Western Technical College

10522101 EDU: Teamwork in School Settings

Course Outcome Summary

Course Information

Description	Working together is paramount in helping all children learn. This introductory course will define the role and responsibilities of the instructional assistant. School and educational policies, ethical and moral responsibilities, group dynamics and Wisconsin tribal rights will also be explored. Emphasis placed on collaborating with a team comprised of diverse members.
Career Cluster	Education and Training
Instructional Level	Associate Degree Courses
Total Credits	3
Total Hours	72

Textbooks

No textbook required.

Experiential Learning

1. Community Based Learning Project

Program Outcomes

1. Perform professional responsibilities

2. Incorporate the reflective process to promote professional growth

Course Competencies

1.   Compare the roles and responsibilities of instructional assistants with other personnel

Assessment Strategies

1.1.   Oral, Written or Graphic Product

Criteria

Your performance will be successful when:

1.1. product includes similarities between the roles of teachers and instructional assistants.
1.2. product includes differences between the roles of teachers and instructional assistants.
1.3. product indicates reasons behind the distinction in roles.
1.4. product includes responsibilities of Title I assistants and special education assistants.
1.5. product includes the role of the IA in communicating with the parent.
1.6. product includes personal skills, strengths, talents, and interest that will support individual role as an instructional assistant.

Learning Objectives

1.a. Examine sample job descriptions for instructional assistants, certified teachers, special education assistants, and Title I assistants.
1.b. Articulate how roles and responsibilities of instructional assistants will vary across settings.
1.c. List the NRCP core competencies for instructional assistants.
1.d. Predict problems that may arise if an instructional assistant does not follow teacher instructions.
1.e. Describe district evaluation procedures for instructional assistants.
1.f. Identify one's own skills, strengths, talents, and interests that will be brought to the classroom.
1.g. Register for WECAN and complete application questions.
1.h. Analyze the similarities and differences in the roles of instructional assistants and teachers.
1.i. Examine the role of the IA in communicating with parents.
1.j. Examine professional development opportunities for instructional assistants.

2. Demonstrate characteristics of a collaborative team member

Assessment Strategies

2.1. Oral, Written or Graphic Product

Criteria

Your performance will be successful when:

2.1. learner summarizes the collaboration experience.
2.2. learner explains their role in the group.
2.3. learner explains key roles needed in collaborative teams.
2.4. learner values each team members' point of view.

Learning Objectives

2.a. Define collaboration.
2.b. Describe its characteristics.
2.c. List reasons for improving collaboration in the school setting.
2.d. Identify skills of effective communication as a collaborative team member.
2.e. Explain what problems can result from improper communication.
2.f. Describe supervisory styles of teachers.
2.g. Explain passive, aggressive and assertive behavior.
2.h. Apply collaborative problem-solving processes.
2.i. Identify collaborative teams that include an IA in a school setting.
2.j. Write short and long term team or personal goals.

3. Demonstrate active listening skills

Assessment Strategies

3.1. Oral, Written or Graphic Product

Criteria

Your performance will be successful when:

3.1. learner demonstrates each of the active listening techniques.
3.2. learner uses body language.
3.3. learner paraphrases the content expressed by the speaker.
3.4. learner paraphrases the emotions expressed by the speaker.

Learning Objectives

3.a. Describe passive listening and its role in interpersonal communication.
3.b. List barriers of effective listening.
3.c. Show examples of active listening.
3.d. Use body language to show active listening.

3.e.   Use "leading" techniques; accepting, paraphrasing, clarifying, questioning.
3.f.   Describe ways to create an environment conducive to sharing ideas.

4.   Demonstrate problem-solving skills within a group setting

Assessment Strategies
4.1.   Oral, Written or Graphic Product

Criteria

Your performance will be successful when:
4.1.   learner describes the problem.
4.2.   learner involves relevant parties to the problem.
4.3.   learner describes root causes.
4.4.   learner brainstorms possible solutions.
4.5.   learner discusses possible solutions.
4.6.   learner assists group in reaching consensus.
4.7.   learner attains a solution agreeable to all in the group.
4.8.   learner includes a description of each problem-solving step.

