

Creating
Meaningful
Connections

A Guide to Developing and Using the
Personalized Placement Learning Plan

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Draft

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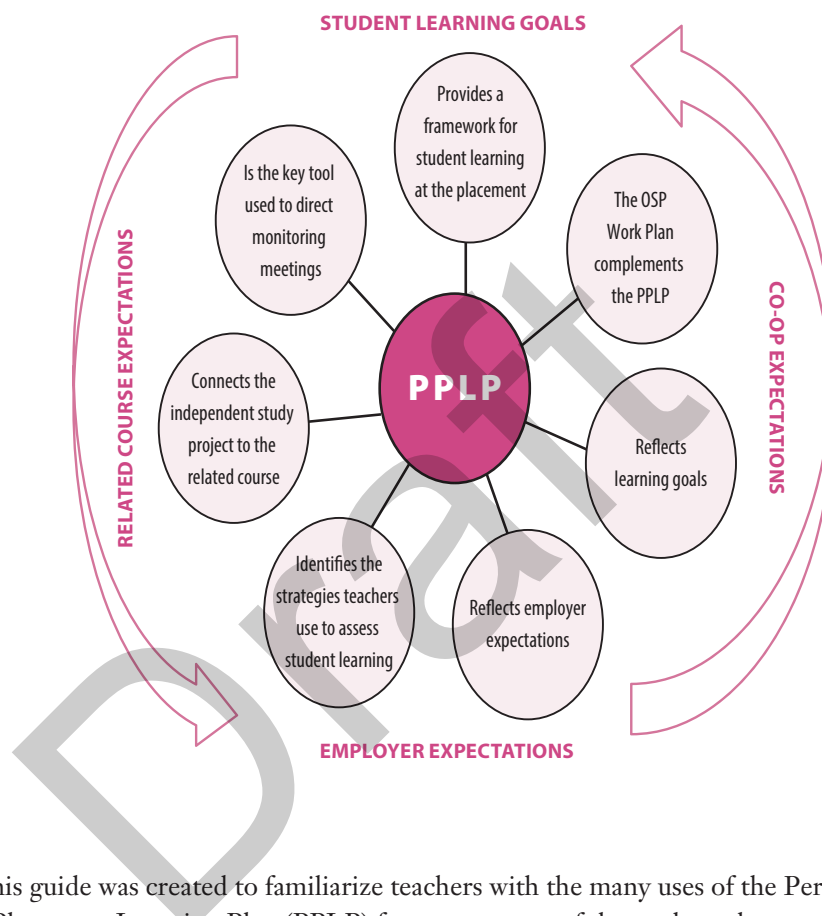
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Une publication équivalente est disponible en français sous le titre suivant : xxxxxxxx.

This publication is available on the Ministry of Education website at www.ontario.ca/education.

Draft

Introduction



This guide was created to familiarize teachers with the many uses of the Personalized Placement Learning Plan (PPLP) for every aspect of the student placement process – from planning and monitoring to assessing and evaluating student placements. The PPLP is a practical tool designed to help students, teachers, and placement supervisors clarify their expectations and goals for cooperative education and ensure that students’ co-op placements and related courses are comprised of complementary and enriching learning experiences that contribute to student success. The questions and answers in this guide are frequently asked by students, teachers, and student placement supervisors and provide a quick and easy way of conveying what you need to know about the PPLP.

The following chart provides a quick overview of the PPLP.

The Components of the Personalized Placement Learning Plan

Adapted from *Cooperative Education and Other Forms of Experiential Learning, Policies and Procedures for Ontario Secondary Schools*, Section 2.4.2, Ministry of Education, 2000

The outline of a course of study for a cooperative education course will include the cooperative education expectations that will be demonstrated in the classroom as well as the personalized placement learning plan (PPLP). The PPLP outlines the course of study for the placement component and the basis for assessment and evaluation of the student and for the granting of one or more credits in the specific subject. Each board may develop its own PPLP template but the template must include each of the following items.

A PPLP must include:

- Standard student information
- Standard placement information
- Name of the related course(s), sourced Curriculum Policy Document, course code, grade level, course type, and credit value
- Curriculum expectations of the related course(s) that describe the knowledge and skills the student will extend and refine through application and practice at the workplace
- Expectations of the employer that the student will achieve at the placement
- Name of Apprenticeship Training Standard or Schedule of Training (applicable to OYAP students)
- Expectations of the classroom component of the cooperative education course(s) that the students will achieve at the placement
- Opportunities that the placement will provide
- Learning strategies that will be employed at the placement for the student to apply and refine the required knowledge and skills and to develop an understanding of current industry practices and standards
- Criteria and strategies to be used in assessing and evaluating the student's achievement of the knowledge and skills identified in the plan
- Any accommodations or modifications of the curriculum expectations required in an I.E.P.

Participants in developing the PPLP include:

- cooperative education teacher
- teacher qualified in the related course
- placement supervisor
- student

1 . The Personalized Placement Learning Plan: A Framework for Successful Student Learning at the Placement

The PPLP provides the framework for student learning at placement.

The Personalized Placement Learning Plan (PPLP) provides a framework for everyone involved in cooperative education – students, employers, cooperative education teachers, teachers of related courses, and placement supervisors.

With the help of this framework student learning at the placement:

- reflects the related course expectations and co-op expectations that will be demonstrated at the placement and are included in the PPLP;
- reflects student learning goals;
- reflects employer expectations, including learning skills and work habits (as reflected on the Ontario report card), Essential Skills and work habits (as reflected on the Ontario Skills Passport), and employability skills;
- may include reference to skill development that is reflected in the Training Standard (for OYAP students).

“Cooperative education and work experience students must have personalized placement learning plans 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.”

– *Cooperative Education and Other Forms of Experiential Learning*,
Section 2.4.2, Ministry of Education, 2000, p. 22

The following questions and answers provide a quick and efficient way to gain valuable insights into the many aspects of the PPLP framework and to understand how to use it effectively to help ensure that students’ co-op experiences build on classroom learning within the related course(s).

FAQs

When is the best time to develop the PPLP?

To be most effective, the PPLP must be developed within the first three weeks of the student placement as it provides the overall framework for a successful placement. By developing the PPLP within the first three weeks, teachers ensure that consultations with the student regarding his or her learning goals for the co-op experience take place; related course expectations are established; and learning opportunities at the placement are discussed with the supervisor. Combined, this key information provides the foundation for a successful placement. However, the PPLP's role in student placements is ongoing. The PPLP is not complete until the end of the placement: learning opportunities, strategies, and assessment/evaluation information is added throughout the placement, and the learning plan is continuously adjusted as the student progresses.

How many expectations from the related course must be included in the PPLP in order to ensure a rich learning experience for the student?

There is no specific number of expectations that must be included in the plan as each work placement varies in terms of the opportunities available for students to apply and further develop their related course expectations. However, it is important to remember that the PPLP is the course of study for the placement component of the co-op course and is the basis for awarding co-op credits.

Some boards have developed a rough guideline to assist teachers in determining the number of expectations that should be incorporated into the PPLP. See the example below.

Number of Co-op Credits Delivered	Suggested Number of Overall Expectations from the Related Course
2-credit co-op program (1 related course)	6–10 overall expectations with related specific expectations from related course
4-credit co-op program (2 related courses)	10–20 overall expectations with related specific expectations from related courses

It is the co-op teacher's responsibility to ensure that the content of the PPLP reflects a rich learning experience for the student. This decision will be based on:

- the course type of the related course, i.e., open, university, college, workplace, applied, academic;
- the number of expectations selected from the related course;
- discussions with the placement supervisor to determine the learning opportunities to be provided to the student at the placement;
- discussions with the student concerning his or her personal learning goals as they relate to the co-op experience.

Do both overall and related specific expectations need to be referenced on the PPLP?

Both overall and specific expectations must be included in the PPLP. An overall expectation cannot be on the PPLP without related specific expectations, and specific expectations cannot be on the PPLP without the corresponding overall expectation.

Do all of the strands found in the related course need to be represented by the expectations included in the PPLP?

Not all strands need to be included in the PPLP, but there must be a strong connection between the related course and the learning opportunities provided at the placement for credits to be granted.

How are students involved in the development of the PPLP?

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“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... the student should identify the personal goals expressed in his or her Annual Education Plan (AEP) [now called an Individual Pathways Plan (IPP)] that have an impact on the learning plan.”

– *Cooperative Education and Other Forms of Experiential Learning, Policies and Procedures for Ontario Secondary Schools, Section 2.4.2, Ministry of Education, 2000*

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Students help to determine the expectations from the related course that they would like to refine, extend, apply, and practise in order to meet some of their learning goals. Introducing the PPLP in pre-placement and involving the students in determining possible expectations that they may be able to demonstrate at their placement is one way to involve students in the development of the PPLP early in the process.

What if a student does not have a related course with relevant expectations?

