

BA Teacher Assistant 10-12

District Name: Kamloops/Thompson

District Number: 73

Developed by: Al Baker*

Date Developed: March 2004

School Name: Sa-Hali Secondary School

Principal's Name: Bob Cowden

Board/Authority Approval Date: 2004/05/17

Board/Authority Signature:

Course Name: Teacher Assistant

Grade Level of Course: Grade 10, 11 and 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Prerequisite(s): Students must have teacher permission and recommendation and, in most cases, have already successfully completed the course in which they will be assisting with a mark that is typically at least B/G. Students must be mature, responsible, be respectful of others, be able to communicate and interact well with others and have an interest in working with others of varying academic strengths and weaknesses.

Special Training, Facilities or Equipment Required: Will be dependent upon the program/setting.

Course Synopsis: This is a participatory course that prepares and motivates students to provide leadership and assistance to individuals with a variety of needs. Students will work under the supervision of a classroom teacher to provide assistance to individuals and/or small groups in a variety of learning activities. They will develop social responsibility while acquiring and developing skills in communication, responsibility, decision-making, learning styles, interpersonal relations, leadership and teamwork. They will apply these skills in roles such as tutoring and mentoring. Student Teacher Assistants will learn the value and complexity of social diversity while acquiring an appreciation of the importance of life-long learning and helping others.

Rationale: This course offers students the opportunity to learn how people learn, to gain experience working with others of different academic strengths and weaknesses and to contribute to their school and community. Leadership, communication and management strategies developed in this course are essential life and employability skills. In this course, students will:

- develop skills for working and interacting with individuals with a variety of learning needs
- develop effective leadership skills
- acquire effective skills in communication
- acquire effective skills in building and maintaining relationships
- acquire background knowledge about learning and behaviour management theories appropriate to the setting
- apply knowledge of learning and behaviour management theories appropriate to a variety of settings

Organizational Structure: The majority of this course involves Student Teacher Assistants working directly with other students under the supervision of a classroom teacher. It is an experiential course with a variety of implementation formats possible dependent upon the needs of the school and the learning environment.

Organizational Structure: Teacher Assistant 10

Curriculum Organizers	Learning Outcomes	Time
Communication Skills	<p><i>It is expected that student teacher assistants will:</i></p> <ul style="list-style-type: none"> • identify effective strategies for communicating student progress • identify effective strategies for communicating clearly to the students • observe and identify how to model cooperation and respect in the learning process • identify active listening skills • identify effective questioning skills • identify effective interpersonal and intrapersonal skills • develop an awareness of verbal and non-verbal communication • self-monitor understanding of instructions and ask for clarification when necessary 	30%
Leadership Skills	<p><i>It is expected that student teacher assistants will:</i></p> <ul style="list-style-type: none"> • work collaboratively with the students under the direction and guidance of the classroom teacher • identify various student learning styles and the need for flexibility and adaptability in supporting the learning process • identify the importance of taking initiative through anticipating and planning appropriate actions during the class • identify methods for observing student progress and maintaining appropriate records • demonstrate a deeper understanding of subject material through the teacher assistant process • identify personal strengths and knowledge as they apply to the class setting 	10%
Organizational Skills	<p><i>It is expected that the student teacher assistant will:</i></p> <ul style="list-style-type: none"> • examine the length of time required to complete various tasks • identify the need to prioritize tasks • identify the need to use class time effectively • complete homework assignments • identify the importance of an organized work space • bring, gather or prepare appropriate materials for the class situation 	10%

<p>Learning Support</p> <p><i>Application</i></p>	<p><i>It is expected that student teacher assistants will:</i></p> <ul style="list-style-type: none"> • identify strategies to reinforce concepts introduced by the teacher • implement instructional support designed by the teacher • identify appropriate behaviour to model • identify techniques for motivating and reinforcing appropriate behaviour • identify conflict resolution skills • provide support and encouragement to help the student: <ul style="list-style-type: none"> • develop a positive self image, • develop a belief in his/her ability to learn • develop a sense of pride and accomplishment in what she/he is able to do 	<p>35%</p>
<p><i>Theory</i></p>	<p><i>It is expected that student teacher assistants will:</i></p> <ul style="list-style-type: none"> • identify characteristics, behaviours, and the needs of students in the classroom setting 	<p>5%</p>
<p>Social Responsibility Skills</p>	<p><i>It is expected that student teacher assistants will:</i></p> <ul style="list-style-type: none"> • identify the skills of an effective team member • examine and evaluate common preconceived ideas about individuals with varying needs • identify issues concerning confidentiality, trust and responsibility 	<p>35%</p>

