

This is a document created to assist CWEX teachers and online facilitators of CWEX). It is not an exhaustive list, but simply a start. If you have further questions that arise and are not on this list, please pass them on to your CDC, and it will be added to the list.

N.B. The term “CWEX teacher” is used in this document. Please note that this term refers to those who facilitate and supervise students taking CWEX online as well as those who are physically teaching CWEX.

A: STUDENT MONITORING QUESTIONS

- 1. Why do CWEX teachers need to conduct all of the monitoring visits?** Legally, they are required to do so. The agreement between Workers' Compensation and the Ministry of Education requires that monitoring be done as per the guidelines. Practically, they are able to get a good understanding of the how the student is doing on the job. They are also able to gather information on how well the student and employer work together. All of this will be able to assist them in assessing the student performance for the class, allowing them the opportunity for anecdotal as well as other evaluations and assessments. Further, it is important for both CWEX teachers to build and maintain positive public relations with employers. When employers don't see CWEX teachers regularly, it is difficult for those positive public relations to be built and maintained.
- 2. Why is it important to do the monitoring visits as indicated in the curriculum guide (two in the first 25 hours and one for each of the next 25 hours)?** If students or employers have difficulty of any kind (student late, student not showing up for work, student not working well, employer absent, employer not making the student work, etc.) you will be able to identify these problems early on, and rectify situations before they become so problematic they can not be resolved.
- 3. Why does emailing or phoning the employer NOT constitute monitoring?** Legally, monitoring visits must physically involve your presence at the business. As well, in person, you as the CWEX teacher are much better able to identify problems in person than you are on the phone or via email. You are also able to **see** the student at work, talk to the student and the employer together or separately. In person, it is more difficult for employers or students to lead you to believe things are okay when they are not.
- 4. What should I typically do during monitoring visits?** The following schedule/purpose for monitoring visits has been successful for many CWEX teachers in the past:

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: Chat with the employer about the student's progress and check that 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: Bring employer gift, certificate, and thank you card signed by the student. Thank the employer for participating in the program.

As a CWEX teacher, you are the front line contact with employers. It is important that the employer knows you are not only interested in the student's success but also in the business itself.

As well, it is important to ensure that the person to whom you speak in the work place is the person who is working directly with the student. This will allow you to acquire as accurate information as possible about the student and how the placement is working out for everyone involved.

B. STUDENT ASSESSMENT AND EVALUATION QUESTIONS

5. **How do I incorporate the various aspects of the program into an evaluation scheme that best reflects the accomplishments (or lack thereof) of the student?** As with all curriculum guides, the CWEX curriculum guide provides samples of possible evaluations for CWEX courses. You may also want to speak to other CWEX teachers you know to see how they set up their courses. If you don't know who they are, contact your CDC. Some teachers give the paperwork (completing forms correctly and neatly, returning them in a timely manner, etc.) a significant percentage of the final mark to indicate its importance. Most CWEX teachers allocate 25% of students' final mark to their monitoring visits and 25% to the employer's evaluation.

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.
7. **Why are two employer evaluations of student performance recommended?** In the same way that you would not want to have simply one set of report cards for students, two employer evaluations are going to benefit the students. If students are having difficulty with the work placement, a mid-term evaluation can assist in allowing the student to improve prior to the final evaluation. Sometimes, employers might feel reluctant to discuss issues with students. If there are problems, then the final evaluation could reflect that. However, if problems can be addressed early, then the student has some time to improve his or her performance prior to the final evaluation.
8. **How important is attendance and punctuality of the students' marks?** As work placements are treated like a real job, it is crucial that the students treat them the same way. Students and employers are both told that if students are going to be away from work for any reason, they must call the employer and the CWEX teacher. Some CWEX teachers take it a step further, by making the classroom portion of CWEX like a job, where punctuality and attendance are as important as it is during the work placement. This may end up being a more stringent policy than that of all other classes in the school. It would be wise to have a discussion with your administration if your CWEX attendance policy differs from that of the rest of the school for other classes.

C. PROCEDURAL QUESTIONS

9. **How do the employer appreciation gifts and certificates work? How many gifts do employers get?** The general rule is one gift per student per employer. There are some different situations for alt. ed. or functionally integrated classes. For these, one gift is given per group of students (usually 3-6), as they are all out at one time with a job coach. In some circumstances where the CWEX teacher feels as though there were two employer supervisors who spent an equal amount of time with the CWEX student, two gifts may be given. One certificate per business per year is given. CWEX teachers will receive a package of gifts and certificates along with a list of employers and instructions as to which employers get which gifts.
10. **What about thank you cards?** Students fill out thank you cards for employers. Teachers are not responsible for writing thank you cards.

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. Students have been given the choice as to where they wish to work. If they have decided that they don't like what they are doing, they should be reminded that the placement was their choice. As well, students must learn that there are numerous aspects to all jobs, some of which they will like more than others. When you meet with employers, there should be a discussion about having students as wide of a variety of experiences as possible. However, there will be situations when an employer intentionally or unintentionally does not have students do more than one or two simple or mundane tasks. No one wants students to sweep floors for 75 hours. It is the responsibility of students to advocate for themselves, and if they are doing the same thing repeatedly, they should first be asking the employer if they can perform a wider variety of tasks. If that doesn't work, students should be talking to you. The information provided by the students will be confirmed when you perform your monitoring visits. If you find a situation where the employer refuses to have students perform more than one simple task even after you and the student has mentioned it as a problem, then you might want to consider changing work placements. Situations where students should be moved immediately would include unsafe work or work placements and abusive situations.

16. What happens when a student placement is terminated? If students have to be removed from a placement for repeated lateness, poor attendance, bad attitude, laziness, theft, etc., then they should not be given another placement until the following semester, if at all. Other than in exceptional circumstances, students should receive one placement per semester. However, in the case of a placement where observation is the only thing students can do (i.e. dentistry, instrumentation), students can be given a second placement for the majority of the required hours.