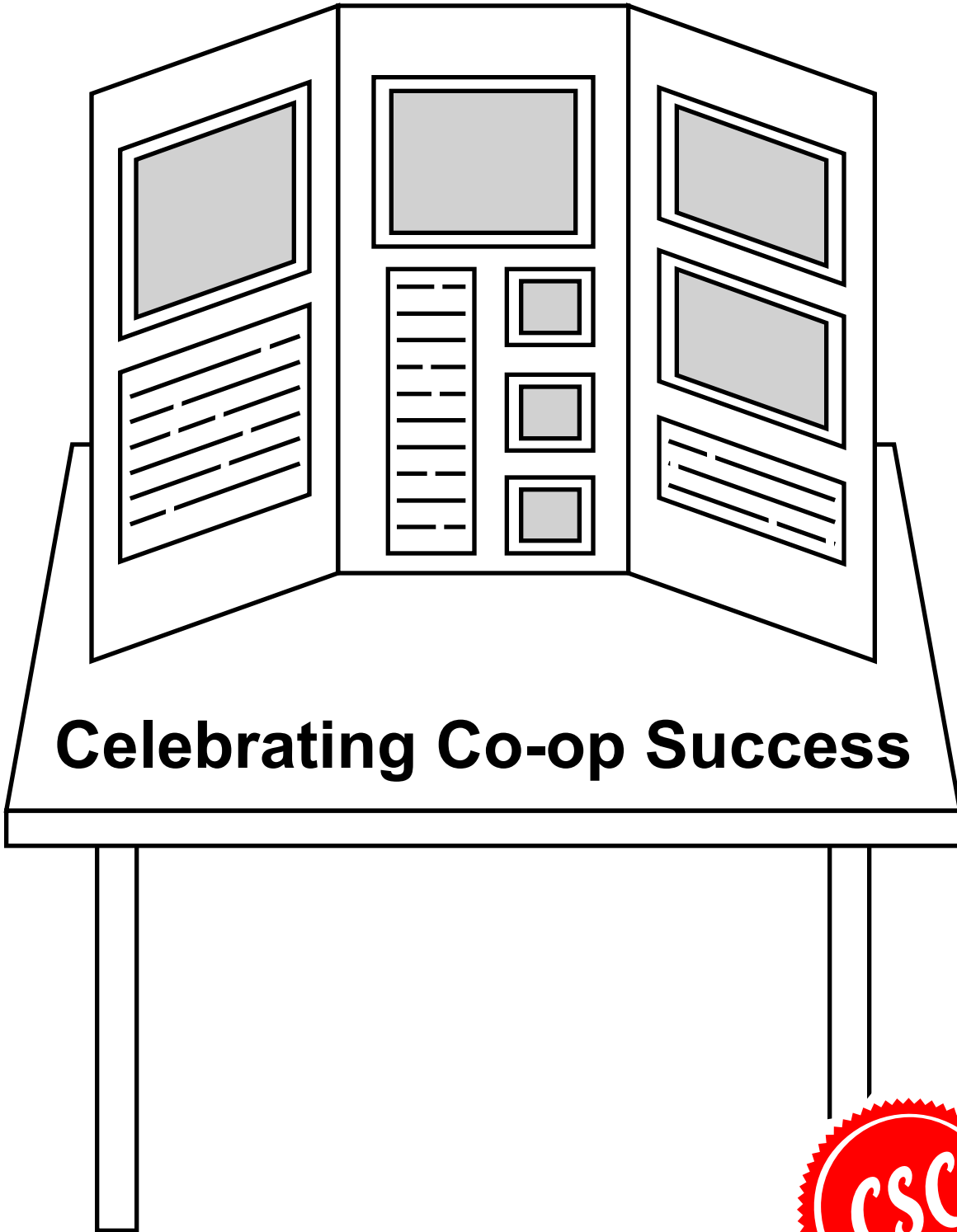


Job Fair Showcase



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Dedication

I would like to dedicate this project to the members of Peel's Cooperative Education Teacher's Association (PCETA) – they are a great group to be associated with!

Thanks also to Judy Thomas, also with the Peel District School Board, who encouraged me to pursue this project.

Finally, I would like to thank the many Co-op students I have coached through numerous Job Fairs. They have taught me a great deal!

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Introduction

Job Fair Showcase is a resource guide to assist Cooperative Education teachers and their students in staging a successful senior high Co-op Job Fair.

A Co-op Job Fair is a school-based event that allows students in Cooperative Education courses to display their placement learning and career exploration through an exhibition environment.

The resource features checklists, evaluation tools, assignments, tips, and other ideas to support Job Fair success.

The resource is presented in three stages:

- Preparing the Job Fair
- The Day of the Job Fair
- The Job Fair Wrap-up

Job Fair Showcase provides strategies and guidelines for Cooperative Education teachers and resources to use with students in class.

Meeting Curriculum Expectations

Educational jurisdictions use a variety of ways to deliver Cooperative Education programs. Cooperative Education courses have a number of common expectations that make a Job Fair a highly relevant and rewarding part of the overall program. These include:

- career exploration;
- job readiness;
- postsecondary planning;
- health and safety in the workplace;
- reflection on experiences;
- workplace rights and responsibilities;
- developing or refining presentation skills and ability;
- trends in the workplace;
- apprenticeship;
- use of technology.

Teachers may wish to identify the curriculum expectations that are most relevant for students in their programs. Examples include:

- Understand workplace health and safety rules and regulations
- Demonstrate use of personal protective equipment and other tools from placement
- Demonstrate the ability to access related career information
- Reflect on and analyse their placement experiences
- Communicate the results of their career-related research, using a variety of media
- Summarize their collected career-related information, using appropriate charts, graphs, tables, and software
- Use appropriate vocabulary, behaviour, and conventions to conduct personal information interviews

Benefits

The Job Fair provides an opportunity to:

- promote Cooperative Education, both in the school and in the community;
- assess and evaluate student performance and learning;
- liaise effectively with parents, supervisors, school administration, and staff;
- inform the student body about career exploration in the community.

For employers and supervisors, the Job Fair provides an opportunity to:

- visit their student's school and witness a measure of student achievement;
- share their expertise with students;
- help students function as a part of a team;
- gain a greater appreciation of the scope of the Co-op program.

For students in Cooperative Education, the Job Fair provides an opportunity to:

- showcase their learning at a placement and share it school-wide;
- provide evidence of how their Co-op training is influencing their personalized placement learning plan and adding to their portfolio;
- relate (perhaps make the connection between their learning at a placement and a related credit course);
- demonstrate leadership and mentor younger students in the school;
- build their confidence;
- support and promote the work done by their employer and supervisor(s).

Overall, a Job Fair when carefully planned and organized is a highly effective, creative method of integrating student work experience and achievement, which can benefit the entire school population.

Stage 1 – Preparing the Job Fair

There is an old adage in management which suggests that taking time to plan and organize will ensure that less time will be required controlling. This principle applies to the Job Fair.