Organizational Structure: Teacher Assistant 11

Curriculum Organizers	Learning Outcomes	Time
Communication Skills	<p><i>It is expected that student teacher assistants will:</i></p> <ul style="list-style-type: none"> • apply effective strategies for communicating student progress with staff support • apply effective strategies for communicating clearly to the students with staff support • model cooperation and respect in the learning process with staff support • utilize active listening skills with support • utilize effective questioning skills with support • demonstrate effective interpersonal and intrapersonal skills with support • recognize, understand and appropriately respond to verbal and non-verbal communication with support • self-monitor understanding of instructions and ask for clarification when necessary 	35%
Leadership Skills	<p><i>It is expected that student teacher assistants will:</i></p> <ul style="list-style-type: none"> • work independently and collaboratively with the students with monitoring by the classroom teacher • demonstrate flexibility and adaptability in supporting the learning process • anticipate and plan appropriate actions during the class with support • observe student progress and maintain appropriate records with support • acquire a deeper understanding of subject material through the teacher assistant process • describe how their own personal strengths and knowledge apply to the class setting 	10%
Organizational Skills	<p><i>It is expected that the student teacher assistant will:</i></p> <ul style="list-style-type: none"> • assess the length of time required to complete various tasks • prioritize tasks with guidance • use class time effectively with guidance • complete homework assignments • maintain an organized work space with support • bring, gather or prepare appropriate materials for the class situation 	10%

<p>Learning Support</p> <p><i>Application</i></p>	<p><i>It is expected that student teacher assistants will:</i></p> <ul style="list-style-type: none"> • with support, apply strategies to reinforce concepts introduced by the teacher • design instructional support with teacher guidance • model appropriate behaviour with guidance • examine conflict resolution skills • provide support and encouragement to help the student: <ul style="list-style-type: none"> • develop a positive self image, • develop a belief in his/her ability to learn • develop a sense of pride and accomplishment in what she/he is able to do 	<p>30%</p>
<p><i>Theory</i></p>	<p><i>It is expected that student teacher assistants will:</i></p> <ul style="list-style-type: none"> • examine the importance of Social Learning Theory • examine the theories of motivation and reinforcement in learning and behaviour • analyze characteristics, behaviours, and needs of students in the classroom setting 	<p>5%</p>
<p>Social Responsibility Skills</p>	<p><i>It is expected that student teacher assistants will:</i></p> <ul style="list-style-type: none"> • demonstrate the skills of an effective team member with support • identify the need to appreciate, value and accept all individuals • examine and challenge personal beliefs about individuals with varying needs • exhibit ethical behaviour around issues such as confidentiality, trust and responsibility 	<p>10%</p>

Organizational Structure: Teacher Assistant 12

Curriculum Organizers	Learning Outcomes	Time
Communication Skills	<p><i>It is expected that student teacher assistants will:</i></p> <ul style="list-style-type: none"> • independently apply effective strategies for communicating student progress • independently apply effective strategies for communicating clearly to the students • independently model cooperation and respect in the learning process • independently utilize active listening skills • independently utilize effective questioning skills • apply effective interpersonal and intrapersonal skills • recognize, understand and appropriately respond to verbal and non-verbal communication independently • self-monitor understanding of instructions and ask for clarification when necessary 	30%
Leadership Skills	<p><i>It is expected that student teacher assistants will:</i></p> <ul style="list-style-type: none"> • work independently and collaboratively with the students • anticipate and plan adaptations for individual student's learning style • independently take initiative by anticipating and planning appropriate actions during the class • independently observe student progress and maintain appropriate records • acquire a deeper understanding of subject material through the teacher assistant process • apply their own personal strengths and knowledge to the class setting 	10%
Organizational Skills	<p><i>It is expected that the student teacher assistant will:</i></p> <ul style="list-style-type: none"> • identify the length of time required to complete various tasks and apply knowledge to tutoring situation • independently and effectively prioritize tasks • use class time effectively and independently • complete homework assignments • maintain an organized work space independently • bring, gather or prepare appropriate materials for the classroom situation 	10%

