagricultural Occupations Under the Fair Labor Standards Act - Child Labor Bulletin 101* or *Child Labor Requirements in Agricultural Occupations - Child Labor Bulletin 102*. Current information for exemptions is available from the U. S. Department of Labor in the Wage and Hour Division or its website at [www.dol.gov/whd](http://www.dol.gov/whd).

It is the policy of \_\_\_\_\_ School District and \_\_\_\_\_ (business name) not to discriminate on the basis of race, color, national origin, sex or disability in its career and technical education programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Es norma de \_\_\_\_\_ Distrito Escolar y \_\_\_\_\_ (Nombre del Negocio) no discriminar por base de raza, color, origen nacional, sexo o impedimento, en sus programas de Educación y Carreras Técnicas servicios o actividades vocacionales, tal como lo requiere el Título VI de la enmienda de la Ley de Derechos Civiles de 1964, el Título IX de las enmiendas de Educación, de 1972, y las enmiendas de la Sección 504 del Acta de Rehabilitación de 1973.

**Signature Approvals**

\_\_\_\_\_  
(Student) Date

\_\_\_\_\_  
(Training Sponsor) Date

\_\_\_\_\_  
(Parent or Guardian) Date

\_\_\_\_\_  
(CTE Teacher) Date

**Note: Each party to this agreement should receive a signed copy. Keep the original or a copy with the student's permanent record.**

**Description of Specific and Related Occupational Training**

In the section below labeled *Texas Essential Knowledge and Skills (TEKS) for Training Objective*, insert the knowledge and skill statements from the related CTE course.<sup>1</sup> The *Advanced Occupationally Specific Essential Knowledge and Skills* section is available to add specific training opportunities otherwise not identified in the TEKS. **NOTE:** Add rows as needed.

Texas Essential Knowledge and Skills (TEKS) for Training Objective	Work-Based Instruction	Individualized Class Study	Specific Related Study Assignments
<i>[Add knowledge and skill statements from the TEKS here. Student expectations are not necessary to list here.]</i>			
Advanced Occupationally Specific Knowledge and Skills	Work-Based Instruction	Individualized Class Study	Specific Related Study Assignments
<i>[Add knowledge and skill statements developed from collaboration among the student, CTE teacher, and training sponsor.]</i>			

NOTE: This form is intended as a template; the user may modify as needed.

<sup>1</sup>A training plan should be developed for any student that participates in a CTE work-based learning (WBL) experience where the training is conducted outside of the direct supervision of the teacher. This form may be used in conjunction with any CTE course; however, the most common WBL arrangements are either a cluster specific Practicum course or Career Preparation (paid only). An unpaid training plan cannot be used for students enrolled in Career Preparation.

Training Plan Agreement for Unpaid Work-Based Instruction (2 pages)

**Training Plan Agreement**  
**Unpaid Work-Based Instruction**

Student \_\_\_\_\_ Grade \_\_\_\_\_ Age \_\_\_\_\_

School District \_\_\_\_\_ Campus Name \_\_\_\_\_

Training Objective \_\_\_\_\_ Business Name \_\_\_\_\_

Career Cluster \_\_\_\_\_ CTE Course Title<sup>1</sup> \_\_\_\_\_

Time Class Meets \_\_\_\_\_ PEIMS Code \_\_\_\_\_

The student agrees to diligently perform the work-based training experiences and conscientiously pursue the coordinated classroom course of study as outlined in this training plan. Work-based training experiences will be assigned by the training sponsor and performed according to the same company policies and regulations applicable to regular employees. The student agrees to take advantage of every opportunity to improve his or her efficiency, knowledge, and personal traits in order to pursue further education and enter the chosen occupation as a desirable employee.

The company and school are responsible for providing the student with opportunities for training in the basic skills of an occupation and knowledge of related technical information. In order to provide a systematic plan for well-rounded training, a schedule of work-based training experiences and a parallel classroom course of study have been coordinated and agreed upon by the training sponsor and CTE teacher.

It is understood that the work-based training experiences will be unpaid. In order to qualify for an exemption from wage requirements, all six of the following criteria must be met: 1) training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a career and technical education program; 2) training is for the benefit of the student 3) the student does not displace regular employees but works under their close supervision; 4) the training sponsor derives no immediate advantages from the activities of the student and on occasion operations may actually be impeded; 5) the student is not necessarily entitled to a job at the conclusion of the training period; and 6) the training sponsor and the student understand that the student is not entitled to wages for the time spent in training.

