



5. Demonstrate skills, attitudes, and knowledge acquired in class work.
  - a. contribute skills, attitudes and knowledge obtained from class work.
6. Communicate with supervisors, parents, and other professionals on practicum-related issues.
  - a. Demonstrate positive and professional rapport with supervising teacher and staff
7. Communicate and develop a positive rapport with students at an appropriate level.
  - a. Demonstrate positive and professional rapport with children/parents.
8. Respect the individuality and diversity of each child, family, and staff member.
9. Demonstrate professional ethics and confidentiality of the child, family, staff and school.

### COURSE REQUIREMENTS

The Teacher Assistant Program at Grande Prairie Regional College prepares students with knowledge, skills and attitudes to serve the workplace. Implementing positive and professional employment attitudes and behaviors include punctual attendance, dress and professional mannerisms.

#### Attendance

1. Attendance is mandatory for both practicum and seminar. Students absent due to illness must notify **both** the instructor and the agency supervisor **PRIOR** to the student's expected time of arrival. Students are expected to make personal appointments outside of course time.  
  
Failure to comply with the above will result in unexcused absences. Three unexcused absences may result in course failure.
2. Illness or absence in excess of ten percent of the practicum days will require a medical certificate and will be made up at a time mutually agreed upon by the school, student, and the College.
3. **Integration** Seminar attendance is required. Absence in excess of 2 hours of seminar class will necessitate the negotiation of a learning contract with the instructor(s). Should the student fail to meet the terms of the contract, credit for this course may not be granted.

Extenuating circumstances may be considered on an individual basis.

## **Student Log Book**

This assignment allows the student to reflect on the attitudes, skills and knowledge experienced within practicum placement. It is to be completed after school hours, not during the working day.

Logs should be in loose-leaf binders enabling students to add materials as required.

### **Required Log Book Contents**

1. Title Page
2. Table of Contents
3. Reflections

#### **Daily:**

Provide a brief description of your involvement with children, staff or parents.

#### **Weekly:**

##### **a. Every Week:**

Evaluate your strengths, areas for improvement, goals for improvement for next week.

##### **b. Week 1:**

Create and present an introduction of self within first week of practicum. Discuss with faculty advisor on first visit.

- i. Describe your role and responsibilities with respect to health promotion and maintenance for students in your class.

##### **c. Weeks 1 and 2:**

Describe how you communicate with your supervising teacher. (One write-up for each week). Include:

- i. Two (2) examples of your use of "I-Language"
- ii. Three (3) examples of your use of paraphrasing
- iii. Three (3) examples of your use of perception checks
- iv. Four (4) examples of your use of concrete (vs. abstract) language.

(note: these examples may be spread across the 2 weeks)

##### **d. Weeks 3 and 4:**

Observe, implement and describe two discipline techniques. (one for each week)

##### **e. Week 5:**

Identify two (2) behaviours that it would be beneficial to increase.

- i. Operationally define the behaviours

- ii. Provide a rationale clearly explaining how an increase in each behaviour would be of benefit to the child.

f. **Week 6:**

Identify ten (10) examples of the use of a behavioural technique that you have observed or used in the classroom this week. For each example:

- i. identify the behaviour (just name it - operational definition is not required)
- ii. describe what you observed or did
- iii. identify the behavioural principle being applied
- iv. describe the intended effect on the behaviour
- v. provide your opinion regarding whether or not the technique is likely to have the intended effect. Explain why or why not.

**NOTE: Students must have their log books up-to-date for scheduled consultations with faculty advisor.**

**Grading System**

This course is graded as credit or non-credit.  
Credit is determined by

- a. instructor observations and conversations, both at the school and in seminars
- b. instructor evaluation of how well you have met the course objectives
- c. the quality of work in your Log Book
- d. and, often most importantly, the evaluation of your performance by your supervising teacher.

All course requirement must be met for credit to be granted.

**PLEASE KEEP**