

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?

Field experience 1

Current level of mastery: ACCEPTABLE

I have begun to develop this competency during my field experience as I began to intake a variety of information as well as provide knowledge and information to the students I was working with. By understanding the content being taught and understanding the students, I was able to create meaningful links in order to help them better understand.

Field experience 2

Current level of mastery: THOROUGH

Throughout my second field experience, I continued to develop the skills needed to perform this competency. I had the opportunity to observe teacher-learner relationships and see how my CT addresses learning in her classroom. My CT and I always prepared the night before what students would be learning the following day. Thus, it allowed me to understand the specific knowledge being taught and helped me when making meaningful connections with the students. As well, I quickly learned about the classroom culture and students different abilities to learn.

Field experience 3

Current level of mastery: ADVANCED

Through this field experience, I gained an understanding of the specific content to be taught as well as how to teach it in a way that allowed students to make connections. I was made aware of the different learning needs in my classroom and what strategies to use in order to help every student achieve their learning goals. I was able to make the necessary adjustments in my teaching in order to target the class learning objectives.

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 _____ ID _____

Date: _____ Course Name & Number (e.g. EDEC 253) _____ 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?

Field experience 1

Current level of mastery: THOROUGH

Throughout my field experience, It was critical that I communicate with the school staff as well as the students. I made sure to communicate clearly, effectively and appropriately when engaging with the staff, students and my peers from McGill. I made sure to use appropriate language, correct grammar when helping students and was respectful when addressing my CT, students and other members of the faculty. Not only did I strive to improve my oral and written skills, I also helped improve those of the students I worked with.

Field experience 2

Current level of mastery: THOROUGH

As I completed my second field experience, I was able to further develop my communication skills. One specific challenge that arose was the language of instruction. Prior to beginning the field experience, I felt uncomfortable that my FE2 would be taking place in french. Although I am french, I have completed all of my academics in English, aside from Elementary School. Therefore, I felt uneasy about having to write and speak in French. However, I feel that my communication skills have significantly improved as I spent three weeks writing and speaking in French. I feel that I was able to professionally engage/express myself with my CT, my supervisor, the students, other staff, and the school administrator in the language of instruction. As of the first week, I had taken it upon myself to reteach myself the rules of oral and written expression in the french language in order to provide appropriate and correct support for the students.

Field experience 3

Current level of mastery: THOROUGH

During my third field experience, I developed my french communication skills. I had chosen to continue my field experience with the same teacher from FE2. This meant that I would be teaching in french for a significant amount of time. I felt very comfortable and believe that I have improved my skills significantly. However, I do wish to continue working on my written communication skills in french. While I have improved in the area of writing, I still feel as though I need to make certain adjustments.

Attach additional sheets if necessary.

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ADVANCED

THOROUGH

ACCEPTABLE

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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?

Field Experience 2
Level of mastery: N/A

Field experience 3
Current level of mastery: ADVANCED

My third field experience allowed for my to develop appropriate and diverse teaching/learning situations tailor to my students grade level. While some situations were at times challenging, they were always at a level that would permit students to progress within a reasonable frame. The activities and lessons that were taught and/or created were always with a long-term plan in mind that would serve students of a higher purpose as they advance academically.

Attach additional sheets if necessary.

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ADVANCED

THOROUGH

ACCEPTABLE

PARTIAL

MINIMAL

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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?

Field Experience 2

Level of Mastery: THOROUGH

Throughout field experience 2, I was required to make a lesson plan in collaboration with my cooperating teacher. During this collaboration, we explored the key components that make up an effective lesson plan that addresses the needs of the students. We designed a lesson that would permit students to engage in meaningful situations and activities which would in turn develop their learning and abilities with regard to the subject at hand. When teaching the lesson, I made sure to guide the students to help them understand and interpret the material being shared. To support the students, I asked many questions and had an open, active conversation with them. When completing the activity, the students were encouraged to work in teams helping them improve their communication skills and abilities to work with one another.

Field Experience 3

Current level of mastery: THOROUGH

During my third field experience, I was given many opportunities to guide students in a multitude of ways. There were many situations that needed teacher interventions, assistance in completing tasks, as well as leading student group activities. Through these experience, I was able to develop and improve my skills with regard to my various interactions with my students. I was also able to learn how to assess teaching and/or learning problems that arose and how to take the necessary approach in solving them.

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 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?

