

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?

Every time I discussed a concept with a student/students, I considered everything I knew and have learnt about the topic to allow students to develop an appropriate and complete understanding of it. I also used my more developed knowledge to provide examples and analogies to make the concept more relevant to my students.

When considering what examples to use in class, I made sure to only include ideas which my students would understand and be able to relate to based on their own culture and backgrounds.

While it was not possible all the time, I taught only the core components of a concept in an introductory lesson so that students could develop their own understanding when doing the homework and give more meaning to the content.

Since I came into the school at the beginning of the year, I was able to help develop the classroom culture based on how my CT had already started the first few classes. I prioritized making my students responsible but making sure that they knew I was there to help them whenever they needed.

While my host school is in the process of becoming a more technological school, the grades I was teaching are not quite there yet so I made sure to use the technology that I could while staying within the means of the school and the classrooms I was in.

Current level of mastery: **Advanced** *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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 2
 3
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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?

I made sure to speak correctly and clearly when communicating with students in class or in one-on-one situations.

Towards the end of the field experience, my CST class learned about trigonometric ratios (i.e sine, cosine, tangent). Many students mispronounced the names or wrote down the wrong abbreviations so I made sure to correct those mistakes.

When writing on the board, I tried my best to not make any mistakes but made sure to correct myself if I noticed an error or if one was pointed out by a student.

In planning units and lessons, I discussed with other teachers verbally and in writing to make sure we were on the same page with what to cover when and how to cover it.

I did my best to make sure that what I was saying was always clear and reflected on my dialogue with the class afterwards to see if I should change how I explain certain topics.

Current level of mastery: Advanced

Attach additional sheets if necessary.

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

- ADVANCED THOROUGH ACCEPTABLE PARTIAL MINIMAL

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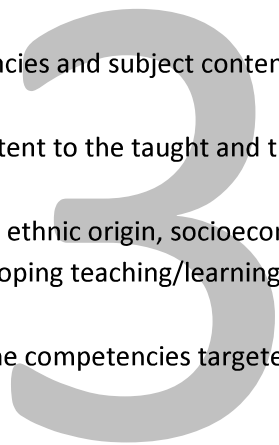
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TEACHING ACT (3, 4, 5, 6)

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 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 showed me what to avoid based on what students are supposed to learn in a given (higher) grade.

The planning process also led me to the QEP where I consulted the subject-specific and cross-curricular competencies as well as the broad areas of learning 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.

Over the past few months, I have had the opportunity to plan and organize many lessons and activities. Doing so made me more conscious about effective methods to use when planning and what strategies work in the classroom.

After every class, I took a moment to reflect on what happened to improve in the future.

Current level of mastery: Thorough *Attach additional sheets if necessary.*

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

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TEACHING ACT (3, 4, 5, 6)

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

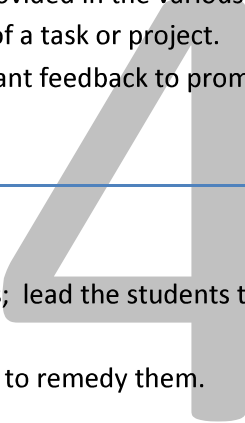
FEATURES

- Creates conditions in which students can engage in meaningful problem situations, tasks or projects, based on their cognitive, emotional and social characteristics.
- Provides students with the resources they need to take part in the learning situations.
- Guides students in selecting, interpreting and understanding the information provided in the various resources and in understanding the elements of a problem situation or the requirements of a task or project.
- Supports student learning by asking questions and providing frequent and relevant feedback to promote the integration and transfer of learning.
- Encourages teamwork.

LEVEL OF MASTERY

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

- guide students, through appropriate interventions, in carrying out learning tasks; lead the students to work together in cooperation;
- Detect teaching/learning problems that arise and use the appropriate resources to remedy them.



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

In my CST class, many students often did not understand the first or second explanation of a topic so I had to think quickly to come up with a new way of explaining it/a new way of thinking about the problem at hand.

Whenever possible, I made sure to create examples which were relevant and understandable for students to develop a working knowledge of the subject matter.

My CT and I decided to give a practice situational problem (C1 evaluation) to the class for them to do in pairs. We took it in to see how they did and explained it the next day. The following day, students were given the same problem and asked to submit it as a test. Not only did this help them develop their C1 skills (which are usually less developed than their C2 skills), but it also showed students the importance of paying attention when the teacher reviews content.

If any behavioural problems arose which prevented students from learning, I made sure to take care of them as soon as possible. For example, while I typically let my students discuss with each other when they are doing classwork, they sometimes got too loud. If they did not quiet down when I asked them to, they lost the privilege of talking with their friends during classwork.

Current level of mastery: Thorough *Attach additional sheets if necessary.*

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

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TEACHING ACT (3, 4, 5, 6)

TO EVALUATE STUDENT PROGRESS IN LEARNING THE SUBJECT CONTENT AND MASTERING THE RELATED COMPETENCIES.

