

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?

During the third field experience, I took any opportunities for professional development which I could. On a day-to-day basis, I discussed my teaching with my cooperating teacher, leading to many fruitful discussions and areas which I would like to look into further (see below). As well as improving my teaching and the previous 10 competencies, I believe this helped me develop the capacity to learn professionally as well.

A major source of growth in this competency was from the weekly Seminar and classroom management course. I believe I developed a growth mindset which both ensures that I see students as able to learn—a crucial step towards believing in them—and helps me believe I can learn and grow as an educator.

Specific sources of formal professional development I participated in include the QPAT teacher’s conference, several professional development workshops during pedagogical days at the school, and discussions with the Board secondary math consultant.

Some areas which I have identified for further professional development include “flipping the classroom”, how to really engage students—especially ones who struggle with mathematics—and the effects of streaming on students.

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