

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?

The third field experience was my first exposure to formally evaluating high school students, and as such it helped develop my competency in this area greatly. I used a good range of formal evaluation—written tests including a variety of question types, homework checks, and a situational problem—and informal evaluation, both of which I used to adjust planning for my classes. I am especially proud of my Grade 10 situational problem, in which I included a sprinkling of all the content we had covered so far. I also communicated expectations to parents through curriculum night, mentioned above.

Early on in this field experience, I confronted the dilemma of who was being evaluated—me or the students—as I knew that my choice of what and how to evaluate was a factor in the students’ scores. However, as I could not stop evaluating students I tried to develop the fairest evaluations I could. In one instance in my Grade 11 class, I examined the distribution of scores on one test and found a big divide between students with very good marks and those with near-failing marks—and few in the middle. For the next test, I purposefully included more easy and mid-level questions, giving those students with partial understandings a chance to succeed on those questions, and improving the distribution of the next test.

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.