

## SOCIAL AND EDUCATIONAL CONTEXT (7, 8, 9, 10)

To adapt his or her teaching to the needs and characteristics of students with learning disabilities, social maladjustments or handicaps.

### FEATURES

- Facilitates the educational and social integration of students with learning disabilities, social maladjustments or handicaps.
- Consults resource people and parents to obtain background information on students with difficulties (needs, progress, etc.).
- Proposes learning tasks, challenges and roles within the class that help students to progress.
- Participates in developing and implementing individualized education plans.

### LEVEL OF MASTERY

By the end of his or her initial training, the student teacher should be able to :

- Cooperate in the development and implementation of individualized education plans designed for students under his or her responsibility.

How have I developed this competency during this course or professional seminar/field experience?

I did not have a major role in differentiating teaching for students with IEPs during my third field experience. Of course, I taught students with IEPs and a variety of codes, and in general successfully integrated these students into my classrooms. While I did not attend resource meetings to discuss particular students, I consulted with my cooperating teacher when she attended the meetings and reflected on how to adjust my teaching to students with IEPs. I did not participate in developing IEPs during the third field experience.

I also learned quite a bit about differentiation in math education by observing my cooperating teacher's Cultural, Social and Technical math class, which had a much higher proportion of students with IEPs than the Science-option math classes that I taught. My CT was always attentive to the needs of her students and responded appropriately in class; for example, for a student living in a foster home she tried to be supportive rather than overly critical when he did not do his homework.

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.