



SCHOOL DISTRICT NO. 73  
(Kamloops-Thompson)

## BOARD AUTHORITY/AUTHORIZED COURSE FRAMEWORK

School District/Independent School Authority Name: School District No. 73 (Kamloops-Thompson)	School District/Independent School Authority Number No.73
Developed by: Alysia Francis, Brandi Rusk, Melody Tompkins. In consultation with previous SD73 BAA Course (Al Baker)	Date Developed: March 16th, 2019
School Name: South Kamloops Secondary School / Valleyview Secondary School	Principal's Name: Walt Kirschner / Barb Hamblett
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Teaching Assistant	Grade Level of Course: 11 / 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

### Board/Authority Prerequisite(s):

- Previous successful completion of course student wants to TA
- Approval of mentor teacher required before signing up for the course
- Must be in Grade 11 or 12

### Special Training, Facilities or Equipment Required:

Each student must find a teacher who will sponsor them as a Teaching Assistant in their area of interest. Each student will have to complete a Teaching Assistant contract that includes 120 hours of assistance for four credits and written acceptance by the teacher. The teacher will directly supervise the student. The teacher will outline a written list of goals, expectations and outcomes for the learning term. Units and topics can vary in

consultation with the teacher and student according to ministry curriculum areas. For example, teacher and student can develop specific lessons such as student facilitated teaching.

### **Course Synopsis:**

This is an active participatory course requiring regular attendance to cultivate networks and establish reciprocal relationships to support and broaden awareness and options . It will offer different opportunities to enhance learning by including ongoing cycles of exploring, planning, reflecting, adapting and deciding. Students will develop their individual and collective sense of social responsibility while learning lifelong skills. These skills include, but are not limited to, communication, creative and critical thinking, personal and cultural identity, social responsibility, and awareness. Students will apply these skills through experiential learning while mentoring students through planning, reflecting and teaching.

### **Goals and Rationale:**

#### **Rationale:**

Growth as a student is dependent on perseverance, resilience, refinement, and reflection. Research indicates that students who teach material to others learn the material more thoroughly. The opportunity to be a mentor in a subject of interest allows the Teaching Assistant to develop skills beyond the knowledge of the subject matter itself, including increased self-confidence, self-worth and organizational skills. Students of different social abilities are able to experience helping, mentoring and role modelling. This course will offer students the opportunity to grow through experiential learning while contributing to their school and community. In return, students taking the class with a Teacher Assistant often benefit from listening to explanations from other, mature students.

#### **Goals:**

- Give, receive and act on feedback
- Acquire, interpret and present information
- Work collaboratively to inquire, plan, problem solve, perform and accomplish projects and activities
- Explain and reflect on experiences and accomplishments
- Share and develop ideas
- Connect and engage with others
- Develop understanding and deeper relationship
- Generate ideas
- Decide, evaluate, develop, refine and realize ideas
- Analyze and critique a position, process, performance, product or act
- Question and investigate problems or challenges that relate to issues and situations
- Develop and design varied responses to problems and issues with clear purpose and for a targeted audience
- Understand how relationships and cultural contexts shapes who we are
- Understand how values and identity influence the context of our lives
- Acknowledge personal strengths and abilities as assets
- Use personal assets to contribute to different communities
- Contribute to community and the environment
- Develop appreciation for different perspectives and value diversity
- Work to solve problems in peaceful ways
- Build and maintain relationships in a variety of contexts
- Have a sense of personal efficacy and confidence
- Take responsibility for own choices and actions

- Recognize and take responsibility for how decisions/actions affect one's own mental, physical, emotional, social, cognitive and spiritual wellness
- Understand the unique teacher/ teacher assistant relationship and the ethical responsibilities.

**Aboriginal Worldviews and Perspectives:**

**Declaration of First Peoples Principles of Learning:**

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- By filling a supportive role within a class, the teaching assistant contributes to the wellness of our community as a whole.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness on reciprocal relationships, and a sense of place).
- Learning involves patience and time.
- By helping diverse students in a class
- Learning involves exploration of one's identity.

