



# COOPERATIVE EDUCATION HANDBOOK

For Students and Parents

**Providence Reformed Collegiate**  
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The contents of this handbook have been adapted from:

*Cooperative Education and Other Forms of Experiential Learning:  
Policies and Procedures for Ontario Secondary Schools, 2000*

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## Rationale for Cooperative Education at Providence

Cooperative Education is taught at Providence Reformed Collegiate to allow students the opportunity to gain valuable learning experiences and to discover and develop their God-given skills and talents in a workplace environment. They are encouraged to recognize that all of life is worship to God including their vocations. Students will gain opportunities to consider common industry procedures, ethical business practices, workplace professionalism, as well as stewardship of time and talents. It enables the student to apply, test, develop, and integrate the knowledge and skills acquired in their academic learning and to expand their knowledge through related work experience.

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## 1. What is Cooperative Education (Co-op)? A Quick Overview

Cooperative education is a form of experiential learning designed to reinforce the learning of another course through work placement and classroom time. It is a ministry-approved program that allows students to earn secondary school credits while completing a work placement.

A cooperative education course (co-op course) is based on another course that a student has taken or is taking called the related course. The co-op program helps by giving students the opportunity to:

- Experience hands-on learning
- “Test drive” career options
- See the relevance of their classroom learning
- Develop the essential skills and habits required in the workplace
- Gain valuable work experience to help build a résumé for postsecondary programs and future employment

The co-op course at Providence is two credits, making up a minimum of 220 hours.

Co-op courses are made up of two components, including:

1. **A Classroom Component:** The classroom component is made up of 15-20 hours of classroom time prior to the placement called **preplacement activities** and 14-16 hours of classroom time throughout the course called **integration activities**.
2. **A Placement Component.** Students are put in placements in the community for a minimum of 186-191 hours to achieve learning goals based on the curriculum expectations of the related course. Here they integrate classroom theory with practical and planned learning experiences. Placements should provide students with challenging opportunities to apply and extend the knowledge, practise and refine the skills acquired in the related course, and demonstrate achievement of placement expectations that reflect current workplace practices and standards.

### Application Process

To take a co-op course, students apply to the school during course selections. A counselling and interviewing process – conducted by the guidance counsellor and/or co-op teachers in collaboration the principal – determines applicants’ suitability for the program.

### Personalized Placement Learning Plans

In collaboration with students, subject teachers, and placement supervisors, co-op teachers prepare personalized placement learning plans that include a description of the curricular knowledge and skills and the employability skills that students will demonstrate at their placements. Co-op teachers also conduct placement learning assessments and evaluate their students’ performance in preplacement, placement, and reflective learning activities. Students share and analyse their placement experiences with their teachers and peers in structured integration sessions.

## 2. The Cooperative Education Course

A student's cooperative education program comprises of a co-op course and the related curriculum course or ministry-approved locally developed course on which the co-op course is based. The student may take the co-op course concurrently with the related course or after successful completion of that course.

The co-op course consists of a classroom component and a placement component. Through these two components, the co-op course:

- prepares the student for successful participation in a work placement;
- provides sufficient time and various opportunities at the placement to enable the student to apply and further develop the knowledge and skills acquired in the related course;
- and provides opportunities for the student to integrate the learning acquired in school and at the placement.

While the Ministry of Education provides 1 credit, 2 credit, and 4 credit co-op courses, the co-op course offered at Providence is 2 credits.

### 2.1 Schedule of the Co-op Course

The following is a tentative schedule for the co-op course.

|   |   |
|---|---|
| <i>1<sup>st</sup> Semester<br/>Preplacement</i> | During the first semester, 5 hours of preplacement sessions will cover an overview of the co-op program, placement requirements, and the interview requirements. See "2.4.1 Preplacement Orientation" for more information.   |
| <i>November-<br/>January</i>                    | The co-op teacher and students maintain contact to ensure that arrangements for the co-op course are being made properly.   |
| <i>2<sup>nd</sup> Semester<br/>Preplacement</i> | The semester begins with 15 hours of preplacement in the classroom, during periods 3 and 4. This is 6 sessions of double periods, allowing the students to start their placements on day 7 of the second semester. See "2.4.1 Preplacement Orientation" for more information.   |
| <i>Placement</i>                                | During the placement, students will be at Providence for their periods 1 and 2 courses and leave at lunch for their placement. Students are required to be at their placements for a minimum of 191 hours over the semester. With approximately 66-68 days available for placement, students should plan on a minimum of 3 hours at the placement each day. Students are required to keep a time log to ensure they reach 191 hours. For more information about placement, see "2.6 The Placement Component." |
| <i>Integration Days</i>                         | There will be 6 integration days evenly distributed throughout the placement, typically on Friday afternoons. During these integration days, students are in the classroom with the co-op teacher. For more information about integration, see "2.5 Integration".   |