Learning Objectives
4.a.   Identify the problem that may occur in a school setting that affects instructional assistants.
4.b.   Use a problem-solving model to identify the problem, relevant parties, causes, solutions, and plan.
4.c.   Research a variety of problem-solving models.
4.d.   Practice brainstorming.

5.   Demonstrate conflict resolution skills

Assessment Strategies
5.1.   Oral, Written or Graphic Product

Criteria

Your performance will be successful when:
5.1.   learner uses "I messages".
5.2.   learner describes problem as a mutual problem.
5.3.   learner identifies point of view of each person involved in conflict.
5.4.   learner presents his or her perspective.
5.5.   learner brainstorms possible solutions.
5.6.   learner discusses possible solutions.
5.7.   learner describes his/her role in reaching consensus within the group.
5.8.   learner explains how s/he will follow through with agreed upon solution.

Learning Objectives
5.a.   Identify factors that cause conflict.
5.b.   Summarize the steps for dealing with conflict resolution.
5.c.   Use "I" messages.
5.d.   Summarize skills necessary in a confrontational situation.

6.   Follow district/building policies and procedures

Assessment Strategies
6.1.   Oral, Written or Graphic Product

Criteria

Your performance will be successful when:
6.1.   learner response summarizes the situation objectively.
6.2.   learner response describes instructional assistant actions in dealing with the situation.
6.3.   learner response identifies and adheres to district/building policies.
6.4.   learner response takes into consideration ethical responsibilities.
6.5.   learner response maintains the dignity of student(s) involved.

Learning Objectives
6.a.   Review copies of elementary, middle school, and high school handbooks.
6.b.   Identify Instructional Assistant Policies and Procedures handbook.

6.c.   Analyze district/building policies and procedures related to given scenarios.
6.d.   Discuss reasons behind policies.
6.e.   Discuss role of instructional assistant in following district policies and procedures.
6.f.   Identify local school issues and policies.

7.   Make decisions based on ethical and moral responsibilities

Assessment Strategies
7.1.   Oral, Written or Graphic Product

Criteria

Your performance will be successful when:
7.1.   learner describes decisions based on an ethical principle.
7.2.   learner includes reasoning behind decisions.
7.3.   learner includes strategies for maintaining confidentiality.

Learning Objectives
7.a.   Identify characteristics that the public expects from teaching professionals.
7.b.   Examine Code of Ethics for education professionals.
7.c.   List ethical principles for educators.
7.d.   List the major sources of ethical dilemmas for school professionals and instructional assistants.
7.e.   Summarize the steps for making decisions when confronted with ethical dilemmas.
7.f.   Explain confidentiality in a school setting.
7.g.   Identify instructional assistant role with student records and FERPA.
7.h.   Identify personal morals and values.
7.i.   Identify the stages of moral development (Kohlberg).

8.   Demonstrate teamwork skills by participating in a service learning project

Assessment Strategies
8.1.   Oral, Written or Graphic Product

Criteria

Your performance will be successful when:
8.1.   learner includes a description of the project.
8.2.   learner includes how s/he collaborated with others during the project
8.3.   learner includes the problems s/he encountered and they were resolved.
8.4.   learner includes reflection on earning experience/project and personal benefit from it
8.5.   learner prepares an artifact for his/her portfolio (written, visual (photo), etc.)
8.6.   product meets the minimum number of hours identified by the instructor

Learning Objectives
8.a.   Define Service Learning.
8.b.   Work as a team to determine service needs in your local community.
8.c.   Research Volunteer WI Resources in your area.
8.d.   Identify role of Instructional Assistant in service learning in a school setting.
8.e.   Demonstrate collaboration, problem solving and conflict resolution, active listening.