

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?

As I went through high school in British Columbia, the second field experience was my first practical exposure to the QEP Math curriculum. In this way, this field experience was a great learning experience for developing my competency to act as a professional interpreter of the course-content knowledge.

Probably due to my strong background in mathematics, I found the basic disciplinary knowledge that the students were learning was well within my body of knowledge, and I was able to take a critical approach by establishing links between that material and real-world examples and interpreting these through simplification at a level appropriate for the students.

With regards to culture, my own origins and cultural practices were cast into a sharp contrast with the culture of students and teachers at the school. As a gay man from outside of Quebec, I felt very distant from both the secondary culture of the students and the secondary culture of the school. I did not use this in a teaching/learning context during this field experience, but reflected on what it might mean to my future teaching and role in the school context.

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 Stephen McCarthy ID 260469583

Date: May 17, 2012 Course Name & Number (e.g. EDEC 253) EDEC 254 PS/FE level (circle one) 1 **2** 3 4

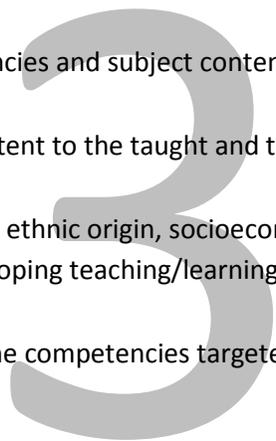
KEEP THESE FORMS IN YOUR PROFESSIONAL PORTFOLIO. YOU WILL ADD TO THEM EACH YEAR.

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?

This field experience gave me the opportunity to plan a week of instructional lessons in a Secondary 5 Mathematics CST course. I based the lessons on the previous material that my cooperating teacher had covered, and aimed them at the level of the CST math students. My cooperating teacher provided me with math resources to draw on, and I also created my own example problems.

My lessons plans were not as diverse as they could have been—I hope that with increased experience and familiarity with the CST students, I will be able to extend my comfort zone to planning diverse lessons for that level. However, I did plan a one-class examination of a real-world scenario (the NDP leadership convention) to model in class, and a three-class fun project for the class to apply the abstract math to an easy concrete scenario.

One barrier I encountered was my lack of experience with non-enriched math students. I did not anticipate a few obstacles, including gaps in student knowledge. This is perhaps an area where I developed most over the field experience.

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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.

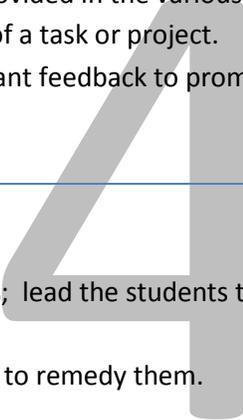
FEATURES

- 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?

Along with developing the week of lesson plans, I also instructed two Secondary 5 Math CST classes on my own for a week. (My cooperating teacher was in the building and would drop into class from time to time.) This was a great chance to pilot the learning situations, and I encountered many obstacles but was generally successful. For a detailed description of one class, see my Inquiry into Intentional Practice assignment.

During my classes, I made sure to consistently ask questions to the students and provide help with math problems or feedback on how they were progressing. I also usually asked the students to work with partners or in groups, though I did not use any formal group facilitation methods (such as Jigsaw groups). Throughout the field experience, I had the opportunity to adjust my strategies to the level of the students I worked with.

As with Competency 3, my largest challenge—and consequently the sharpest development—was in working with students in the CST program who struggled heavily with mathematics. I feel much more prepared to work with similar students in the future and to be able to create the conditions where they can engage with math on a conceptual level.

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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.

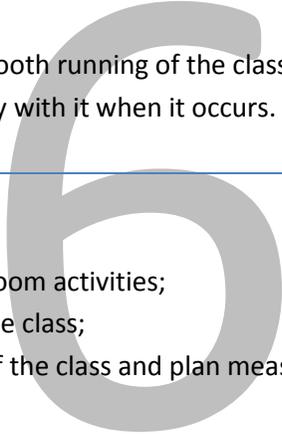
FEATURES

- 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?

While I have had lots of experience supervising youth and facilitating activities, this was one of the first times I have worked in a non-voluntary, non-enrichment context, and I feel that I developed this competency a lot as a result.

In reflection, I noticed that my default fall-back strategy for addressing inappropriate behaviour—becoming confrontational—was not always working, and especially not with students who had a decent grasp on the material and were bored. Over my week of instruction, I tried to move from that approach toward engagement. As long as the students are engaged, I found, then a “tough but fair” approach to discipline can work quite well.

One of the areas of this competency I felt confident in was presence and movement in the class. I feel awkward just standing at the front of class, and find that moving around class discussing the work with students as they are working helped me promote a positive learning environment and support my students.

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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?

Unfortunately, I did not develop this competency as much as some of the others during my field experience. I worked with my cooperating teacher to develop lesson plans, instruct and evaluate our classes, but did not work directly with any other teachers who were teaching the same students.

I did, however, have the opportunity to work in the school's resource room two classes per day. Working with students who had IEPs for developmental delays or other learning difficulties was a good learning experience, and I cooperated with the teaching team in the resource room to support these students.

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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?

As with my first field experience, this experience has given me reason to interrogate my professional values, specifically in three areas:

1. Conceptual vs. procedural learning in mathematics. While I strive to teach higher level conceptual knowledge and skills, the students often reach for the procedural knowledge required to pass a test. I struggled during this field experience with how much to emphasize conceptual learning versus teaching to the test for the Secondary 5 CST students.
2. Class management. While in an ideal world the students would always be engaged and class management would be all preventative, this is not always the case. I value engagement and democratic values, but in a situation with unengaged students and mandatory, somewhat uninteresting material, I have had to reflect on whether to take a more or less democratic approach.
3. Confronting homophobia and heterosexism in a school setting. While fortunately I did not experience overt homophobia in my field experience, there were occasional jokes based on homophobic premises and the constant presence of heterosexism. The field experience gave me a chance to reflect on my own professional role in confronting those phenomena in schools.

Overall, I think I demonstrated sound judgment in my day-to-day actions with respect to the students and staff at the school.

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