

FOUNDATIONS (1, 2)

To act as a professional inheritor, critic and interpreter of knowledge or culture when teaching students.

FEATURES

- Situates the discipline's basic benchmarks and points of understanding (concepts, postulates and methods) in order to facilitate significant, in-depth learning by students.
- Adopts a critical approach to the subject matter.
- Establishes links between the secondary culture set out in the program and the secondary culture of the students.
- Transforms the classroom into a cultural base open to a range of different viewpoints within a common space.
- Casts a critical look at his or her own origins, cultural practices and social role.

LEVEL OF MASTERY

By the end of his or her initial training, the student teacher should be able to:

- understand the subject-specific and program specific knowledge to be taught, so as to be able to promote the creation of meaningful links by the students;
- exhibit a critical understanding of his or her cultural development and be aware of its potential and limitations;
- exhibit a critical understanding of the knowledge to be taught, so as to promote the creation of meaningful links by the students;
- Establish links with the students' culture in the proposed learning activities.

How have I developed this competency during this course or professional seminar/field experience?

- Prior to teaching a lesson or helping students with problems they were working on, I reviewed the content to ensure that I would give the correct information so as to not confuse students.

- When preparing for the lessons and activities that I taught throughout this Field Experience, I thought very carefully about what examples to use; I had to make sure that my chosen examples were relevant and appropriate for the students and the grade that I was teaching (i.e. I did not use an example about gambling during a grade 7 probability lesson).

- Before doing the lesson for the class, I reviewed it and went over certain parts that I thought might be more difficult for students to understand. I also used a Ped Day to do a "mini-rehearsal" of the lesson with my CT to develop a better understanding of where I could improve for the lesson with the students.

- Since it is the end of the year, the classroom routine and dynamic is already set. When I came in, I quickly learnt the culture of the school and classes I was in, and adapted my own teaching style to fit in.

- The school (including the classes I was in) is very technology-oriented; when I did my lessons and activities, I made use of the technology at my disposal and that students were used to using.

Attach additional sheets if necessary.

WHAT IS MY CURRENT LEVEL OF MASTERY? (CHOOSE ONE)*

- ADVANCED THOROUGH ACCEPTABLE PARTIAL MINIMAL

**Use the features of the competency (listed above) and the professional competency rubric.*

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KEEP THESE FORMS IN YOUR PROFESSIONAL PORTFOLIO. YOU WILL ADD TO THEM EACH YEAR.

FOUNDATIONS (1, 2)

To communicate clearly in the language of instruction, both orally and in writing, using correct grammar, in various contexts related to teaching.

FEATURES

- Uses appropriate language when speaking to students, parents and peers.
- Observes rules of grammar and stylistics when writing texts intended for students, parents or peers.
- Is able to take up a position, support his or her ideas and argue his or her subject matter in a consistent, effective, constructive and respectful way during discussions.
- Communicates ideas concisely using precise vocabulary and correct syntax.
- Corrects the mistakes students make when speaking and writing.
- Constantly strives to improve his or her own oral and written language skills.

LEVEL OF MASTERY

By the end of his or her initial training, the student teacher should be able to:

- master the rules of oral and written expression so as to be understood by most of the linguistic community;
- Express himself or herself with the ease, precision, efficiency and accuracy expected by society of a teaching professional.

How have I developed this competency during this course or professional seminar/field experience?

- Throughout the field experience, I communicated appropriately and professionally with both students and staff in writing and in verbal interactions.
- When I made a mistake during my lessons and activities, I corrected myself and apologized for making the mistake, ensuring that I clarified what the correct way to say it was.
- I corrected students when they used a wrong word or spoke with grammatical errors to help improve their communication skills.
- After teaching in front of a class, I took a moment to reflect on what I said to see how I could improve the effectiveness of my communication to allow for the best learning experience for my students.

Attach additional sheets if necessary.

