



## 4-Credit & 2-Credit Co-op Evaluation Profile & Outline

### Course Description/Rationale/Overview:

The Cooperative Education course consists of two main areas: a learning experience connected to a community placement; and a curriculum which focuses on developing skills, knowledge and habits of mind (reflection) that support students in their learning. This learning includes their education and career/life planning, both at school and beyond for both today and in the future. Students at their placement will apply skills, knowledge and reflection skills that will protect and promote their health, safety and well-being that aims to strengthen inquiry skills, decision making and leadership. Students will create and implement a learning plan that meets their particular interests and needs, reflects on their learning and makes connections between the experience at their placement and other aspects of their ..

### Class Requirements:

- Binder
- Writing Utensils

### Assessment and Evaluation Strategies

The primary goal of assessment and evaluation is to improve student learning.

#### Methods Used for Assessment and Evaluation

- Monitoring student learning through observation at the placement
- Conversations with students and supervisor
- Student Products – Assignments which encourage student learning and are reflective of placement experiences
- Performance Appraisals

### Late and/or Missed Evaluation

Our policy on late assignments and missed tests is in complete agreement with the school-wide policy.

### Course Strands:

- A: Preparing for the Experience: Health and Safety, Well Being and Initial Requirements
- B: Experiential Learning and Transfer of Skills and Knowledge
- C: The Inquiry Process
- D: Building Capacity for Learning

### Learning Skills\*

**Responsibility** – meets deadlines; takes responsibility for own behaviour

**Organization** – establishes priorities and manages time; uses information, technology and resources to complete tasks time management

**Independent Work** – follows instruction with minimal supervision; uses class time appropriately to complete tasks

**Collaboration** – accepts an equitable share of work in a group; builds healthy peer relationships; works with others to achieve group goals

**Initiative** – looks for opportunities for learning; demonstrates curiosity; approaches new tasks with a positive attitude

**Self-regulation** – sets own goals and monitors own progress; seeks assistance when needed; makes an effort with responding to challenges

The above learning skills will be assessed using the following criteria:

E-Excellent G-Good S-Satisfactory N-Needs Improvement

### Achievement Categories and Weighting

- **Knowledge / Understanding 20%:** knowledge of facts and terms; understanding of concepts, principles, guidelines and strategies; understanding of relationships among concepts.
- **Thinking Inquiry 20%:** Formulating questions; planning, selecting strategies and resources; analyzing and interpreting information, and forming conclusions.
- **Communication 20%:** Communication of information and ideas, communication for different audiences, use of various forms of communication.
- **Application 40%:** Employer evaluations, teacher evaluations, reflective assignments.

### Final Mark

#### Year's Work

Tests, Multiple Assignments, Student Logs, Performance Appraisals

**70%**

#### Final Summative Evaluation

Students will be assessed on final student product(s) which aim to connect classroom learning with the students' work experience.

**30%**



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### **Course Outline:**

#### **The Classroom Component**

Student learning in the classroom of the Cooperative Education course is based on the course expectations. The purpose of the classroom component is to ensure that the students are prepared for their community experience and that they are able to demonstrate the skills and knowledge required before they start their placement. Throughout the program students will focus on integrating their learning and will return to the classroom to review and discuss placement learning, expectations and next steps.

#### **The Community Component**

The community component or “placement” engages students in learning opportunities within the workplace. The placement supervisor collaborates with the teacher and supports the student in achieving the curriculum expectations. The community component must include a variety of experiences that allows the student to meet the expectations identified in their Learning Plan.

#### **Curriculum Expectations**

Students in the DCO3O course will complete strands A through D to achieve course expectations, while students in the related course must achieve strands A and B with the overall expectations inform their learning.

#### **Essential Processes for Learning in Co-op**

To ensure the co-op experience is meaningful and rich, the essential processes must be incorporated into the co-op program.

- Ensuring Health, Safety and Well-being
- Applying the Experiential Learning Cycle
- Developing and Implementing the Learning Plan
- Integrating Student Learning
- Monitoring Student Progress
- Assessing and Evaluating Student Learning