Course Syllabus

Department: Social Sciences

Date: December 3, 2014

I. Course Prefix and Number: EDU 101

Course Name: Teacher Assistant I

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 paraprofessionals 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 is required for the Teacher Assistant Certificate.

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

The student will be able to:

Demonstrate strategies for building relationships with other members of the education team in the school e.g. (teacher, principal, parent etc.)

Apply state and federal laws governing public school settings effectively in a variety of instructional settings (e.g. school level, school type, specific educational needs)

Identify current and historical trends in educational practice
College Learning Outcomes Addressed by the Course: (check each College Learning Outcome addressed by the Student Learning Outcomes)

writing  
oral communications  
reading  
☐ mathematics  
X critical thinking  
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.

<table>
<thead>
<tr>
<th>List identified College Learning Outcomes(s)</th>
<th>Specific assessment measure(s)</th>
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<tbody>
<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>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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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