

## 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

INSTRUCTOR: LINDA POZZEBON

DATE: SEPTEMBER 1996 PREVIOUS OUTLINE: SEPTEMBER 1995

APPROVED:

*L. Pozzebon*  
Dean, School of Human Sciences  
and Teacher Education

Date

*July 3/96*

**\*\*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)**

**L.Pozzebon**

HSTE.002 (134)

### **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 purpose and characteristics of structured and unstructured observations. Observation skills will be explored from a theoretical and practical perspective.

### **II. LEARNING OUTCOMES**

#### **1. Use a variety of observational strategies and methods to document children's behaviour.**

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

- \* define behaviour and examine one's own behaviour with regard to time management, study skills, classroom behaviour, etc.
- \* describe and demonstrate the differences between perception and behaviour
- \* apply the methodologies of observation pertinent to a practical or simulated setting
- \* describe the characteristics of the environment of the child
- \* participate actively in class discussions on any observations the students may have in the treatment of children in field placement, evaluate his/her work and attitudes in specific situations and with particular children.
- \* complete readings and observation assignments

#### **2. Participate actively in class discussions by providing examples of experiences and personal interactions at placement.**

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

- \* contribute one's own ideas, opinions, and information while demonstrating respect and confidentiality of others
- \* treat other members of the group equally and fairly
- \* employ techniques intended to bring about the resolution of any conflicts

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- \* clarify one's own professional role in placement and willingly share experiences in class discussions
- \* suggest appropriate supportive responses to children based on objective analyses of children's behaviour
- \* develop skill in assessing situations and in decision making
- \* develop observations skills and the way in which these observations are communicated.

### **III. TOPICS**

1. Theories of Observation
2. Observation Strategies
3. Application of Observational Strategies to the Field
4. Recording Techniques
5. Application and Rationale for Use of these Techniques and Professional Standards and Practice
6. Personal Management
7. Communication Skills

### **IV. RESOURCES**

Look Hear – Developing Programs for Primary Children

Sault College Field Placement Guidelines for Teacher Assistants.

### **V. EVALUATION**

**Assignment 1:** Summarize the issue of confidentiality and professionalism according to the Act and content discussed in class. Any format is acceptable.  
**(worth 5 marks)**

**Assignment 2:** Completion of:

- a) Student Orientation Form in Placement book
  - b) Sault College Student Field Placement Agreement
  - c) Student Goal in Placement Book
- (worth 5 marks)**

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**Assignment 3: Personal Daytimer/Strategic Plan (Work Assignments, Field Placements)  
(worth 5 marks)**

**Assignment 4: Security Observation: 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  
(worth 5 marks)**

**Assignment 5: Classroom Report: Student will write a running report on the classroom rules, routines, organization of. (See outline to be used for journal to comment on certain ideas which will help you observe the whole setting)  
(worth 10 marks – due second week of November)**

**Assignment 6: First Incident Report (see outline)  
(worth 10 marks – due second week of November)**

**Assignment 7: Oral presentation of Report  
(worth 5 marks)**

**Assignment 8: Running Observation  
(worth 10 marks)**

**Assignment 9: Test  
(worth 15 marks)**

**Assignment 10: Journal  
(worth 20 marks)**

**Assignment 11: Self Assessment Report  
(worth 10 marks)**

## **VI. GRADING POLICY**

**A+ = 90-100**

**A = 80-89**

**B = 70-79**

**C = 60-69**

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

## **VII. 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: \_\_\_\_\_

