Course Syllabus

Department: Developmental Studies

Date: September 30, 2012

I. Course Prefix and Number: GST 202

   Course Name: Teacher Assistant II

   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 continue to 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 II (GST 202) counts as General Elective credit and is recommended for students interested in pursuing a career as a teacher assistant in New York state. Teacher Assistant 1 (GST 201) is not a pre-requisite for this course.

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)*

- X writing
- X oral communications
- X reading
- X mathematics
- X critical thinking
- X computer literacy
- □ ethics/values
- □ citizenship
- □ global concerns
- X information resources

### 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.*

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<tr>
<th>List identified College Learning Outcomes(s)</th>
<th>Specific assessment measure(s)</th>
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| *eg: writing* Writing                       | *eg: student will complete a research paper*  
|                                              | Students will complete and then revise a research paper on a topic such as the role of the teacher assistant, educational trends, or classroom management. |
| Oral communications                          | Students will prepare and present a grade appropriate classroom lesson. |
| Reading                                      | Students will read appropriate professional journals and critique articles. |
| Critical thinking                            | Students will critique professional articles and classroom observations. |
| Computer literacy                            | Students will submit assignments that have been composed, written, and revised on a computer. |
| Information resources                        | Students will use the FLCC Library databases to research professional journals for topics such as child development, classroom strategies, and classroom management. |

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 respond to short answer essay questions, compose a paper, or complete a learning journal about topics such as the role of teacher assistants in the public school system and relationships with other teacher
<table>
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<th><strong>Students will demonstrate an understanding</strong> 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</th>
<th><strong>Students will compose a research paper or reaction paper regarding topics such as the teacher assistant’s role and responsibility in the classroom, child/adolescent development, behavior and classroom management techniques, and instructional strategies.</strong></th>
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<tr>
<td><strong>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.</strong></td>
<td><strong>Students will develop (if not enrolled in GST 201) or revise their philosophy of education based upon information gained in this course.</strong></td>
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### 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:

1. **Students with special needs: overview and laws**
   - Specific disabilities
   - Adaptive technology

2. **Child development**
   - Adolescent development
   - Educational psychology

3. **Skill level strategies at all age levels**
   - Learning process (including operant, classical, social-cognitive)
Learning styles
Multiple intelligences
Right brain/left brain

IV. Instruction
Differentiated instruction
Activity/curriculum planning – lesson plans
Role of play and games
Listening skills

V. Classroom management
Classroom organization (front-loading, routinizing, task analysis, hidden agenda)
Discipline – dealing with inappropriate behavior including bullying (strategies, redirecting, reinforcement, punishment)
Dealing with crisis situations
Reporting behavior