The training period begins the \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_, and extends through \_\_\_\_\_, \_\_\_\_\_.

There will be a probationary period of \_\_\_\_\_ days during which the interested parties may determine if the student has made a wise choice of an occupational training area, and if the training should be continued. This plan may be terminated for just cause by either party without recourse.

Is the training objective listed considered to be a hazardous occupation by the U. S. Department of Labor, Employment Standards Administration and the Wage and Hour Division: Yes \_\_\_ No \_\_\_

If yes, any exemption(s) for student-learners or apprentices will apply as described in the *Youth Employment Provisions for Nonagricultural Occupations Under the Fair Labor Standards Act - Child Labor Bulletin 101* or *Child Labor Requirements in Agricultural Occupations - Child Labor Bulletin 102*. Current information for exemptions is available from the U. S. Department of Labor in the Wage and Hour Division or its website at <http://www.dol.gov/whd>.

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Es norma de \_\_\_\_\_ Distrito Escolar y \_\_\_\_\_(Nombre del Negocio) no discriminar por base de raza, color, origen nacional, sexo o impedimento, en sus programas de Educación y Carreras Técnicas servicios o actividades vocacionales, tal como lo requiere el Título VI de la enmienda de la Ley de Derechos Civiles de 1964, el Título IX de las enmiendas de Educación, de 1972, y las enmiendas de la Sección 504 del Acta de Rehabilitación de 1973.

**Signature Approvals**

\_\_\_\_\_  
(Student) Date

\_\_\_\_\_  
(Training Sponsor) Date

\_\_\_\_\_  
(Parent or Guardian) Date

\_\_\_\_\_  
(CTE Teacher) Date

**Note:** Each party to this agreement should receive a signed copy. Keep the original or a copy with the student's permanent record.

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Texas Essential Knowledge and Skills (TEKS) for Training Objective	Work-Based Instruction	Individualized Class Study	Specific Related Study Assignments
<i>[Add knowledge and skill statements from the TEKS here. Student expectations are not necessary to list here.]</i>			
Advanced Occupationally Specific Knowledge and Skills	Work-Based Instruction	Individualized Class Study	Specific Related Study Assignments
<i>[Add knowledge and skill statements developed from collaboration among the student, CTE teacher, and training sponsor.]</i>			

NOTE: This form is intended as a template; the user may modify as needed.

<sup>1</sup>A training plan should be developed for any student that participates in a CTE work-based learning (WBL) experience where the training is conducted outside of the direct supervision of the teacher. This form may be used in conjunction with any CTE course; however, the most common WBL arrangements are either a cluster specific Practicum course or Career Preparation (paid only). An unpaid training plan cannot be used for students enrolled in Career Preparation.

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## [Evaluation Form](#) (4 pages)

### Career and Technical Education

#### Practicum Evaluation

<b>Student Name</b>	<b>Campus</b>
<b>Company</b>	<b>Supervisor</b>

#### Evaluation Dates

<b>First Grading Period Due Date</b>	<b>Second Grading Period Due Date</b>	<b>Third Grading Period Due Date</b>
<b>Fourth Grading Period Due Date</b>	<b>Fifth Grading Period Due Date</b>	<b>Sixth Grading Period Due Date</b>

Dear Training Supervisor,

Frequent evaluation of interns is necessary to see improvement in performance. In a training situation, it is essential for the student to receive feedback for growth to occur. The time taken to provide students with an accurate picture of job performance through the written evaluation and supervisor/intern discussion is appreciated.

Interns will be graded by their performance in ten competency areas. For each competency, a continuum of descriptors of behaviors (performance measure) expected at each level of performance is shown. This will aid in rating the student. It will help the student see where performance is necessary or provide positive feedback for excellent performance.

To complete the performance evaluation, assign a point value from 1 to 10 for each of the ten competencies, under the correct grading period. Total points should not exceed 100.

<b>Grading Scale:</b>	<b>Total Points</b>	<b>90 - 100</b>	<b>Student is Outstanding</b>
		<b>80 - 89</b>	<b>Student Exceeds Expectations</b>
		<b>70 - 79</b>	<b>Student Meets Expectations</b>
		<b>60 - 69</b>	<b>Student Needs Improvement</b>
		<b>0 - 59</b>	<b>Student is Unacceptable</b>

It is the policy of Fort Worth I.S.D. not to discriminate on the basis of race, color, national origin, gender or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended, Title IX of the Educational Amendments of 1972, Section 503 and 504 of the Rehabilitation Act of 1973, as amended. Fort Worth I.S.D. will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational programs and services.

