

**District School Board of Niagara
Port Colborne High school
Cooperative Education**

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Co-op is designed for students 16 years of age and older who have already earned 16 credits towards the OSSD. It is also recommended that the participating students have completed or are completing a course related to their Co-op field

Policy Document Reference: Ministry of Education Ontario "Cooperative Education Policies and Procedures for Ontario Secondary school"
District School Board of Niagara Co-operative Education consistency in Assessment and Evaluation.

Workbooks & Handbook: -Cooperative Education Student Handbook

Course Outline and Description:

A planned learning experience, for which credits are earned, that integrates classroom theory and learning experiences at a workplace to enable students to apply and refine the knowledge and skills acquired in a related curriculum course or a locally developed course.

Unit's titles and approximate time allotted (based on a 2 credit course):

Pre-Placement orientation	15-20 hrs
In Class	12 hrs
Placement	<u>183-191 hours min</u>
Total	220 hrs

Assessment and evaluation:

According to Ministry policy the primary purpose of assessment and evaluation is to improve student learning. It will be based upon the provincial curriculum others expectations and the achievement levels outlined in the secondary curriculum policy documents. Assessment is the process of gathering information from a variety of sources such as assignments, demonstrations, projects and learning skills. Evaluation is the process of judging the value of the student's work on the basis of established criteria and assigning a value to represent the quality. The assessment of cooperative education students in semestered schools must incorporate at least two written performance **appraisals** by the worksite supervisor using the **Work Skills Survey** and the **DSBN Student Evaluation** form. The cooperative education teacher must monitor a minimum of three times per 110 hours of a cooperative education course, with at least two of the three assessments made through direct personal contact.

Learning skills:

A student's ability to work with others, attend class regularly, be punctual, keep-up with assigned work and maintain an accurate and complete notebook is very important and impacts of overall performance. The report card shows these skills to be recorded for public record. Therefore, teachers will continue to record information on these skills and assign a value to them for the report card.

Assessment and Evaluation Activities:

- Employer evaluation using a Work Skills Survey Form & Employer Expectations and Learning Skills form.
- Classroom activities such as Portfolios, Assignments, Tests, Logs/Journals, Reports, Presentations, Demonstrations.

Course Evaluation:

The course evaluation is based on the consistency agreement and is as follows;

Classroom Activities & Learning Assessment	40%
Phone Message Assignment	/10
Pre-placement Activities	/100
WHMIS	/100
Health & Safety	/100
Weekly Reflections	/20
In school Quiz 1	/10
Violence at work	/100
In school Quiz 2 ESA	/10
In school Quiz 3 EI	/10

Employer Assessment	40%
Interview Evaluation	/25
Mid-term evaluation	/100
Final Evaluation	/100

Final Summative Assessment	20%
Visual Display	/15
Class Presentation	/5

CO-OP IN SCHOOL SESSIONS
YOU MUST BE HERE!

Wednesday _____
Wednesday _____
Wednesday _____

ASSIGNMENT DUE DATES

NOTE: Your Student Handbook must be completed and signed before you can start working.

HOOR REPUBLIC Time Sheets & Reflections: Weekly

Before you start your placement: See Blue checklist sheet.