Getting Started

- List the date for the Job Fair in your school agenda so that everyone knows about it.
- List it in your program outline for students and let work placement supervisors know about it when you are signing them up.
- At Parents' Night conferencing or in a phone call, invite parents/guardians to attend.
- Co-op employers may be willing to support this initiative by allowing students to work on their brochures and display designs at the placement. They might also provide advice and access to resources, e.g., technology for creating a brochure.
- Stage the Job Fair well into the program. For example, if you run a semester program, have it approximately one-half to three-quarters of the way through your program.
- Let your administration know so that it can be included in a publication of key events for the school year.
- Consider space availability to avoid conflict with other events in-school.

Variables that can affect the Job Fair

- the number of students exhibiting or displaying
- the availability of space and school resources (display tables, etc.)
- the time of year

What is a Co-op Job Fair?

- Begin the Job Fair planning by introducing the assignment. Students tell what they know about Job Fairs. As a group, discuss fairs, generally. Capture their comments in writing, linking them to the central idea, using a mind map.
- The discussion should create a mindset in which students recognize how and why fairs are held. It is important to create student interest, excitement, and anticipation so that they take ownership of the Job Fair.

Examples of Student Comments

"I remember going to the Co-op Job Fair in school last year with my Career Studies class."

"My older sister went to a Job Fair at a hotel last year. She took copies of her résumé and visited a number of booths set up by employers in the technology field. She ended up getting a job out of it!"

"I haven't been to a Job Fair but I remember participating in a science fair in elementary school. We had to put together a display board and teachers and parents came around and evaluated us."

"I have been to a show at the Convention Centre. It was a consumer show...all about video games. They had some great promotions and booths there. It was \$10.00 to get in!"

- Provide students with a definition for the Job Fair.
Note: A Co-op Job Fair is an opportunity for Co-op students to showcase and present their learning and career exploration through an exhibition or fair environment.
- Compare and contrast different types of fairs to have students understand similarities and differences in exhibitions.
- Ask: How does a Co-op Job Fair differ from other exhibitions in the world of work?

Examples

Science Fair – Held at school or in the community to display scientific concepts or procedures.

Campus Job Fairs – Held at a postsecondary institution, usually in a specific discipline. It conveniently allows employers and students to come together to discuss employment opportunities.

Commercial Job Fair – Held by employers to attract potential employees who attend booths, undergo interviews, and provide résumés and other portfolio materials.

Consumer Show – Held in a large facility for the general public to see the latest products and services available in a particular sector, e.g., golf, boating, computers, home and garden, etc.

Trade Show – Held at a large facility specifically for business people in a particular sector, e.g., book publishers stage a trade show to interest booksellers and stores. In recent publications.

Trade shows are usually restricted to members of a specific trade. Trade show booths are often judged and awarded prizes.

- Ask students why organizations display at exhibits and/or attend trade shows?
- Conclude by noting that all of these fairs have one thing in common: They all feature displays or booths that attractively and creatively present the organization's products and services while sharing information about the organization.

Suggestion

Allude to the historical origins of fairs and their importance in the late 1800s, through the 1900s, and up to the present. In a contemporary context, the Internet provides job seekers with an electronic Job Fair.

Why Have a Job Fair?

- A Job Fair provides the opportunity for students to showcase the work they are doing at their Co-op work placement. It also challenges them in terms of their creative and spatial capabilities.
- Establish the reasons why exhibiting is an important strategy for both profit and non-profit organizations.
- Consider a separate booth to showcase the Cooperative Education program at your school. Include information on career areas, e.g., apprenticeship.
- The Job Fair is usually a 3- to 4-hour event. A fair might be scheduled from 8:30 am to 12:30 pm.

Suggestion

Stage a mini Job Fair in class in the weeks leading up to the actual event as a rehearsal. Have students showcase their display and brochure at their desks, and have other students ask them questions. For example, have ten students set up at desks or small tables in a circle. The other students roam the fair, taking notes and asking questions of each student about their booth and placement.

Source: D. Maskell, Chinguacousy SS, Peel District School Board

Reasons to Exhibit or Display at a Co-op Job Fair Showcase

- To present or showcase the Cooperative Education program at your school.
- To meet the student body and staff face-to-face – an excellent networking opportunity for all.
- To project and create a positive image for the school community.
- To present solutions (ideas) for career opportunities – Younger students can see how they can incorporate Cooperative Education into their Annual Education Plan (AEP).
- To educate attendees at the Fair – Everyone learns something new from the ideas shared.
- To conduct market research – Students attending the fair can ask questions as part of a career assignment, and Co-op students can use the fair as an opportunity to do some research for their Co-op placement, e.g., a student working at a radio station might have a questionnaire to get valuable information on the listening patterns of the school demographic.
- To relate to the competition – Co-op students see what other students are doing and what constitutes an excellent booth.
- To recruit future Co-op students – The Job Fair is a good way to promote your Cooperative Education program.
- To involve the community, invite the local press, parents/guardians, employers, and Co-op supervisors. Have a room where visitors can leave their coats and have light refreshments.
- To showcase careers and opportunities through media displays – Locate your Job Fair near plug outlets, as students may use video/DVD/computers/lighting/tools, etc., at their displays.
Note: Place the onus on students to provide some or all of the electrical equipment to ensure that school property will not go missing, e.g., power bars and extension cords.
Safety Note: Tape all loose wires to the floor and out of the way of visitors. Do not overload outlets. Check with your custodians about any technical concerns.
- To distribute Co-op information and literature – Students visiting the fair pick up useful information on organizations, the Cooperative Education program, and apprenticeship.

What might the Job Fair assignment look like?

- A suggested assignment follows. Teachers should exercise professional judgment, introduce new ideas, and accommodate local considerations.
- Consider presenting the assignment to students 4-6 weeks before the Job Fair.
- Inform students' work placement supervisors of the upcoming Job Fair and that students will be discussing it with them to find out what resources they can utilize from their placement in their displays.

(Name of Your School)

The Cooperative Education Job Fair Assignment

The Cooperative Education program offers you the opportunity to explore a career of your choice. Now it's time to share your learning with staff and students.

Your experience will help you make important educational and career decisions both now and in the future.

The purpose of the Job Fair Assignment is to:

- showcase your learning to staff and students by displaying the work you have carried out at a work placement;
- inform other students about the occupational opportunities at your work placement or in your industry/employment sector;
- develop your presentation skills – both verbally and visually.

Date of Job Fair:

Location of Job Fair:

The Job Fair Assignment

Prepare a creative and attractive visual display to represent your Co-op placement and learning.

- Discuss the assignment with your supervisor(s) and teacher monitor as you develop your display.
- Both you and your display will be evaluated during the Job Fair. Your evaluation will be conducted by a number of teachers and work placement supervisors. These evaluators will ask you a series of questions about your organization, your placement, and your learning. Be prepared to discuss how your Co-op experience is impacting your education and career plans.
- There will also be an opportunity for peer and self-assessment. Evaluation will be conducted using the attached rubric.
- In-school time will be spent on producing your Job Fair brochure and determining the spatial arrangement of your display.
- Begin planning immediately rather than leave details and planning to the last minute.
Note: Consider confidentiality, safety, and security when selecting equipment, materials, and resources that you plan to display from your placement. Ask permission to remove material and equipment and to take photographs at your work placement to use at the Job Fair.
- You are responsible for the following:
 - securing the equipment and materials you require
 - preparing, setting up, and dismantling your display
 - representing your organization in a professional manner
 - answering questions about your Co-op placement and specific career field(s)

Your Job Fair Display

- You will have 2-3 metres of table display space.
- Consider including some of the following items in your display:
 - your organizational uniform – wear it along with comfortable footwear
 - safety equipment
 - tools
 - your daily or weekly placement schedule
 - a highlighted list of the learning from your placement
 - information on a specific apprenticeship, if applicable
 - photographs, videos, CDs and/or DVDs, and other audio-visual materials relevant to the placement/career
 - business cards, signs, newsletters, brochures, and other promotional materials
 - actual products/services sold/carried out at your placement
 - your portfolio with specific Co-op entries
 - a presentation of the work conducted by you and others at the placement

Note: It may be useful to purchase a white tri-fold portable display board from a business supplies outlet to design your display, or you may construct your own if you prefer.