Es la política de Fort Worth Independent School District no discriminar por motivos de raza, edad, color, origen nacional, sexo o impedimento, en sus programas, servicios o actividades vocacionales, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda, el Título IX de las Enmiendas en la Educación, de 1972, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda. Fort Worth I.S.D. tomará las medidas necesarias para asegurar que la falta de habilidad en el uso del inglés no sea un obstáculo para la admisión y participación en todos los programas educativos y vocacionales.

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## Performance Measures

Listed below are skills that would be applicable to each level of performance.

Competencies	Exceeds Expectations (10 pts)	Proficient (8-9 pts)	Needs Improvement (6-7 pts)	Unacceptable (0-5 pts)
<b>Work Quality and Productivity</b>	Excellent organizational skills. Focus on identifying priorities. Work is of excellent quality. Tasks are completed on or before deadlines.	Organizational skills are good. Procedures developed and followed for routing tasks. Tasks are prioritized. Work is average, with few errors. Tasks are completed by deadline.	Lacks organizational skills, even with some routine tasks. Requires regular supervision to develop and accomplish priorities. Deadlines are often not met.	Work is not acceptable. Unable to prioritize. Seldom meets deadlines. Consistently requires supervision.
<b>Technical Skills</b>	Continually seeks the most up-to-date information on technological developments. Integrates technology as a tool.	Demonstrates the ability to use current technological knowledge and developments.	Lacks basic understanding of current technology and makes minimal use of computers. May avoid integration of technology applications.	Knows little about technology and makes no apparent effort to learn. Lack of understanding affects job performance.
<b>Problem Solving</b>	Anticipates problems, creates and implements appropriate and effective solutions.	Recognizes problems and suggests solutions. Modifies priorities to address problems.	May recognize problems, but sticks to job routines. Does not report problems or suggest solutions.	Does not recognize or take responsibility for reporting or solving problems.
<b>Creativity and Innovation</b>	Continually seeks out and takes advantage of opportunities for learning. Consistently makes suggestions for improving procedures or products in creative and unique ways.	Seeks out and takes advantage of opportunities for learning. Anticipates customer needs and pursues solutions.	Rarely seeks and takes advantage of learning opportunities. Difficulty in anticipating customer needs.	Does not attempt to learn or grow professionally. Skills need to be updated. Customers are not a priority.
<b>Communication Skills</b>	Demonstrating strong, effective oral communications skills in a confident and professional manner. Excels at providing written information that is clear, precise and professional.	Demonstrates effective oral communication skills. Consistently conveys written information in a clear, precise and professional manner.	Is inconsistent or ineffective in the demonstration of oral communications skills. Written information is frequently unclear, contains excessive errors.	Lacks oral communication skills which makes completion of assigned duties difficult. Many noticeable errors. Needs improve quality of written information required for completing job.
<b>Teamwork</b>	Consistently respects and is respected by co-workers. Sensitive to feelings of others. Is highly cooperative and helpful.	Gets along well with co-workers. Values positive working relationships.	At times has difficulty with relationships with co-workers, contributing to a negative or unproductive environment.	Consistently has difficulty when dealing with others.
<b>Flexibility and Adaptability</b>	Consistently demonstrates willingness and ability to successfully adapt to changing demands.	Generally demonstrates willingness and ability to successfully adapt to changing demands.	Somewhat reluctant or unable to adapt to change or challenges.	Does not adapt to change well. Doesn't modify behavior in response to feedback.
<b>Initiative and Self Direction</b>	Self starter. Anticipates, recognizes and meets demands and deadlines. Consistently stays focused on priorities. Utilizes available resources effectively.	Takes responsibility for assigned tasks and seeks additional responsibilities or tasks as appropriate. Maintains focus.	Difficulty working independently. Has problems maintaining focus and completing assigned tasks. Seldom seeks additional tasks.	Requires constant or direct supervision. Does not complete assigned tasks or focus on priorities. Does not take initiative.
<b>Accountability and Integrity</b>	Consistently understands and implements policies and procedures. Makes accurate recommendations for action based on them.	Generally understand and implement policies and procedures. Makes accurate recommendations for action based on them.	Fails to consistently base action on policies and procedures.	Demonstrates minimal regard for policies and procedures. Does not follow expected requirements.
<b>Attendance</b>	Is punctual. Never late or absent without good cause. Always contacts supervisors.	Occasionally late or absent but usually with good reason. Consistently contacts supervisors.	Absent or late more than desirable. Does not report absences, tardies or variations of schedule to supervisor.	Is chronically late or absent. Fails to contact supervisor.

