

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?

In preparing my lessons, I made sure to review the content beforehand so as to assess my own understanding (and act accordingly) and determine the best way to introduce the concepts to my students, especially since a large fraction of my classes were taught online.

When developing/finding examples to use in class, I made sure to consider what would help students gain confidence in their abilities while also encouraging them to push themselves to further develop their understanding of the subject matter. In other words, I made sure to present students with enough information to develop a basic understanding so that they knew where to start, but forced them to consider how to apply their knowledge appropriately.

Coming into the school so late in the year, it is hard to have a big impact on classroom culture. As such, I made sure to adapt my teaching style to conform to the culture that was already well-established.

Being that I spent 5 years in my host school as a student, I had a decent understanding of the school culture before I started this FE. Due to the pandemic, however, I had to forget much of what I thought I knew since the school culture is changing just about every week with every new change that comes into effect. As such, I was required to adapt to the changing culture in my classes to maintain a level of normality.

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.*

Name Kevin Paquette ID _____

Date: April 17, 2021 Course Name & Number (e.g. EDEC 253) EDEC 404 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?

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

The topics that I covered throughout this FE require that specific vocabulary be used (e.g., the base of the prism, corresponding angles, etc.). I made sure that my students always used the correct vocabulary so that they would have a more thorough understanding of the subject matter.

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 afterwards to see if I should change how I explain certain topics in the future.

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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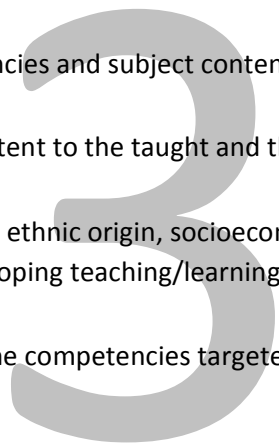
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TEACHING ACT (3, 4, 5, 6)

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 planning for my lessons, I consulted the progression of learning (including the updated list of high vs. low priority topics created for the pandemic) in order to ensure that the material was appropriate and would meet the curriculum requirements.

Whenever possible, I tried to help students develop all 3 competencies in class (i.e., problem solving, reasoning, communication) to help them become more familiar with what is required on evaluations.

Given the current circumstances, it is difficult to plan long-term since things are constantly changing. However, I did my best to fully plan at least one week at a time to help my students have a good sense of where we were going and what was required of them.

At the end of every day, I took the time to reflect on how my classes went to see how I could improve my lessons on certain topics for 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.

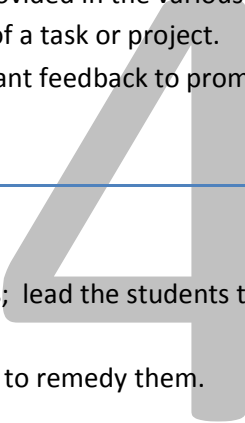
FEATURES

- 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?

Due to the hybrid model that some of my classes were following, students were forced to spend hours listening to voices on a screen. As such, it was difficult for students to understand everything the first (or even second) time around. I had to adapt my teaching style fairly quickly to help students get engaged in each and every lesson, whether they were at home or in class.

I did my best to develop examples that helped students understand the concepts by making real-world connections.

I quickly quashed any misbehaviour that arose in my classes to help students understand my expectations (e.g., staying on task, not distracting others, etc.).

Since students are forced to sit in the same spot in the same class, all day, every day, I did my best to include group work so that students were able to interact with each other rather than working quietly for hours at a time.

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?

Every evaluation that I created over the course of this FE had a specific goal in mind; a quiz to make sure that students are paying attention in class, a quest to check on students' progress on homework, a test to check for understanding before moving on to a new unit.

In creating evaluations, I discussed with my CT and other teachers to determine the level of questions that they give compared to the questions that I had planned on using. This resulted in evaluations that were a combination of my own questions (original material) and tests from previous years.

Before giving an evaluation, I made sure to have it approved by my CT to ensure its validity.

Whenever I gave an evaluation, I made sure to grade it as soon as possible so that students could get feedback to know how they are doing and what they need to do to improve.

Based on the results of my evaluations, I adapted my teaching to help students develop the skills they needed the most help with.

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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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?

During this FE, I had the opportunity to take over two classes for nearly 7 weeks and two other classes for 5 weeks. Throughout my time teaching these four classes, I planned the lessons in collaboration with my CT, however the "collaboration" was usually just to check in to make sure that my lessons were appropriate; I planned the lessons myself with the occasional brainstorm with my CT.

From my first day in the class, I made my expectations clear. Even if I was simply walking around the class to help answer questions, I made sure to keep students on task and behaving appropriately.

I often kept time in class for students to work on the content that we just covered and to work on homework. This ensured that students paid attention during the learning portion of the class; if they were not attentive, it would be evident that they did not meet my expectations.

Since I came into my host school so late in the year, it was crucial that I quickly understood the classroom climate in order to contribute to a positive learning environment. As such, I made sure not to alter what my CT had already implemented that was working well.