<p><i>Learning Support</i></p> <p><i>Application</i></p>	<p><i>It is expected that student teacher assistants will:</i></p> <ul style="list-style-type: none"> • independently apply strategies to reinforce concepts introduced by the teacher • independently design instructional support based on learning theories and objectives • independently model appropriate behaviour • apply conflict resolution skills • provide support and encouragement to help the student: <ul style="list-style-type: none"> • develop a positive self image, • develop a belief in his/her ability to learn • develop a sense of pride and accomplishment in what she/he is able to do 	<p>30%</p>
<p><i>Theory</i></p>	<p><i>It is expected that student teacher assistants will:</i></p> <ul style="list-style-type: none"> • demonstrate an understanding of Social Learning Theory • apply the theories of motivation and reinforcement in learning and behaviour • analyze and plan for characteristics, behaviours, and needs of students in the class setting 	<p>10%</p>
<p><i>Social Responsibility Skills</i></p>	<p><i>It is expected that student teacher assistants will:</i></p> <ul style="list-style-type: none"> • apply the skills of an effective team member • demonstrate appreciation, value and acceptance of the dignity that should be afforded to all individuals • examine the need for ethical behaviour in an educational setting 	<p>10%</p>

Instructional Component: The student teacher assistant will be exposed to a variety of learning experiences which develop support strategies to assist others in learning and goal-setting skills. The application of these support strategies will be determined by individual needs. The classroom teacher may use (but is not limited to):

- direct instruction
- indirect instruction
- experiential learning
- independent study
- modeling
- practical experience
- brainstorming
- group work
- on-line learning packages such as learning style assessments, learning theory research, post-secondary/employability connections

Assessment Component: Student evaluation, based on the student meeting the learning outcomes, will be done on an on-going basis including both student teacher assistant and teacher assessment of:

- skills for working and interacting with individuals with a variety of needs
- effective leadership skills
- effective skills in communication
- effective skills in building and maintaining relationships
- background knowledge about learning and behaviour management theories appropriate to the class setting
- knowledge of learning and behaviour management theories appropriate to the class setting

Teachers should choose from a variety of assessment tools to fit the unique learning outcomes and performance nature of this course. Both Formative and Summative assessments should be included. For example:

Types of Assessment	Category	Details	Weighting (%)
Formative (60%)	Practical application of skills and strategies	Teacher observation	20
		Logs	20
		Lesson plans	20
Summative (40%)	Final term assessment	Written assignments	20
		Presentations	20

Total 100%

Learning Resources:

This is a beginning list of learning resources that can be added to this curriculum.

1. Employability Skills
 - a. Essential Skills (Human Resources Development Canada)
<http://www15.hrdc.drhc.gc.ca/english/general/es.asp>
 - b. Conference Board of Canada Employability Skills (1999)
 - c. Planning 10 IRP
 - d. Focus Areas document – Human Services/post-secondary/Career Resources
2. Video equipment
3. Books/texts/articles
 - a. 7 Habits of Highly Effective Teens – Sean Covey
 - b. Tutoring by Helping – Elizabeth Sabrinsky Foster
 - c. “It Really Works” – Dawn Jamieson in BC Teacher Nov-Dec 1982
4. Work Experience 12 IRP
5. Related Materials
 - a. Through CASAA – Canadian Association of Student Advisors
www.casaa-resources.net/ (Excellent source of student leadership materials.)
 - b. Maslow’s Hierarchy of Needs
<http://web.utk.edu/~gwynne/maslow.HTM>

Graduation Portfolio: This course provides many opportunities for students to add to their graduation portfolio including letters of reference, information about related careers, photo essays, videotapes and reports.

*Additional Information:

- a. Student Teacher Assistants do not take the place of either the Classroom Teacher or School Support Workers. Instead they will enhance the learning environment in the classroom by becoming yet another part of the support team for students.
- b. Several others provided information and support in developing this framework including the writing team of Kootenay-Boundary (Pat Dooley – Coordinator). Their willingness to share their work is greatly appreciated.