

Sault College Of Applied Arts and Technology

Sault Ste. Marie, ON

COURSE OUTLINE

COURSE TITLE: FIELDWORK SEMINAR 11

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CODE NO.

ED158

SEMESTER: TWO

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PROGRAM:

TEACHER ASSISTANT

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AUTHOR:

LINDA POZZEBON

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DATE:

JANUARY 1997

PREVIOUS OUTLINE: JANUARY 1996

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NEW

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REVISED

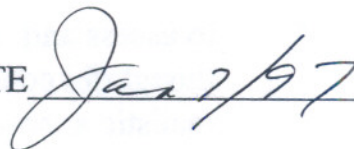
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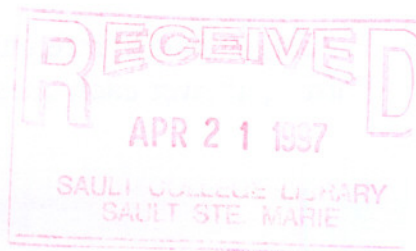
APPROVED:



Donna Tremblay, Dean  
School of Human Sciences  
and Teacher Education

DATE:





## **Philosophy/Goals**

This course is designed as a Co-requisite to Fieldwork 2B. Seminar provides the forum through which students can process their field placement experiences. Reference will also be made to material drawn from other T.A. courses.

Field placement provides the student with exposure to real life situations. It enables students to gain self-confidence in their abilities, become aware of their motivations and share experiences with each other. This course is designed to facilitate the growth of the student into a competent worker. By meeting as a group, the students will discuss their experiences in the field-problems, anxieties, feelings, successes. This seminar will also address math skills necessary for Teacher Assistants. Fundamental skills, tutoring skills, problem solving and the Board's philosophy of math instruction will be investigated.

## **11. Learning Outcomes and Elements of the Performance**

Upon successful completion of this course the students will demonstrate the ability to:

### **1. Use the student field placement as reference:**

#### **Potential Elements of the Performance:**

- \* to share and compare the philosophies of the particular placements in which the students are working.
- \* to express specific concerns by providing examples of one's interaction with the work-setting involving the placement teacher, classroom, students, and the entire school setting
- \* to assess and self-evaluate his/her own work and attitudes using thoughtful consideration of one's strengths and weaknesses and realistic alternatives for change

#### **Evaluation Process/Grading System:**

1. Assignment: In reference to "Teacher Assistant Program Student Self-Rating Form", answer each question. I expect more detail in question 11; 13a,b,c and 14.



This will serve as a self-evaluation at mid-term to state in writing your strengths and weaknesses and how to improve your performance.

A second report will be collected at the end of the semester on "changes that occurred with your performance on placement as the term evolved.

Worth of first report.....10%

Worth of second report.....10%

Please use the report guide as found in this outline.

Re-write the report on a separate sheet. Do not write on the original form.

## **2.Refine observation skills and develop competency in the assessment of child behavior and performance in the classroom.**

### **Potential Elements of the Performance:**

- \*Describe examples of classroom rules and routines relating to their field placement
- \*appropriate data collection techniques
- \*observe and monitor children's skills in peer group entry, emotional regulation, conflict resolution and in classroom performance
- \*summarize observational data
- \*propose strategies for assisting students in improving academic success and social skills

### **Evaluation Process/Grading System**

1) Assignments 2: Students will be required to submit a brief observation of:

Part 1) school structure, outlining safety/fire drill procedures, reporting procedures and pertinent school policies as they relate to your role on placement.

Part 2) specific school rules, routines, philosophy of discipline ( see Code of Behavior for the school) and relate how the rules and routines relate to the whole school and to your classroom

Part 3) list the rules for your classroom. How do they relate to your role as a T.A. and your authority in the classroom. Discuss this with your teacher.

Worth of Assignment 2:

Part 1.....10 marks

Part 2.....10 marks

Part 3.....10 marks

**Learning Outcome:**

**3)Practice concepts in basic math skills and problems.**

**Potential Elements of the Performance:**

- 1)addition,subtraction,multiplication,division of  
\*whole numbers    \*fractions    \*decimals
- 2)\*percent and ratio
- 3)\*metric and imperial system
- 4)\*number patterns
- 5)\*word problems
- 6)\*a knowledge of Math trends in the education system i.e. math and social sciences

**Evaluation/Grading System**

Each topic above will be worth 10 marks each for a total of 60 marks

**Learning Outcome:**

**4)Maintain a journal**

**Potential Elements of the Performance:**

- \*use of proper grammar,punctuation and neatness
- \*topics covered as found in outline for field placement
- \*teacher's signature after each entry



\*teacher's signature for attendance sheet and any make- up days

### **Evaluation/Grading System:**

The Journal will be collected at time of visitation of placement officer for a mark of 15.