Current level of mastery: Advanced *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 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?

In one of my grade 8 classes, one particular student is very advanced in math; he finishes his work very early and averages 100% in the class. In order to keep him engaged, I have to provide more complex explanations and examples while I am teaching. Oftentimes, he'll ask questions that I won't necessarily have considered beforehand. In other words, this student always pushes me to push his own knowledge and understanding.

Some of my students' IEPs required them to have extra time for evaluations. Given that two of my four classes followed a hybrid model for most of this FE, units had to be planned carefully so that evaluations would fall on days when students were in school and had class before recess or lunch. This to ensure that students had the time required to complete the assessment.

Since my CT had been working with my students since the beginning of the year, she knew a lot about different students' needs, etc. I made sure to discuss various strategies and approaches with her in order to provide the best experience for our students.

I was teaching in the Sport-Études program during this FE, meaning that my students were in an accelerated program in order to focus on their sport. As such, it is very easy for any student to fall behind. Every afternoon, different teachers offer PED support which serve as tutorials and a time for students to receive extra help. I made sure to use this time to help both the students who requested to be there and the students who we asked to come. It helped us catch students up and reinforce their understanding of the content.

Current level of mastery: Thorough

Attach additional sheets if necessary.

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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?

Due to the hybrid model being followed by many students this year, much of my teaching took place online using Zoom. In using this platform, students often had to be reminded that they were still "in class" and that they had to behave appropriately (e.g., stay on task, use appropriate screen names). One class was at home for 2 weeks due to a positive Covid test, so I had to assign an online evaluation. During the evaluation, one student left the quiz module to watch a video solution for a similar problem. This resulted in a class discussion about online expectations.

All classrooms at my host school are set up with a SMART Board placed over the old black/whiteboards. This forced me to develop my confidence with the SMART technology that I had not yet the opportunity to use very much; I had to use SMART Notebook to plan and deliver my lessons.

Everything that we did/said in class was posted on Google Classroom for students and parents to have access to. Additionally, students and parents were encouraged to send emails if they had any questions, comments, etc.

Current level of mastery: Thorough *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 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?

Due to the pandemic, there are many "new" guidelines and expectations students are expected to conform to in addition to the usual policies. As such, I made sure to always help students understand what was expected of them in terms of their responsibilities and behaviours.

Since I was often unsure of the Covid protocols at the beginning of this FE, I discussed with my CT and other teachers to understand them and how they affect daily classroom activities.

In the Sport-Études program, students have the option to sign up for PED support (a period where students can get extra help or complete missing work). I reminded students of when they could sign up for PED support with me or where/what teacher they would need to go to if they either signed up on a different day or had to do a test that they missed, for example.

Everyone in the school board is provided with a Google account to use for email and to have access to a virtual classroom. In addition to communicating with students, parents and staff using my school board email account, I kept Google Classroom up to date with the most recent course materials, announcements and grades, and made use of my CT's Math Help Services account (MHS is an online platform for students to access course materials and do assignments, kind of like a virtual workbook).

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

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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?

I discussed with my CT for every lesson that I planned to ensure that they fit in with what was expected of my teaching and what was expected by the students (in terms of content, evaluations, etc.).

I always asked for feedback on my lessons, especially when I tried something new. This allowed me to determine if I was meeting the curricular expectations and if students were understanding as well as I thought they were.

This semester, I took a course about teaching secondary mathematics. In that course, we discussed many different resources that could be used, especially resources that could be useful for online teaching. I shared these resources with other teachers to help all students benefit from their learning experience in this challenging year.

Due to the pandemic, many situations that arose were new to me so I was not too confident about how to handle them. As such, I discussed with other teachers to learn about how they handled similar situations and how I could help students succeed despite the challenges that they were (and still are) facing.

Current level of mastery: Advanced

Attach additional sheets if necessary.

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

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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?

Prior to taking over any classes during this FE, I observed the classes that I would be working with so that I could understand the routine, the expectations, the pace, etc.

I always made sure to find the time to discuss various approaches and teaching methods with my CT. This gave me the opportunity to brainstorm and learn what does/does not work with different grades, students, topics, etc. In addition to brainstorming, I always asked for feedback, especially if I felt something did not go as well as I thought it could have. This allowed me to be more reflective; I wrote a short reflection at the end of every day to take note of how my classes went as well as any other events/situations that happened during the day.

Every day that I spent teaching was carefully planned out in my lesson planner. It allowed me to stay organized, quickly see what I was teaching/had taught, and keep a record of my lessons for me to refer back on in the future.

On a ped day, I had the opportunity to sit in on a (virtual) math department meeting where important decisions were being made about changes to end of year evaluations. This served as a great opportunity for me to understand how other teachers in the department think and feel about different topics of discussion (e.g., how/when to cover different topics, to have/not to have end of year exams, etc.).

Current level of mastery: Advanced

Attach additional sheets if necessary.

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

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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.

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

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