

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?

As a university debater, I hope that I came into my teacher training with a thorough level of development in spoken and written communication, in both expository and persuasive modes. Throughout the third field experience, I have maintained a professional and appropriate level of communication, as noted on my evaluations.

I have developed this competency through my frequent communications during this field experience with students, parents and colleagues. I interacted with students on a daily basis, both in front of a whole class and with individuals or small groups. I also interacted regularly with my teacher colleagues and administrators at the school.

I had two main opportunities to interact with parents: curriculum night and parent-teacher interviews. On curriculum night, as my cooperating teacher was unavailable I represented her in front of the parents, explaining our plans for each class and answering questions. During parent-teacher interviews, I supported my cooperating teacher by helping her answer parent questions about students in the classes I taught.

The third field experience did not require me to communicate often in writing, though I demonstrate my proficiency at written communication regularly for McGill courses.

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.