Field Experience 2

Level of mastery: N/A

Field experience 3

Current level of mastery: THOROUGH

Working closely with my cooperating teacher allowed me to identify, discuss, and fix any issues I found when teaching. After having taught a lesson or activity, I always made sure to get feedback from my CT in order to improve my skills as a teacher. I made sure to assess student learning situations in order to adjust the way in which I delivered my information. I worked closely with my CT to design evaluation material as well as examined students work to identify both the strengths and weaknesses they may display. We were in constant communication with parents which allowed everyone to stay informed of a students progress.

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?

Field Experience 2
Level of mastery: THOROUGH

During my second field experience, I was given many teaching opportunities allowing me to create and improve various strategies and forms of classroom management. In addition, I also gained insight as to how to plan and maintain a classroom routine as well as how to make adjustments when needed. When teaching, I made sure to set clear and concise expectations that would allow students to meet the requirements. When teaching and completing activities, I strongly encouraged student involvement in order to give every student the chance to participate in turn allowing the class to run in an orderly manner. For one lesson, we discussed appropriate and inappropriate behaviours, and the strategies we could implement/develop in order to prevent negative behaviours and encourage positive ones. I have learned that in order for a teacher to have a successful class of learners, it is crucial to have appropriate classroom management skills thus creating a positive classroom climate.

Field experience 3
Current level of mastery: THOROUGH

Field experience 3 gave me the opportunity to introduce and maintain routines with my students in turn, permitting the class to run smoothly. I always made sure to remain organized and tried to anticipate situations that may arise in order to avoid problems that would affect my students learning. I developed and applied different classroom management strategies in order to help regulate inappropriate behaviours. I developed specific methods for certain students who displayed inappropriate behaviours to try and help facilitate their learning needs.

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 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?

Field Experience 2
Level of mastery: N/A

Field experience 3
Current level of mastery: THOROUGH

During Field experience 3, I created four individualized education plans. This was my first time seeing and creating IEP's, however, I feel as though it was valuable knowledge as a future educator. My CT and I created these plans together after having spent a bit of time with our students and gaining an understanding of the different strategies and accommodations they may need. We had begun implementing these strategies prior to creating the IEP's however, continued to incorporate them and make adjustments as needed in order to help our students succeed to their full potential.

Attach additional sheets if necessary.

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

ADVANCED

THOROUGH

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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?

Field Experience 2

Level of mastery: N/A

Field experience 3

Current level of mastery: ADVANCED

This field experience allowed me to integrate various forms of information and communications technologies which is not something I had gotten to do before. I got to explore various tools and resources that can be implemented in the classroom. While I had already had an understanding of many of these tools, I got to put my knowledge into action. I learned effective ways to appropriately integrate these technologies into the class and how they can enhance student learning. The students also played a major role in using these technologies as it was something that was incorporated daily.

Attach additional sheets if necessary.

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

ADVANCED

THOROUGH

ACCEPTABLE

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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?

Field Experience 1

Level of mastery: THOROUGH - ADVANCED

During my three weeks at my host school, I learned to cooperate professionally and effectively with the principal, staff and students in order to meet the objectives of the school. I made sure that my actions reflected the schools culture and values. When working with my CT, we developed activities and explained what it was we expected the outcome to be. Although I did not address parents in particular, I did make my CT aware of certain situations which she then mentioned to the parents. Seeing as there were many parent volunteers in the school, I made sure to engage with them professionally and respectfully as well.

Field Experience 2

Level of Mastery: ADVANCED

Field experience 2 has enabled me to develop professional means of cooperation with the school staff, my CT and the students which support the schools mission. Being a guest in my CT's class, I made sure that my actions coordinated with those of my CT and that I reflected her classroom's culture through my practice. During the second week, I went on a field trip where we had a couple of parent volunteers. This event gave me the opportunity to begin building trusting relationships with those parents.

Field experience 3

Current level of mastery: ADVANCED

Having returned to the same school with my same CT I continued to implement the strategies mentioned above. Due to this field experience being much longer, I got to develop professional relationships with my students, staff members as well as parents. I worked with different members of the teaching team to develop strategies and plans that were tailored to students specific needs. I had the opportunity of meeting parents on the first day of school and from there, had many opportunities to interact with parents with regard to classroom situations, IEP's, report cards etc.

Attach additional sheets if necessary.

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

ADVANCED

THOROUGH

ACCEPTABLE

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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?

Field Experience 2

Level of mastery: THOROUGH

My CT and I worked together in order to create a lesson for field experience 2. At this time, we recognized that we would need to adapt certain of the material being taught/completed in order to effectively evaluate them. ERC is supposed to be taught for a certain amount of time throughout the year, therefore, we chose to develop an activity that was appropriate and that would attain the objectives of the Quebec Education Program. Throughout the three weeks, my CT and I cooperated with one another and the students when teaching and completing activities. My CT gave me the opportunity to contribute and express my opinions in terms of what we would teach each day.