FEATURES

- Gathers information as students are engaged in a learning situation in order to identify their strengths and weaknesses and to review and adapt his or her teaching accordingly to help them progress.
- Takes stock of the learning acquired by students in order to assess their mastery of the related competencies.
- Designs or uses tools to evaluate student progress and mastery of competencies.
- Communicates expected outcomes to students and parents and provides feedback on student progress and mastery of competencies using clear, simple language.
- Works with the teaching team to determine the desired stages and rate of progression within the cycle concerned.

LEVEL OF MASTERY

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

- detect the strengths and weaknesses of the students in a learning situation;
- identify some of the adjustments required in his or her teaching on his or her own;
- in cooperation with colleagues, design evaluation materials, interpret the work of students in terms of their mastery of the competencies, and develop tools for communicating with parents;
- Inform the students of the results of a diagnostic evaluation process and inform parents and members of the teaching team of the corrective intervention strategy elements envisaged.

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

During this field experience, I had the opportunity to create various quizzes and tests to evaluate student learning. In discussing with my CT, I learned what kinds of questions are appropriate and achieve our goal of making sure that students understand the material we are teaching.

I decided to give occasional ungraded pop-quizzes to provide a more formal assessment prior to a summative evaluation. These questions either came from the homework or were similar to test questions to help students prepare and see where they could improve prior to a test.

Every test/quiz that I gave was approved by at least one other member of the math department. Additionally, I was asked to give feedback on several evaluations that other teachers were giving.

I always made sure to grade work efficiently so that students could receive feedback as soon as possible; it was rare that my class did not receive their grade the next day. I also posted their grades to Google Classroom as soon as I had finished grading.

Current level of mastery: Thorough *Attach additional sheets if necessary.*

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

- ADVANCED THOROUGH ACCEPTABLE PARTIAL MINIMAL

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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.

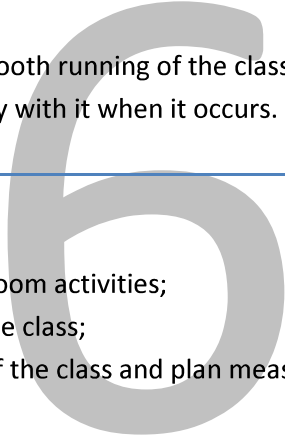
FEATURES

- 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?

With the exception of the first two weeks of the field experience, I planned every lesson for the classes I was teaching (in consultation with my CTs) in which I had to ensure that I was going to cover the content students are required to learn and that they would understand it.

I took over the classes that I was teaching a few weeks into the school year so many routines were already established. I did my best to maintain them and create my own which would be maintained by my CTs on days when I was not there and when I would be gone at the end of the field experience.

I made sure my expectations were clear and that students understood the consequences if they misbehaved.

I often included handouts in my lessons to help students follow along and not worry about copying down examples from the board.

When students had the opportunity to do classwork, I circulated around the class to help students who had questions and ensure that everyone was on task.

Current level of mastery: **Advanced** *Attach additional sheets if necessary.*

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

To adapt his or her teaching to the needs and characteristics of students with learning disabilities, social maladjustments or handicaps.

FEATURES

- Facilitates the educational and social integration of students with learning disabilities, social maladjustments or handicaps.
- Consults resource people and parents to obtain background information on students with difficulties (needs, progress, etc.).
- Proposes learning tasks, challenges and roles within the class that help students to progress.
- Participates in developing and implementing individualized education plans.

LEVEL OF MASTERY

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

- Cooperate in the development and implementation of individualized education plans designed for students under his or her responsibility.

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

Throughout this field experience, I came across many students who appeared to have difficulties and/or disabilities. I spoke with these students' previous teachers to discuss strategies that they found to be effective with the students. I took these strategies and adapted them to help the students in my classroom environment.

In my Advanced class, several students had a hard time keeping up with the pace at which the content had to be covered. As a result, I spent time with them in and out of class to help them catch up and stay on pace with the class.

During tests, there are some students who need extra time or a quiet place to work. I cooperated with my CT and other staff members in helping these students find appropriate places and times to write their tests.

This field experience, I had the opportunity to discuss strategies with various students and my CTs to help the students improve. I also spoke with these students' other teachers to see what strategies they were trying to implement and how effective they felt those strategies were.

Current level of mastery: Acceptable

Attach additional sheets if necessary.

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

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

To integrate information and communications technologies (ict) in the preparation and delivery of teaching/learning activities and for instructional management and professional development purposes.

FEATURES

- Exercises critical judgment regarding the real benefits and limitations of ICT as teaching and learning resources, and regarding the social issues they raise.
- Assesses the instructional potential of computer applications and networking technology in relation to the development of the competencies targeted in the programs of study.
- Communicates using various multimedia resources.
- Uses ICT effectively to search for, interpret and communicate information and to solve problems.
- Uses ICT effectively to build networks that facilitate information sharing and professional development with respect to his or her own field of teaching or teaching practice.
- Helps students to familiarize themselves with ICT, to use ICT to carry out learning activities, to assess their own use of ICT, and to exercise critical judgment regarding the information they find on the Internet.