Consider delivering a “packaged” co-op program that includes a related course that is taught concurrently within the co-op course. Many courses from the curriculum could potentially be part of a packaged program, including courses from the Guidance and Career Education curriculum, e.g., *Discovering the Workplace (GLD2O)* or *Navigating the Workplace (GLN4O)*. Both of these courses, which are based on the development and applications of essential skills and work habits, provide for relevant and meaningful learning for students in a variety of placements. (For an example of a 2-credit GLD2O package, see page 46).

What are some strategies that can be used to help ensure that the related course expectations and the placement opportunities are a good match?

- During the initial co-op interview, discuss with the student his or her goals for taking co-op to determine what might be an appropriate placement and an appropriate related course for the student.
- Discuss with the supervisor the learning opportunities that will be available for the student at the placement to assist in deciding on an appropriate related course and relevant course expectations.
- Discuss with the related-subject course teacher curriculum expectations that might be appropriate to be achieved through application at the placement. This discussion may assist in providing more insight into what is at the heart of the related course and assist in making connections with the course expectations and the learning opportunities available at the placement.

What if the student has an appropriate related course but the learning opportunities at the placement are not specifically related to the course expectations?

- During the placement assessment, the teacher needs to have a discussion with the employer and/or supervisor regarding their commitment to the provision of experiential learning opportunities and the range and scope of the learning opportunities and experiences that the employer/supervisor is willing to provide for the co-op student.
- The connection between related course expectations and student tasks at the placement may not be obvious, but developing the Independent Study Project (ISP) or Rich Performance Task (RPT) in collaboration with the supervisor may allow the student to make deeper connections between the course content and what happens at the placement.
- The ISP/RPT provides the supervisor with a guide to assist with the student's learning.
- The ISP/RPT should take the co-op placement experience beyond repetitive tasks to challenge student learning.
- If the student has been at the placement long enough to determine that there is no learning occurring that is directly connected to the related course expectations and that appropriate learning opportunities are not available at the placement, then the teacher, in consultation with the student and placement supervisor, may need to find a new placement for the student. Ongoing discussions need to occur throughout the placement.

The following chart shows how various related courses can connect in a meaningful way to a retail sales co-op placement and vice versa.

Retail Sales Placement: An appropriate Student Placement for a Variety of Related Courses

Placement	Related Course	Focus of Student Learning	Employer Expectations
Retail Sales	Math	<ul style="list-style-type: none"> • explore the many ways a retailer uses math in the day-to-day operation of the business • The Hardware, Lumber Materials Retailer training standards may be referenced if the student is involved in the OYAP program and the retail store sells these products. 	Essential skills related to numeracy: accurately provide change and handle cash, credit card, and debit card transactions; calculate discounts and taxes; estimate the number of sales items that should be stocked for a promotion
Retail Sales	Business	<ul style="list-style-type: none"> • explore the importance of customer service and customer loyalty in building a successful business • investigate such things as product presentation and inventory control and relate these to developing and maintaining a successful business. 	Essential Skills related to communication: interact effectively with customers to make them feel comfortable, informed, and reassured about their purchases
Retail Sales	Communications Technology	<ul style="list-style-type: none"> • design, create, and use a product to benefit the placement • practise and refine skills, while observing the impact of communication technology on a business and on society in general 	Essential Skills related to information and use of computer: use product books to learn about range of products sold in the store; use electronic manuals to assist with tasks assigned; learn and use the database for confirming the price and features of products

2. The Ontario Skills Passport and the Personalized Placement Learning Plan

The OSP work plan complements the PPLP.

With an emphasis on the Essential Skills that are necessary for success in school, the workplace, and in life, the Ontario Skills Passport (OSP) complements the PPLP with its emphasis on learning in the workplace.

The Ontario Skills Passport allows students to:

- build Essential Skills related to the workplace;
- build on learning skills and work habits;
- develop job-specific skills;
- track the development of Essential Skills that may relate to course expectations on the PPLP.

Given the present culture of change, these skills are becoming increasingly important for student success – both in the classroom and the workplace. Today’s ever-changing technologies and the challenges of our economy and social structures require that all students become adept learners and creative adapters to the challenges presented by the global economy.

The Definition and Selection of Competencies (DeSeCo) Project, sponsored by the Organisation for Economic Co-operation and Development (OECD), has underlined the importance of identifying and developing key competencies as follows:

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“Globalisation and modernisation are creating an increasingly diverse and interconnected world. To make sense of and function well in this world, individuals need, for example, to master changing technologies and to make sense of large amounts of available information. They also face collective challenges as societies – such as balancing economic growth with environmental sustainability, and prosperity with social equity. In these contexts, the competencies that individuals need to meet their goals have become more complex, requiring more than the mastery of certain narrowly defined skills.”

– *Growing Success, Assessment, Evaluation, and Reporting in Ontario Schools*,  
Ministry of Education, 2010, pp. 12–13

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The Essential Skills in the Ontario Skills Passport (OSP) have much to offer in helping students succeed in our ever-changing world. The specific skills included in the OSP are reading text, writing, document use, computer use, oral communication, money math, scheduling or budgeting and accounting, measurement and calculation, data analysis, numerical estimation, job task planning and organization, decision making, problem solving, and finding information. The work habits included in the OSP are working safely, teamwork, reliability, organization, working independently, initiative, self-advocacy, customer service, and entrepreneurship. More information is available at <http://www.ontario.ca/skillspassport>.

Research shows that employers look for and expect these skills and work habits when they are hiring and promoting employees.

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“The development of learning skills and work habits needed to succeed in school and in life begins early in a child’s schooling.... As students move through the grades, they develop and then consolidate their learning skills and work habits in preparation for postsecondary education and the world of work.”

– *Growing Success, Assessment, Evaluation, and Reporting in Ontario Schools*,  
Ministry of Education, 2010, p. 12

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Using the OSP work plan at the placement helps students to identify the skills they will refine, extend, apply, and practise at their placement. The OSP provides a reference point to build on personal learning goals and helps students to see the connection between their skill development and work habits, and their future success in the workplace and in life.

The following questions and answers will help you connect the OSP work plan and the PPLP to enhance student learning at the placement.

FAQs

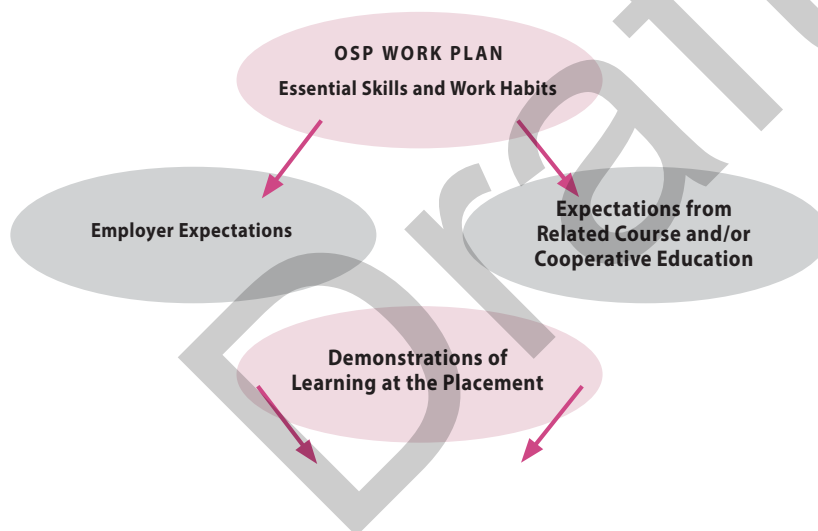
Which skills and tasks in an OSP work plan can be included in the PPLP?

The skills and tasks found in a student's OSP work plan can be included in the PPLP when:

- they align with the related course expectations [for example Discovering the Workplace (GLD 2O) and Navigating the Workplace (GLN 4O)] and/or the co-op expectations;
- they assist with the assessment of learning skills and work habits (for the Ontario report card);
- they are included as employer expectations.

The chart on page 13 shows how the OSP Work Plan can connect in a meaningful way to the PPLP at a retail sales co-op placement.

The OSP Work Plan Complements the PPLP



Retail Sales Placement: Connecting the OSP Work Plan to the PPLP

OSP Work Plan Retail Sales Associates (NOC 6421)	Related Course Expectation	Co-op Course Expectation	Employer Expectation	Demonstration of Learning
Document Use	GLD 2O Plan for, assess, and document their ongoing develop- ment and demon- stration of selected workplace Essential Skills		Prepare Invoices for customers Read signs which indicate depart- ments and sales items	<ul style="list-style-type: none"> • Choose appro- priate form for various types of transactions • Complete appropriate form in a professional manner
Data analysis Numerical estima- tion	MAP 4C Collect, analyse, and evaluate data involving one variable		Read and interpret sales statistics comparing sales over various periods of time	<ul style="list-style-type: none"> • Collect and analyse sales statistics from November to January • Compare sales over this period of time from the previous two years • Based on findings predict sales for the coming year for the same time period
Computer Use Working Safely	BTA3O Assess students' information tech- nology skills and competencies	Demonstrate an understanding of workplace health and safety rules	Use computer application to complete health and safety training on new equipment	<ul style="list-style-type: none"> • Demonstrate safe use of new equipment • Reflect on new computer skills

3. Learning Goals

The PPLP reflects learning goals.

