

Teacher: A. Tatsiopoulos School Year: 2019-2020

Cooperative Education is designed to engage all student pathways:

- College
- Apprenticeship
- Workplace
- University

The Co-op program provides opportunities to acquire the skills and knowledge related to the community experience so students can make informed educational and career/life choices. It encourages student reflection so that students can gain a greater knowledge of themselves and workplace requirements while simultaneously provides personalized experiences to meet students' particular learning and motivational needs.

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 DCO30 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.

The student will be earning the following Cooperative Education Course(s): _____

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

Assessment, Evaluation and Student Achievement

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

Throughout their placement experience, students will strive to develop and improve the following skills (as outline in Growing Success):

- Responsibility

- Organization
- Independent Work
- Collaboration
- Initiative
- Self-Regulation

Students will be provided with numerous and varied opportunities to demonstrate their achievement of the expectations across the four categories – Knowledge and Understanding; Thinking and Inquiry; Communication; and Application. Seventy percent of the student’s final grade will be based on the assessments and evaluations conducted throughout the course. Thirty percent of the student’s final grade will be based on summative project(s). Listed below is the percentage breakdown used to calculate the final grade.

<p>Summary of Term Evaluation (Total: 70%)</p> <ul style="list-style-type: none"> • Knowledge/Understanding • Thinking • Communication • Application 	<p>Summary of Final Evaluation (Total 30%)</p> <ul style="list-style-type: none"> • Summative product(s)
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Creating Success

Regular attendance and participation in the classroom and the Co-op placement are critical to a students’ success.

- Regularly communicating with Co-op teacher and supervisor
- Arriving to class and Co-op placement prepared
- Completing all task required for the Co-op experience
- Following timelines required for the Co-op experience
- Academic Honesty
- Following policy and procedures for the Co-op experience