

**Cumberland Regional High School**  
**SLE Program**  
**Employer Guidelines for Working with Students Placed in SLE Programs**

**Employer Responsibilities**

- Complete a learning plan with the student and teacher to:
  - Understand the student’s goals and objectives in participating in the internship program.
  - Be clear about internship responsibilities with the student before the internship begins.
- Communicate clear expectations for student behavior:
  - Reiterate the importance of nondisclosure/confidentiality as it applies to your specific department.
  - Reiterate the importance of conduct rules and reasons for immediate termination of internship.
  - Review safety rules and emergency procedures, including the location of emergency exits, fire extinguishers and first-aid kits. (See Orientation Checklist.)
  - Be clear with students regarding specific department procedures.
- Provide ongoing updates and feedback to the student:
  - Be clear with students regarding changes in internship responsibilities.
  - Be clear with students if supervisors or managers change.
  - Review students’ work on a regular basis.
  - Provide feedback to students on a regular basis.
- Communicate with the student’s SLE Coordinator when he/she makes supervisory visits.
- Complete an assessment on the student’s performance at the end of the experience.
- Complete a brief feedback form on the programs to support continuous improvement.

**Communication**

- Communicate with the teacher, district office, and/or parent at agreed upon intervals and at any time needed.
- Email the Work-Based Learning Coordinator at \_\_\_\_\_ or call \_\_\_\_\_ if you have any questions or concerns.

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## Tips to Promote Learning

The workplace offers a unique environment for students to learn skills that they may not be able to learn at school — skills that will be critical for their long-term success. Here are some tips for fostering the development of these skills in the students you are supervising.

- **Connecting school and work.** Encourage students to relate their internship experiences back to their classwork, asking questions such as:
  - What kinds of reading, writing and math do you do at school and at work—and how are they similar or different?
  - What skills do you need at work that you can also work on at school?
  - What kinds of things are you good at, or do you like, that you can explore further in school?
  - What could you learn in college that would enable you to pursue a well-paying career in our organization or another organization like ours?
- **Applying math skills.** Encourage students to use math, whether in measurement, counting change, or completing accounting ledgers.
- **Applying reading and writing skills.** Encourage students to read manuals and write memos; do not hesitate to require students to complete work to the expected standards.
- **Learning about careers.** Provide opportunities for the student to be exposed to various departments and functions, including technical departments, marketing, human resources, finance/accounting, etc. by encouraging them to visit, conduct interviews, and/or shadow staff throughout the organization.
- **Learning about the workplace, understanding teamwork, and building relationships.** Provide opportunities for students to participate in staff meetings, project meetings, and other formal and informal exchanges among staff; introduce students to staff and encourage staff to welcome students to join them at lunch and breaks. Informal exchanges are often the best way to learn about an organization's culture.
- **Fostering initiative, critical thinking, and creativity.** If possible, allow students to solve problems on their own, tackle small organizational issues, or take on tasks requiring novel solutions, in addition to carrying out everyday responsibilities; these will help students develop and demonstrate initiative, critical thinking, problem-solving and creativity — skills that they will need in future careers that are difficult to learn in school.
- **Encouraging productivity, accountability, and collaboration.** If possible, provide a project to the student—one that would enable the student to plan his/her time, organize tasks, and work with others, in addition to performing basic workplace tasks.
- **Practicing communication.** If possible, ask the student to present the project to his/her teammates and supervisor, to practice oral communication and presentation skills.
- **Providing feedback to teachers as well as students.** Provide input to the teacher or Work-based Learning Coordinator during supervisory visits to the worksite; provide specific suggestions regarding the student's knowledge and skills that could benefit both the intern and other students.