The PPLP offers an opportunity to engage students in establishing learning goals that are clear and focused on their co-op experience, curriculum expectations, and employer expectations. This helps them to make the connection between their learning goals, their education, and their life.

The PPLP supports learning goals that:

- reflect the learning strategies, which will be used to demonstrate the learning that will take place at the placement and through the independent study project;
- begin during pre-placement and continue to evolve throughout the placement;
- reflect, complement, and/or support the related course expectations that are included in the PPLP;
- reflect agreed-upon employer and student learning expectations.

“The development of the personalized placement learning plan is an ongoing process involving the cooperative education teacher, the teacher of the related course, the placement supervisor, and the student...

- The student should identify the personal goals expressed in his or her student education plan (AEP) [now called an Individual Pathways Plan] that have an impact on the learning plan.”

– *Cooperative Education and Other Forms of Experiential Learning, Policies and Procedures for Ontario Secondary Schools, Section 2.4.2, Ministry of Education, 2000, p. 23*

Providing opportunities for students to personalize their own learning can increase their motivation. Students feel a greater sense of control over what they learn when they can identify how the learning is relevant to them. This process helps students develop self-assessment skills as they learn to monitor their understanding and progress towards successfully meeting their learning goals. When students set goals, they decide on something they need to work on and take steps towards achieving that goal. In addition, involving students in setting personal learning goals during their co-op placement assists them in developing their self-regulation skills. Students who are skilled at self-regulation can set personal goals and monitor their progress as they engage in a task.

Activities that familiarize students with the related-subject curriculum expectations during pre-placement and that provide opportunities for students to be involved in selecting possible expectations that they may be able to demonstrate at their placement can motivate and engage students in their learning.

“Learning goals clearly identify what students are expected to know and be able to do, in language that students can readily understand.... Teachers and students come to a common understanding of the learning goals through discussion and clarification during instruction.”

– *Growing Success, Assessment, Evaluation, and Reporting in Ontario Schools*,
Ministry of Education, 2010, p. 33

The following questions and answers will give you insight into establishing learning goals relevant to the students’ placements.

FAQs

Many students do not have experience in setting their own learning goals. Teaching students how to establish learning goals and self-assessment takes time. How can I fit this into my co-op course along with everything else?

- Working with students during pre-placement to model the process and providing students with feedback when they are first learning how to set their learning goals assists students in learning how to set goals.
- Building goal setting and self-assessment into every lesson during pre-placement and providing students with timely feedback as to how they are progressing provides students with the practice they need to gain the skills and knowledge to do this independently during their placement experience.

What are some strategies to assist students in setting learning goals?

- Provide students with sentence stems:
“I know that ... but I want to know more about ...”
“I want to know more about ...”
- Use K-W-L charts as a strategy for students to record what they know (K) about the topic, what they want (W) to know as a result of the experience or the lesson and what they learned (L) as a result of the experience or the lesson.
- Extend the K-W-L chart to include a column titled “What I Think I Know”. This strategy expands students’ thinking.
- Use planning frames to assist students in setting goals (see sample on the next page).

- Review students' learning goals during integration where students work with others to clarify, refine, and monitor their goals. For example, providing class time during the goal-setting process for students to have a peer interview and completing a student self-assessment of their goal/s and plan/s to meet it/them will assist students in learning how to set their own learning goals.
- Involve the placement supervisor in assisting in providing descriptive feedback on learning goals set by the student.
- Use reflective journal writing to check student understanding and progress in achieving their learning goals.

Sample Planning Frame

Goal	Steps	Evidence
What do I need to get better at?	How do I plan to do this?	What evidence will show I've achieved my goal?
Time/Schedule: _____		
Start date _____		
Completion date _____		
Date: _____ Signed: _____		

The focus of the student learning at the placement is to design, create, and use a product to benefit the placement. The chart below is an example of a learning goal connected to a related-subject expectation.

Retail Sales Placement: Using Learning Goals for Self- and Supervisor Feedback

Related Course Expectation	Student Learning Goal	Supervisor Feedback	Student Self-Reflection/ Feedback
<p>Communications Technology (TGJ40)</p> <p>Demonstrate an understanding of and apply interpersonal skills necessary to work effectively with clients and peers</p>	<p>I will work with the staff at _____ placement to plan and create a display (Learning Strategy/ LS) to assist in promoting the Valentine Day's promotional campaign. I will attend meetings and share ideas (LS) and actively participate by asking questions; following instructions; gathering information(LS); and assisting my supervisor to create sample model displays(LS).</p>	<p>You participated in meetings and provided ideas. You followed instructions and demonstrated excellent listening skills. You were a great help in creating the displays and assisting the staff with finishing the display in time for the launch for our Valentine's Day promotion. You were somewhat hesitant in the beginning but by the end you were showing initiative and working as part of the team.</p>	<p>I think that I worked well with the staff as part of the team. I felt shy at the beginning of the project, but by the end I think I contributed to making the display and we finished on time. It was way more work than what I thought it would be. I was able to give my ideas, and I did some research about where the best places for displays are to attract customer sales. I understand the importance of team work and for this project I worked as part of the team.</p>

4. Employer Expectations

The PPLP reflects employer expectations.

Employer expectations are an important component of the PPLP. For the student to be successful at their placement, the employer's expectations must be explicit, communicated clearly, and align with the student's personal learning goals, related course expectations, and, where applicable, the Ontario Skills Passport (OSP).

Employer expectations may include:

- job specific skill development;
- essential/employability skills;
- learning skills and work habits;
- apprenticeship training standard (for OYAP students).

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"Employers ...

- help develop personalized placement learning plans by identifying workplace applications
- provide challenging learning experiences that will encourage personal growth and develop career goals ...

Supervisors ...

- assist the cooperative education teacher in developing realistic and challenging personalized placement learning plans for their students" ...

– *Cooperative Education and Other Forms of Experiential Learning, Section 5,*  
Ministry of Education, 2000 p. 42  
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The Conference Board of Canada's list of employability skills and the Ontario Skills Passport have identified and researched the skills and work habits that individuals need to be successful in life and work. This research reflects the skills that employees and employers view as being essential for individuals to meet challenges in life and work. Research also has shown that students need to be competent in a number of skills.

“In these contexts, the competencies that individuals need to meet their goals have become more complex, requiring more than the mastery of certain narrowly defined skills.”

– *Growing Success, Assessment, Evaluation, and Reporting in Ontario Schools*,
Ministry of Education, 2010, pp. 12–13

The PPLP offers employers the opportunity to identify their expectations for the student at the placement. Employers may draw from any number of sources to determine what expectations and skills they wish the student to develop. In discussion with the teacher, the employer may find some of the following sources to be useful in determining their expectations:

Learning Skills and Work Habits from the Provincial Report Card, available at <http://www.edu.gov.on.ca/eng/policyfunding/success.html>.

- Essential Skills and Work Habits (<http://skills.edu.gov.on.ca/OSPWeb/jsp/en/OSPskill-sandworkhabits.jsp?announcer=OSP Skills and Work Habits>)
- Employability skills (<http://www.conferenceboard.ca/topics/education/learning-tools/employability-skills.aspx>)
- Apprenticeship Training Standards, where applicable.

The cooperative education teacher and the placement supervisor jointly assess student learning of expectations and skills that are included in the PPLP. However, the teacher alone determines student final grades using established success criteria. Consider the following chart:

Retail Sales Placement: Intergrating Employer Expectations into the PPLP

Employer Expectations	Essential Skills and Work Habits	Employability Skills 2000+	Demonstration of Job Specific Learning
Understand and demonstrate awareness of and follow all company policies	Read information sheets explaining what items will be highlighted in special sales promotions	Read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams)	Inform customers of current sales promotions and discount policies of the store
Maintain workplace confidentiality	Be proactive regarding individual rights and responsibilities, where appropriate	Deal with people, problems, and situations with honesty, integrity, and personal ethics	Follow company reporting policies regarding information on loss in a discrete manner
Arrive punctually and attend placement on a regular basis	Be reliable and punctual, follow directions, give attention to detail, use time effectively and produce work on time, act in accordance with health and safety practices	Be accountable for personal actions and the actions of work group	Follow schedule as provided by the employer and complete assigned tasks in a timely manner

5. Strategies for Assessing Student Learning

The PPLP identifies the strategies teachers will use to assess student learning.

Establishing clear success criteria for achieving learning goals is essential for the student's overall success at the cooperative education placement. Clearly communicated criteria for evaluation tell the student, teacher, and placement supervisor what success looks like in terms of meeting the learning goals and expectations. Using established success criteria, the teacher assesses student learning through conversation, observation, and assessment of student products. This is accomplished by:

- monitoring meeting discussions;
- student demonstration of related course expectations;
- student self-assessment of learning at the placement;
- employer performance appraisals;
- student completion of an independent study project.