**Declaration of Aboriginal Worldviews and Perspectives:**

- Connectedness and Relationship:
- Acting as a teaching assistant allows students to form relationships with each other. Allowing older students to mentor younger students contributes to the feeling of connectedness within a building.
- Emphasis on Identity:
- When students have the opportunity to act in a supervisory/leadership role, they learn about their own identities.
- Experiential Learning:
- Every day, students will have the opportunity to help other students in their courses, which is the process of learning through doing (experiential learning)

**Course Name: Teacher Assistant**

**Grade: 11**

**Big Ideas**

<p>Cultivating relationships can support and broaden awareness and appreciation of others perspectives.</p>		<p>Experiential learning includes ongoing cycles of exploring, planning, reflecting, adapting, and deciding.</p>		<p>Contributing to our school community increases social responsibility and benefits both ourselves and others.</p>
---	--	--	--	---

**Learning Standards**

<b>Curricular Competencies</b>	<b>Content</b>
<p><b>Students are expected to individually and collaboratively be able to:</b></p> <p><b>Communication Skills:</b></p> <ul style="list-style-type: none"> <li>• apply effective strategies for communicating clearly to the students with staff support</li> <li>• model cooperation and respect in the learning process with staff support</li> <li>• utilize active listening skills with support</li> <li>• utilize effective questioning skills with support</li> <li>• demonstrate effective interpersonal and intrapersonal skills with support</li> <li>• recognize, understand and appropriately respond to verbal and non-verbal communication with support</li> <li>• self-monitor understanding of instructions and ask for clarification when necessary</li> </ul> <p><b>Leadership Skills:</b></p> <ul style="list-style-type: none"> <li>• work independently and collaboratively with the students with monitoring by the classroom teacher</li> <li>• demonstrate flexibility and adaptability in supporting the learning process</li> <li>• anticipate and plan appropriate actions during the class with support</li> <li>• assist the teacher with organization of student records with the clear understanding that teaching assistants will not have access to student data as per FOIPPA requirements.</li> <li>• acquire a deeper understanding of subject material through the teacher assistant process</li> </ul> <p><b>Organizational Skills:</b></p> <ul style="list-style-type: none"> <li>• describe how their own personal strengths and knowledge apply to the class setting</li> <li>• assess the length of time required to complete various tasks</li> <li>• prioritize tasks with guidance</li> <li>• use class time effectively with guidance</li> <li>• maintain an organized work space with support</li> <li>• bring, gather or prepare appropriate materials for the class situation</li> </ul>	<p><b>Students are expected to know the following:</b></p> <ul style="list-style-type: none"> <li>• approaches for helping students grow in confidence and be successful academically</li> <li>• goal setting strategies</li> <li>• methods for being organized</li> <li>• conflict and confrontation management techniques, such as compromise, making suggestions, understanding motivation, and meeting needs</li> <li>• how to maintain records</li> <li>• that confidentiality about student needs/grades is required</li> </ul>

**Learning Support: Application and Theory:**

- With support, apply strategies to reinforce concepts introduced by the teacher
- model appropriate behaviour apply conflict resolution skills
- provide support and encouragement to help the student:
- 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
- apply the theories of motivation and reinforcement in learning and behaviour
- analyze and plan for individualized instruction and diverse learning needs of students in the class setting

**Social Responsibility Skills:**

- 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

**Course Name: Teacher Assistant**

**Grade: 12**

**Big Ideas**

<p>Cultivating relationships can support and broaden awareness and appreciation of others perspectives.</p>	<p>Experiential learning includes ongoing cycles of exploring, planning, reflecting, adapting, and deciding.</p>	<p>Contributing to our school community increases social responsibility and benefits both ourselves and others.</p>
---	--	---

**Learning Standards**

Curricular Competencies	Content
<p><b>Students are expected to individually and collaboratively be able to:</b></p> <p><b>Communication Skills:</b></p> <ul style="list-style-type: none"> <li>• apply effective strategies for communicating clearly to the students with staff support</li> <li>• model cooperation and respect in the learning process with staff support</li> <li>• utilize active listening skills with support</li> <li>• utilize effective questioning skills with support</li> <li>• demonstrate effective interpersonal and intrapersonal skills with support</li> <li>• recognize, understand and appropriately respond to verbal and non-verbal communication with support</li> <li>• self-monitor understanding of instructions and ask for clarification when necessary</li> </ul> <p><b>Leadership Skills:</b></p> <ul style="list-style-type: none"> <li>• work independently and collaboratively with the students with monitoring by the classroom teacher</li> <li>• demonstrate flexibility and adaptability in supporting the learning process</li> <li>• anticipate and plan appropriate actions during the class with support</li> <li>• assist the teacher with organization of student records with the clear understanding that teaching assistants will not have access to student data as per FOIPPA requirements.</li> <li>• acquire a deeper understanding of subject material through the teacher assistant process</li> </ul> <p><b>Organizational Skills:</b></p> <ul style="list-style-type: none"> <li>• describe how their own personal strengths and knowledge apply to the class setting</li> <li>• assess the length of time required to complete various tasks</li> <li>• prioritize tasks with guidance</li> <li>• use class time effectively with guidance</li> <li>• maintain an organized work space with support</li> <li>• bring, gather or prepare appropriate materials for the class situation</li> </ul>	<p><b>Students are expected to know the following:</b></p> <ul style="list-style-type: none"> <li>• approaches for helping students grow in confidence and be successful academically</li> <li>• goal setting strategies</li> <li>• methods for being organized</li> <li>• conflict and confrontation management techniques, such as compromise, making suggestions, understanding motivation, and meeting needs</li> <li>• how to maintain records that confidentiality about student needs/grades is required</li> </ul>

