Learning Task Analysis

Orientating the Teaching Assistant’s to their new job as teacher will enhance their sense of purpose, community, and professional confidence. The ultimate goal is for the incoming TA’s to have a conceptual platform of experience supplemented by practical data according to what they’ve learned from practicing TA’s. New TA’s should walk away from the experience with a solid idea of what they will be doing as opposed to being thrown in and submersed. Observational learning is of the essence.

**Declarative Knowledge**

The incoming Teaching Assistant will be conversant in the essays “Confronting Class in the Classroom” by bell hooks, “Literacy and the Politics of Education” by C.H. Knoblauch, “Abby’s Lament: Does Literacy Matter” by Robert P. Yagelski, and “How to Tame a Wild Tounge” by Gloria Anzaldua. These are required texts, and to have early access to these by virtue of my proposed mentoring program will be beneficial.

**Discrimination**

Incoming TA’s will have a more informed sense of discrimination regarding classroom learning assessment as they will have observed actual lesson’s. They will have done this for the purpose of watching teaching methods, but also for the sake of observing student behavior, attitudes, responsiveness, levels of involvement, styles of learning, and other important elements of student dynamics. Incoming TA’s will be more equipped to discriminate regarding what is working and what is not as they will gain experience observing critically and unobtrusively with the classroom.

**Concept**

The conceptual recognition required of an incoming TA will be a uniform understanding of what is required in the responsibility of teaching a class. When does the incoming TA show up? dismiss class? They must understand the room located is the same place every time, that the students with familiar distinguishing features are the same human beings as last time, that the requirements of the class stay static.

**Rule/Procedure**

The incoming TA will:

* Be aware of their need to learn how to activate/develop a Blackboard page for class.
* Be aware that he/she must learn to use overhead technology in a classroom before teaching begins.
* Be aware that they must eventually develop a curriculum for the class.
* Be aware that they must eventually create a syllabus for the class.
* Take observational notes and personal notes during class observation and meetings with practicing TA’s

**Principles**

Observational learning must take place because being educated as a teacher isn’t enough, and being thrown into full submersion isn’t productive. Observation must take place to bridge didactic learning and experiential learning and create a whole experience. They must learn from the particular experiences of different TA’s in order to get a well rounded and practical idea of what they will face, as opposed to being told in a seminar just shortly before they begin teaching.

**Problem Solving**

Incoming TA’s will be more informed and more equipped to face potential problems if they are allowed to discuss what they may be facing with more experienced peer mentors (practicing TA’s). Witnessing classroom dynamics will help them observe problematic situations, and mentally prepare for facing the same things. The opportunity for the program to provide more data to incoming TA’s will supply them with knowledge to think more critically in teaching situations.

**Attitudes**

The Incoming TA will feel confident in knowing what to expect and having more time and opportunity to prepare accordingly. They will be able to cultivate a professional attitude.

**Psychomotor**

Physical limitations may pose a problem to incoming TA’s, but if they are capable of autonomous movement from place to place and independent kinesis that frees them from requiring constant outside assistance which may disrupt or burden students in a classroom setting, the program should be accessible to them. The program is designed to be informal and relational, so practicing TA’s can work with incoming disabled TA’s as all see fit as long as psychomotor retardation doesn’t affect an Incoming TA’s ability to accomplish required duties.

**Metacognitive Strategy**

Incoming TA’s should be self-reflective during the process, taking sufficient notes and asking pertinent questions. They should use the opportunity for observation to examine any perceived weaknesses in themselves that may affect the position of TA. The practicing TA will be available to assess the incoming TA’s ideas according to the leading teacher’s experiences.

**Prerequisites**

The incoming TA must have a Bachelor of Arts degree in an English related degree (creative writing, literature, technical writing, or others). An attitude I would encourage for any incoming TA is ambition. The instructional design, or program, is designed to be informal but proactive. The incoming TA should desire to gain professional knowledge to orientate herself to what she will be undertaking, and enjoy doing so.