### 2.2 Pre-Course Counselling and Interviewing

When students at Providence select a co-op course during course selections, they will be interviewed by the guidance counsellor and/or co-op teacher to determine whether the students

have the necessary educational background and maturity. Consideration will be given to ensure that the co-op course is appropriate to their educational or career goals. During this process, staff will consider students' postsecondary destinations and the admission requirements of community colleges, universities, and workplace training programs (e.g., for apprenticeship).

Programming for exceptional students and other students who have an Individualized Education Plan (IEP) must comply with the IEP, including the transition plan.

Our focus in the pre-course counselling and interviewing is inclusion, not exclusion. The sessions will be solution-oriented and designed to ensure that all students have fair access to these programs, to the extent that Providence can offer co-op courses.

### 2.3 Related Courses

Courses in all disciplines and of all types, including open courses, may serve as the basis for co-op courses. Related courses are chosen by the student in consultation with the co-op teacher. Co-op students must take their related course concurrently with the co-op course or have successfully completed the related course before being placed in the co-op course.

#### 2.3.1 Related Course Examples

|  |   |
|--|---|
| <b>Healthy Active Living, PPL3O</b>                                | Placement at a kennel, with student involved in kennel operations and administration.   |
| <b>Entrepreneurship: Venture Planning, BDV4C</b>                   | Placement at a dairy farm and shop, participating in all aspects of running an agricultural business.   |
| <b>Foundations for College Mathematics, MAP4C</b>                  | Placement at a custom steel fabricating plant; student welding, grinding, and participating in the creating of drawings for fabricating.          |
| <b>Information and Communication Technology in Business, BTT2O</b> | Placement at a car dealership; student working in service bay and participating in the different aspects of vehicle service and customer service. |

### 2.4 The Classroom Component

#### 2.4.1 Preplacement Orientation

Prior to their placements, all cooperative education students must demonstrate an understanding of the preplacement orientation expectations, as well as the related expectations in the Grade 10 Career Studies course. Preplacement orientation will take place at Providence for a minimum of 15 to 20 hours, and is taught by the co-op teacher. Some of the preplacement orientation will take place during the first semester to help students arrange and interview for their work placements.

#### **2.4.2 Student Preparation for the Workplace**

Through the achievement of expectations included in the Exploration of Opportunities strand in the compulsory Grade 10 Career Studies course, students will have gained an understanding of safety in the workplace and employees' and employers' rights and responsibilities. Through the achievement of expectations included in the Preparation for Transitions and Change strand of the Career Studies course, students will have:

- created effective résumés, cover letters, and thank-you letters for the work-search process, using word-processing software and appropriate vocabulary and conventions;
- completed job applications effectively and without spelling or grammatical errors;
- demonstrated the ability to communicate their interest in a work opportunity effectively (e.g., by telephone, in person, or through the mail or e-mail and the Internet);
- identified common interview questions and demonstrated the ability to respond appropriately and effectively.

Preplacement orientation will involve review and application of the knowledge and skills that students have acquired through the achievement of the expectations listed above.

In addition to the knowledge and skills acquired in the Career Studies course, students in preplacement orientation will be expected to demonstrate self-assessment skills, job-readiness skills, and an understanding of the following:

- the school and placement expectations that they are to achieve in the co-op course
- placement-specific workplace health and safety considerations
- issues relating to confidentiality and the right to privacy, as outlined in the Freedom of Information and Protection of Privacy Act
- work ethics and the responsible use of information technology
- the individual's right to function in a climate free from abuse and harassment
- relevant sections of the Employment Standards Act and the Human Rights Act
- the history and role of labour unions
- appropriate methods of dealing with and reporting concerns or problems at the placement

Preplacement orientation will also include an initial student-teacher conference regarding the content of the student's personalized placement learning plan (PPLP). To learn more about PPLPs, see "2.6.2 Personalized Placement Learning Plans".