“The development of the personalized placement learning plan is an ongoing process involving the cooperative education teacher, the teacher of the related course, the placement supervisor and the student...”

The PPLP must include the following:

- 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 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 practice and standards
- the criteria and strategies to be used in assessing and evaluation the student's achievement of the knowledge and skills identified in the plan

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 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 cooperative education course, as well as the expectations of the employer...

Every student must be provided with feedback following his or her placement learning assessment."

– *Cooperative Education and Other Forms of Experiential Learning, Section 2.4.2,*
Ministry of Education, 2000

Establishing success criteria requires careful thought on both the teacher's and the student's part. It is important to involve students in the process of defining and establishing success criteria to ensure that they are aware of the relationship between the related course expectations the cooperative education expectations, and their learning at the co-op placement. With the criteria in place, the next step is to develop an assessment tool that is suitable for the criteria and the learning opportunities at the placement. Assessment tools can include a checklist, rubric, exit card, or other option, depending on the placement.

"Success criteria describe in specific terms what successful attainment of the learning goals look like. When planning assessment and instruction, teachers, guided by the achievement chart for the particular subject or discipline, identify the criteria they will use to assess students' learning, as well as what evidence of learning students will provide to demonstrate their knowledge and skills. The success criteria are used to develop an assessment tool, such as a checklist, a rubric or an exit card. Teachers can ensure that students understand the success criteria by using clear language that is meaningful to the students and by directly involving them in identifying, clarifying and applying those criteria in their learning."

– *Growing Success, Assessment, Evaluation and Reporting in Ontario Schools,*
Ministry of Education 2010, p. 33

The following questions and answers provide a quick and efficient way to gain valuable insights into how to establish success criteria for student learning at their placements and select appropriate tools for assessment. Establishing appropriate success criteria is an important way in which teachers help to ensure that students' co-op experiences build on classroom learning within the related course(s).

FAQs

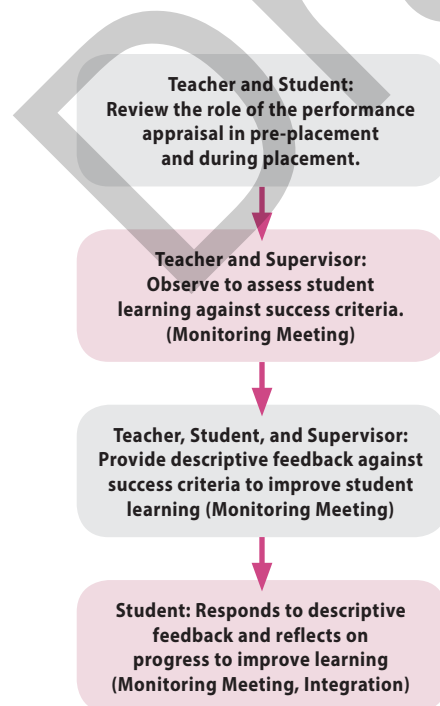
The performance appraisal is one example of established success criteria. How do I use this success criteria to assess student learning at the placement?

Assessments must incorporate performance appraisals written by the placement supervisor. The placement supervisor provides ongoing feedback to the student to guide his or her learning at the placement. This is an evolving process, designed so that performance appraisals reflect progression in the students' achievement of the expectations being assessed. The figure below gives an overview of how to apply established success criteria, in this case the performance appraisal, to assess student learning at the placement.

“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.**”

– *Cooperative Education and Other Forms of Experiential Learning*,
Ministry of Education, 2000, p. 26

Performance Appraisal



What is the difference in the various forms of assessment in a cooperative education course?

The following chart outlines various forms of assessment for student learning at the placement.

ASSESSMENT FOR LEARNING (AFL)	ASSESSMENT AS LEARNING (AaL)	ASSESSMENT OF LEARNING (AoL)
<p>Teachers collect data and create the learning work for students.</p> <p>Students collect data to inform their learning.</p> <p>Placement supervisor collects data and assists in creating the learning work for students.</p> <p>Involves descriptive feedback.</p> <p>Includes actions that teachers, placement supervisors, and students take throughout the learning process to determine what progress the student is making toward mastering the expectations while the learning is happening and what is needed for improvement.</p>	<p>Effective assessment empowers students to ask reflective questions and set goals for their learning.</p> <p>Students gather and use information about the evidence of their learning in order to improve.</p> <p>Includes actions that students take.</p>	<p>Summative assessment is the purpose.</p> <p>Teachers collect evidence for evaluating student achievement.</p> <p>Teachers judge the depth and quality of learning at a particular point in time.</p> <p>Includes actions that teachers take.</p>

Who sets success criteria with students in co-op?

Criteria are the standards by which a teacher will assess and /or evaluate a student's learning based on curriculum expectations. When students are involved in developing criteria, they are much more likely to understand what is expected of them, become more engaged in their learning, and accomplish the task successfully. Criteria are set by:

- teachers *for* their students;
- teachers *with* their students;
- teachers and supervisors *with* students;
- students.

The following chart provides an example of learning criteria for a student at his or her placement. It incorporates both the expectations for learning and the details and evidence by which to measure that learning.

The columns in the box below can be completed by:

- students (AaL) to determine where they feel they are in their learning;
- the supervisor (AFL); and/or
- the teacher (AFL) as descriptive feedback to guide students' learning before judging/evaluating (AoL).

Retail Sales Position Placement: Setting Criteria Using Expectations and Ways of Providing Feedback

Criteria for: Meeting the Expectation of Health and Safety in the Workplace	Details / Evidence of Learning
<p>Understands health and safety rules specific to the individual student's workplace</p> <p>Demonstrates working safely at the workplace</p> <p>Communicates what he or she has learned through a choice of representation</p>	<p>The student is able to:</p> <ul style="list-style-type: none"> • articulate and demonstrate the safe procedure for lifting boxes at the placement and is aware of the importance of using good body mechanics to prevent back injury; • demonstrate the safe use of the step ladder to reach products that are on the upper shelves; • describe the health and safety procedures that are to be followed at the placement; • explain the potential hazards of the retail sales associate position; • describe where the fire exits, fire extinguishers, and smoke and carbon monoxide detectors are located; • explain what to do in the event of an accident and who to report to; • explain what to do in the event of a fire and to whom to report it; • identify who to contact if there is a question about health and safety. <ul style="list-style-type: none"> • the student has been observed at the placement and demonstrates safe work practices. There is no PPE required for this placement; • the student has been provided with health and safety training on March 1, 2013 by M. Shaw. • the student has created a floor plan of the store that identifies where the fire extinguishers are located, smoke detectors, fire exits, and the fire sprinkler heads; • the student provides a summary of key safety concerns that have been observed during a period of time at the placement and relates these to the key types of accidents that have been reported in retail settings. See reflective journal entry of March 8, 2013.

6. Independent Study Projects and Rich Performance Tasks in Cooperative Education Programs

The PPLP helps students make connections between the Independent Study Project and Rich Performance Tasks and the overall expectations for their co-op placement and related course.

What Is the Independent Study Project?

“...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.”

– *Cooperative Education and Other Forms of Experiential Learning*,
Ministry of Education, 2000, p. 20

The independent study projects and rich performance tasks provide the opportunity for students to connect what they learn at the placement with their related course and co-op expectations and learning goals.

In all cooperative education programs, students are required to complete an independent study project, which demonstrates their understanding of the relationship between their placement experiences, skill development, and personal learning goals, and the curriculum expectations of the related course and the co-op course expectations. Components of the project may focus on enduring understanding and lifelong skill development in relationship to the related course expectations and the co-op course expectations. By clearly defining expectations for the placement and related course, the PPLP helps to ensure that the independent study project or rich performance tasks are relevant to their overall expectations.

The independent study project:

- reflects the expectations that have been included in the PPLP (related course and co-op);
- reflects differentiated instruction and assessment;
- may be part of the 70% of the term and 30% final summative mark OR may be part of the 30% summative mark.

For students who are in a co-op placement which does not allow them to demonstrate some of their learning through actual tasks at the workplace, a rich performance task can be developed to allow the student to apply the learning related to the expectations in the PPLP in a "real-life" situation.

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"Student products... may be in the form of tests or exams and/or assignments for evaluation.

Assignments for evaluation may include rich performance tasks, demonstrations, projects, and/or essays. To ensure equity for all students, assignments for evaluation and tests or exams are to be completed, whenever possible, under the supervision of a teacher."

– *Growing Success, Assessment, Evaluation, and Reporting in Ontario Schools*,  
Ministry of Education, 2010, p. 39

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When developing an independent study project or rich performance task and the success criteria, it is important that the co-op teacher involves:

- the co-op student;
- the supervisor;
- the related course teacher, where necessary.

The co-op students connect their learning with the overall expectations from their related course to refine, extend, apply, and practise the skills and knowledge from that course. The supervisor knows what tasks and opportunities they will need to provide for the students to allow them to demonstrate their learning.

What Is a Rich Performance Task?

