Course Syllabus

Department: Developmental Studies

Date: September 28, 2012

I. Course Prefix and Number: GST 201

   Course Name: Teacher Assistant 1

   Credit Hours and Contact Hours: 3 credit hours/3 contact hours

   Catalog Description including pre- and co-requisites: supporting data required for grade prerequisite of ‘C’ or higher. This course is designed to help prepare para-professionals to assist certified teachers in the education of children. Students will develop the instructional techniques necessary to function as a teacher assistant, gain an understanding of the functioning of a school system, and explore current trends in education.

   Relationship to Academic Programs and Curriculum including SUNY Gen Ed designation if applicable:
   Teacher Assistant I (GST 201) counts as General Elective credit and is recommended for students interested in pursuing a career as a teacher assistant in New York state.

II. Course Student Learning Outcomes: State the student learning outcome(s) for the course (e.g. Student will be able to identify...)

   Students will be able to exhibit an understanding of their role as a teacher assistant in the public education system and their relationship with other teacher assistants, teachers, administrators, and parents/guardians.

   Students will demonstrate an understanding of the roles and responsibilities of teacher assistants and teachers; federal and state laws and regulations; child and adolescent development and learning; classroom and behavior management techniques; and instructional strategies to improve student learning

   Students will understand issues that specifically relate to the duties of the teacher assistant such as the philosophy and history of education instructional techniques, current educational trends, and the functioning of a school system.
College Learning Outcomes Addressed by the Course: (check each College Learning Outcome addressed by the Student Learning Outcomes)

<table>
<thead>
<tr>
<th>Writing</th>
<th>Computer literacy</th>
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<tbody>
<tr>
<td>X</td>
<td>X</td>
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<tr>
<td>Oral communications</td>
<td>Ethics/values</td>
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<tr>
<td>X</td>
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<td>Reading</td>
<td>Citizenship</td>
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<td>Mathematics</td>
<td>Global concerns</td>
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<td>Critical thinking</td>
<td>Information resources</td>
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<td>X</td>
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III. Assessment Measures (Summarize how the college and student learning outcomes will be assessed): For each identified outcome checked, please provide the specific assessment measure.

<table>
<thead>
<tr>
<th>List identified College Learning Outcomes(s)</th>
<th>Specific assessment measure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>eg: writing</td>
<td>eg: student will complete a research paper</td>
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<tr>
<td>Writing</td>
<td>Students will compose and revise research papers on topics related to role of teacher assistant, classroom management strategies, and legal issues.</td>
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<tr>
<td>Oral communication</td>
<td>Students will design a classroom presentation on instructional strategies and relate a classroom observation experience.</td>
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<tr>
<td>Reading</td>
<td>Students will read, summarize and react to articles published in professional journals.</td>
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<tr>
<td>Critical thinking</td>
<td>Students will critique a classroom observation in relation to instructional strategies and classroom management.</td>
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<tr>
<td>Computer literacy</td>
<td>Students will compose and write all papers using a computer.</td>
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<tr>
<td>Informational resources</td>
<td>Student will use New York state and Federal databases to research the requirements for teacher assistant certification.</td>
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**Students will be able to exhibit an understanding of their role as a teacher assistant in the public education system and their relationship with other teacher assistants, teachers, administrators, and parents/guardians.**

**Students will demonstrate an understanding**

**Students will compose a research based paper that investigates the role of the teacher assistant and relationship to other professionals within a school system.**

Students, through the writing of several short
of the roles and responsibilities of teacher assistants and teachers; federal and state laws and regulations; child and adolescent development and learning; classroom and behavior management techniques; and instructional strategies to improve student learning

papers, will investigate issues such as roles and responsibilities, legal issues, child development, classroom and behavior management, and instructional strategies.

Students will understand issues that specifically relate to the duties of the teacher assistant such as the philosophy and history of education instructional techniques, current educational trends, and the functioning of a school system

Students will compose a personal philosophy of education based upon readings related to educational history, trends and the functions of a school system.

### IV. Instructional Materials and Methods

**Types of Course Materials:**

Textbooks such as *Paraprofessionals in the Classroom* are recommended for the course. Other types of materials may include newspaper, magazine and journal articles, on-line articles, and books.

**Methods of Instruction (e.g. Lecture, Lab, Seminar …):**

Instructional strategies may include lecture, small and large group discussion, collaborative learning, observations, projects, journals, guest speakers, videos, and computer technology.

### V. General Outline of Topics Covered:

I. Definition /role of Paraprofessional/TA
   - NYS Requirements/Levels/ATAS test
   - Code of Ethics
   - Legal issues

II. The TA Position
   - Job rights and obligations
   - Job market for TA’s
   - Prepping for a job as a TA/Para:
     - Inventory of personal skills, attributes, training, goals
     - Resume writing/creation of job portfolio
     - Career issues: certification, how to interview, etc.
   - Evaluation/assessment at job

III. Students
Reporting behavior
Child abuse – mandated behavior

IV. Philosophy of education
  History of education
  Current events in education
  Learning process (including operant, classical, social-cognitive)
  Learning styles
  Multiple intelligences
  Right brain/left brain

V. Students with special needs: overview and laws

VI. Skill level strategies at all age levels
  Standardized testing
  Alternative assessment

September 2012