#### **2.4.3 Arranging Placements**

Students are required to arrange their own placements, pending approval by the co-op teacher in consultation with the principal. Refer to Section "2.6.1-Establishment of the Initial Placement" for further details about placement requirements.

An interview with prospective employers, using the interview skills covered in the Grade 10 Careers course, is a requirement for the co-op course. To ensure that students are prepared for such interviews, the preplacement orientation time will be split between the semester prior to and the semester of the co-op course.

Additional preplacement learning expectations may be identified in the IEPs of exceptional students and other students who receive a special education program or services. These expectations may relate to self-advocacy skills and to the student's understanding of the workplace accommodations that will be made to suit his or her special needs.

#### 2.4.4 Health and Safety

As part of the preplacement orientation, students involved in cooperative education will receive instruction on health and safety in the workplace. To ensure the physical safety and personal well-being of students, teachers will ensure that students demonstrate the following prior to placement:

- an understanding of workplace health and safety rules
- the appropriate use of safety equipment, including fire extinguishers and smoke and carbon monoxide detectors
- an understanding of the need for personal protective equipment, including goggles, gloves, boots, and aprons
- an understanding of the Occupational Health and Safety Act
- the correct handling of materials and equipment as specified in the Workplace Hazardous Materials Information Systems (WHMIS) training program
- an understanding of the coverage provided by the Workplace Safety and Insurance Act
- the procedures for reporting accidents
- the procedures for reporting unsafe practices

Both teachers and placement supervisors must ensure that all students with special needs are thoroughly familiar with and able to implement all the safety precautions that may be required at the placement. They must also ensure that any necessary workplace accommodations to ensure students' safety are in place.

If the co-op teacher becomes aware of a health or safety hazard at any time during a work placement (e.g., through information supplied by a student), the teacher must discuss the hazardous situation with the placement supervisor and the principal. The hazardous situation must be resolved before the student can return to the placement.

#### 2.4.5 Coverage Under the Workplace Safety and Insurance Act

Providence co-op students are not covered under the Workplace Safety and Insurance Board. The school has liability insurance for students in the Co-operative Education Program. This is not to be confused with personal accident insurance coverage. Parents of students enrolled in the co-op program will receive details about the coverage provided, and are encouraged to personally supplement the school's insurance as they deem necessary.

##### 2.4.5.1 Social Insurance Numbers Required

Since accident reporting procedures require students' social insurance numbers, it is required that all students involved in cooperative education have a social insurance number.

#### **2.4.6 Unions and Collective Bargaining**

Each student placed in a unionized setting must be provided with an orientation to the union and should spend some time with the union representative.

The topic of labour unions will be introduced in preplacement orientation, but some lessons will be more effectively delivered as part of the “integration” portion of the classroom component of the course when students are given the opportunity to integrate their classroom learning with the job training they receive at their placements. Students should be able to demonstrate their understanding of organized labour as well as of the evolutionary nature of the labour movement.

In the event of a strike, lockout, or collective action, students are required to inform the co-op teacher. The co-op teacher, in consultation with the principal and placement supervisor, will advise the student of their appropriate response.

### **2.5 Integration**

The integration portion of the classroom component of a co-op course involves sessions with students that are held at various times throughout the course and following the placement and is designed to provide students with the opportunity to:

- relate the placement experience both to the curriculum expectations of the related course and to the expectations related to cooperative education, using a variety of strategies, activities, and tools;
- reflect on and analyse their placement experiences;
- reinforce the job-skills theory acquired in the classroom and the skills, techniques, and principles learned at the placement.

Students are expected to achieve the expectations described below during their integration sessions. By the end of the co-op course, they will:

- demonstrate the ability to access related career information;
- demonstrate an understanding of labour market trends and of the nature of the workplace in the future;
- demonstrate an understanding of the changing role of men and women at work;
- demonstrate an understanding of issues relating to human rights, discrimination, harassment, and disability;
- demonstrate the ability to produce an effective exit résumé.

There will be six integration sessions evenly distributed throughout the placement. Employers should be informed well in advance of the times scheduled for integration sessions. Because exceptional students may face additional challenges in their placements, they should be provided additional time and support as needed.