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To complete the performance evaluation, assign a point value from 1 to 10 for each of the ten competencies, under the correct grading period. Total points should not exceed 100.

Competencies	1st Six Weeks	2nd Six Weeks	3rd Six Weeks	4th Six Weeks	5th Six Weeks	6th Six Weeks
Work Quality and Productivity						
Technical Skills						
Problem Solving						
Creativity and Innovation						
Communication Skills						
Teamwork						
Flexibility and Adaptability						
Initiative and Self Direction						
Accountability and Integrity						
Attendance						
<b>TOTAL POINTS (Max 100 Pts)</b>						

<b>First Grading Period:</b> Supervisor's Signature _____ Date: _____ Comments:  Student: Signature:	Hours Worked Per Week	
	Wk 1	Wk 4
	Wk 2	Wk 5
	Wk 3	Wk 6
<b>Second Grading Period:</b> Supervisor's Signature _____ Date: _____ Comments:  Student: Signature:	Hours Worked Per Week	
	Wk 1	Wk 4
	Wk 2	Wk 5
	Wk 3	Wk 6

It is the policy of Fort Worth I.S.D. not to discriminate on the basis of race, color, national origin, gender or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended, Title IX of the Educational Amendments of 1972, Section 503 and 504 of the Rehabilitation Act of 1973, as amended. Fort Worth I.S.D. will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational programs and services.

Es norma de Fort Worth Independent School District no discriminar por motivos de raza, edad, color, origen nacional, sexo o impedimento, en sus programas, servicios o actividades vocacionales, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda, el Título IX de las Enmiendas en la Educación, de 1972, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda. Fort Worth I.S.D. tomará las medidas necesarias para asegurar que la falta de habilidad en el uso del inglés no sea un obstáculo para la admisión y participación en todos los programas educativos y vocacionales.



# Fort Worth Independent School District

<b>Third Grading Period:</b> Supervisor's Signature _____ Date: _____ Comments:  Student: Signature:	Hours Worked Per Week	
	Wk 1	Wk 4
	Wk 2	Wk 5
	Wk 3	Wk 6
<b>Fourth Grading Period:</b> Supervisor's Signature _____ Date: _____ Comments:  Student: Signature:	Hours Worked Per Week	
	Wk 1	Wk 4
	Wk 2	Wk 5
	Wk 3	Wk 6
<b>Fifth Grading Period:</b> Supervisor's Signature _____ Date: _____ Comments:  Student: Signature:	Hours Worked Per Week	
	Wk 1	Wk 4
	Wk 2	Wk 5
	Wk 3	Wk 6
<b>Sixth Grading Period:</b> Supervisor's Signature _____ Date: _____ Comments:  Student: Signature:	Hours Worked Per Week	
	Wk 1	Wk 4
	Wk 2	Wk 5
	Wk 3	Wk 6

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## RESOURCES

**TEA Student Attendance Accounting Handbook:**

Information on ensuring seat time for weighted funding can be found here <https://tea.texas.gov/finance-and-grants/financial-compliance/student-attendance-accounting-handbook>

**TEA Dual Credit:** Information on dual credit courses can be found here <https://tea.texas.gov/academics/college-career-and-military-prep/dual-credit>

**U. S. Department of Labor:**

Information on child labor laws and exemptions can be found here <https://www.dol.gov/agencies/whd/youthrules>

## GLOSSARY OF TERMS

**Accreditation** – Official recognition or sanction by an outside or third party that the content and standards of an institution or program conform to standards of performance, integrity and quality. An organization or program can be accredited, but not certified.

**Advisory Committee** – Volunteers authorized by boards of education to advise workforce development programs in such areas as new and emerging careers, curriculum, assessment, work-based learning, facilities and equipment; and to engage educators to improve and expand programs. Members may include former students, parents of current students and representatives of postsecondary institutions, professional associations, government, the community and business/industry.

**Americans with Disabilities Act (ADA) of 1990** – Federal legislation that provides a clear and comprehensive national mandate to end discrimination against individuals with disabilities and to bring persons with disabilities into economic and social mainstream of American life.

**Apprenticeship** – Registered comprehensive training program for gainfully employed adults engaged in a career identified by the U.S. Department of Labor, Bureau of Apprenticeship and Training, as a craft or trade that requires a wide and diverse range of skills and knowledge. The training program must be registered with the U.S. Department of Labor and consist of planned day-to-day activities that meet prescribed competencies. The successful completion of a registered apprenticeship-training program leads to “master craftsman” or “journeyman” status. Pre-Apprenticeship Training Program helps potential entrants to the apprenticeship system develop their job skills and trade readiness so that they will be prepared to find work as apprentices.

