

FOUNDATIONS (1, 2)

To act as a professional inheritor, critic and interpreter of knowledge or culture when teaching students.

FEATURES

- Situates the discipline's basic benchmarks and points of understanding (concepts, postulates and methods) in order to facilitate significant, in-depth learning by students.
- Adopts a critical approach to the subject matter.
- Establishes links between the secondary culture set out in the program and the secondary culture of the students.
- Transforms the classroom into a cultural base open to a range of different viewpoints within a common space.
- Casts a critical look at his or her own origins, cultural practices and social role.

LEVEL OF MASTERY

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

- understand the subject-specific and program specific knowledge to be taught, so as to be able to promote the creation of meaningful links by the students;
- exhibit a critical understanding of his or her cultural development and be aware of its potential and limitations;
- exhibit a critical understanding of the knowledge to be taught, so as to promote the creation of meaningful links by the students;
- Establish links with the students' culture in the proposed learning activities.

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

In the third field experience, I developed Competency 1 largely by interacting with the QEP curriculum in Secondary Mathematics. Although my knowledge of mathematics is broad and deep, I did not attend high school in Quebec and so this field experience was my first in-depth exposure to the curriculum.

I found the curriculum very approachable and well within my mathematical knowledge base, so I tried to develop a deeper understanding of how it was organized and how to best expose students to the material: how to best explain it through expository teaching, what supporting questions or problems would help them understand how to use the concepts, and how to support students who did not understand a concept. By basing my lessons and unit plans on my cooperating teacher's planning material, I developed an understanding of how the content is traditionally taught in Quebec, and started finding my own math teaching style as well. Both my cooperating teacher and my supervisor gave me favourable reviews regarding my knowledge of the subject material.

While I tried to relate to the students' culture and participate in the secondary culture of the school—for example, by coaching the girls volleyball team—I found it was difficult to do this through the mathematics curriculum due to its more abstract nature. I did provide my students with several mathematics problems (both Situational Problems and smaller word problems) in which I related mathematical constructs to real-life situations; however, I used hypothetical situations rather than situations from the students' lives.

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.

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

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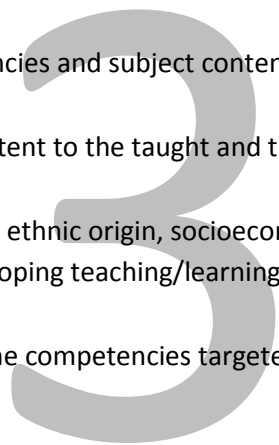
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TEACHING ACT (3, 4, 5, 6)

To develop teaching/learning situations that are appropriate to the students concerned and the subject content with a view to developing the competencies targeted in the programs of study.

FEATURES

- Bases the selection and content of teaching sequences on data drawn from recent didactical and pedagogical research.
- Selects and interprets subject-specific knowledge in terms of the aims, competencies and subject content specified in the program of study.
- Plans teaching and evaluation sequences taking into account the logic of the content to be taught and the development of learning.
- Takes into account the prerequisites, conceptions, social differences (i.e. gender, ethnic origin, socioeconomic and cultural differences), needs and special interests of the students when developing teaching/learning situations.
- Selects diverse instructional approaches that are suited to the development of the competencies targeted in the programs of study.
- Anticipates obstacles to learning posed by the content to be taught.
- Plans learning situations that provide opportunities to apply competencies in different contexts.



LEVEL OF MASTERY

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

- develop appropriate and varied teaching/learning situations involving a reasonable level of complexity that enable students to progress in the development of their competencies;
- Build these activities into a long-term plan.

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

I developed Competency three by planning three high school math classes for at least two months each, according to the requirements of the math program and the needs of my students.

I did not start from nothing, but rather based my lessons on the planning materials of my cooperating teacher. At this stage in my teacher training this helped me develop my foundational understanding of the planning of mathematics teaching/learning situations, and it will be very useful in future teaching situations where I have less material support.

I also differentiated my planning based on the needs of each class. I taught two Grade 10 Science-option math classes: one large class with mostly native Quebec students, and one small class with students from China. Though we followed the same curriculum, I planned lessons differently to respond to the students' differences in language ability, previous mathematical knowledge and interests.

WHAT IS MY CURRENT LEVEL OF MASTERY? (CHOOSE ONE)*

ADVANCED THOROUGH ACCEPTABLE PARTIAL MINIMAL

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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.

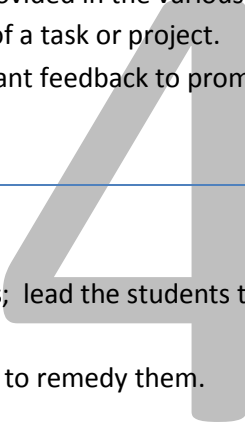
FEATURES

- 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.

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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

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TEACHING ACT (3, 4, 5, 6)

To plan, organize and supervise a class in such a way as to promote students' learning and social development.

FEATURES

- Develops and implements an efficient system for running regular classroom activities.
- Communicates clear requirements regarding appropriate school and social behaviour and makes sure that students meet those requirements.
- Involves students on an individual or a group basis in setting standards for the smooth running of the class.
- Develops strategies for preventing inappropriate behaviour and dealing effectively with it when it occurs.
- Maintains a classroom climate that is conducive to learning.

LEVEL OF MASTERY

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

- introduce and maintain routines that ensure the smooth running of regular classroom activities;
- identify and correct organizational problems that hinder the smooth running of the class;
- anticipate some of the organizational problems that hinder the smooth running of the class and plan measures to prevent them;
- Establish and apply methods that can be used to solve problems with students who exhibit inappropriate behaviours.