Reflective discussion is one technique that can be used in integration sessions to encourage students to analyse, compare, and contrast their placement experiences. In this way, the classroom becomes a forum for critically examining the workplace, for reflecting on personal placement experiences, for building and testing hypotheses, for disciplined inquiry, and for setting goals.

(Students will gain insights through such discussions that will assist them in completing their pathway planning.) Classroom activities also provide opportunities for students to connect their placements to their related courses.

Other reflective learning techniques include assignments, seminar presentations, and the keeping of logs, diaries, observation reports, and portfolios.

### 2.5.1 Independent Study Unit

In addition to the hours required for integration, each student must complete an independent study project that demonstrates an understanding of the relationship between his or her placement experience and the curriculum expectations of the related course.

## 2.6 The Placement Component

### 2.6.1 Establishment of the Initial Placement

#### 2.6.1.1 *Placement Assessment Criteria*

The cooperative education teacher will assess each placement, using Appendix A - Co-op Placement Assessment Form, including placements at businesses or institutions owned and operated by students' families.

Placements involving any of the following activities are not acceptable:

- working in the student's home school, except under special circumstances
- working in the school store
- participating in dramatic presentations in the home school
- serving on the student council
- working at part-time jobs
- participating in Junior Achievement projects
- playing on a school or community athletic team
- working on the school yearbook
- replacing paid employees
- completing the community involvement requirement for the OSSD

Additional hours accumulated at cooperative education placements may not be counted towards the community involvement requirement for the OSSD.

#### 2.6.1.2 *Placement of Students*

Care must be taken to provide suitable placements in which students can develop employability and industry-specific skills. For this reason, placements must be outside the student's home school, preferably in a new environment in which the student has not had previous experience or part-time work.

Learning opportunities are optimal in placements in which only one student is placed with a placement supervisor at any given time. When more than one student has requested a particular placement, a process of competitive interviews is encouraged.

#### *2.6.1.3 Length of Placements*

Students must remain at their placements until the date stipulated in their Work Education Agreement, even in cases where the required course hours have been completed before the end of the school term. The completion date of this agreement should coincide with the completion date of other school courses.

#### **2.6.2 Personalized Placement Learning Plans**

The personalized placement learning plan (PPLP) outlines:

- the course of study for the placement component, and
- the basis for assessment, evaluation, and the granting of one or more credits in the specific subject.

Co-op students must have PPLPs that identify the overall and specific curriculum expectations of the related course that describe the knowledge and skills the student will apply and further develop at the placement, as well as the employer's expectations and the expectations of the classroom component of the course that apply to the placement.

The PPLP must be developed within the first three weeks of the placement.

A sample PPLP is included as "Appendix B: Personalized Placement Learning Plan".

In addition to standard student and placement information, the personalized placement learning plan must include the following:

- the name of the related course or courses on which the co-op course is based and of the curriculum policy document in which each course is included
- the course code of the related course, which will also be used for the co-op course (for the purpose of assigning credit appropriately)
- the grade level and type of course
- the credit value of the co-op course
- the curriculum expectations of the related course that describe the knowledge and skills the student will extend and refine through application and practice at the workplace
- the expectations of the employer and those expectations included in the classroom component of the course (e.g., expectations relating to placement specific health and safety training) that the student will achieve at the placement
- the opportunities that the placement will provide, and the learning strategies that will be employed, to enable the student to apply and refine the required knowledge and skills and to develop an understanding of current industry practices and standards
- the criteria and strategies to be used in assessing and evaluating the student's achievement of the knowledge and skills identified in the plan

The development of personalized placement learning plans is an ongoing process involving the cooperative education teacher, the teacher of the related course, the placement supervisor, and the student, as follows:

- The cooperative education teacher is required to involve the placement supervisor in the development of the learning plans.

- Since students are to be gaining experience that relates directly to the course for which they are earning credits, teachers holding qualifications in the relevant subject areas must be involved in developing the learning plans and in identifying the curriculum expectations to be achieved through application at the placement, as well as the strategies that will help the student achieve them. They must also be involved in identifying appropriate assessment criteria and strategies, and any special student orientation that might be required.
- The supervisor helps the cooperative education teacher identify the tasks that the student will perform at the placement, including those that relate to specific curriculum expectations, and is also responsible for orienting the student to the placement.
- The student should identify the personal goals expressed in his or her annual education plan that have an impact on the learning plan.

