

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: FIELDWORK SEMINAR III

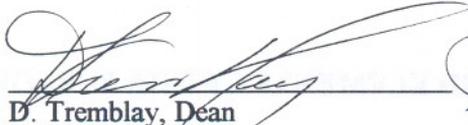
CODE NO.: ED 252 SEMESTER: THREE

PROGRAM: TEACHER ASSISTANT

AUTHOR: LINDA POZZEBON

DATE: SEPT. 1996 PREVIOUS OUTLINE DATED: SEPT. 1995

APPROVED:


D. Tremblay, Dean
School of Human Sciences and
Teacher Education


Date

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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 especially with behaviour management.

II. LEARNING OUTCOMES

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

1. Consolidate behaviour management methods and strategies into a realistic personal philosophy of classroom management through observation and application.
2. Discuss and propose alternatives for behaviour management.
3. Refine observation skills and develop competency in the assessment of child behaviour in the classroom.
4. Report regularly on personal skill development related to the competencies outlined for semester three.

III. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE

1. Consolidate behaviour management methods and strategies into a realistic personal philosophy of classroom management through observation and application.

Potential Elements of the Performance:

- describe examples of classroom rules and routines relating to their field placement
- compare professional ideals and philosophies
- articulate one's ideas on positive behaviour management methods

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2) **Discuss and propose alternatives for behaviour management.**

Potential Elements of the performance:

- outline goals for positive guidance
- distinguish between punishment and discipline
- describe developmentally appropriate means of intervening in conflict situations in behaviour classes/learning disability/exceptionality classes/regular classes
- formulate appropriate guidance methods based on strategies learned in class discussions and related readings.

3) Refine observation skills and develop competency in the assessment of child behaviour in the classroom.

Potential Elements of Performance:

- 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

4) Report regularly on personal skill development related to the competencies outlined for semester three.

Potential Elements of the Performance:

- provide specific examples of one's interaction to support the self-analysis of one's behaviour maintenance
- complete self-assessment reports thoroughly in order to assist in planning strategies for change
- use thoughtful consideration in assessing one's strengths and realistic alternatives for change

IV TOPICS TO BE COVERED

1. re-examining observation skills focusing on behaviour management
2. formulating a plan for one's competency development in behaviour management
3. assessing self-evaluation in field placement performance
4. develop a philosophy on behaviour theories
5. develop a portfolio of behaviour techniques and strategies
6. report orally in class discussions and in written form through the use of journals, the experiences and problems students encounter in the field

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V REQUIRED STUDENT RESOURCES/TEXTS/MATERIALS

Sault College Field Placement Guidelines for Teacher Assistants

VI EVALUATION PROCESS/GRADING SYSTEM

Assignment 1: 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) should contain specific rules, routines, philosophy of discipline (see Code of Behaviour for the school) and relate how the rules and routines relate to the whole school and to your classroom

Worth 10 marks. Any format is acceptable.

Assignment 2: Summarize the philosophies as presented in class by submitting a written report on **Video One** - behaviour management in regular classroom

Video Two - behaviour management in exceptionality classes (i.e. LD)

Video Three - behaviour management in behaviour classes

Worth 15 marks (each video will be reported in written format of your choice at a value of 5 marks each. You may share information with others in groups or pairs but each student must submit their own report)

Assignment 3: Compare the content of the videos as they apply to your placement. (i.e. Are these techniques/philosophies/strategies etc. applicable to your placement? Why or why not? What did you learn?)

Worth 5 marks. Any format is acceptable. This should be a personal assessment or comparison.

Assignment 4: Answer "Teacher Assistant Program Student Self-Rating Form". Answer each question. I expect more detail in question 11; 13 a, 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 to be handed in with your journal on "changes that occurred with me on my placement as the term evolved". this will be worth an additional **5 marks**.

Worth 10 marks

Assignment 5: Three case studies... "What behaviour strategies may be considered for this child or situation?" This may be done collaboratively with your placement teacher/fellow students/individually. However, you must submit your copy even though it may be similar to your partner's. The purpose of this activity is to stimulate peer evaluation of a situation in order to brain storm solutions in an in-school council or IPRC meeting.

Worth 15 marks. Any format is acceptable.

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Assignment 6: Article Review supplied by instructor. To be reviewed, summarized and evaluated by relating to content covered in this seminar. Personal views are expected.

Worth 10 marks

Assignment 7: Journal to be submitted 3 times during the semester. They will be picked up during class time and returned as soon as possible. I will be checking for topics as outlined on the placement sheet as well as for teacher's signature after each entry and each week attended.

Tentative Dates: November 5
 December 3
 December 17

Worth 30 marks (3 X 10)

Total of Evaluation 100%

Remember: attendance is mandatory. See policy.

VI RESOURCES

Sault College Field Placement Guidelines for Teacher Assistants.

VII 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.

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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.

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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?

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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: _____