A rich performance task provides an opportunity for the cooperative education course to go beyond the work experience and the day-to-day entry-level job skills the student may be learning. A rich performance task is based on what is most essential in the curriculum expectations referenced on the PPLP, the opportunities that are provided by the placement, and the student's interests. Rich performance tasks are created with input from the co-op teacher, the student, and the placement supervisor. Characteristics of a quality rich performance task include:

- use of authentic information;
- use of thinking skills;

- consideration of the student's learning styles and preferences;
- cooperative learning.

A student's level of achievement should be judged against the levels in the achievement chart of the related course. The tasks should allow the student to demonstrate proficiency in all four categories. A rich performance task allows for a range of performance levels and variations in the end products with a strong link between the expectations defined in the PPLP and the tasks.

Creating the Independent Study Project or Rich Performance Task

The teacher, supervisor, and student each has a role to play in creating an independent student project or rich performance task. When creating the project, it's important that all involved consider the related course expectations; the co-op course expectations; the type of placement; and the student's interests, preferences, and readiness to learn.

What is an independent study project?

There are four main steps involved in creating an independent study project:

1. Define the learning goal(s) based on expectations from the PPLP.
2. Determine the success criteria.
3. Describe the assessment and instructional strategies that will develop the student's knowledge and skills. Scaffold and differentiate the learning to meet the student's learning needs and goals.
4. Design the feedback and self- and peer assessment which will inform the teaching and learning process.

FAQs

What do I want students to learn from the independent study project?

The independent study project enables students to demonstrate their understanding of the relationship between their placement experiences, skill development, personal learning goals, and the curriculum expectations of the related course and the co-op course expectations.

How will I know what students have learned from this project?

You will know what students have learned by applying the success criteria to conversations, presentations, and products related to their project. This learning will be measured at key points during the process with feedback from the teacher and the supervisor.

How will I assess and monitor the student's progress with the independent study project or rich performance task?

Monitoring meetings and integration sessions occur throughout the placement and offer the opportunity to discuss and/or observe learning and assess the student's progress based

on clearly communicated criteria. Other options for assessment of learning include giving feedback, questioning, peer and self-assessment, and revising the project to respond to changes at the placement.

How will I respond to students who aren't making satisfactory progress?

Providing ongoing monitoring and frequent feedback are essential to student success in this project. The placement supervisor can assist the student's success by expanding and adjusting learning opportunities at the placement. Through the monitoring meetings, the teacher can review and revise the project and discuss next steps.

When would I use a rich performance task?

A rich performance task can be used when the placement is unable to offer students an opportunity to demonstrate learning associated with some of the expectations in the PPLP. It may be part of the 70% term work or part of the 30% summative activity (ies) in the cooperative education course.

How do I create a rich performance task?

Ongoing discussions about the rich performance task and opportunities to revise it, keep it relevant and interesting. Initially, the rich performance task may feel like a “work in progress”. The key is to make a start, try it out, assess, and then refine it. Ask yourself, “Why did I choose these expectations? These learning strategies? These assessment and evaluation strategies?” This reflection helps you to work efficiently and effectively, while taking into consideration the student's learning goals, placement experiences, and the expectations included in the PPLP.

Where can I find some examples of rich performance tasks?

A resource for samples of rich performance tasks can be found at <http://www.edu.gov.on.ca/eng/studentssuccess/pathways/pplp/samples.html>. Please note that the course expectations used in the sample independent study projects available at the URL above are not reflective of the revisions that have been made to the ministry curriculum documents.

How will I assess and monitor the student's progress with the independent study project or rich performance task?

Monitoring meetings and integration sessions (see Chapter 7) occur throughout the placement and offer the opportunity to discuss and/or observe learning and assess the student's progress based on clearly communicated criteria. Other options for assessment of learning include giving feedback, questioning, peer and self-assessment, and revising the project to respond to changes at the placement.

How will I respond to students who aren't making satisfactory progress?

Providing ongoing monitoring and frequent feedback are essential to student success in this project. The placement supervisor can assist the student's success by expanding and adjusting the learning opportunities at the placement. Through the monitoring meetings the teacher can review and revise the project and discuss next steps.

7. Monitoring Meetings

The PPLP is the key tool used to direct monitoring meetings.

To get the most out of their placement, students need constructive feedback that relates their performance to expectations and learning goals as expressed in the PPLP.

Monitoring meetings may include discussions and/or demonstrations related to items on the PPLP, which may include:

- related course expectations;
- co-op expectations;
- employer expectations;
- apprenticeship training standard tasks;
- essential skills and work habits, employability skills;
- specific tasks included in the OSP work plan;
- components of the independent study project;
- employer performance appraisal;
- teacher-directed tasks to extend the learning related to the expectations included on the PPLP.

As you can see from the quotation below, assessment of the cooperative learning experience is an ongoing process of observation and documentation. The monitoring meeting is where much of this assessment work takes place.

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"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
- 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 cooperative education 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.

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 or next steps. This documentation must be maintained as part of the student's records."

– *Cooperative Education and Other Forms of Experiential Learning, Section 2.5.2,*  
Ministry of Education, 2000

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The following questions and answers provide insight into how to get the most out of your monitoring meetings – for students, teachers, supervisors, and employers.

## **FAQs**

### **How can I use the regular monitoring meetings to effectively assess student learning?**

Using the PPLP to guide the discussion will help you to ensure that everyone involved gets the most out of the meetings. When the PPLP has been developed with input from the co-op teacher, the student, the employer, and the related-subject teacher, the PPLP becomes the key tool for directing the monitoring of student learning at the placement. In the article “The Secret of Success Criteria” Melanie Greenan states, “When teachers know clearly what they are looking for and the students understand what they are trying to achieve ... learning targets become logical as students actively seek to meet missing success criteria.”<sup>1</sup>

The PPLP provides the basis for discussion and descriptive feedback regarding:

- student learning connected to the related course, co-op, and employer expectations and to student learning goals;
- skills that have been developed or those that are being developed;
- next steps and possibly new steps to improve student learning;
- safety at the placement;
- student interaction with other employees.

### **What should I discuss during the monitoring meeting?**

The following table shows at a glance what you should discuss at the monitoring meeting at various phases throughout the student's placement.

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1. Greenan, Melanie. (2011) The Secret of Success Criteria. *Principal Connections*, Vol. 14, Issue 3, 10–13.



| <b>Initial Meeting<br/>(prior to placement)</b>                                                         |                                              |                                                       |
|---------------------------------------------------------------------------------------------------------|----------------------------------------------|-------------------------------------------------------|
| Personalized Placement Learning Plan (PPLP) expectations and learning opportunities, OYAP opportunities | Employer procedures regarding student        | Assessment and evaluation                             |
| Student's placement interests                                                                           | Confidentiality/safety/safe schools/policies | Student accommodations                                |
| Board policies/work education agreement form                                                            | Dress code                                   | Weekly logs                                           |
| Placement hours, breaks, etc.                                                                           | Transportation/driving/forms                 | Student orientation                                   |
| Punctuality, attendance                                                                                 | Placement assessment                         | Integration and independent study project assignments |

| <b>First Monitoring Meeting</b>                                  |                                                  |                                     |
|------------------------------------------------------------------|--------------------------------------------------|-------------------------------------|
| PPLP expectations and learning opportunities, OYAP opportunities | Student's placement interests and learning goals | Punctuality, attendance weekly logs |

| <b>Ongoing Meetings</b>                                 |                                                                     |                                                       |
|---------------------------------------------------------|---------------------------------------------------------------------|-------------------------------------------------------|
| Student assessment/evaluation                           | Achievement of placement tasks                                      | Interest/enthusiasm for work                          |
| Duties, new learning, new learning opportunities        | Productivity/initiative regarding new learning opportunities        | Student accommodations                                |
| Learning regarding the PPLP related course expectations | Dress code                                                          | Weekly logs                                           |
| Safety, equipment used, training                        | Assessment forms                                                    | Photographs/reference letters                         |
| Punctuality, attendance                                 | Descriptive feedback and steps for improvement and further learning | Integration and independent study project assignments |

| Final Meeting                                                    |                                             |                               |
|------------------------------------------------------------------|---------------------------------------------|-------------------------------|
| Student assessment/evaluation                                    | Future career opportunities for the student | Photographs/reference letters |
| Growth/improvement/safety                                        | Placement supervisor appreciation           | Student accommodations        |
| Discussion of learning regarding the related course expectations | Program assessment                          | Final performance appraisal   |
| Independent study project                                        | Involvement for upcoming semester/year      | Any other items               |

**What exactly do I need to do to ensure that each monitoring meeting is productive and contributes to the student's success at the placement?**

At the monitoring meeting the teacher:

- observes the student demonstrating the tasks related to the expectations;
- uses the criteria to assess the student's learning;
- provides descriptive feedback;
- includes the supervisor in the discussion;
- asks the student to reflect on progress and determine next steps;
- documents assessment and completes monitoring meeting notes. (See Appendix 5 on pages 46–48 for examples of the Cooperative Education Monitoring Meeting Student Assessment forms.)