Your Job Fair Brochure

- Prepare five copies of a brochure that informs readers about the nature of your Co-op placement. The brochure should be professional, easy to read, and error-free.
- Place a finished copy in your portfolio and provide one to each of your teacher evaluators and your teacher monitor on the day of the Job Fair.
- The brochure may be either a flyer or tri-fold brochure design. In-school time will be spent preparing a prototype of your final product, using the appropriate computer software.
- Your brochure must include the following details:
 - identification of your organization through the use of logo, trademarks, pictures, etc.
 - a brief summary of the products and services provided by your Co-op placement
 - a two to three paragraph written reflection of your Co-op experience to date, with an emphasis on how it is assisting you with your educational and career plans
 - a summary of your job title and duties (three to five of the tasks listed on your learning plan)
 - advice you have for other students considering this particular career area

Note: Indicate if you will require a power outlet and the equipment you will use (VCR, DVD, computer, etc.) at the Job Fair. Your Co-op teacher will advise you as to what, if any, equipment will be provided by your school.

Safety Note

- The Job Fair will be a busy and possibly congested place at times.
- Take care in and around your booth.
- Displays must be free from obstructions and safety hazards.
- You must remain at your display to ensure booth security.
- Your teacher will review safety procedures with you.

What does a Job Fair checklist look like?

- Many Cooperative Education programs work in a team environment. Whether your Job Fair is organized by a single person or by a team, it is important to have a checklist to make sure that details are covered.

Sample

The Job Fair Organizational Checklist (Name of School - optional)

Job Fair Task	Person(s) Assigned	Date Completed
Establish date for Job Fair.		
Book display tables (in-school or through central board office). Confirm closer to Job Fair.		
Conduct pre-Job Fair training with Co-op students – discuss the assignment and the evaluation rubric, offer tips for a successful booth, the display board, the Job Fair brochure, etc.		
Prepare floor plan and booth locations by occupational sector.		
Select student leaders for each occupational sector.		
Identify and list student audio-visual requirements and expectations.		
Discuss table arrangement, dismantling, and space with school custodian.		
Promote the Job Fair in the school agenda, at staff meetings, on the school website, and in the school newsletter.		
Prepare a welcome announcement sign for supervisors, parents, etc.		
Take digital pictures of students at their booths/displays.		
Select, notify, confirm, and inform evaluators.		
Send invitations to supervisors, parents, homeroom teachers, and other staff.		
Prepare evaluation material and distribute it. Review evaluation criteria with students.		
Review checklist of Job Fair materials with students.		
Prepare and send invitations for employers/supervisors.		
Prepare name tags for Co-op students.		
Prepare a schedule of visiting classes.		
Prepare the Best Booth Award – ballot box, ballots, etc. Establish criteria for awards.		
Make a series of announcements leading up to the Job Fair.		
Prepare and award best booth certificates.		
Visit and inform Career Studies and other relevant classes.		
Provide Job Fair results and feedback to students.		
Arrange the pictures and related materials from the Job Fair in a school showcase for all to see.		

Job Fair Task	Person(s) Assigned	Date Completed
Send appropriate thank you letters.		
Review Job Fair success with Co-op students (and Co-op staff) in-school.		
Make a Job Fair entry in the student portfolio, e.g., Co-op Biogram		
Stage a panel discussion on the Job Fair requirements with former Co-op students.		
Use displays at Employer Appreciation days.		
Set up a Cooperative Education program booth to advertise apprenticeship, Co-op application, etc.		
Other ...		

Preparing the Display and Brochure

In the weeks leading up to the Job Fair, students can spend in-school time preparing their displays.

The Booth/Display

Building a good exhibit or display takes time, effort, artistic and construction skill.

- To plan their display board, students tri-fold a piece of white paper in landscape layout to represent the display board panels. With the folds it should stand upright on their desktops.
- Students pencil in or mock up the key items they will include on their display board. Encourage them to get peer feedback.
- Students think about how their tabletop will look and map this out.
- Remind students that the backboard should highlight the most important points of their placement. It should draw audience attention.
- It is best to conduct this exercise at least 3-4 weeks before the Job Fair.
- Students may have an opportunity to bring a professional display booth/expo system from their placement. Make sure it can be spatially accommodated and that the student can transport and erect it.
- Students could bring their Job Fair display boards to the Employer Appreciation at the end of the semester, if one is planned.

Suggestions

Three-panel backboards work well because they are attractive, can be folded for transport, offer sufficient space, and have side panels that act as braces.

The backboard should be strong but lightweight, easily set up and taken down, transportable, and self-supporting.

Panels can be left plain, painted, or covered with pictures and information.

Students may improvise their own cardboard display and forgo purchasing a commercial one.

Extension Activity

To develop a Job Fair mindset, students could engage in one of the following activities:

- visit an exhibit in the community
- take a class field trip to an event that has exhibits, e.g., safety show
- discuss their experiences at previous consumer shows and exhibits

The Display Board

Your booth area will be approximately 2 metres × 1 metre.

The display backboard is not your entire booth. It is a method to communicate your information to your audience and your evaluators.

Consider the following as you plan your display:

- ✓ Purchase your display board early.
- ✓ Use the material from your portfolio on your board.
- ✓ Keep your design simple.
- ✓ Make your display board attractive and uncluttered.
- ✓ Consider adding a sign representing your placement.
- ✓ Organize your work.
- ✓ Using a plain piece of paper, fold it in three and prepare a blueprint of what you will include on your board. If it doesn't fit on the board, leave it for the table.
- ✓ Make sure the display board can be transported easily and safely and that it is self-supporting.
- ✓ Make your display unique.
- ✓ Visit your work placement's website (if one exists) to retrieve valuable information and ideas for use in your display.

The Job Fair Brochure

- Introduce the task by posing questions such as:
 - What is a brochure?
 - What are they used for? Why?
 - What makes a good brochure?
- After this discussion, provide students with tips for making a professional brochure.
- Students should produce a sufficient quantity of your Job Fair brochures for:
 - teacher monitors to have a copy to evaluate after the Job Fair;
 - keeping as examples for future classes.
- Display an assortment of brochures for students to view for ideas.
- Review the basics of producing a good brochure.
- Book time in a school computer lab for students to plan and create their designs.
- Decide if they will complete the brochure at school or finish them at their placement or at home.
- Encourage students to make a professional piece for their portfolio by using pictures and other graphics.

