

Visit 1: Meet and greet. Introduce yourself to the employer, and develop a rapport with him or her. Show interest in the business, asking for a tour if time permits, and discuss possible student tasks. Ensure the employer that he or she can contact you with any questions or concerns.

Visit 2: 7 \Uhk]h`h\Y`Ya d`c`mYfUVci h`h\Y`g`i XYbh`g`d`fc [fYgg`UbX`W\YW`h`h\U`h` documents are being completed in employer folder. **Briefly chat with the student and the employer, separately if possible, and see if there are any concerns either way.** Sometimes, neither party wishes to discuss issues of concern in front of the other. See the student as well and take interest in what they are doing. Many businesses are eager to give tours and talk about the services they provide. Take a few pictures of the student working and the student and employer together. Make some anecdotal notes for your monitoring mark.

Visit 3: Check up again. For questions you could ask, refer to the Monitoring Checklist in Section 5 of the CWEX binder. Take a few pictures if you were unable to do so in the previous visit. Again, make anecdotal notes for your monitoring mark.

Visit 4:

6. Should students fail the CWEX course if they don't complete their work hours? Generally, yes. However, there may be extenuating circumstances where a student may not be able to complete his or her hours. An example could be a family emergency. In such cases, please speak with your CDC to devise a plan.

Some CWEX teachers have made it an assignment that they do in one of their last classes to ensure they are completed and given credit for them. CWEX teachers must, however, teach students and demonstrate what a properly completed thank you card looks like. Many students do not know what should go into a good thank you card. Teachers need to proofread the thank you message prior to them going to the employers. It would be wise to have students hand in a copy of what they are going to put in the card before they actually write in the card. This can also be an assignment that the CWEX teacher marks. Some teachers have had students design the thank you message on the computer along with a picture of the student and employer.

- 11. What do I do if the employer fails to submit an evaluation for a student?** It is imperative that you have an employer evaluation for each student. If the student does not bring the evaluation back to you, continue to call the employer and visit him or her as necessary, to ensure it is returned.

D. ORGANIZATIONAL AND GENERAL QUESTIONS

- 12. How might I organize my course time with the work placement time and class time?** There are certain aspects of the course that need to be completed prior to students starting work. A list and explanation of the modules that need to be finished before students enter the workplace are found on the first page of Section 2 of the CWEX binder. They include Modules 6A, B, C, D; 9A, B, C; 10A, B, C; 12A, B, C, D; and 13.
- 13. How should students choose where they want to work or how can I help them to choose?** Students need to think about what they enjoy doing. If they wish to learn more about a particular line of work, CWEX is the perfect opportunity to get involved in a field they wish to investigate further. They will have a chance to learn what it really is like to do that job. Often, it's a good idea to have students spend time on Career Cruising to give them an opportunity to understand more about themselves. Students need to acquire a certain degree of self-awareness to be able to make good career choices.
- 14. What are the greatest challenges that first-time or veteran teachers of CWEX typically face?** Timely collection of forms is difficult. Students have to have a number of forms to be signed by parents. Putting together a schedule for students to know ahead of time when forms and handouts are due is helpful. You may also wish to send home a letter for parents indicating the importance of the timely return of forms. There are legal issues that arise if certain forms are not returned with all signatures and students start work. Equally as difficult is the scheduling and completing of the minimum number of required monitoring visits.

15. If students don't like their jobs, what should happen? It depends on the situation, but generally, students should not be moved unless there are special circumstances. Stud