# Appendix 1:

## Cooperative Education Course Expectations

The following expectations are taken from Section 2.3 of Cooperative Education and Other Forms of Experiential Learning, 2000. (Note, however, that those in the Job Readiness section have been updated to reflect the career studies course in the revised 2006 Guidance and Career Studies curriculum.) The expectations are grouped by topic and coded (e.g., J1–J4, H1–H8) for ease of reference in this document.

### **TOPIC – Job Readiness**

In pre-placement orientation, students will review and apply the knowledge and skills they acquired through the achievement of the following expectations in the Preparation for Transitions and Change strand of the compulsory Grade 10 career studies course:

- J1 create effective résumés and cover letters for the work-search process, using wordprocessing software and appropriate formatting, vocabulary, and conventions;
- J2 demonstrate the ability to complete job applications effectively;
- J3 demonstrate the ability to prepare effectively for the job interview process (e.g., setting up appointments; delivering résumés and applications; identifying and preparing answers to common interview questions; preparing follow-up activities, including thank-you letters);
- J4 identify common interview questions and demonstrate the ability to respond appropriately and effectively.

### **TOPIC – Health and Safety**

In pre-placement orientations, students will demonstrate the following:

- H1 an understanding of workplace health and safety rules;
- H2 the appropriate use of safety equipment, including fire extinguishers and smoke and carbon monoxide detectors;
- H3 an understanding of the need for personal protective equipment, including goggles, gloves, boots, and aprons;
- H4 an understanding of the Occupational Health and Safety Act;
- H5 the correct handling of materials and equipment as specified in the Workplace Hazardous Materials Information Systems (WHMIS) training program;
- H6 an understanding of the coverage provided by the Workplace Safety and Insurance Act;
- H7 the procedures for reporting accidents;
- H8 the procedures for reporting unsafe practices.

### ***TOPIC – Rights and Responsibilities***

In pre-placement orientation, students will demonstrate self-assessment skills, job-readiness skills, and an understanding of the following:

- R1 the school and placement expectations that they are to achieve in the cooperative education course;
- R2 placement-specific workplace health and safety considerations;
- R3 issues relating to confidentiality and the right to privacy, as outlined in the Freedom of Information and Protection or Privacy Act;
- R4 work ethics and the responsible use of information technology;
- R5 the individual's right to function in a climate free from abuse and harassment;
- R6 relevant sections of the Employment Standards Act and the Human Rights Act;
- R7 the history and role of labour unions;
- R8 appropriate methods of dealing with and reporting concerns or problems at the placement.

### ***TOPIC – Workplace Opportunities and Challenges***

During their integration sessions and by the end of the cooperative education course, students will:

- W1 demonstrate the ability to access related career information;
- W2 demonstrate an understanding of labour market trends and of the nature of the workplace in the future;
- W3 demonstrate an understanding of the changing role of men and women at work;
- W4 demonstrate an understanding of issues relating to human rights, discrimination, harassment, and disability;
- W5 demonstrate the ability to produce an effective exit resume.

### ***TOPIC – Reflective Learning***

During their integration sessions and by the end of the cooperative education course, students will:

- RL1 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;
- RL2 reflect on and analyse their placement experiences;
- RL3 reinforce the job-skills theory acquired in the classroom and the skills, techniques, and principles learned at the placement.

# Appendix 2: Ontario Skills Passport Work Plan: Sample for Retail Sales Placement



## Skills and Tasks

*Skill levels are assigned to workplace tasks:*

*Level 1 tasks are the least complex and level 4/5 tasks are the most complex.*

| <b>Student's Name:</b>                                                                                                                                   |                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| <b>NOC Code:</b> 6421                                                                                                                                    | <b>Occupation:</b> Retail Sales Associates |
| <b>Writing</b>                                                                                                                                           |                                            |
| Tasks Performed                                                                                                                                          | Check if demonstrated                      |
| Writes delivery information clearly on packages which are to be picked up by a courier. (1)                                                              |                                            |
| Writes reminder notes about tasks to be completed. (1)                                                                                                   |                                            |
| Writes phone messages and records price quote information taken by phone. (1)                                                                            |                                            |
| Writes invitation notes and thank-you cards to customers. (1)                                                                                            |                                            |
| Writes entries in supplier and service information books to keep them up to date. (2)                                                                    |                                            |
| Writes letters to customers to follow up on requests for more information on a product line. (2)                                                         |                                            |
| Writes shoplifting and incident reports. This writing must be precise and accurate since such reports may be used in court. (3)                          |                                            |
| Writes articles for company newsletters or material for product presentations, such as fashion shows. Often such material is written to entertain. (3)   |                                            |
| Writes feedback reports to head office or to supervisors to provide information on the success of present promotions and suggestions for the future. (3) |                                            |

## Document Use

| Tasks Performed                                                                                                                                                                                                                                                         | Check if demonstrated |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| Reads signs which indicate departments and sales items. (1)                                                                                                                                                                                                             |                       |
| Reads SKU identification codes on products and in product catalogues, and reads model numbers on products brought in for repair or exchange. (1)                                                                                                                        |                       |
| Reads lists or Rolodex entries of customer names, addresses, and products purchased. (1)                                                                                                                                                                                |                       |
| Reads labels on shelves or on products. (1)                                                                                                                                                                                                                             |                       |
| Reads reports such as void reports (showing sales voided in the cash register), daily business reports (DBR), transaction reports, and monthly health and safety reports. (2)                                                                                           |                       |
| Reads vendor catalogues to find information on products. (2)                                                                                                                                                                                                            |                       |
| Prepares invoices for customers. (2)                                                                                                                                                                                                                                    |                       |
| Completes purchase orders for suppliers and inventory replenishment. (2)                                                                                                                                                                                                |                       |
| Refers to tables showing the criteria for size selection of various products. (2)                                                                                                                                                                                       |                       |
| Reads schedules of employee shifts and breaks. (2)                                                                                                                                                                                                                      |                       |
| Completes a variety of forms such as purchase orders, special order forms, return forms, delivery forms, employee discount forms, deposit forms, and repair forms. These forms must be filled in precisely and accurately to avoid mix-ups in product transactions. (2) |                       |
| Refers to assembly drawings of cars. (Car rental agents). (2)                                                                                                                                                                                                           |                       |
| Reads lists and books of rate codes to find the right code for the vehicle and rental period. (Car rental agents). (2)                                                                                                                                                  |                       |
| Reads charts showing various categories of customer complaints. (2)                                                                                                                                                                                                     |                       |
| Interprets planograms, diagrams which show how display areas are to be set up. The planograms give dimensions of the various parts of the display and have a legend to help in their interpretation. (3)                                                                |                       |
| Fills in vehicle accident report forms, providing a description of the accident and a diagram of roads and intersections. (Car rental agents). (3)                                                                                                                      |                       |

## Computer Use

| Tasks Performed                                                                                                                    | Check if demonstrated |
|------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| Uses laser radio terminals (LRTs) to make labels, control inventory, and determine which stores have specific products. (1)        |                       |
| Uses communications software. For example, receives email from other stores and from head office. (1)                              |                       |
| Uses computer applications, such as computer-controlled equipment. For example, uses computerized cash registers and scanners. (1) |                       |
| Uses word processing. For example, writes letters or quotations to customers. (2)                                                  |                       |
| Uses a database. For example, looks up customer names, addresses, and product information. (2)                                     |                       |

## Reading Text

| Tasks Performed                                                                                                                                                                 | Check if demonstrated |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| Reads notes from supervisors or from co-workers from an earlier shift providing status reports or reminders of tasks to be completed. (1)                                       |                       |
| Reads product labels for information on the care of products, such as fabrics, and for instructions on the use of products, such as pharmaceuticals or automotive products. (1) |                       |
| Reads comment cards filled in by customers. (1)                                                                                                                                 |                       |
| Reads email messages from personnel in other stores concerning the availability of products. (1)                                                                                |                       |
| Reads company guidelines governing the stocking and replenishing of supplies. (2)                                                                                               |                       |
| Reads information sheets explaining what items will be highlighted in special sales promotions. (2)                                                                             |                       |
| Reads newsletters and fashion magazines dealing with product lines. (2)                                                                                                         |                       |
| Reads bulletins and guidelines about health and safety and loss prevention. (2)                                                                                                 |                       |
| Reads reports on injuries or accidents in the store. (2)                                                                                                                        |                       |
| Reads notices and benefit forms from head office concerning personnel matters. (3)                                                                                              |                       |
| Reads product warranties and related notices concerning limitations to manufacturer liability. (3)                                                                              |                       |
| Reads cashier manuals with information about various machine functions, such as how to reduce prices, and manuals relating to operations, suppliers, and computer programs. (3) |                       |