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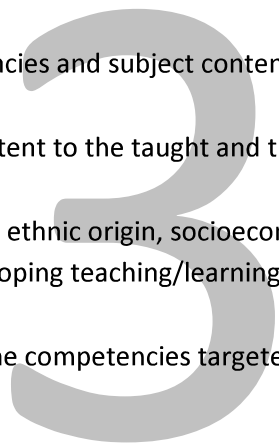
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TEACHING ACT (3, 4, 5, 6)

To develop teaching/learning situations that are appropriate to the students concerned and the subject content with a view to developing the competencies targeted in the programs of study.

FEATURES

- Bases the selection and content of teaching sequences on data drawn from recent didactical and pedagogical research.
- Selects and interprets subject-specific knowledge in terms of the aims, competencies and subject content specified in the program of study.
- Plans teaching and evaluation sequences taking into account the logic of the content to be taught and the development of learning.
- Takes into account the prerequisites, conceptions, social differences (i.e. gender, ethnic origin, socioeconomic and cultural differences), needs and special interests of the students when developing teaching/learning situations.
- Selects diverse instructional approaches that are suited to the development of the competencies targeted in the programs of study.
- Anticipates obstacles to learning posed by the content to be taught.
- Plans learning situations that provide opportunities to apply competencies in different contexts.



LEVEL OF MASTERY

By the end of his or her initial training, the student teacher should be able to:

- develop appropriate and varied teaching/learning situations involving a reasonable level of complexity that enable students to progress in the development of their competencies;
- Build these activities into a long-term plan.

How have I developed this competency during this course or professional seminar/field experience?

- In preparing for the lessons and activities, I consulted the progression of learning to determine what subject-specific knowledge I should aim to help my students develop. This also allowed me to determine what not to put in the lesson based on what students are supposed to learn in a given grade.

- The planning process also led me to the QEP where I consulted the subject-specific and cross-curricular competencies to see what I could tie into my teaching. This proved to be very helpful because I was able to extend the content to applications outside of the math classroom.

- I developed several lessons and activities during this Field Experience. This helped me to learn effective ways to plan lessons and gain teaching experience.

- After teaching a lesson, I reflected on it to see how I might cover the content better the next time I teach it to better develop the competencies.

Attach additional sheets if necessary.

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TEACHING ACT (3, 4, 5, 6)

To plan, organize and supervise a class in such a way as to promote students' learning and social development.

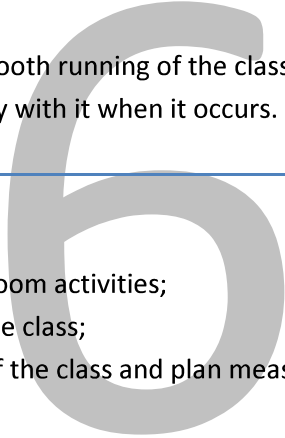
FEATURES

- Develops and implements an efficient system for running regular classroom activities.
- Communicates clear requirements regarding appropriate school and social behaviour and makes sure that students meet those requirements.
- Involves students on an individual or a group basis in setting standards for the smooth running of the class.
- Develops strategies for preventing inappropriate behaviour and dealing effectively with it when it occurs.
- Maintains a classroom climate that is conducive to learning.

LEVEL OF MASTERY

By the end of his or her initial training, the student teacher should be able to:

- introduce and maintain routines that ensure the smooth running of regular classroom activities;
- identify and correct organizational problems that hinder the smooth running of the class;
- anticipate some of the organizational problems that hinder the smooth running of the class and plan measures to prevent them;
- Establish and apply methods that can be used to solve problems with students who exhibit inappropriate behaviours.



How have I developed this competency during this course or professional seminar/field experience?

- This Field Experience gave me the opportunity to plan (and perform) an activity (which I did for 4 different classes), and 2 different lessons (for 2 different grades). This gave me the opportunity to go through the rigorous planning process that is required for every good lesson.