The process of identifying the curricular knowledge and skills that a student is expected to apply and refine at the placement begins during preplacement with a critical examination of the overall and specific expectations of the course in the curriculum policy document on which the co-op course is based. Occupational task lists may be consulted in this process, but only the tasks that relate to specific curriculum expectations should be entered into the learning plan.

The learning plan is continuously adjusted as the student progresses at the placement. It must be reviewed by the cooperative education teacher during the learning assessment visits, and should be revised as necessary to provide the student with appropriate learning opportunities and challenges. The teacher must update the plan by recording comments about the student's progress and achievement to date and by adding suitable new expectations or short-term goals.

The personalized placement learning plan of a student who has an Individual Education Plan (IEP) must be developed with direct reference to the IEP. Teachers must take into account the strengths, needs, learning expectations, and accommodations identified in the student's IEP, including the transition plan. The student's special education teacher should be consulted wherever appropriate. Because the learning plan, rather than the IEP, will be the principal guide for the student's placement supervisor, it is important that any special accommodations and any modifications of curriculum expectations required in the IEP be clearly identified in the personalized placement learning plan.

**The assessment and evaluation of students at their placements must be based on the achievement of the expectations identified in their personalized placement learning plans.**

The student, the placement supervisor, the cooperative education teacher, and whenever possible, the teacher of the related course (and for exceptional students, their special education teacher) should each have a copy of the student's personalized placement learning plan. Learning plans must also be made available to the parents of students who are under eighteen years of age. The learning plans may be stored electronically, as long as hard copies can be produced on request.

### 2.6.3 Remuneration of Students

It is essential that the emphasis in cooperative education be placed on learning and that cooperative education be differentiated from part-time employment. It is therefore not general

practice for cooperative education students to receive hourly wages or a salary for their placement component hours. While payment for work during cooperative education credit hours is discouraged, students are permitted to receive an honorarium or an expense and/or a transportation allowance from their placement. For example, students may receive compensation for safety equipment required for the placement.

If students stay at their placements beyond the hours specified on the Work Education Agreement, they may be hired as employees and paid. Such an arrangement must be completed by the student and the employer and shall not involve the school or the teacher.

Workplace Safety and Insurance Act coverage arranged through the Ministry of Education applies only to the hours stated on the Work Education Agreement and does not apply when a student receives an hourly wage or a salary. Students who, in special circumstances, receive an hourly wage or a salary must be covered by the employer for Workplace Safety and Insurance Act coverage (see Policy/Program Memorandum 76A, “Workplace Safety and Insurance Coverage for Students in Work Education Programs”).

## 2.7 Assessment and Evaluation

Assessment is the process of gathering information from a variety of sources to determine how well a student is achieving the expectations of a course. Evaluation refers to the process of judging the quality of student work based on established criteria and assigning a value to represent that quality. Assessment and evaluation of cooperative education will be based on the provincial curriculum expectations and the achievement levels outlined in the appropriate curriculum policy documents and in The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000.

The primary purpose of assessment and evaluation is to improve student learning. In cooperative education, the information that is gathered through placement assessment helps teachers determine students' strengths and weaknesses in their achievement of both the curriculum expectations and the placement expectations. This information will assist teachers in continuously adapting students' personalized placement learning plans in order to provide appropriate challenges for the student.

When evaluating a student's overall achievement, the teacher should take into consideration the expectations included in the student's personalized placement learning plan, the levels of achievement described in the appropriate curriculum policy document, the student's performance on classroom assignments, and the supervisor's performance appraisals.

The learning skills that the student demonstrates in both the classroom and the placement components of the course must be assessed separately from the student's achievement of expectations and must be reported in the appropriate spaces provided in the Provincial Report Card.

### 2.7.1 Classroom Learning Assessment and Evaluation

The work that students complete in preplacement orientation and as part of their “integration” activities to link their placement tasks to the curriculum expectations should be assessed and evaluated. Students should also be assessed and evaluated on the compulsory independent study projects they complete.

Assessment will be embedded within the instructional process and meaningful written and oral feedback given to help students recognize their level of achievement and provide guidance on how to improve their learning. To that end, the desired learning goals and success criteria will be clearly articulated and the learning activity planned to make it possible for the student to demonstrate mastery of the course overall expectations.