Tips for Creating an Effective Job Career Fair Brochure

- **Collect and study brochures from around the community.**
You can develop your sense of good design by carefully studying others. What makes one design more appealing than another?
- **Remember the audience for your brochure.**
Who are you trying to reach with your information? Choose a font and a 'voice' (professional, humorous, etc.) that will connect with the reader.
- **Less is more.**
What is the purpose of your brochure? Arrange your information in order of importance.
- **Avoid clutter.**
Use bars, borders, and boxes sparingly. Used well, they direct the reader's attention.
- **Empty space can be effective.**
Use negative or 'empty' space to create a relationship between the contents and the page.
- **Keep it simple.**
Use simple language and meaningful graphics.
- **Bigger, bolder, and brighter.**
The most important items should stand out from the rest of the information to get more of your reader's attention.
- **Colour.**
Some of the most effective brochures are done in one or two colours. White stock paper can be more effective than coloured stock. Colour is more expensive and a black and white brochure can be equally or more effective.
- **Paper selection.**
Paper comes in all sizes, colours, and textures. Consider using recycled paper to reduce the impact on our natural resources.
- **Proofread.**
Proofread your final design several times before printing it. Have a peer review it. Step back and look critically at the overall layout.

(Used with permission: Hamed Hussaini)

Co-op Display Checklist

Use the following checklist as you prepare for the Job Fair.

- Have I purchased/prepared my display backboard?
- Have I inquired at my placement for materials and asked for permission to use them?
- Is my supervisor(s) attending?
- Do I have copies of my brochure ready?
- Have I used various ways of displaying my placement and career exploration?
- Have I listed and clearly described all the materials I have used?
- Is the organization that I represent visually clear from a distance?
- Have I refrained from including too much information and avoided clutter in my display?
- Will I use any electrical equipment at my display?
- Is my booth and display safe for both myself and visitors?
- Will I be conducting any research or giving visitors any handouts?
- Have I reviewed the evaluation rubric?
- Do I know who my evaluators are?
- Have I anticipated the questions they will ask me?
- Would it be useful to have my portfolio on hand?
- Do I know the sector in which my booth will be located?

Other things I must do to prepare:

What is a good location for the Job Fair?

- With careful planning it is possible to stage the Job Fair in a high traffic area such as the cafeteria or the library. A large classroom, vacant gym, or front foyer also provide possibilities. Smaller programs could use space in the Co-op classroom.
- During the Job Fair, there will be a lot of people talking and some noise from audio-visual presentations. Discourage loud music from being played at the booths.
- If the Job Fair is large, the school may not have sufficient display tables available. Some school districts may have a central outlet that can coordinate the delivery and pick-up of 6-8 foot folding tables. Check your school district's directory of services to see if this service is available. Inform the school custodians about the delivery of these tables, and ask for assistance in bringing the tables to the display area, setting them up, and dismantling them.
- For smaller Job Fairs, fewer tables will be needed. Identify, through custodial help, the number, location, and availability of tables.

What is acceptable 'booth behaviour' at the Job Fair?

- Co-op students are centre stage during the Job Fair. Review appropriate booth behaviour and etiquette with the students when you give out the assignment and again closer to the event.

Job Fair Etiquette

Job Fair Dos:

- ✓ Have fun – the Job Fair is a one-time event during the semester.
- ✓ Prepare well in advance and get a good night's rest before the Job Fair.
- ✓ Be confident, enthusiastic, and knowledgeable about your booth and placement.
- ✓ Discuss the Job Fair with your parents and your supervisor.
- ✓ Listen to your sector leader.
- ✓ Take a moment to consider how you will safely transport your display materials to and from school on the day of the Job Fair.
- ✓ Avoid any flammable, toxic, or corrosive materials that may be used at your placement. Be sure that electrical outlets, lighting, and wiring meet CSA standards. Avoid sharp objects at your display. Make sure your display is well constructed and that overhanging objects (signs, etc.) are secure. Ask your teacher and supervisor if you are not sure if something you wish to include is safe.
- ✓ Offer a demonstration, if possible.
- ✓ Maintain a clean display area.
- ✓ Report any problems to your sector leader or teacher monitor.
- ✓ Pack a lunch for after the show – only a plastic water bottle is permitted at the display.
- ✓ Dress appropriately.
- ✓ Be neatly groomed.
- ✓ Wear comfortable shoes – you'll be standing for a considerable time!
- ✓ Arrive on time.
- ✓ Stand to one side so that visitors can see your display.
- ✓ Use parts of the display to effectively answer questions.
- ✓ Speak clearly and loudly enough to be heard.
- ✓ Treat visitors and evaluators in a friendly, professional manner, thanking them for being interested in your display.
- ✓ Complete your evaluations and the best booth ballot.
- ✓ Enter new learning from the Job Fair in your portfolio, e.g., relevant parts of your display.

Job Fair Don'ts:

- ✓ Criticize someone else's display.
- ✓ Talk with another Co-op displayer when a visitor is waiting to talk with you.
- ✓ Be afraid to admit that you don't know the answer to a question asked by a visitor or evaluator; ask whether you can find out and get back to them.
- ✓ Leave your display (except for a washroom break).

What are the evaluation criteria for the Job Fair?

- The Job Fair can be included in term work, making the bulk of the student's evaluation for the term. However, it could also be used as a culminating task or final assignment, occurring at or near the end of the program. As a final task, there would be an emphasis on the learning at the work placement, in school, and, perhaps a specific course credit they have success with in-school.
- Determine how much the Job Fair will count in the overall evaluation of student performance.
- You may have teacher evaluations along with peer and self-assessment that serve as further feedback for the student and for determining the final grade.
- A numerical evaluation of students for the different tasks required in the Job Fair could be used, e.g., each of the criteria can be measured on a 10-point scale for a total of 50 points or marks.

These areas could be evaluated for the Job Fair assignment:

- aesthetic appeal
 - information provided
 - response to questions
 - brochure (handout)
 - overall impression
- A rubric works well with all evaluators using the criteria for the assignment and assigning a level for a range of criteria or for each specific criteria.
 - Provide the students with a final rubric or evaluation summary once all the evaluations have been assessed.

Note: Peer and self-assessment cannot be counted in the final grade in the Ontario system.

How can everyone be prepared for the major task of evaluation at the Job Fair?

- The students may be relating their learning to courses in a variety of subjects. If possible, network with colleagues in all disciplines to involve them in the evaluation of student displays and brochures. Teacher evaluators provide valuable feedback for consideration in the student's final evaluation.
- Each evaluator could assess two or three student displays, preferably in their subject area. For example, a teacher for a technology course is a good choice to evaluate a student in an automotive services placement.
- During the 3- to 4-hour timeframe for the Job Fair, the evaluators should have ample time to assess the booth, the brochure, and to ask students a variety of questions in order to complete the rubric. They may wish to do it while they bring their own class to the fair.
- Evaluation rubrics should be returned to you in person or in your mailbox the same day.
- Circulate instructions, a list of evaluators, and the student displays they are to provide feedback on. Inform students which teacher evaluators they will have.
- While many of the same colleagues may participate each year, it is important to incorporate teachers new to the school on a regular basis.

- Some teachers who are well versed and experienced in the Cooperative Education program could serve as evaluators.

