

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: FIELDWORK SEMINAR I

CODE NO.: ED 151

SEMESTER: ONE

PROGRAM: TEACHER ASSISTANT

AUTHOR: DOROTHY O'CONNOR

DATE: SEPTEMBER 1995 PREVIOUS OUTLINE: SEPTEMBER 1994

NEW: _____

REVISED: X

APPROVED:

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

Date

June 28/95

****NOTE:** Do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.

Seminar I (ED 151)

D. O'Connor

I. PHILOSOPHY/GOALS

This seminar will 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.

Seminar provides the forum through which students can process their field placement experiences. Student experiences and ideas, as well as suggestions for interacting effectively in the field, will be exchanged.

Students will also be introduced to the purposes and characteristics of structured and unstructured observations. Observation skills will be explored from a theoretical and practical perspective.

II. STUDENT PERFORMANCE OBJECTIVES (OUTCOMES)

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 his/her placement supervisor.
3. The student will share, through discussion, their feelings and views on his/her field placement settings.
4. The student will develop skills in self-evaluation.
5. The student will develop skill in assessing situations and in decision making.
6. The student will apply the methodologies of observation pertinent to a practical or simulated setting.
7. The student will define and account for errors in observation.
8. The student will write and present oral observational reports using the various methods of recording.
9. The student will recognize and be able to define the ethics of observation.

III. METHODOLOGY

This course is closely linked to the student's field placement. 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. Due to the participatory nature of the course, attendance is mandatory.

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IV. REQUIREMENTS

1. Preservation of confidentiality.
2. Regular attendance at Seminar. As a minimum students must attend 13 of 16 scheduled classes. Attendance and participation at seminar classes is crucial to integration of theory and practice.
3. Up-to-date field placement journal.
4. Students will be required to complete an observation of classroom and school structure outlining safety/fire exits, fire extinguishers, safety procedures for fire drills and reporting procedures.
5. Students will be required to complete a running narrative observation in a real or simulated field setting.
6. Students will observe, record and present ONE observation to the class using one of the strategies learned in class.
7. A test covering course information will be taken.

V. RESOURCES

Sault College Field Placement Guidelines for Teacher Assistants.

Textbook: Look! Hear! Developing Programs for Primary Children Based on Observation of Learning Needs

VI. EVALUATION

Participation - 13 out of 16 classes minimum in order to

pass

Field Journal - 30%

Security Observation - 5 %

Running Observation - 10%

Written Strategic Report - 10%

Presentation of Report - 10%

Test - 35%

Grades

The grading system will be as follows:

A+ = 90-100

A = 80-89

B = 70-79

C = 60-69

R = Unsatisfactory - below 60% (course must be repeated)

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VII. ADDITIONAL NOTES

1. All assignments must be completed by the due date. In the case of a late assignment, marks will be docked by 5% each day.
2. If a student misses a test for an substantial (i.e. emergency) and substantiated reason, the student must notify this instructor A.S.A.P. of the reason in writing. Furthermore, the student must make arrangements with this instructor for a time to write the test, if the instructor agrees. Any late writing of a test must be prior to the next class after the scheduled test date.
3. Grammar and spelling are very important parts of effective written/oral communication. Consequently, these components will be scrutinized carefully – clear communication will be acknowledged while distracting or unclear communication will be recognized as interfering with clear communication. Student efforts to improve will be rewarded.
4. Students are expected to be familiar with the Student Rights and Responsibilities Manual, particularly those parts pertaining to conduct, attendance, punctuality, respect of other students and staff, and plagiarism. Contact the instructor or the SAC office for further explanation if required.

VIII. 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.

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
TEACHER ASSISTANT PROGRAM

Student Agreement Form

Regarding the Teacher Assistant Course Outline:

I, _____, have read the Teacher Assistant
Course Outline for the Course _____.

I understand its contents and agree to adhere to them.

Signed: _____

Dated: _____

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Teacher Assistant Program

INCIDENT REPORT

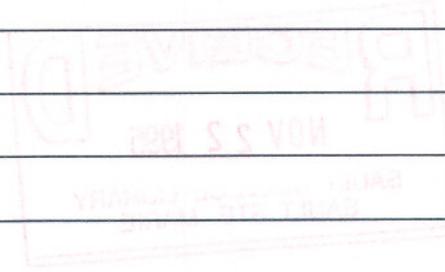
Name:

Classroom Teacher Signature:

1. **Description of Incident:** describe fully a significant interaction which occurred.

2. **Background of Incident:** describe the participants and specific events leading up to this situation.

3. How was this situation handled? Why was it handled in this manner?



4. What did you learn from this situation? (positive or negative) What did the child learn from this situation? (positive or negative)

5. Evaluation:

How **would** you handle this situation in the future, given the same set of circumstances and restrictions.