**Learning Support: Application and Theory:**

- With support, apply strategies to reinforce concepts introduced by the teacher
- model appropriate behaviour apply conflict resolution skills
- provide support and encouragement to help the student:
- 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
- apply the theories of motivation and reinforcement in learning and behaviour
- analyze and plan for individualized instruction and diverse learning needs of students in the class setting

**Social Responsibility Skills:**

- 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

**Recommended Instructional Components:**

- Direct Instruction
- Indirect Instruction
- Peer and Partner Instruction
- Demonstrations
- Modelling
- Simulations
- Peer Teaching
- Experiential Learning
- Reflective Writing

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

**Self-Evaluation:**

Take a look at the rubric – Teacher Assistant 11/12 Self and Teacher Core Competency Assessment. At the end of the course, how have you grown in the core competencies of Communication, Personal Awareness and Responsibility, and Social Responsibility? Identify where you fit on the rubric. Prepare a presentation for your mentor teacher to explain how you have grown in these areas while you have been a teacher assistant. Use evidence from the course to support your opinion.

**Teacher Evaluation:** Assess teacher assistants at the end of the course in the core competencies of Communication, Personal Awareness and Responsibility, and Social Responsibility as they have been demonstrated. Keep in mind that as students move through the Grade 11/12 levels, they should demonstrate these core competencies in increasingly sophisticated ways.

**Other Assessments:**

- Weekly learning journals explaining what they have done as a teacher assistant in class, with a reflection on how their actions have helped them to grow, challenges they experienced, problems they helped to solve, and ways they worked with their mentor teacher.
- Monthly Reflections: At the end of each month, have students use the rubric to assess how they have demonstrated growth in the Core Competencies and to set goals for improvement for the following month.

**Learning Resources:**

1. **Employability Skills**
  - a. Essential Skills (Human Resources Development Canada)  
<https://www.canada.ca/en/employment-social-development/programs/essential-skills/profiles/guide.html>
  - b. Conference Board of Canada Employability Skills (2019)
  - c. Career Life Education
  - d. Focus Areas document – Human Services/Post-secondary/Career Resources
2. **Digital materials (laptop, tablet) for documenting experience**
3. **Books/texts/articles**
  - a. 7 Habits of Highly Effective Teens – Sean Covey
  - b. Tutoring by Helping – Elizabeth Sabrinsky Foster
  - c. “Peer, Pair, Perfection” --Jennifer Kelly Geddes, School Library Journal 2016
4. **Career Life Connections**

**Capstone Project:** This course may provide opportunities for students to add to their graduation Capstone portfolio including letters of reference, information about related careers, photo essays, vlogs, conversations with mentors and reports.

**Additional Information:** Teaching Assistant positions allow students to develop important leadership and interpersonal skills. Students from all ability levels are able to increase their own skills and contribute to their community and school through these positions.