- During the classes (both the ones that I ran and ones that I was observing), I helped students get back on track when they lost focus or started misbehaving.

- The activity that I planned provided an opportunity for group work, thus allowing for students' social development.

- Prior to doing the lessons with a class, I took the time to sit down with my CT and review the plans we had discussed for a successful experience.

- The lessons I planned had fill-in-the-blank style worksheets to encourage students to follow along and take notes as the lessons progressed, thus keeping students on task.

Attach additional sheets if necessary.

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SOCIAL AND EDUCATIONAL CONTEXT (7, 8, 9, 10)

To cooperate with school staff, parents, partners in the community and students in pursuing the educational objectives of the school.

FEATURES

- Collaborates with other members of the school staff in defining orientations, and developing and implementing projects related to educational services in areas falling under the responsibility of the school.
- Informs parents and encourages them to become actively involved.
- Coordinates his or her actions with those of the school's various partners.
- Supports students involved in the administrative structures of the school or in school activities or projects.

LEVEL OF MASTERY

By the end of his or her initial training, the student teacher should be able to :

- situate his or her role in relation to that played by other internal or external resource persons;
- adjust his or her actions to the educational objectives of the school and contribute to the attainment of these objectives by becoming personally involved in school projects;
- Start building a trusting relationship with parents.

How have I developed this competency during this course or professional seminar/field experience?

- Throughout the Field Experience, anything that I planned was done in cooperation with my CT so as to meet their expectations and learn about the process of running a successful class.

- The first week of the Field Experience was somewhat challenging since most students were unable to get to school due to flooding and closed bridges. During that week, I cooperated with the school staff to deal with the lack of students and their inability to teach as a result of it. This, however, gave me the chance to get to know the students.

- Grading can sometimes be a controversial topic. Prior to grading the work that I assigned in one lesson, I discussed with my CT to see how they usually grade student work, how I should grade it, and what to do with late work.

- During a one-day field trip to Quebec City, I cooperated with school staff and the officials in Quebec City to ensure the best experience for all the students (e.g. I helped make sure students followed the rules, stayed with the group, etc.).

- A routine fire drill proved to be a valuable learning experience for me as I had the opportunity to work with school staff (including administration) to ensure the safety of the school population.

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SOCIAL AND EDUCATIONAL CONTEXT (7, 8, 9, 10)

To cooperate with members of the teaching team in carrying out tasks involving the development and evaluation of the competencies targeted in the programs of study, taking into account the students concerned.

FEATURES

- Recognizes instances where cooperation with other members of the teaching team is required in order to design or adapt teaching/learning situations, to evaluate student learning or to promote the mastery of competencies by the end of the cycle.
- Develops and organizes a project appropriate to the objectives to be attained by the teaching team.
- Cooperates in an active, ongoing manner with the teaching teams working with the same students.
- Helps build consensus, when required, among members of the teaching team.

LEVEL OF MASTERY

By the end of his or her initial training, the student teacher should be able to :

- contribute to the work of the teaching team in an effective manner;
- Provide constructive criticism and make innovative suggestions with respect to the team's work.

How have I developed this competency during this course or professional seminar/field experience?

- In planning for the lessons and activities that I did, I always made sure to discuss with my CT to ensure that our goals for the lesson were aligned and that I was teaching what should be covered.

- Before determining a date and time for my evaluations from my supervisor, I asked my CT when would be best to fit in with their plan for the limited (and less than anticipated, because of flooding) teaching days left in the year. We discussed a few possibilities and came to a consensus on when would be best.

- While students worked on their own during class time, I circulated around to help by answering questions and keeping students on task to alleviate stress from the CT.

- Before deciding what competencies would be targeted in an upcoming lesson, my CT and I talked about all of the math-specific competencies as well as the cross-curricular competencies to develop a better understanding of them.