Tips for Enlisting a Team of Evaluators:

- Send an e-mail to all staff in-school.
- Circulate a written request to specific staff and place in their mailbox with a return slip.
- Make an announcement and have sign-up at a staff meeting.

The evaluation package should contain:

- the Job Fair memo;
- the rubric (one per student);
- the floor plan for the Job Fair.

Sample

Invitation to Evaluate at the Co-op Job Fair

Co-op students from our school will be showcasing the work they do at their placement in *(location)* from *(time)* on *(date)*.

We need your help evaluating the student displays.

You will be provided with an easy-to-use evaluation rubric and a best booth ballot. Each evaluator assesses two to three displays. Evaluations take about 10 minutes to complete. You can conduct your evaluations while visiting the Job Fair with your class.

If you can help out please sign, detach, and return the form below to the mailbox of:

(Name of Cooperative Education teacher) by *(date)*

----- detach here -----

(Name of School)

I would be pleased to evaluate displays at the Co-op Job Fair. Please forward the evaluator's package, when available.

I have _____ have not _____ evaluated in the past.

Name:

Sample

Job Fair Memo to Evaluators

To: (Names of evaluators)

From: (Names of Co-op teacher(s))

Re: Job Fair Evaluations for (date and time)

Your offer to evaluate students at the upcoming Co-op Job Fair is most appreciated. Your evaluation along with the teacher monitor and self-/peer evaluations will provide valuable feedback for our Co-op students.

Please note the attached rubric. Each student booth/display evaluation will require approximately 10 minutes to complete.

Procedure for Evaluating Displays

Step 1 – Approach the booth and evaluate its overall appeal. Students will be wearing name tags and you can use the attached floor plan to easily locate the student.

Step 2 – Meet and interview the student. Assess their career knowledge and understanding of opportunities in this field, the tasks they carry out daily, and their knowledge of the educational requirements for this career area.

If the Cooperative Education program links student work experience to a related course, it is appropriate to assess their ability to connect their placement to the expectations of the related course and the Cooperative Education course.

Step 3 – Check off the appropriate level of achievement on the rubric. Print your name in the space provided after you circle your overall assessment of the student display and brochure.

Step 4 – In the comments box include a strength, an area for improvement, and a next step.

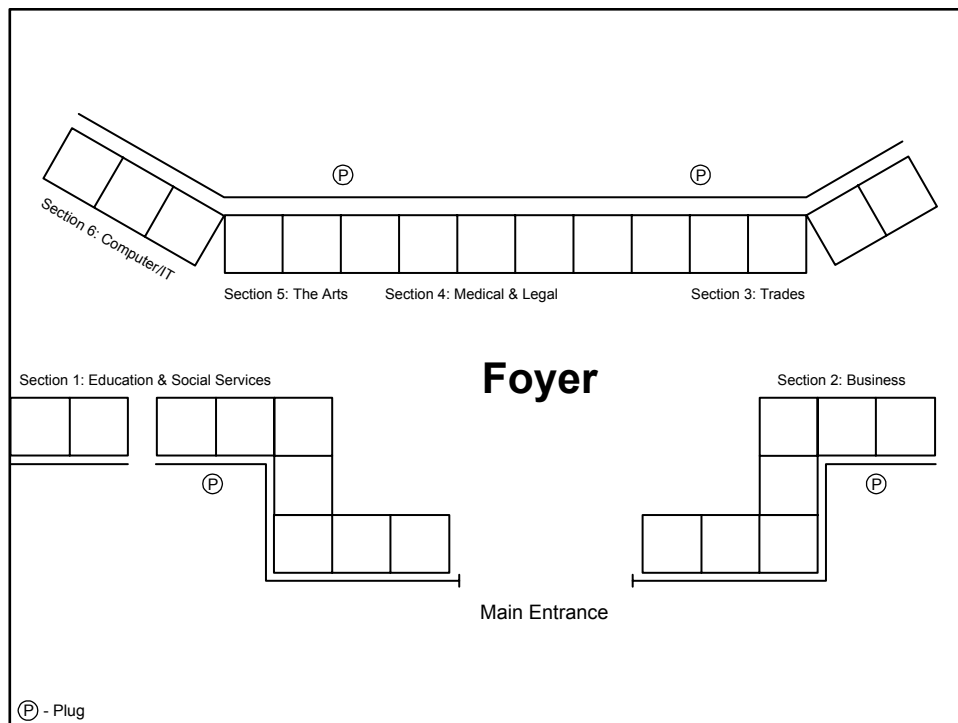
Step 5 – When the assessments are complete, please place the rubrics in my mailbox.

Step 6 – Complete the Best Booth ballot and deposit it in the box provided or return it with your evaluations.

Note: If a student is not at his/her booth, try another student and then return. If he/she is still not present, simply indicate so in the comments section.

What is the best way to set up the booths to create a floor plan?

- Once you know how many Co-op students will display and how many tables you will need, create a floor plan. A student who is competent in graphics could develop a master layout of the space.
- Include the following on the floor plan:
 - a blueprint of the space
 - an indication of doors and exits
 - an indication of electrical outlets and ‘drops’ for computer networking
 - table spaces laid out by ‘sector’ – Place students in these sectors in a logical way to give the Job Fair even more semblance of organization around the career theme.



- Delegate leadership positions to one student in each sector and brief them on their role:
 - Be the first to report to the Job Fair.
 - Assist other students in their sector.
 - Report any difficulties to the Co-op teacher(s).
 - Hand out/return the self- and peer assessments for their sector.
 - Encourage students to fill out the Best Booth ballot towards the end of the fair.
 - Ensure the audio-visual resources are returned.
 - Assist in cleanup of display area.

Sample

Names of Co-op Students by Occupational Sector

Education and Social Services	Business	Trades and Technology	Medical and Legal

How can former students mentor and prepare Co-op students for the Job Fair?

- Engage two or three former Co-op students to serve on a panel that responds to a series of questions related to their success at the Job Fair in which they participated:
 - How did you enter this experience in your portfolio? (Students bring these examples.)
 - What was the best part of the Job Fair for you?
 - If you could do it again, what would you change?
 - What kinds of questions do student visitors and evaluators ask during the Job Fair?
 - What tips or advice do you have for us?

What are some ways to help visiting classes prepare for the Job Fair?

Strategies for preparing students to visit the Job Fair include:

- Visiting classes to discuss the Job Fair – Career Studies classes are a good place to start;
- Sending out announcements;
- Locating a promotional showcase that provides details about the Job Fair near a high traffic area such as the cafeteria or library;
- Preparing activities for students:
 - Students visiting the Job Fair write a summary of one of the careers represented at the Job Fair to include in their portfolios.
 - In a careers scavenger hunt, students visit the different displays to find out about careers.
- Cooperative Education teachers may wish to prepare something that is specific to the actual careers being explored by their Co-op students in any given semester through Co-op.

Find A Co-op Student – The Job Fair Scavenger Hunt

Name:

Date:

You will have approximately 30 minutes to visit the Co-op Job Fair and complete the following scavenger hunt list. Return to class to finish your assignment. A class discussion will follow.