## Problem Solving

| Tasks Performed                                                                                                                                                                                                                                                                     | Check if demonstrated |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| Merchandise has not been properly tagged. Retags it to avoid customer confusion. (1)                                                                                                                                                                                                |                       |
| A customer has left a purchase behind in the store. If possible, checks sales records to establish ownership and then calls the customer to give reassurance of safe keeping. As an extension of customer service, arranges for a courier to deliver the article. (1)               |                       |
| A product promised by a local supplier has not been delivered by the day that was arranged for the customer to pick it up. Phones other stores or makes a personal visit to the supplier to obtain the product as quickly as possible. (1)                                          |                       |
| Time management problems have arisen because displays need to be set up and prepared for special promotions and customers need to be served at the same time. May call upon co-workers to assist or may request overtime to complete the tasks. (1)                                 |                       |
| A hydro outage puts cash registers out of commission. If possible, completes a sale in progress manually and follows established security procedures to clear the store of all other customers until power has been restored. (2)                                                   |                       |
| A customer's behaviour is considered to be suspicious. Either calls loss-prevention personnel or sticks closely beside the person to prevent a probable theft from taking place. (2)                                                                                                |                       |
| Certain models or sizes of cars are not available when a customer arrives to pick up a reserved car. Contacts another branch to see if an appropriate vehicle can be made available quickly or asks the customer if a different make of car is acceptable. (Car rental agents). (2) |                       |

## Oral Communication

| Tasks Performed                                                                                                                           | Check if demonstrated |
|-------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| Greets customers and makes general conversation to make them feel comfortable in the store. (1)                                           |                       |
| Interacts with suppliers or manufacturers to seek clarification on the characteristics of products or to verify their availability. (1)   |                       |
| Interacts with customers to explain the features of products, respond to customer inquiries, and to persuade them to make a purchase. (2) |                       |
| Reassures customers about the suitability of the purchases they have made and of the ease of accessing post-sales service. (2)            |                       |
| Communicates with store/mall security personnel or with police officers to provide information on loss. (2)                               |                       |
| Communicates with store owners or supervisors to discuss inventory and sales, and to explore how store procedures may be improved. (2)    |                       |
| Negotiates with co-workers to resolve misunderstandings about territory or the sharing of responsibilities. (3)                           |                       |

## Numerical Estimation

| Tasks Performed                                                                    | Check if demonstrated |
|------------------------------------------------------------------------------------|-----------------------|
| Estimates the length of time it will take to set up a display. (1)                 |                       |
| Estimates the size of an item which is most likely to be right for a customer. (1) |                       |

## Money Math

| Tasks Performed                                                                 | Check if demonstrated |
|---------------------------------------------------------------------------------|-----------------------|
| Handles cash, credit card and debit card transactions, and provides change. (1) |                       |
| Calculates discounts, taxes ,and currency exchange. (2)                         |                       |

## Measurement and Calculation

| Tasks Performed                                                                                                                                                          | Check if demonstrated |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| Measures floor space in order to plan the placement of display items. (1)                                                                                                |                       |
| Measures products, such as pieces of plywood, yards of material, or dimensions for rubber stamps. (1)                                                                    |                       |
| Calculates quantities, such as the quantity of material required to cover a window of certain dimensions, taking into account the fullness required by the customer. (2) |                       |



## Job Task Planning and Organizing

| Tasks Performed                                                                                                                                                                                                                                                                                                                                                 | Check if demonstrated |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| Organizing for special events such as fashion shows, jewellery remodelling, sidewalk sales, or group tours requires planning a week or more in advance. In addition, planning and co-ordination of tasks with other staff is required to manage the counting of inventory and re-ticketing of all floor items within acceptable time frames. (2)                |                       |
| Retail sales associates plan their workdays in conjunction with supervisors. Customer service takes first priority, with various other tasks relating to inventory, promotions, and displays being integrated into the work plan. There are frequent interruptions to these additional tasks caused by the volume of walk-in customers and telephone calls. (2) |                       |

## Finding Information

| Tasks Performed                                                                                                 | Check if demonstrated |
|-----------------------------------------------------------------------------------------------------------------|-----------------------|
| Contacts suppliers or manufacturers to explore the features or clarify the specifications of products. (1)      |                       |
| Contacts branch stores by telephone or email to determine the availability of items requested by customers. (1) |                       |
| Refers to product books and catalogues to find the range of items offered in various product lines. (2)         |                       |
| Refers to cashier and operations manuals to find out how to do a rarely used transaction. (2)                   |                       |

## Decision Making

| Tasks Performed                                                                                                                                                          | Check if demonstrated |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| Decides whether to remove soiled items of low price from inventory. (1)                                                                                                  |                       |
| Decides whether to match a price offered by another store if the price variance is not too wide. (1)                                                                     |                       |
| Decides what percentage discount to offer on a damaged product. (1)                                                                                                      |                       |
| Decides whether to accept returns or make exchanges. (2)                                                                                                                 |                       |
| Decides when to stop taking reservations for certain types of cars. Makes these decisions based on the monitoring of the inventory of vehicles. (Car rental agents). (2) |                       |
| Decides how to adapt a display planogram to the unique circumstances of the store. (3)                                                                                   |                       |

## Data Analysis

| Tasks Performed                                                                         | Check if demonstrated |
|-----------------------------------------------------------------------------------------|-----------------------|
| Reads and interprets sales statistics comparing sales over various periods of time. (1) |                       |

### Other Tasks

| Tasks Performed | Check if demonstrated |
|-----------------|-----------------------|
|                 |                       |
|                 |                       |
|                 |                       |

### Demonstrations of Work Habits

| Work Habits           | Description                                                                                         | Check if demonstrated |
|-----------------------|-----------------------------------------------------------------------------------------------------|-----------------------|
| Working Safely        | Works in a manner that prevents injury to self and others.                                          |                       |
|                       | Reports unsafe conditions.                                                                          |                       |
|                       | Participates in health and safety training as required.                                             |                       |
|                       | Uses and wears all protective equipment and devices.                                                |                       |
| Teamwork              | Works willingly with others.                                                                        |                       |
|                       | Shows respect for ideas and opinions of others.                                                     |                       |
|                       | Takes responsibility for his or her share of the work.                                              |                       |
|                       | Contributes to the team's efforts by sharing information, resources, and expertise.                 |                       |
| Reliability           | Is punctual.                                                                                        |                       |
|                       | Follows directions.                                                                                 |                       |
|                       | Gives attention to detail.                                                                          |                       |
|                       | Uses time effectively and produces work on time.                                                    |                       |
|                       | Acts in accordance with health and safety practices.                                                |                       |
| Organization          | Organizes work priorities when faced with a number of tasks.                                        |                       |
|                       | Devises and follows a coherent plan to complete a task.                                             |                       |
|                       | Revises the plan when necessary to complete a task or to make improvements.                         |                       |
| Working Independently | Accomplishes tasks independently.                                                                   |                       |
|                       | Independently selects, evaluates, and uses appropriate materials, tools, resources, and activities. |                       |
|                       | Uses prior knowledge and experience to solve problems and make decisions.                           |                       |
| Initiative            | Begins and completes tasks with little prompting.                                                   |                       |
|                       | Approaches new tasks with confidence and a positive attitude.                                       |                       |
|                       | Seeks assistance, when necessary.                                                                   |                       |
| Self-advocacy         | Asks questions and seeks clarification, where appropriate.                                          |                       |
|                       | Identifies and makes use of appropriate resources and support, when needed.                         |                       |
|                       | Is proactive regarding individual rights and responsibilities, where appropriate.                   |                       |

(Continued)

| Work Habits      | Description                                                      | Check if demonstrated |
|------------------|------------------------------------------------------------------|-----------------------|
| Customer Service | Listens effectively to determine and meet client's needs.        |                       |
|                  | Interacts positively with both co-workers and clients/customers. |                       |
|                  | Endeavours to meet and exceed expectations.                      |                       |
|                  | Creates a positive impression of the company or organization.    |                       |
| Entrepreneurship | Recognizes and acts on opportunities.                            |                       |
|                  | Shows perseverance.                                              |                       |
|                  | Is innovative and creative.                                      |                       |
|                  | Is versatile and resourceful.                                    |                       |

### Employer Information

| Company Name | Supervisor's Name | Phone Number | Email | Duration of Placement |
|--------------|-------------------|--------------|-------|-----------------------|
|              |                   |              |       |                       |

### Employer Comments

### Employer Signature:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

# Appendix 3: Student Activity for Integrating the OSP Work Plan with the PPLP during Pre-Placement and/or Integration

## Integrating Your OSP Work Plan with Your Personalized Placement Learning Plan (PPLP) – Cooperative Education Department

**Due Dates:**                      **Part I: Part II: Part III:**

### Part I

Mark =            / 15 (Thinking)

During pre-placement or during an integration day, you will have the opportunity to develop your OSP work plan based on the type of placement you have chosen for Cooperative Education.

1. Using a pencil, check off all of the tasks under the Essential Skills that you would like to have the opportunity to experience and develop some competency in and that you think you will be allowed to perform.

Remember that this is being evaluated under “Thinking”, so make sure that you are critically/realistically thinking about what will be possible.