LEVEL OF MASTERY

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

- demonstrate critical judgment regarding the real benefits and limitations of ICT as teaching and learning resources;
- demonstrate a general understanding of the possibilities offered by ICT (and the Internet in particular) for teaching and learning, and know how to integrate ICT in a functional manner into teaching/learning activities, when appropriate;
- use ICT effectively in different aspects of his or her intellectual and professional life: communication, research, information processing, evaluation, interaction with colleagues or experts, etc.;
- Effectively transmit the ability to use ICT to his or her students in order to support the collective construction of learning in a well-structured, critical manner.

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

Whenever necessary, I created a presentation for my lesson using Google Slides and prepared graphs (on Desmos) ahead of time.

I created a Google Classroom for my students in order to communicate with them outside of class (e.g. to post announcements about upcoming assignments) and to give them access to important documents (e.g. homework solutions, topic lists for a test, etc.).

I communicated with students and school staff by email when appropriate. I also shared worksheets, packages, etc. with colleagues electronically.

I attempted to digitize as much of the class as I could since my school was developing an iPad program for students in lower grades. I still distributed a lot of paper copies of assignments, etc. but I feel I was able to encourage my students to use technology in a responsible way whenever possible (e.g. using their phones as a calculator or to look at the solutions).

Current level of mastery: Thorough *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?

Every year, my host school has a theme; this year's is being a steward of your environment. Whenever possible, I tried to encourage students to embrace this theme by reminding them to keep their own spaces clean and organized, and by helping them understand that we are all members of our environment so we must all do our part.

This field experience gave me the opportunity to take part in parent-teacher interviews. I was able to sit with my CT to talk with my students' parents to reassure them that their students are doing well in class, to provide strategies for their students to improve, or to collectively establish solutions to deal with behaviour issues.

Whenever possible, I made sure to discuss my plans and strategies with staff members to confirm that I would be acting in accordance with school policies (e.g. with respect to the use of technology in the classroom, etc.).

On days 7 and 8, I helped with the new Math Club at my host school. The Math Club provides the opportunity for students to practice for math competitions, learn material that is not in the high school curriculum etc. I was able to assist students with any questions they had about problems from practice competitions, and took part in planning what new content would be taught.

Current level of mastery: Advanced *Attach additional sheets if necessary.*

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

- ADVANCED THOROUGH ACCEPTABLE PARTIAL MINIMAL

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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?

At the beginning of every day, I conferred with teachers who were teaching the same course as me to discuss what we were covering that day and how we felt our students were progressing. We also discussed when to give evaluations, what evaluations to give, and resources we could use with our class. Afterwards, we would discuss how the class went.

After attending the QPAT convention, I brought back some new strategies to try in a math class. I presented them to the teachers and we agreed to try them in our own classes.

I often asked other teachers how they handled certain situations or how they would recommend approaching certain topics. I considered their suggestions and implemented some in my class.

I asked my CTs (and other teachers when appropriate) for feedback on my teaching and embraced their comments to improve my own developing teaching practices.

There are certain students that I was unsure of what strategies to implement to improve their performance in my class so I asked their previous teacher about the methods they tried and what worked in the past.

Current level of mastery: Advanced

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?

Whenever there was something that I was unsure of, I made sure to ask a staff member (or my CT if it was a question about my class in particular) about it. For example, there was an assembly for Remembrance Day for which I was not aware of the procedure so I talked to other teachers to find out when it was and how the day would proceed.

I had the opportunity to take part in the QPAT convention this year. I attended many different workshops and have already started implementing some strategies I learnt.

After every class, whether I was teaching or observing, I took a moment to reflect on what happened to see how I could improve my own practice.

During this field experience, I had the opportunity to learn about and use Google Classroom with my students. In fact, I even helped one of my CTs understand what it is for and how it is useful.

I have kept (and am keeping) my professional e-portfolio updated with artifacts to demonstrate my development as a teacher.

After the end of the first term, I had the opportunity to sit on parent teacher interviews to learn how to deal with certain situations and how to talk with different parents. I also had the chance to do a few myself with my CT sitting nearby.

Current level of mastery: Advanced *Attach additional sheets if necessary.*

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

- ADVANCED THOROUGH ACCEPTABLE PARTIAL MINIMAL

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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 always came to school early and prepared, and made sure to bring all necessary materials to class.

I was always well-dressed and well-groomed when I was at school; I looked the part and acted appropriately.

I made sure not to share private information or details about students' grades, work, etc. with others.

I helped students correct their behaviour when they were not following the rules or working effectively.

Whenever something big happened in class (in terms of student behaviour, etc.), I made sure to advise my CT and other members of the staff who had to be informed.

When communicating with staff, students and parents, I used professional language and appropriate discourse; I made sure to act like a role model for the students.

Current level of mastery: Advanced

Attach additional sheets if necessary.

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