

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.

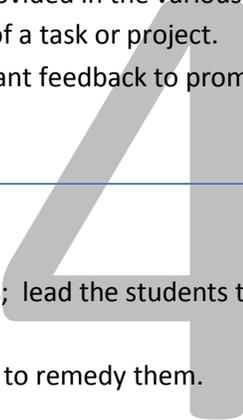
FEATURES

- 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?

As with Competency 3, my development in this competency came through consistent practice over a period of months. I found this so much more valuable than having a few isolated experiences in piloting teaching/learning situations (as I did in Field Experiences 1 and 2) since teaching a class consistently has a very different feel than teaching it a few times.

I realized early on in this field experience that hands-on exposure to the material, particularly in groups, is essential for learning mathematics. As a result, as well as explaining concepts and demonstrating examples myself, I tried to consistently have students practice examples on their own or in small groups in class.

I also developed a practice of involving students in my expository teaching by turning both procedural and conceptual questions over to the students. For example, when running through a problem in class I would usually ask students to give me the step-by-step results, then to explain how or why they got that result.

While I believe I developed greatly in respect to Competency 4, I also identified areas for improvement, one of which is relating to students who struggle with mathematics. I did not get a chance to regularly teach a Cultural, Social and Technical option math class, which usually has a higher level of those students, but I look forward to challenging myself in the future by reaching out more to struggling 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.*

Name Stephen McCarthy ID 260469583

Date: Dec 12, 2012 Course Name & Number EDEC 351 Professional Seminar PS/FE level (circle one) 1 2 **3** 4

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