**Articulation** – Prescribed curriculum sequence that allows credit transfers from one area to another, such as between grade levels, between career-technical and academic education and between secondary (high school) and postsecondary (higher) education. This term is most commonly used when referring to adult workforce or high school program credits that transfer to a two- or four-year college program.

**Associate Degree** – Ohio Board of Regents approved sequence of courses at the postsecondary level that result in the issuance of what is commonly known as a two-year degree or a certificate of completion based upon verified competencies.

**Capstone Course** – Multiple opportunities for students to apply knowledge, attitudes and skills that were learned in the career-technical program in a more comprehensive and authentic way.

**Career Assessment** – Instrument, tool or experience that allows students to reflect on interests, skills or aptitude for realizing compatible career paths.

**Career Clusters** – Organizing curricular tool. Each career field includes multiple occupations and broad industries that share a fundamental base of knowledge and skills that are required for success in pursuing employment and further study. The Office of Career-Technical Education organizes curriculum into career fields that are based on the States’ National Cluster initiative. Career Clusters include:

The **Agriculture, Food, and Natural Resources (AFNR) Career Cluster** focuses on the essential elements of life—food, water, land, and air. This career cluster includes a diverse spectrum of occupations, ranging from farmer, rancher, and veterinarian to geologist, land conservationist, and florist. It also includes non-traditional agricultural occupations like wind energy, solar energy, and oil and gas production.

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The **Architecture and Construction (AC) Career Cluster** focuses on designing, planning, managing, building, and maintaining the built environment. Principles of Architecture provides an overview to the various fields of architecture, interior design, and construction management.

The **Arts, A/V Technology and Communications (AAVTC) Career Cluster** focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services. Careers in the AAVTC career cluster require a creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication.

The **Business, Marketing, and Finance (BMF) Career Cluster** focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.

The **Education and Training (ET) Career Cluster** focuses on planning, managing, and providing education and training services and related learning support services. All parts of courses are designed to introduce learners to the various careers available within the Education and Training career cluster.

The **Energy (EN) Career Cluster** prepares individuals for careers in the designing, planning, maintaining, generating, transmission, and distribution of traditional and alternative energy.

The **Health Science (HST) Career Cluster** focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, communicate effectively, and work well with others.

The **Hospitality and Tourism (HT) Career Cluster** focuses on the management, marketing, and operations of restaurants and other food/beverage services, lodging, attractions, recreation events, and travel-related services. Students acquire knowledge and skills focusing on communication, time management, and customer service that meet industry standards. Students will explore the history of the hospitality and tourism industry and examine characteristics needed for success.

The **Human Services (HS) Career Cluster** focuses on preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care services, and consumer services.

The **Information Technology (IT) Career Cluster** focuses on building linkages in IT occupations for entry level, technical, and professional careers related to the design, development, support, and management of hardware, software, multimedia, and systems integration services.

The **Law and Public Service (LPS) Career Cluster** focuses on planning, managing, and providing legal services, public safety, protective services, and homeland security, including professional and technical support services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and fire and emergency services.

The **Manufacturing (MANU) Career Cluster** focuses on planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.

The **Science, Technology, Engineering, and Mathematics (STEM) Career Cluster** focuses on planning, managing, and providing, scientific research and professional and technical services, including laboratory and testing services, and research and development services.

The **Transportation, Distribution, and Logistics (TDL) Career Cluster** focuses on careers in planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water. It also includes related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

**Career Pathways** – A sequence of career- focused coursework and other educational experiences leading to a career specialty, college major and employment in a career field.

**Career and Technical Education** – Education methodology and strategies to prepare students for careers as well as continued education. Within career tech are foundation classes and workforce development programs

**Carl D. Perkins** – The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) is a principal source of federal funding to states and discretionary grantees for the improvement of secondary and postsecondary career and technical education programs across the nation. The

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purpose of the Act is to develop more fully the academic, career, and technical skills of secondary and postsecondary students who elect to enroll in career and technical education programs

**Children with Disabilities** – Children evaluated in accordance with 300.530-300.534. [Section 300.7, (9) (1) 34 CFR Regulations for Individuals with Disabilities Education Act (IDEA), part B - (Sept. 29, 1992).] Disabilities include: multi-handicapped, hearing handicapped, visually handicapped, orthopedically and/or other health handicapped, severe behavior handicapped, and specific learning disabled, autism and traumatic brain injury. See also “Individuals with Disabilities.