1. Find a Co-op student who is hoping to enter a trade and start an apprenticeship. What is an apprenticeship?
Name the trade and indicate how long will it take them to become certified in that trade.
2. Find a Co-op placement where mathematics is used daily. Identify the placement and how math is used to get work done.
3. Find a Co-op student who is working in a school setting. What does this student like most about this type of work?
4. Find a Co-op student who is working in 'new' technology. Describe the technology and the problem it solves.
5. Find a Co-op student whose work is physically demanding. How do employees in this field stay in shape or train? What are some common workplace injuries?
6. Find a Co-op student who is in the medical or nursing field. Identify two specialty areas in nursing. What are they and what do they do to help people?
7. Find a Co-op student who has undergone special safety training at the placement. What did he/she do and why?
8. Find a Co-op student who is at a daycare or works with seniors. What is the hardest part of this job? Why?
9. Find a Co-op student in a work placement of your choice. What are the educational requirements and other qualifications for a career in this field?
10. Find a Co-op student in an artistic position (music, art, theatre, radio station, etc.). What does he/she like best about the position? Why?

Write a brief reflection on your visit to the Job Fair. Include a response to this question:

Would you like to take Co-op as a part of your education plan? Why? Why not?

Ideas for Teachers and Visiting Classes

- Students design a survey to conduct with Co-op displayers, e.g., career areas, learning at the placement.
- Students focus on one career area that most closely relates to the class focus, e.g., Computer Technology, Business.
- Students design and conduct their own interview of a Co-op student at the Job Fair. They write a one- to two-page summary, considering responses to questions such as:
 - What sorts of tasks do you carry out at the work placement?
 - What qualifications are required for an entry-level position there?
 - What skills are important in this position to make you employable?
 - How has technology impacted work at your placement?
 - What is the most important learning that you gained at this placement?
 - What advice would you give someone who wants to enter this field?
 - Tell about your most positive experience at the placement so far.
 - What is the best part of Co-op?
 - How have your education/career plans changed since taking Co-op?
 - What do you know now that you wished you knew before taking the Cooperative Education program?
 - What is your ‘related subject’ (the in-school course credit that the student has completed or is taking and applying to their Co-op experience)?

What is the Best Booth award?

- The Best Booth award is given to the student who does the best job of creatively representing their work placement. It can be voted on by evaluators, teacher monitors, and Co-op students.
- A ballot system with an accompanying ballot box that is prepared before the Job Fair works well.
- While balloting is anonymous, students should survey the Job Fair and decide who their choice would be. Students can vote for themselves if they believe they have the best booth. Most students, with a conscience, will abide by this rule of thumb.
- Sector leaders or teacher monitor(s) distribute the ballots to students on the day of the show. Make sure all evaluators receive their ballots.
- To effectively track the voting process, separate student and evaluator ballots by colour.
- Place the ballot box on a table and ensure students and evaluators complete the balloting prior to the end of the Job Fair.

Sample

Best Booth Ballot

<p>BEST BOOTH AWARD BEST DISPLAY @ THE JOB FAIR BALLOT</p> <p>Name of Placement: _____</p> <p>Name of Student: _____</p>	<p>BEST BOOTH AWARD BEST DISPLAY @ THE JOB FAIR BALLOT</p> <p>Name of Placement: _____</p> <p>Name of Student: _____</p>
<p>BEST BOOTH AWARD BEST DISPLAY @ THE JOB FAIR BALLOT</p> <p>Name of Placement: _____</p> <p>Name of Student: _____</p>	<p>BEST BOOTH AWARD BEST DISPLAY @ THE JOB FAIR BALLOT</p> <p>Name of Placement: _____</p> <p>Name of Student: _____</p>

- Once all the ballots are collected tabulate the results.
- Awards could be given as follows:
 - Best Booth
 - Best Booth (2nd and 3rd place)
 - Best Booth in each sector
- Create a certificate to present to the winners. (See sample certificate, p. 34.)
- Make this presentation a feature of the next in-school class after the Job Fair. Co-op students can provide feedback on what they liked about the Job Fair and what they can include in their portfolios.

How are Co-op supervisors invited to the Job Fair?

- Co-op supervisors can be made aware during work placement visits and through the information prepared about the Job Fair, e.g., an electronic newsletter sent two or three times during a Co-op term to update and remind supervisors about developments in the program (Job Fair, impending evaluations, field trips).

- A written invitation sent electronically, by fax, or through postal service is also recommended. An RSVP may not be necessary, as they can come and go at any time during the Job Fair.
- Supervisors could be asked to let the students at their placement know if they plan to attend the Job Fair. Their visit provides an opportunity for:
 - teacher monitors to discuss student progress confidentially while the student attends to the display;
 - people from Co-op placements to witness the program;
 - promoting the Co-op program;
 - students to proudly represent their placement.

Sample

<p>Letter to Supervisors</p> <p><i>(Date)</i></p> <p>Dear <i>(Name)</i></p> <p>Thank you for participating in our Cooperative Education program. Students are becoming more familiar with their workplace and their routine.</p> <p>The Cooperative Education program would like to invite you and associates to join us for our Job Fair on <i>(date/time)</i>.</p> <p>Co-op students (you might mention numbers) will be setting up displays to represent their placements. Students from both our school and feeder schools will be visiting the Job Fair to gain a better idea of the careers and companies located in our community.</p> <p>Students enjoy seeing their supervisors at the Job Fair. We invite you to come and see firsthand how they represent your place of work. Please feel free to assist students with ideas and resources as they plan for the Job Fair.</p> <p>We look forward to seeing you there.</p> <p>Sincerely,</p> <p>Cooperative Education Program <i>(Your phone number and e-mail)</i></p>
--

Note: Since Co-op students may work in the feeder schools, it is good public relations to have a Grade 8 class or representatives and their teacher(s) attend.

- Parents/guardians are important to the Co-op process. Ensure that parents/guardians of the Co-op students know about the assignment, the date of the Job Fair, and that they are welcome to attend. They can be invited at a parent's night, with a phone call, or a written invitation.

What is the best way to invite classes to the Job Fair and to stagger their visits?

- A Job Fair has busy and quiet times. Schools and courses are usually scheduled in such a way that there will be visitors attending throughout the Job Fair. Scheduling the Job Fair for 3-4 hours gives ample opportunity for visiting the displays.
- Former Co-op students may visit the fair to see how it compares with their previous effort.
- Consider asking teachers to reply to the invitation with details of the class, the time, and the number of students they plan to bring to the Job Fair. Ask classes to attend at 30-minute intervals.

Sample

<p>Co-op Job Fair Confirmation</p> <p>Please return to the mailbox of: <i>(Name of Co-op teacher)</i></p> <p>Yes, my <i>(name of course)</i> class of <i>(# of students)</i> students will visit the Co-op Job Fair on <i>(date of Job Fair)</i> at <i>(time)</i> for 30 minutes. See you there!</p>

- Prepare a schedule of all the classes and the times they are attending.

Sample

Co-op Job Fair Attendee Schedule

The following is a list of the classes expected to attend the Job Fair on (date).

Time	Teacher	Course	Number of Students
8:30 a.m.			
9:00 a.m.			
9:30 a.m.			
10:00 a.m.			
10:30 a.m.			
11:00 a.m.			
11:30 a.m.			
12:00 a.m.			
12:30 a.m.			