The following represents assessment and evaluation strategies that are used in this course:

| <b>C = Conversations      O = Observation      P = Student Products</b>   |  |   |
|---|--|---|
| <b>Assessment For Learning</b>  | <b>Assessments As Learning</b>   | <b>Assessments Of Learning</b>  |
| <ul style="list-style-type: none"><li>• <b>Responses to open-ended question (C)</b></li><li>• Written and/or verbal descriptive feedback on assessments (C)</li><li>• Journal reflections (P)</li><li>• Prepare students to give feedback to peers (CO)</li><li>• Targeted questionnaires (P)</li><li>• Checklists of observations (OP)</li><li>• Share learning goals (C)<ul style="list-style-type: none"><li>- explain reasons for the lesson (C)</li><li>- share assessment criteria (C)</li></ul></li><li>• Conferencing (C)</li><li>• Class discussions (CO)</li><li>• Use of technology - email exchanges, eForums, web-logs etc. (CP)</li></ul> | <ul style="list-style-type: none"><li>• Recognize God-given abilities (CO)</li><li>• Self-assessment - admit difficulties and set specific goals in relation to the learning goals (CO)</li><li>• <i>Self-reflection</i> – keep track of and share learning with written or oral reflections at the end of the class (CP)</li><li>• Maintain own portfolios (P)</li><li>• Learning journals/logs/reflections (CP)</li><li>• Give and receive peer feedback (C)</li><li>• Peer instruction (C)</li><li>• Class discussions (CO)</li><li>• Engage students in development of success criteria by:<ul style="list-style-type: none"><li>- Providing regular opportunities for reflection and making improvements (CO)</li></ul></li></ul> | <ul style="list-style-type: none"><li>• Personal interviews (C)</li><li>• Oral presentations (CO)</li><li>• Performance tasks(COP)</li><li>• Visual displays/poster boards (OP)</li><li>• Written reports/critiques (P)</li><li>• Multimedia presentations (OP)</li><li>• Journal reflections (CP)</li><li>• Unit/course summative projects (P)</li><li>• Written Quizzes (P)</li></ul> |

### 2.7.2 Placement Learning Assessment (Monitoring) and Evaluation

The primary purposes of placement learning assessment are to advocate for and ensure appropriate student learning at the placement, to monitor the student’s progress, and to ensure the student’s safety at the placement. To ensure appropriate placement supervision, the teacher should clarify with the student’s supervisor his or her role in the student’s learning. Frequent contact between the cooperative education teacher and the supervisor reinforces the importance of the partnership between the school and the placement, and provides students with a sense that they

are still part of their home school. To ensure student success, it is essential to develop effective working relationships among students, teachers, and placement supervisors. Frequent placement assessment, even when students are doing well, will improve the evaluation process.

Student learning at the placement must be assessed by a qualified teacher a minimum of three times per 110 hours of a co-op course. At least two of the three assessments must be made through direct personal contact. Other means of assessment – such as telephone conversations, written communications, e-mails, and teleconferencing or videoconferencing (e.g., between the teacher and the supervisor) – may also be used. It may be necessary to assess some students more frequently because of their special needs or because of the nature of particular placements.

Assessments must incorporate performance appraisals written by the placement supervisor. The assessment of cooperative education students must incorporate at least two performance appraisals written by the supervisor, coinciding with the school's regular reporting schedule. Just as the development of learning plans is an ongoing, evolving process, so should the performance appraisals reflect progression in students' achievement of the expectations being assessed.

While the cooperative education teacher and the placement supervisor must jointly evaluate the student's performance at the placement, the teacher alone is responsible for determining the student's final grade. Placement learning assessment must include the following:

- careful, critical observation of the student's placement activities, including performance of placement tasks and interaction with co-workers and the supervisor
- an assessment of working conditions and of the student's work habits
- discussions and consultations with both the student and the supervisor
- documentation of student progress in developing the knowledge and refining the skills described in the curriculum expectations of the related course, and towards achieving the placement-related expectations of the classroom component of the co-op course, as well as the expectations of the employer
- the updating and adjusting of all copies of the student's personalized placement learning plan

Every student must be provided with feedback following his or her placement learning assessment. The teacher should meet first with the student, then the supervisor, and finally with both the student and the supervisor to discuss and clarify the student's strengths, areas for improvement, and next steps. These must be recorded on the appropriate section of the Provincial Report Card.