Field experience 3

Current level of mastery: THOROUGH-ADVANCED

As mentioned, during FE3, my Cooperating teaching and I worked closely together. We worked to develop lessons and class activities that would target our students learning goals and needs. Along with working with my CT, I worked with other members of the teaching team; specifically resource as well as the other grade two teachers. We often got together as a grade level to discuss what we would be teaching, along with what we would be giving the students to take home. We planned our assessments together in order to ensure that the students would be evaluated based on the same criteria. It was nice to work as a team and see how each member could contribute something valuable in order to enhance the students learning. I learned that collaboration is significant which creates a smoother and more successful learning environment for students.

Attach additional sheets if necessary.

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

ADVANCED

THOROUGH

ACCEPTABLE

PARTIAL

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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?

Field Experience 1

Level of mastery: **ADVANCED**

During my time as a student teacher in my host school, I behaved and spoke appropriately and professionally towards the individuals in the school. I also wrote professionally in my journal as that is part of my own individual development. During lunch and after school, my CT and I discussed how the day went, the strategies I noticed, observations I made as well as what stood out to me most. She provided me with a variety of resources that I can use as well as a lot of tips and tricks for my future field experiences and future teaching.

Field Experience 2

Level of mastery: **ADVANCED**

Throughout my second field experience, I recognized that there were certain competencies I had wished to develop/improve since completing my first field experience. Therefore, I informed myself about the different aspects of the competencies and found different strategies as to how I could practice them. My CT and I were in constant communication about the choices being made and what we could do to ensure success for all. There are certain areas in my practice that I would like to improve on such as content being taught and the way in which it is taught. I had noticed that my delivery of certain material was at times too fast and/or unclear, and therefore, I would like to develop strategies that will help me effectively teach the material at hand. My CT has shared various strategies, materials and resources with me which I would like to apply within my next field experience.

Field experience 3

Current level of mastery: **ADVANCED**

During this field experience, I was able to discover and utilize various resources that were available to me. As well, I often spoke with my CT about my teaching and strategies that I had tried and found successful and others that I tried and found unsuccessful. This allowed me to assess myself as a teacher and make adjustments I felt were appropriate. I would set personal objectives for each lesson and would implement methods that would allow me to attain them. As mentioned, I often reflected on my practices and made adjustments according to the outcomes. A struggle I had within my first few lessons was to acknowledge that it is normal to stir away from my planned lessons and to improvise as needed. After discussing this weakness with my CT, we practiced ways for me to let go and improvise. Once I was able to understand that lessons do not always have to go the way they are planned, my lessons were much more engaging and clear.

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?

Field Experience 1

Level of mastery: ADVANCED

During my time at my host school, as mentioned, I acted professionally and responsibly. I got to know and understand my CT and her methods of teaching in turn allowing me to help the students in a way that they have already seen their teacher do. I treated all students with the same amount of care and respect letting them know that they can trust me and ask for my help. Being with my CT for a week, I learned about the students different backgrounds, which allowed me to help them when I knew they were struggling without treating them any differently. I created relationships based on trust, love and respect with the students which allowed them to feel comfortable when opening up to me.

Field Experience 2

Level of mastery: ADVANCED

As I reflect on my second field experience, I have developed a deeper understanding of my beliefs that extend and are essential towards my teaching and professional behaviour. As mentioned, I was given multiple opportunities to develop my classroom management skills in an autonomous way. Through this practice, I was able to provide proper support and attention for each student when needed. Each activity was done in a way that kept the learning and educational goals in mind which allowed students to stay on task and complete the work to the best of their ability. As we completed different activities both individually and in groups, I always made sure that no student was left out or isolated. Though there was no confidential information shared with me throughout this stage, I made sure that when certain information was shared amongst teachers or my CT and I that I acted in a professional manner and did not disclose the information to anyone.

Field experience 3

Current level of mastery: ADVANCED

During this experience, I was given multiple opportunities to develop my classroom management skills independently. Through this practice, I was able to provide proper support and attention for each student when needed. I took charge of the class upon multiple occasions, demonstrating to my CT my capabilities as a responsible teacher. While I have never had to answer to someone with regards to my actions, I would feel confident in having to answer to someone if ever a situation would arise. My goal as an educator is to ensure that those in my care are kept safe and are provided with the tools to learn in a positive environment.

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 _____ ID _____

Date: _____ Course Name & Number (e.g. EDEC 253) _____ PS/FE level (circle one) 1 2 3 4

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