The Journal will be re-marked in the second last week of placement for another total of 15.

\*\*\*\*The attendance sheet and evaluation will also be collected at this time.\*\*\*\*

### **Marking Format for Journal**

Grammar/Spelling/Neatness...../5

Content...../5

Teacher's Signature...../5

\*Please note that if all assignments are not handed in, we reserve the right to deny a passing grade.

The evaluation will be a total of 140 marks.

\*\*\*\*\*Remember: Attendance is mandatory. See policy and sign.\*\*\*\*\*

If you are not able to attend placement, call your placement teacher and also your seminar teacher. We are allowing 3 days of grace. On the fourth day of abstenteeism, you will be awarded a failing grade.

### **Special Notes:**

Students with special needs(e.g. 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. **Confidentiality is to be maintained at all times!**

## PROFESSIONAL OBLIGATIONS

1. To regard the welfare of the individuals, the groups and the community you serve as your primary professional duty.
2. To hold yourself personally responsible for your professional conduct.
3. To be willing always to increase your professional competence and to willingly share you knowledge with others in your profession.
4. To strive to support the further development of your profession by participating to the best of your ability in related professional associations.
5. To work cooperatively with other persons having regard for their areas of competence.
6. To use care in expressing views on the findings, opinions and professional conduct of colleagues, confining such comments to matters of fact and matters of his own knowledge.
7. To respect the privacy, dignity and other rights of clients.
8. To use in a responsible manner information received in the course of professional relationships.

Following are a number of rules pertaining to the students' relationship to the field placement location he or she will be working in. It is imperative that each student comprehend fully and follow closely these rules so as to get the maximum educational value from his or her field placement experience.

1. Find out all you can about your field placement setting, its policies, functions, and general philosophy taking care to ask only pertinent questions.
2. Find out your designated role at your field placement location and follow it well. Remember, you are not on field placement in the capacity of diagnosticians but as students to follow through on the instruction of the field contact personnel. New approaches to your assignments must first be approved by the field contact person.



## PROFESSIONAL OBLIGATIONS (cont.)

3. Ask the staff for guidance. Do not plunge into something you know nothing about.
4. Be polite, courteous and attentive. Remember, you are there to learn and observe.
5. Never be judgmental on the program carried out by a specific field placement setting. Remember you are a student learning and not someone there to assess the relative merits of the program. Never be openly critical. Concerns of the service delivery can be discussed in the confidence of the Integrated Seminar.
6. Dress and personal deportment are according to acceptable norms of the placement setting.
7. Be willing to share any pertinent information you have learned in the setting with the staff who work there if you are asked.
8. Any problems encountered in your field placement should be taken to your field work supervisor. Never confront the staff with the problem.
9. Make sure you are always on time for your placement and contact the field work supervisor and the field placement well in advance if it is necessary for you to be absent.
10. Remember, that the experience you have in your field placement are part of a learning experience and are to be held in the strictest confidence. The students will not discuss cases with others who have no direct relationships to the client. This is applied to other staff within your field placement as well as outside. At the field placement keep your records and correspondence in a confidential manner. During the Integrated Seminars you will maintain confidentiality by referring to your clients by fictitious names and deleting only facts that you believe to be identifying to those present.

**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?
13. How do I rate my competency in managing students?
  - b) What are my strengths (give examples)?
  - c) What are my weaknesses (give examples)?
14. How can I improve?



**SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY**

**TEACHER ASSISTANT PROGRAM**

**ADDITION TO T.A. PROGRAM POLICIES  
NOTICE OF AGREEMENT**

Student Agreement Form

Regarding the Teacher Assistant Course Outline:

I, \_\_\_\_\_, have read the T.A.

Course Outline for the Course \_\_\_\_\_.

I understand its contents and agree to adhere to them.

Signed: \_\_\_\_\_

Dated: \_\_\_\_\_