## Teacher Assistant 11/12 Self and Teacher Final Assessment

	<b>Emerging</b>	<b>Satisfactory</b>	<b>Proficient</b>	<b>Accomplished</b>
<b>Communication</b>	<ul style="list-style-type: none"> <li>• I communicate clearly, using a variety of techniques.</li> <li>• In discussions and collaborative activities, I am an engaged listener—I ask clarifying questions.</li> <li>• I contribute to planning and adjusting a plan, and help to solve conflicts.</li> <li>• I am able to reflect on my learning, and connect it to my efforts.</li> <li>• I receive constructive feedback and act on ways to improve.</li> </ul>	<ul style="list-style-type: none"> <li>• I communicate confidently and show attention to my audience.</li> <li>• I contribute positively to discussions and collaborations, and see tasks that need to be completed.</li> <li>• I ask thought-provoking questions, support others, and manage conflicts.</li> <li>• I offer detailed descriptions of my own efforts and experiences.</li> <li>• I give, receive, and act on constructive feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• I communicate effectively.</li> <li>• In discussion and collaboration, I acknowledge different perspectives, and look for commonalities.</li> <li>• I offer both leadership and support; I am flexible and take initiative.</li> <li>• I am able to represent my learning/ goals.</li> <li>• I accept constructive feedback and use it to move forward and set my own goals.</li> </ul>	<ul style="list-style-type: none"> <li>• I am intentional and strategic in my communication with peers, including those who are not easy to work with.</li> <li>• I can take leadership in a discussion or collaboration, and focus on deepening our thinking.</li> <li>• I seek consensus, and focus on collective results.</li> <li>• I can articulate an awareness of the strengths/goals of myself.</li> <li>• I offer detailed analysis of my progress, work and goals.</li> </ul>
<b>Personal Awareness and Responsibility</b>	<ul style="list-style-type: none"> <li>• I can recognize my strengths and use strategies to set, focus, and accomplish my goals as a teacher assistant with support.</li> <li>• I can be focused and determined.</li> <li>• I can set realistic goals, and persevere with challenging tasks.</li> <li>• I can tell when I am becoming angry, upset, or frustrated, and I have strategies to calm myself.</li> </ul>	<ul style="list-style-type: none"> <li>• I recognize my strengths and use strategies to accomplish my goals as a teacher assistant.</li> <li>• I am usually focused and determined in class.</li> <li>• I can set realistic goals, use strategies to accomplish them, and persevere with challenging tasks.</li> <li>• I manage stressful situations in class using a range of self-regulating strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• I can recognize my value and advocate for my rights.</li> <li>• I take responsibility for my choices, my actions, and my achievements.</li> <li>• I can set priorities; implement, monitor, and adjust a plan; and assess the results.</li> <li>• I take responsibility for my behaviour in class and set goals for improving as a teacher assistant.</li> <li>• I have valuable ideas to share; I can help others.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify my strengths and limits, find internal motivation, and act on opportunities for self-growth.</li> <li>• I am responsible for making ethical decisions.</li> <li>• I can take ownership of my goals, learning, and behaviour;</li> <li>• I recognize the implications of my choices and how others may be affected by my decisions.</li> <li>• I reflect on my experiences as a way of enhancing my well-being.</li> </ul>
<b>Social Responsibility</b>	<ul style="list-style-type: none"> <li>• I contribute to group activities that make my classroom and school a better place.</li> <li>• I can identify things I can do that could make a difference to others.</li> <li>• I can consider others' views and express a different opinion in a peaceful way.</li> <li>• I can identify problems and compare potential problem-solving strategies.</li> <li>• I can demonstrate respectful and inclusive behaviour.</li> <li>• I can identify when others need support and provide it.</li> </ul>	<ul style="list-style-type: none"> <li>• I can take purposeful action to support others.</li> <li>• I can identify how my actions and the actions of others affect the classroom environment.</li> <li>• I can clarify problems, consider alternatives, and evaluate strategies.</li> <li>• I respect differences, and demonstrate respectful and inclusive behaviour.</li> <li>• I can advocate for others.</li> <li>• I am aware of how others may feel and take steps to help them feel included.</li> </ul>	<ul style="list-style-type: none"> <li>• I can initiate change for others.</li> <li>• I can identify and explain complex social issues.</li> <li>• I can clarify problems, generate strategies, weigh consequences, compromise to meet the needs of others, and evaluate actions.</li> <li>• I take action to support diversity and human rights, and can identify how diversity is beneficial for my classroom.</li> <li>• I build and sustain positive relationships with diverse people.</li> <li>• I show empathy for others and adjust my behaviour to accommodate their needs.</li> </ul>	<ul style="list-style-type: none"> <li>• I can initiate change for others.</li> <li>• I can analyze complex social issues from multiple perspectives.</li> <li>• I can clarify problems, generate multiple strategies, weigh consequences, compromise to meet the needs of others, and evaluate actions.</li> <li>• I take action to support diversity and defend human rights, and can identify how diversity is beneficial for my classroom. I build and sustain positive relationships with diverse people.</li> <li>• I show empathy for others and adjust my behaviour to accommodate their needs.</li> </ul>

**\*Note that the Core Competency descriptions have been altered to fit the desired role of a Teacher Assistant.**