Placement learning assessment must be documented by anecdotal records, identified by date. This documentation should include information on student progress, student interaction with co-workers, changes that have been observed, details of new learning, comments made by both the student and the supervisor, adjustments to the student's personalized placement learning plan, and recommendations for next steps. This documentation must be maintained as part of the student's records.

Regular consultation between the cooperative education teacher and the teacher of the related course must take place. The subject teacher may accompany the cooperative education teacher on

assessment visits to ensure that the curriculum expectations are aligned with placement activities and that appropriate assessment and evaluation strategies are employed.

The cooperative education teacher must seek the assistance of special education teachers when completing the placement learning assessment of exceptional students.

### 2.7.3 Attendance and Punctuality

Regular attendance at school and at the placement is critical for student learning and the achievement of course expectations. Although attendance and punctuality are reported separately on the report card, and students are assessed and evaluated only on their level of achievement of the course expectations, patterns of regular attendance and punctuality at the placement will contribute to students' overall success.

When a student withdraws from the related course, he or she must automatically be withdrawn from the co-op course. However, if a student withdraws from the co-op course, he or she may remain, at the principal's discretion, in the related course.

## 3. Roles and Responsibilities

The following sections outline the roles and responsibilities of school boards, principals, cooperative education teachers, employers, supervisors, students, guidance counsellors, and non-teaching personnel in relation to cooperative education and school-work transition programs.

### 3.1 Co-op Teacher

- interview and select students for community-based learning programs
- assess placements for suitability
- inform employers of their role and responsibilities and of the responsibilities of the partnership prior to student placement
- organize and conduct preplacement orientation sessions to prepare students
- develop a personalized placement learning plan for each student with the assistance of the student, the supervisor, and the teacher of the related course
- consult regularly with students, employers, supervisors, employees, and other teachers
- make regular on-site learning assessments of students at their placements (three times per student per cooperative education credit, at least twice through direct personal contact)
- assess and evaluate student performance
- update and adjust students' placement learning plans as required
- assess whether placement supervision is appropriate
- organize and conduct regular integration activities
- manage the day-to-day administrative tasks associated with cooperative education
- keep dated, anecdotal records on student placement learning assessment
- provide health and safety instruction and information on insurance coverage
- follow Workplace Safety and Insurance Board and school board procedures for accident reports
- liaise with guidance counsellors, school administrators, teacher-advisers, special education staff, and parents

- work with students and supervisors to ensure that any problems are dealt with immediately

### **3.2 Employers**

- provide a safe working and learning environment
- designate one employee to be responsible for supervising and evaluating each student
- provide students with written or oral feedback after an employment interview as part of the learning experience
- help develop personalized placement learning plans by identifying workplace applications
- provide orientation and workplace health and safety training
- provide challenging learning experiences that will encourage personal growth and develop career goals
- help students function as an integral part of a team

### **3.3 Supervisors**

- sign the Work Education Agreement to identify who provides WSIB student coverage
- are familiar with and follow accident reporting procedures
- assist the cooperative education teacher in developing realistic and challenging personalized placement learning plans for their students
- become familiar with students' strengths and the areas in which improvement is needed
- direct and guide students' learning through on-site supervision
- acquaint students with company personnel and procedures
- provide placement-specific safety training
- report student absences to the cooperative education teacher immediately
- contact the cooperative education teacher when concerns arise
- work with students and teachers to ensure that any problems are dealt with immediately
- review and sign the daily logs at the end of each week
- jointly assess student progress with teachers and provide written performance appraisals
- complete the program effectiveness survey
- share their expertise with students
- help students function as an integral part of a team

### **3.4 Students**

- comply with all company rules as to dress, safety codes, work schedule, and policies
- work in a courteous, responsible, and business-like manner and show appropriate initiative
- observe and comply with the rules and regulations of the placement and the school, including confidentiality requirements
- comply with school attendance policies in both the placement and classroom sessions
- submit assignments as required
- inform the placement supervisor and the cooperative education teacher in advance if they are unable to report to their placements
- participate in the development and implementation of their personalized placement learning plans

- participate with their supervisors and teachers in the assessment of their own performances
- complete their course requirements to obtain credits towards the Ontario Secondary School Diploma
- work with teachers and supervisors to ensure that problems are dealt with immediately