**Completer (Secondary Career-Technical Education)** – A student who enrolls in and completes an approved career-technical program AND demonstrates sufficient mastery of his/her career-technical and academic subject matter to prepare for a career and life-long learning goals as set forth in the individual career plan AND is no longer enrolled in secondary/high school. The district that employs the teacher of the career-technical program reports this information.

**Employability Skills** – Personal development and leadership abilities essential for increased workplace success and productivity, economic self-sufficiency, career flexibility, business ownership and effective management of work and family commitments.

**Graduation Endorsement** – Endorsements consist of a related series of courses that are grouped together by interest or skill set. They provide students with in-depth knowledge of a subject area. Students may earn one or more endorsements as part of their graduation requirements.

**Graduation Plans** – See *Progression Plans*

**Industry-Based Certifications (IBCs)** – Documents signifying competency in specific knowledge and skills in a specialized and technical area related to jobs or practices typically focused on specific industry or profession standards. Types of certificates include proprietary or vendor-based (awarded by business certifying competence in body of knowledge based on use of a product or platform) and third-party (awarded by a business or association based on body of knowledge based on products using or platforms produced by a number of businesses). Sponsors of Third-Party Certifications may be: 1) industry organizations or consortia whose only business is to develop, promote and maintain the certification or certifications they sponsor; or 2) for-profit companies that represent training institutes, professional associations, industry consortia and other organizations.

**Internship** – An experience that allows students to work in a professional environment to gain training and skills. Internships may be paid or unpaid and can be of varying lengths during or after the academic year.

**Job Shadowing** – A career exploration activity that provides an opportunity to spend time with a professional currently working in a specific career field, occupation or area of interest. It allows a student to see and participate in what it is actually like to work in a specific job by observing day-to-day activities of someone in the current workforce, to ask questions, and gain occupational knowledge.

**Nontraditional Training and Employment** – Careers or fields of work, including careers in computer science, technology and other emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work. Federal guidelines usually define these careers.

**Occupational Safety and Health Administration (OSHA)** – Assures safe and healthful working conditions for working men and women by setting and enforcing standards and by providing training, outreach, education and assistance.

**Pathways** – See *Career Pathways*.

**Perkins** – See *Carl D. Perkins*.

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**Postsecondary** – Education provided beyond the high school level. Involving individuals with a high school diploma or equivalency, postsecondary includes Adult Workforce Education, apprenticeship training and two-year and four-year college education.

**Progression Plans** – A prescribed set of courses that meets graduation requirements for the intended Program of Study and Graduation Endorsement.

**Problem Based Learning** – An instructional strategy in which students work cooperatively to investigate and resolve an ill-structured problem on real world issues or situations.

**Professional Development (AKA Professional Learning)** – Learning opportunities for instructors and staff members, which includes either classroom pedagogy or skills training needed to maintain a teaching certificate or industry certification within the field they are teaching.

**Project Based Learning (PBL)** – An instructional strategy in which students work cooperatively over time to create a product, presentation, or performance.

**Project Lead The Way (PLTW)** – With its focus on high-level mathematics, science and technology, PLTW is a framework for the development of schools of Science, Technology, Engineering and Mathematics (STEM). PLTW offers five programs: Launch (K-5), Gateway (6-8), Biomedical Science (9-12), Computer Science (9-12), and Engineering (9-12). Participating teachers and schools must give PLTW course exams.

**Program of Study** – A pathway of secondary and postsecondary non-duplicative course sequences that culminates in a diploma, credential(s), and/or degree(s).

**School-to-Apprenticeship Program** – Part of a career opportunity system designed to help students enter a career path leading to highly skilled apprenticeable occupations. The program connects regionally based secondary career-technical education programs from multiple career-technical planning districts through a consortia agreement. Postsecondary education, business, industry, organized labor, government and the U.S. Department of Labor, Bureau of Apprenticeship and Training, must be involved in the agreement.

**Science, Technology, Engineering and Mathematics (STEM)** – Curriculum focused on the infusion of mathematics, technology and science.

**Vocational Education** – *See Career and Technical Education.*

**Work-Based Learning** – A coordinated, coherent sequence of experiences featuring partnerships with local business and industry. Work-based learning must be an integral part of the career-technical program, based on career-technical education program standards, supervised and evaluated, and documented.

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Fort Worth Independent School District

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