

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: FIELDWORK SEMINAR III

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CODE NO.: ED 252

SEMESTER: THREE

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PROGRAM: TEACHER ASSISTANT

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AUTHOR: DOROTHY O'CONNOR

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DATE: SEPTEMBER 1995 PREVIOUS OUTLINE DATED: SEPTEMBER 1993

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APPROVED: \_\_\_\_\_

*K. DeRosario*  
K. DeRosario, Dean  
School of Human Sciences  
and Teacher Education

\_\_\_\_\_ Date

*June 28/95*

## **Seminar III (ED 252)** **Dorothy O'Connor**

### **I. PHILOSOPHY/GOALS**

This seminar will continue to help students prepare for and manage their field placement experience. An in-depth review of the Teacher Assistant Field Placement guidelines is covered. These guidelines include the field placement responsibilities of the student, the College faculty and the school in which the student does his/her field placement. Students will be given the opportunity to share their experiences in the various field settings and to discuss ways of handling various activities and problems students encounter in the field.

### **II. OBJECTIVES**

1. The student will be able to state his/her responsibilities while on field placement.
2. The student will be able to state the steps in resolving a concern with their field placement supervisor.
3. The student will share, through discussion, their feelings and views on their field placement settings.
4. The student will participate in ad hoc activities, which are given to help the student gain a deeper understanding of issues related to field placement that are raised in class discussions.

### **III. METHODOLOGY**

Classes will be run using primarily small and large group discussions. Class discussions will be based on the student's weekly activity in the field setting or on topics requested by the students.

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IV. EVALUATION

Students are assigned a "S" or "U" grade based on their attendance and participation in seminar. As a minimum, students must attend 12 of 15 scheduled seminars. Students will be required to self-evaluate their field performance at mid-term and in writing state their strengths and weaknesses and how to improve their performance. They will self-evaluate again at the end of term. The student will also be required to analyze two interactions which they found significant at their placement.

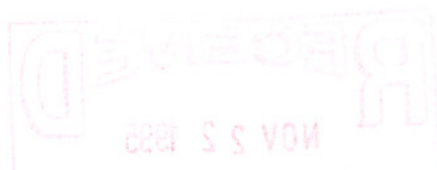
V. RESOURCES

Sault College Field Placement Guidelines for Teacher Assistants.

VI. SPECIAL NOTES

Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.







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**TEACHER ASSISTANT PROGRAM**  
**Student Self-Rating Form**

1. Do I plan for the activity that I have been assigned?
2. Do I make myself helpful by offering my services to the teacher when there is an obvious need for help?
3. Do I have a plan for getting children into groups?
4. Do I find opportunities for giving children choices or do I tell them what to do?
5. Do I observe closely the techniques used by the teacher and follow through when I am working with the group?
6. Do I really listen to what children say?
7. Do I accept criticisms and suggestions without becoming emotionally upset?
8. Do I follow directions of the classroom teacher?
9. Do I try to develop a friendly attitude with all my co-workers?
10. Do I give too much help to children rather than allowing them time to think?
11. Do I understand and follow the behaviour management procedures employed by my supervisory teacher?
12. Do I know the procedures to follow in a school emergency, such as a fire and first aid?

