

# 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?

While helping students with their work during class time, I helped (guided) them to create links between their previous knowledge and the concepts that they were learning about to allow them to find the correct answers by themselves. This gives them a sense of pride and achievement since they were able to come to the final answers on their own.

When the teacher distributed a handout for the class to work on, I took a moment to go over it and reflect on my knowledge of the content before helping students and possibly giving them wrong information.

Prior to entering the class (knowing that I would be dealing with math in Secondary 2 to 5), I looked over the QEP for the subject at the different grade levels to reflect on what and how the students should be learning at this stage.

After being told what the lesson would discuss, I took a moment to reflect on how I learnt more complex topics and how I overcame the difficulties they presented. I also reviewed my own notes on the subject to see the differences in how it is taught now as opposed to then.

Over the course of my two weeks in the classroom, I made observations about the classroom as a whole (students, teachers, lessons, environment, etc.) in a journal and reflected upon these entries to understand them.

*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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Date: 16 May 2018 Course Name & Number (e.g. EDEC 253) EDEC 201/EDFE 200 PS/FE level (circle one) 1  2  3  4

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?

In helping students to solve problems during class, I communicated with them in proper English using the terms that their teacher taught rather than the terms that I learnt when I was in high school since some are different now (e.g. a Pie Chart is now called a Circle Graph).

When talking to students about the subject, I corrected them when they used a wrong word or term (e.g. "you plus them" instead of "you add them").

Knowing that many students had questions during class while they were working, I answered questions efficiently and confidently so that the students would understand my explanations and not question whether or not I was telling them the right information, and so that I could help more students.

When students asked me questions, I corrected them when they mispronounced words (mathematical vocabulary especially) (e.g. they would pronounce 'modal' as 'model' rather than 'modul')

I had the opportunity to email parents, under a teacher's observation, about their children missing class. After having written a first version, I was assisted in writing a clearer, more concise email that was more professional.

*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?

I offered my help with the Terry Fox Run/Walk and Barbecue at the end of my first week. I was able to assist teachers with supervision during both the walk (on the streets around the school) and the barbecue (for the activities that were going on).

I built relationships with staff members by having conversations with them during lunchtime in the staffroom, saying hello to them every morning, talking to them and asking about their methodology before/after class or while the class worked silently.

With the assistance of a teacher, I wrote an email to parents about their children skipping class on a day when attendance was expected and was vital to their success on the final exam. This reinforces the idea that the school and the student's home work together to help the student achieve success.

Prior to teaching a lesson, I discussed the teacher's plan and objectives for the class to ensure that I helped the students achieve these objectives and understand the material.

I had the opportunity to attend a staff meeting during my time at the school. In this meeting, we collaborated to find a solution for a possible school bus strike and public transit strike on the day of a provincial exam.

*Attach additional sheets if necessary.*

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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?

I acknowledged new resources in the classroom and asked about them to understand their implications to student learning and academic progress.

I asked teachers about their methods in increasing student achievement and performance, and asked about how well their different methods worked. For example, I asked a teacher about paper prisms hanging around the class and she explained to me that it helped students grasp the idea of the lateral sides of prisms.

After teaching a lesson, I discussed my performance with the teacher to identify what I did well and what I could improve (i.e. my strengths and weaknesses) to reach (and hopefully push) my teaching potential.

After having answered a student's question, I realized that I had made a mistake. A major part of developing professionally in any field is being able to acknowledge and learn from your mistakes; I apologized to the student for having made the mistake and returned to help him with the right information.

On a PED Day, my teacher and I planned a lesson for the next school day. We discussed the formulas we would use and how we would explain them, we created and worked through examples to ensure that they work well and cover the appropriate material, and we brainstormed ideas for class work for the topic. This taught me about what really goes into planning a lesson.

*Attach additional sheets if necessary.*

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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?

I did not discuss a serious situation that I was asked to help a teacher with (students skipping class at the end of the day when attendance was expected) afterwards with other students, peers, etc.

I dressed appropriately every day that I was in the school, keeping away from improper attire for teachers (i.e. I wore nice pants and a button up shirt every day).

I ensured that I did not show favouritism for one student over another or discriminate against groups of, or specific, students at all times.

I noticed that phones are becoming more of a distraction in class nowadays. As a result, I politely asked students to put their phones away to do the assigned work if they were using it an unproductive manner (some were using it as a calculator or to check answers). If they did not respond to my request, I professionally advised them to put it away.

In noticing what I thought was an error in an example, I researched the topic after class rather than question the teacher and undermine their authority in the classroom. In this case, I realized that I was wrong and acknowledged my mistake personally rather than expressing it in front of the class.

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