### Part II

Mark =            / 15 (Communication)

During the first few weeks at your placement, you will talk to your employer about all the things that you will be doing while at your co-op placement. You will need to write down:

1. All of the specific job-related tasks that you will be doing while at the work placement.
2. All of the employer expectations that your employer has – e.g., time management, good communication skills, answering phones, etc.

AND

Share your OSP work plan with your supervisor and come to agreement about which tasks/duties/skills you will be able to experience and develop competency in.

With a blue pen, check off the tasks/duties/skills that you and your supervisor have agreed upon.

### Part III

Mark = / 15 (Application)

Update your copy of the PPLP and OSP work plan and return it to the Co-op Teacher on the specified Integration day \_\_\_\_\_ (date).

Directions:

- With a pen and ruler, strike out the duties listed on the PPLP which you have not been doing on your job.
- Write in, neatly, duties which you have been doing but are not already listed on the PPLP.
- Edit your work plan (pencilled check marks) and update your copy of the PPLP, listing tasks/duties/skills that you will experience (as agreed upon with your supervisor).
- Show the adjusted plan to your employer to see if what you have, adequately describes your job. Ask your employer to sign the cover page.

# Appendix 4:

## Developing an Independent Study Project

The independent study project demonstrates an understanding of the relationship between the placement experience and the curriculum expectations of the related course (*Cooperative Education and Other Forms of Experiential Learning*, Section 2.3.2, Ministry of Education, 2000).

Consider the following questions when developing the independent study project:

- Is there a clear and transparent link to the related course?
- Are the tasks appropriate, meaningful, engaging, and authentic?
- Does the task extend the co-op experience and allow students to refine, extend, apply and practise the learning from the related course?
- Is the design-down process used? (What do I want the student to demonstrate? What are skills and knowledge the student will learn by the end of this experience?)
- Is it worthwhile for the student to perform this task at the placement?
- Can the student perform this task in a classroom? If so, then is the task appropriate for placement?
- Have you created subtasks (chunking) that will assist the student in practising and refining skills that he or she will need to complete the culminating task?
- Have you reviewed the expectations on the PPLP to focus on the key areas of learning?
- Have you included both the overall and the specific expectations?
- Have you kept in mind that the independent study project does not have to cover all of the expectations in the PPLP?
- Have you taken into consideration that the independent study project can be part of both the 70% and 30% of the evaluation, or just the 30%?
- Have you considered the criteria you will use and the evidence you will gather to determine the level of the student learning. Have you included the student in this process?
- Have you considered the achievement chart for the related subject in the planning stage and incorporated it in your assessment strategy?
- Have you conferenced with the placement supervisor to determine learning opportunities at the placement, discussed course expectations, and determined which independent study project might be appropriate for the student?
- Have you offered options and been flexible in accommodating student learning styles and preferences?
- Have you challenged the student to go beyond what he or she has learned in the classroom and to focus on his or her interests and learning goals?

- Have you taken advantage of the fact that the independent study project or rich performance task gives the student a “focus” at the placement – a reason why he or she may need to speak to others at the placement? “I have an assignment for school that I need to do. Could I interview you ...?”
- Have you made sure that the placement supervisor is aware that the independent study project or rich performance task provides a “focus” – an idea of what learning the student is working to attain while at the placement?
- Have you used the independent study project or rich performance task as one way to get the student to “buy in” by encouraging the student to play a key role in determining what is included in the independent study project or rich performance task?

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# Appendix 5: Sample Monitoring Meeting Forms for Assessing Students at a Retail Sales Placement

**Student's Name:** Melanie Smith

**Date:** March 15, 2013

**CourseCode:** GLD2OS

## Overall Expectations

Identify and describe the workplace essential skills necessary for success in life, school, and work.

The student will identify and use effectively the interpersonal and teamwork skills and strategies required when working with others in the school or community.

The student will demonstrate an understanding of:

- workplace health and safety;
- placement specific health and safety considerations.

## Demonstrations of Learning

Prepare the Ontario Skills Passport (OSP) for use at the placement and then develop the Essential Skills that are included in the Retail Sales Associates Work Plan.

- Greets customers and makes general conversation to make them feel comfortable in the store
- Works in a manner that prevents injury to self and others
- Reports unsafe conditions
- Participates in health and safety training as required
- Uses and wears all protective equipment and devices

Prepare the Ontario Skills Passport (OSP) for use at the placement and then develop the Essential Skills that are included in the Retail Sales Associates Work Plan.

- Greets customers and makes general conversation to make them feel comfortable in the store.
- Works in a manner that prevents injury to self and others
- Reports unsafe conditions
- Participates in health and safety training as required
- Uses and wears all protective equipment and devices



### Sample Achievement Chart

| Achievement Category<br>Criteria That Might Be Used                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 1<br>(50-59%)         | 2<br>(60-69%)      | 3<br>(70-79%)              | 4<br>(80-100%)               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|--------------------|----------------------------|------------------------------|
| <b>Knowledge/Understanding</b> <ul style="list-style-type: none"> <li>• Demonstrates an understanding of concepts, principles, theories</li> <li>• Demonstrates an understanding of relationships between concepts and/or principles and ideas</li> </ul>                                                                                                                                                                                                                                                                                                                                                              | Limited Effectiveness | Some Effectiveness | Considerable Effectiveness | High Degree of Effectiveness |
| <b>Thinking</b> <ul style="list-style-type: none"> <li>• Demonstrates use of critical/creative thinking processes (e.g., problem solving from a variety of perspectives, decision making)</li> <li>• Inquiry skills (e.g., formulating questions, planning; selecting strategies and resources, analyzing and interpreting information, forming conclusions)</li> </ul>                                                                                                                                                                                                                                                | Limited Effectiveness | Some Effectiveness | Considerable Effectiveness | High Degree of Effectiveness |
| <b>Communication</b> <ul style="list-style-type: none"> <li>• Demonstrates expression and organization of ideas and information</li> <li>• Communicates information, ideas, and experiences</li> <li>• Uses language, symbols, visuals, and technologies</li> <li>• Communicates for different audiences and purposes</li> <li>• Uses various forms of communication and technologies (e.g., reports, memos, invoices, letters, and emails)</li> </ul>                                                                                                                                                                 | Limited Effectiveness | Some Effectiveness | Considerable Effectiveness | High Degree of Effectiveness |
| <b>Application</b> <ul style="list-style-type: none"> <li>• Demonstrates the application of knowledge/skills making connections within and between</li> <li>• Applies ideas, skills, and procedures in familiar contexts</li> <li>• Transfers ideas and skills to new contexts</li> <li>• Applies procedures, processes, equipment, and current technologies (e.g., uses the internet, telecommunication technologies, and scanners)</li> <li>• Provides explanations that incorporate new understandings</li> <li>• Makes connections (e.g., between experiences at the workplace and the related subject)</li> </ul> | Limited Effectiveness | Some Effectiveness | Considerable Effectiveness | High Degree of Effectiveness |

## Anecdotal Notes

**Date:** March 15, 2013

**What was observed?**

**Descriptive feedback given?**

**Next steps discussed?**

### Observations:

- Melanie uses language appropriate to the retail setting and encourages customers to ask for more information and suggestions – needs to speak louder to ensure she can be heard and make an impact on the customer. Using eye contact and turning to face the customer will help create comfort and rapport with the customers.
- When directing customers to specific products, Melanie speaks in general terms but does not provide specific information related to the specific product. She needs to learn a little more about the lines by asking supervisors questions when customers are not around. She may want to ask for product information sheets to become more knowledgeable of the products.
- Ensures that she works in a safe way: she made sure the water was wiped from the floor to avoid slips and falls. She assisted the supervisor with clearing the work space as they transitioned from one season to another, when many products had to be packed and readied for shipping back to warehouse.

### Supervisor Comments:


- Melanie has begun to know the names of the other employees and is starting to be comfortable with the product lines sold by the retail store.
- Willingly assists with set-up in the morning – needs some direction, but once she understands what needs to be done, she gets down to the task
- Needs to ask more questions when she is not sure of something
- Has worked one on one with some of the customers
- The other employees are enjoying having Melanie as part of the team. They look forward to her coming in for her co-op hours.

### Student Comments:

- I'm getting to know the names of my colleagues in the store.
- I'm starting to know the different products sold in the store and how to sell them to customers. When I come in each day, I ask what new products have been put on the floor.
- I'm starting to know what the routines of the store are: when I come in each day, Mrs. Roperom has a folder with a list of what she wants me to do to assist her.
- I really love working with the other employees and serving customers.
- I've been able to set up one display so far and really enjoyed the creative aspect of it.
- Some of the customers can be pretty demanding and almost rude. It takes a lot of energy to continue to smile and try to provide good service.
- I think I need to learn more about each product line in the store. This will help to serve customers better so they leave the store happier.
- I'd like to do more display set-ups in the coming weeks and work on better sales techniques; I hope my supervisor will be able to help with this when it is not busy in the store.

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