### 3.5 Guidance counsellors

- work collaboratively with the cooperative education teachers
- inform cooperative education teachers on an ongoing basis of potential student candidates
- assist with preplacement and orientation sessions on request
- maintain regular liaison between guidance and cooperative education staff

### 3.6 Non-teaching personnel

- may promote programs and identify sources of new placements for students
- may assist school staff with clerical duties associated with cooperative education
- may assist in data collection related to program management
- may develop a data base of employers and update it regularly
- may coordinate high-demand placements
- may not place students
- may not create personalized placement learning plans for students
- may not participate in on-site learning assessment activities or evaluate students
- may not be responsible for delivering the preplacement program to students
- may not interview students
- may not plan integration activities

## Appendix A - Co-op Placement Assessment Form



Placement Name: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Phone: \_\_\_\_\_

Address: \_\_\_\_\_

According to the Ministry of Education Documents, the cooperative education teacher must assess each placement prior to allowing a student to work at that placement. The following criteria must be addressed:

|    |  | YES | NO |
|----|--|-----|----|
| 1. | The employer and/or supervisor show a positive attitude and commitment to the experiential learning opportunity. |     |    |
| 2. | There is opportunity for the student to work and learn in a one-on-one relationship with the supervisor.         |     |    |
| 3. | There is a wide range and scope of learning opportunities available.   |     |    |
| 4. | The placement has satisfactory technology, equipment and facilities to enable the student to learn.              |     |    |
| 5. | The placement is health and safety conscious and has proper employment policies.                                 |     |    |
| 6. | The placement is free from discrimination, violence and expressions of hate.                                     |     |    |
| 7. | If the student has special needs the placement has the ability to accommodate the student.                       |     |    |

By signing this, as the cooperative education teacher, I agree that the placement passes the criteria above and meets the Co-op Guidelines.

By signing this, as Principal of Providence Reformed Collegiate, I agree to allow the student to attend the above-named placement.

\_\_\_\_\_  
(co-op teacher)

\_\_\_\_\_  
(Principal)

\_\_\_\_\_  
(date)

## Appendix B: Personalized Placement Learning Plan



Student Name: Student Name  
Developed by: Co-op Teacher Name  
School: Providence Reformed Collegiate

### Related Course

Course Title and Code:  
Curriculum Policy  
Document:  
Credit Value: 1  
Credit Value of Co-op Course: 2

### Brief Description of the Placement

#### Include:

- *information such as type of business, number of employees, focus of the work (specialty), scope of the services offered*
- *what the student will be involved in during the placement*

#### **Related Course Expectations:**

*Knowledge and skills that the student will refine, extend, apply and practice at the workplace.*

*Include Overall and Specific Expectations that address the key learning – these should be explicit as to what the student will learn and do, rather than peripheral. They speak to the value and integrity of giving the student a credit.*

#### **Expectations Included in the Cooperative Education Course Classroom Component:**

*Only include those expectations that the student will refine, extend, apply and/or practice at the workplace.*

#### **Employer's Expectations:**

*Only note those expectations from the related course and/or the co-op course chosen by the employer that have not already been noted in the sections that identify the related course and the co-op course expectations. If there are no additional expectations to be noted, you may choose to use the following statements in the section of your PPLP:*

- *The employer expectations are the same as those identified from the related course and the cooperative education course.*
- *See relevant learning skills which are assessed with a rating scale for reporting purposes.*

### **Learning Opportunities at the Placement**

### **Learning Strategies**

| <b>The student has opportunities to learn about:</b>  | <b>The student learns through:</b>   |
|---|--|
| <p><i>What the students will do, e.g., learning opportunity - learn about changing brake pads</i></p> <p><i>The examples given <u>are not meant</u> to imply that there is a one-to-one correlation between the information listed in this section and the information listed in the learning strategies section. These are two independent lists.</i></p> <p><i>The relationship between the opportunities and the learning strategies used at the workplace would be made clear in the unit of study.</i></p> | <p><i>How the students will learn it, e.g., learn through observation and completing a checklist</i></p> |

*TIP: Identify opportunities that the placement will provide and learning strategies that will be employed at the placement for students to refine, extend, apply and practice their skills and develop an understanding of current industry practices and standards.*