Would it help if students wore name tags during the Job Fair?

- Name tags make it easier for evaluators to find the Co-op students for whom they are providing feedback.
- Students look professional and can keep the tag in their portfolio as a souvenir of their experience.
- Use cardboard stock that can be used on your school printer to make professional-looking name tags.
- A variety of holders are available from business supply stores, e.g., clear plastic holders with clips or strings.

Sample Name Tag

<p>Student's Name</p> <p>Co-op Position</p> <p>Co-op Placement</p>

Where should we promote the Job Fair? What should we say?

- Schools may have their own school signs at the front of the building for posting events. Provide the Job Fair announcement for the school sign 3-4 weeks prior to the actual date.
- Be succinct with the message.

Sample Message for School Sign

WELCOME CO-OP SUPERVISORS AND GUESTS TO THE CO-OP JOB FAIR ON *(date)*.

- Make PA announcements simple. Have a Co-op student create an announcement and read it on in-school dates starting 2-3 weeks before the Job Fair. Another announcement can be made on the day of the Job Fair to remind everyone in the building.

Sample Job Fair Announcement

Today in the *(location)*, our Co-op students will be showcasing their placements at the Job Fair. Everyone in the school is welcomed to come out and meet these students and talk about their work experience.

What is the best way to get pictures at the Job Fair?

- Photographs of the students and their displays make for powerful portfolio entries. After the Job Fair, use photographs to mount an exciting showcase at an appropriate place in the school.
- Follow school board policy regarding permission to photograph and interview Co-op students.
- Enlist a yearbook student or another individual, e.g., a school district media representative, to be in charge of the picture taking.
- Images can be used for a number of purposes – school yearbook, website, school and/or community newspaper (see The Co-op Biogram, p. 36).

Sample

Release and Consent Form	
Name of School District and/or School	
I hereby give (<i>name of school/school district</i>) and its employees and agents:	
1) Permission to photograph and interview me;	
2) The perpetual and non-exclusive right and license to use my image, my name, and/or a quote from me about a description of my involvement in a school-to-work program in any media communications promoting school-to-work programs produced by or on behalf of the (<i>name of the school/school district</i>) without payment to me; and	
3) Consent under the Freedom of Information and Protection of Privacy Act to use and disclose my image, my name, and/or a quote from me about or a description of my participation in any of the media communications promoting school-to-work programs of (<i>name of the school/school district</i>).	
I release and agree to hold harmless the (<i>name of the school/school district</i>), its employees, representatives, agents and assigns, from all action, claims, and demands arising from the collection, use, and disclosure of my image, my name, a quote from me, or a description of my participation in school-to-work program in the production, reproduction, or distribution of any of the media communications.	
Date:	Student's Signature:
Parent/Guardian's Signature: (if under 18 years of age)	

Stage 2 – The Day of the Job Fair

On the day of the Job Fair, the Cooperative Education teacher/monitor should be free to circulate and see the displays as well as to meet with supervisors and parents/guardians when they arrive.

- Give yourself plenty of time to get your day started before your students arrive. Check messages to see if anyone has called in sick (staff evaluators as well as students).
- Double-check last-minute arrangements with custodians or whoever is coordinating table setup.
- Get the name tags, student evaluations (peer/self), and Best Booth ballots and ballot box ready.
- Set up the table and display to promote the Co-op program.
- Meet with the sector leaders about an hour before the Job Fair starts. They should be set up first to lead the way and to leave time to assist others. Displayers should arrive 30 minutes before the start of the Job Fair.
- Make sure that the morning announcement continues to promote interest in the Job Fair.
- Make sure all evaluators have their materials for evaluating student displays and ballots for the best booth competition.
- Just prior to the opening of the Job Fair, brief the students – remind them to stay by their displays, explain the evaluation and the Best Booth Award, and state the time that the Job Fair is over and that only washroom breaks are permitted.
- Ensure that the camera is ready to go to take pictures. Consider videotaping the Job Fair and a few interviews of students or of students engaged with other students around their display.
- Arrange for a classroom (perhaps your regular in-school meeting area) to use as a hospitality area for guests to leave their coats, have light refreshments, etc.
- Monitor the noise level of the Job Fair out of respect for other classes that may be going on nearby.
- If the Job Fair is cancelled due to inclement weather, establish a rain date.

Absentee Students

- There are a number of reasons why a student might miss the Job Fair. As this is a major assignment, students shouldn't miss the opportunity to present their display.
- If students are late or absent from their display booth, they may miss being evaluated by one or all of their teacher evaluators.
- Students who have a legitimate reason for being absent should be given an opportunity to meet with their teacher monitor to present their display at a later date.
- A student may come to school that day with nothing to show at the Job Fair. Teachers must exercise their own judgment as to whether the student has fulfilled the requirements of the Job Fair assignment.

The Best Booth Award

- Encourage students to view other displays when there are no visitors at the Job Fair.
- Have the ballot box set out approximately halfway through the Job Fair. Students should submit their ballots no later than the last 30 minutes of the Job Fair (see Best Booth Ballot, p. 25).

Self- and Peer Assessments

- Learning what their peers think is important. Self- and peer assessment challenges them to use their critical thinking skills. Secondly, more than one assessment allows the Co-op teachers to see a pattern and provides evidence of a job well done or one not so well done.
- Each student receives three evaluation rubrics colour coded to be different from the staff evaluator sheets. One is for their peer evaluation. They use the other two to evaluate the display to the left and the right of their display.

Evaluators

- Encourage the evaluators to talk with the students about strengths, areas of improvement, and next steps.
- Clarify with the evaluators that the rubrics are to be deposited into your mailbox or another designated location.

Co-op Supervisors and Other Guests

- Take time to greet supervisors and guests and to discuss the Cooperative Education program and the students at their work placement.
- Introduce the supervisor to other school staff and administrators.

Stage 3 – The Job Fair Wrap-Up

- Once the Job Fair is over, there are a number of tasks to ensure its ultimate success. Some are immediate and some can be done over the next week.
- The Job Fair takes place very quickly, with much activity and networking. Students will have earned both a rest and some nutrition. Decide whether to proceed with a partial in-school period to carry out typical Co-op in-school program activities after cleanup and a break.

Cleanup

- Before Co-op students leave they must ensure that their table is dismantled and properly stored/stacked. Sector leaders can help ensure that the cleanup goes smoothly.
- Be sure that the display space is garbage-free and clean. Provide a broom and dustpan, if necessary.
- Remind students to take their displays. They could be stored in the classroom before leaving. with the students' permission, keep a few to show future Co-op students.
- Return any audio-visual resources (electrical cords, power bars, DVD or VHS players). Sector leaders should also help out here.

Reporting Results

- Students will be curious to know how they did at the Job Fair and what level they achieved.
- Develop a mini report card that includes the input from the teacher evaluators and the peer and self-assessments.