- All lessons and activities that I did for a class was co-taught with another student teacher. This required a lot of cooperation between both of us, and between us and our CT to make the best learning experience possible for the students.

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PROFESSIONAL IDENTITY (11, 12)

To engage in professional development individually and with others.

FEATURES

- Takes stock of his or her competencies and takes steps to develop them using available resources.
- Discusses the relevance of his or her pedagogical choices with his or her colleagues.
- Reflects on his or her practice (reflective analysis) and makes the appropriate adjustments.
- Spearheads projects to solve teaching problems.
- Involves peers in research related to the mastery of the competencies targeted in the programs of study and to the educational objectives of the school.

LEVEL OF MASTERY

By the end of his or her initial training, the student teacher should be able to :

- identify, understand and use available resources (research reports and professional literature, pedagogical networks, professional associations, data banks) related to teaching;
- identify his or her strengths and limitations, along with his or her personal objectives and the means of achieving them;
- engage in rigorous reflexive analysis on specific aspects of his or her teaching;
- Undertake research projects related to specific aspects of his or her teaching.

How have I developed this competency during this course or professional seminar/field experience?

- On a PED Day, I had the privilege of sitting in on a staff meeting with the union president to talk about a grievance that was settled. Even though I did not know about the grievance before the meeting, I learnt a lot about it, the settlement, and about teaching in general.

- Over the course of the three weeks, I also had the chance to sit in on a department meeting (for math) and a staff council meeting. These two meetings really showed me how much planning goes into every little thing that happens in the school from a single teacher missing a day to increasing the number of classes being offered.

- After a lesson or activity or even just a simple interaction with a student, I always made sure to take a moment to consider what I did and how it went to see how I could improve the situation the next time something similar comes up. In addition to this self-reflective practice, I always made sure to ask my CT for feedback about how they thought it went (if applicable); when they came to me with feedback before I could ask them for it, I received it with an open mind and tried to apply what they suggested.

- I was asked if I wanted to join the grade 9 students for a one-day field trip to Quebec City; I jumped at the opportunity. There is no better way to understand the procedures of a field trip than by going on one and experiencing it first hand. Seeing the teacher side of it was very interesting and educational for me.

- Throughout my degree, I have kept my e-portfolio updated with artifacts and posts to demonstrate my professional development as a teacher and reflect on my practices as a developing teacher.

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PROFESSIONAL IDENTITY (11, 12)

To demonstrate ethical and responsible professional behaviour in the performance of his or her duties.

FEATURES

- Understands the values underlying his or her teaching.
- Manages his or her class in a democratic way.
- Provides students with appropriate attention and support.
- Justifies his or her decisions concerning the learning and education of students to the parties concerned.
- Respects the confidential nature of certain aspects of his or her work.
- Avoids any form of discrimination toward students, parents or colleagues.
- Situates the moral conflicts arising in class with reference to the major schools of thought.
- Demonstrates sound judgment in using the legal and regulatory framework governing the teaching profession.

LEVEL OF MASTERY

By the end of his or her initial training, the student teacher should be able to :

- demonstrate sufficient responsibility in dealings with students that one can recommend with no reservations that a class be entrusted to his or her care;
- Answer to others for his or her actions by providing well-founded reasons.

How have I developed this competency during this course or professional seminar/field experience?

- Everyday, I came to school dressed appropriately and well groomed. I always made sure to arrive early so that I would be prepared for the day.

- I communicated appropriately and professionally with staff and students both orally and in writing at all times.

- In the classroom, I used an equitable approach, spending more time with students who needed a little bit more help during their working time and challenging those who found the content "easy" a little bit more than the rest.

- Throughout my three weeks, I always made sure that students were following the rules and behaving while pushing themselves to achieve their potential both in class (educational) and as a person (to be the best person that they can be).

- When helping students, I did not put them on the spot if they were uncomfortable nor did I tell others about their progress (or lack thereof). Similarly, when grading their work, I made sure to keep their grades confidential.

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