Sample

Co-op Job Fair Results								
Student's Name:								
Evaluator	Staff # 1	Staff # 2	Staff # 3	Self	Peer # 1	Peer # 2	Teacher Monitor	Overall
Level Achieved (1-4)								
Strengths				Comments:				
Areas of Improvement				Comments:				
Next Steps				Comments:				

Thanking Colleagues and Sector Leaders

- After the Job Fair, it is important to thank all those who helped make it a success – evaluators, sector leaders, custodians, etc.
- Write a short thank you in school bulletins, on the web site, and in school newsletters that go home with reports.
- Consider a simple gift, e.g., coffee mug, T-shirt, pen inscribed with a Co-op message as recognition for those who supported the Job Fair. Items like pens can be bought in large quantities and can be used for thanking guest speakers as well.
- Prepare a letter of acknowledgement on school letterhead for sector leaders to include in their portfolios.

Sample

Letter of Thanks

<p>Date:</p> <p>Dear <i>(Name)</i></p> <p>Thank you for acting as a sector leader at our recent Job Fair. Your leadership and assistance helped to make the event a big success. You carried out your duties effectively and gained the respect of your peers. By successfully assuming this responsibility you have broadened your employability skills.</p> <p>Congratulations!</p> <p>Sincerely,</p> <p><i>(Name of Co-op Teacher)</i></p>

Extending the Experience

- Time permitting, students could visit a related-subject class to present their learning and to share their experience with other students. This approach can be a valuable extension to a Co-op Independent Study Project.

Best Booth Results

- Within a day or so, announce the results for the Best Booth Award.
- In the case of a tie in votes, give out more than one certificate.
- Present the certificate(s) within a week as a special in-class event.

Certificate of Achievement

- Consider giving each student a “Certificate of Achievement” after the Job Fair.

Sample

<p style="text-align: center;"><i>Certificate of Achievement</i></p> <p style="text-align: center;"><i>Co-op Job Fair (date) 200_</i></p> <p>Presented to:</p> <p>For participating in the Cooperative Education Job Fair at <i>(name of school)</i> and presenting their learning to others.</p> <p>Congratulations,</p> <p><i>(Co-op Teacher signature)</i> <i>(date)</i></p>

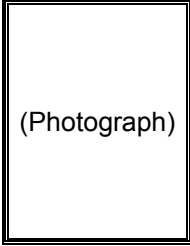
Display Boards and Brochures

- Students include materials from their displays in their portfolios.
- If appropriate, students could take their display to their work placement for other employees to see.
- With students’ permission, keep a few display boards as models for future Co-op students.

Co-op Job Fair in the News

- If the school has a website, students can decide whether they want their photograph and summary included on a Job Fair page.
- Some of the same information could be used in the school yearbook or newspaper.

Sample

Student Name:	
Work Placement:	
Title/Position:	
Brief description of placement and responsibilities:	
A personal opinion on the Co-op experience:	

After the Job Fair Showcase

- Present students with a photograph of their displays for their portfolios. For supervisors who never come to the Job Fair, this image can have a powerful effect when students present their portfolios as a concluding assignment at their work placement.
- Take additional copies of the photographs and any other signage and materials from the Job Fair and design a school showcase as a final promotion of the Cooperative Education program and the Job Fair. This showcase can be set up in a high traffic area for a few weeks, e.g., outside the library, cafeteria.

Career Portfolio

- Portfolios are a collection of student achievement that provides evidence of skill and learning in a variety of areas, e.g., computer skills, networking, responsibility, time management, communication.
- Students can decide, with teacher coaching, how they might enter the Job Fair experience into their portfolios to provide further evidence of job readiness.

The Co-op Biogram

- Students can produce a one-page biogram as a personal synopsis of the Job Fair experience.
- The biograms can be displayed in the showcase. Teachers may also wish to use them as part of the evaluation.

The Co-op Biogram

Name:

Work Placement and Position:

Include a picture of your Job Fair display.

Describe three tasks or duties you are responsible for at your placement.

Identify what you enjoy most about the placement.

Describe one of your long-term goals (workplace/postsecondary education).

The Job Fair Post Mortem

- It is important to meet with the students, perhaps on an in-school day shortly after the Job Fair to determine what went well and what can be improved.
- Ask for feedback from your evaluators on what they might try differently.
- If you work in a team environment with other Cooperative Education teachers, plan a one-hour meeting to debrief the experience.

Sample

Co-op Job Fair Post Mortem Agenda		
1. Discussion about student displays and the overall success of the Job Fair		
2. The Best Booth Awards		
3. The Post–Job Fair Showcase		
4. Troubleshoot the event for continuous improvement:		
What we need to stop doing...	What we need to maintain...	What we need to start doing...

Resources

www.ocea.on.ca

The site for the Ontario Cooperative Education Association provides links to curriculum for related subjects and information about Cooperative Education.

www.careercruising.com

This site provides students with a source of information on careers and career development. It also provides clues for Job Fair students in terms of the types of questions that will be asked by evaluators.

www.siskindtraining.com

A professional site for those interested in learning more about exhibiting. A video resource called The Successful Exhibitor can be purchased (approximately \$130). The first half of this resource provides valuable learning that prepares students for a show.

Human Resources and Skills Development Canada (HRSDC) provides useful information on Job Fairs for youth and also informs us about the National Occupational Classifications.

Glossary

Assessment – gathering the evidence of student learning to provide essential feedback/coaching to the student

Best Booth Award – an award established to honour excellence for the best booth(s) or displays at the Job Fair

Co-op Job Fair – a major assignment in the Co-op program that allows Co-op students to display and communicate their learning at placement. It is held in-school and attended by staff, students, and other visitors.

Display Board – a visual presentation of the student’s Co-op placement that typically is placed on a table for easy viewing

Evaluation – gathering the evidence of student learning for the purpose of judging their level of achievement and using these results to determine a final grade

Floor Plan – the spatial layout and plan for the Job Fair, including electric outlets, exits, and table formation

In-school – the portion of Co-op that is conducted at school before, during, and after the placement and serves as integration

Learning Plan – a plan prepared by the Co-op teacher in conjunction with the student and supervisor that outlines the tasks and learning at the work placement

Job Fair Brochure – a brochure that is developed by students specifically for the Job Fair to promote the student’s work placement, career plans, and Co-op learning experiences

Mentor – a person who, through their knowledge, skill, and experience, influences and teaches others

New Technology – any equipment or process that reflects changes over the past 2-3 years in the way work gets done in an organization. It may also be possible to show new technology that will evolve in an organization in the near future (drawings, pictures, etc.). New technology usually demonstrates innovations that make work easier or better, e.g., convergence: bringing a number of technologies together to improve life.

Placement – the job position in the organization held by the Co-op student during their Co-op work experience in an organization

Portfolio – an organized, portable collection of student achievement, skill, and ability that provides evidence of job readiness

Related Subject – the in-school credit achieved by the Co-op student that most closely reflects and represents the learning attained at the work placement

Rubric – the evaluation tool using areas of competencies that assesses student performance at the Job Fair

Sector Leaders – Co-op students assigned to a particular occupational portion of the Job Fair in order to assist and provide leadership in the organization of the Job Fair

Supervisor – the person(s) to whom the Co-op student reports at the work placement and who work(s) closely with the teacher monitor

Teacher Evaluators – subject teachers and administrators who assist in the evaluation of student displays at the Job Fair

Teacher Monitor – the Co-op teacher responsible for evaluating and monitoring the performance of a specific group of Co-op students, both in-school and at the placement