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

The third field experience further confirmed my belief that the best classroom management is to engage the students in their learning. I tried to do this as much as possible by keeping the material as interesting as I could, by tossing in some humour and memorable sayings, by keeping my classes driving forward towards a clearly defined goal, by only spending class time on activities I found valuable, and by finding efficient ways to transition between different learning activities. These methods and my natural rapport with students succeeded for the large part in my classes.

In some senses, however, I was lucky in the students I was selected to teach. I substituted several times for my cooperating teacher's CST math class and found this class much less engaged and interested, and as a result much more difficult to manage. As a result, I probably learned more from that class about backup discipline systems and efficiency in running a class than I did in two months in my own classes. Through reflecting on those experiences (individually and in my classroom practices course), I have come to the conclusion that a combination of teacher-student rapport, quality teaching and a fair discipline system are necessary for classroom management.

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ADVANCED THOROUGH ACCEPTABLE PARTIAL MINIMAL

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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

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

To integrate information and communications technologies (ict) in the preparation and delivery of teaching/learning activities and for instructional management and professional development purposes.

FEATURES

- Exercises critical judgment regarding the real benefits and limitations of ICT as teaching and learning resources, and regarding the social issues they raise.
- Assesses the instructional potential of computer applications and networking technology in relation to the development of the competencies targeted in the programs of study.
- Communicates using various multimedia resources.
- Uses ICT effectively to search for, interpret and communicate information and to solve problems.
- Uses ICT effectively to build networks that facilitate information sharing and professional development with respect to his or her own field of teaching or teaching practice.
- Helps students to familiarize themselves with ICT, to use ICT to carry out learning activities, to assess their own use of ICT, and to exercise critical judgment regarding the information they find on the Internet.

LEVEL OF MASTERY

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

- demonstrate critical judgment regarding the real benefits and limitations of ICT as teaching and learning resources;
- demonstrate a general understanding of the possibilities offered by ICT (and the Internet in particular) for teaching and learning, and know how to integrate ICT in a functional manner into teaching/learning activities, when appropriate;
- use ICT effectively in different aspects of his or her intellectual and professional life: communication, research, information processing, evaluation, interaction with colleagues or experts, etc.;
- Effectively transmit the ability to use ICT to his or her students in order to support the collective construction of learning in a well-structured, critical manner.

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

In the third field experience, I integrated information and communications technology regularly into my classes through the use of a SmartBoard. I used the basic features of the SmartBoard (note taking, saving and recalling sets of notes, etc.) and explored some more advanced features (for example, hiding most of the board to draw students' attention to one spot) when I felt they were appropriate.

However, apart from using my SmartBoard, I didn't really use ICT in or out of my classroom. For the future, I am interested in using social media such as a blog or Twitter to interact with my students outside of class, for instance to offer homework help via Twitter, but at this school I had concerns that not all students had easy access to the technology.

I also explored the concept of "flipping the classroom" with my cooperating teacher, a Board consultant and at the teacher's conference; however, I did not use this in my classroom.

WHAT IS MY CURRENT LEVEL OF MASTERY? (CHOOSE ONE)*

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

To cooperate with school staff, parents, partners in the community and students in pursuing the educational objectives of the school.

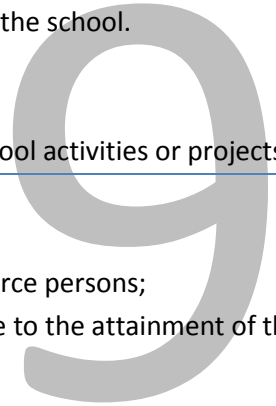
FEATURES

- Collaborates with other members of the school staff in defining orientations, and developing and implementing projects related to educational services in areas falling under the responsibility of the school.
- Informs parents and encourages them to become actively involved.
- Coordinates his or her actions with those of the school's various partners.
- Supports students involved in the administrative structures of the school or in school activities or projects.

LEVEL OF MASTERY

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

- situate his or her role in relation to that played by other internal or external resource persons;
- adjust his or her actions to the educational objectives of the school and contribute to the attainment of these objectives by becoming personally involved in school projects;
- Start building a trusting relationship with parents.



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

During this field experience, I collaborated with many of my colleagues at the school in various situations. I attended school council meetings to get a sense of how the school was run and attended "New Approaches, New Solutions" meetings to understand how the school supported the students who need the most support. I also participated in the Board-wide career fair as a chaperone and raised money for Movember in collaboration with other teachers at the school.

Along educational program lines, I participated in all math department and full staff meetings held while I was at the school, and contributed to the best of my ability to those meetings. As mentioned above, I communicated with parents during curriculum night and parent-teacher conferences.

One experience which I believe exemplifies my development in Competency 9 is running the girls' volleyball team at my school. I worked with other teachers, in particular from the Physical Education department, to learn the expectations of a volleyball coach and how to manage the team. I worked with the administration to ensure the proper paperwork was submitted for student permission and team registration. Finally, I worked with parents who volunteered to drive us to and from some of our games.

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

To cooperate with members of the teaching team in carrying out tasks involving the development and evaluation of the competencies targeted in the programs of study, taking into account the students concerned.

FEATURES

- Recognizes instances where cooperation with other members of the teaching team is required in order to design or adapt teaching/learning situations, to evaluate student learning or to promote the mastery of competencies by the end of the cycle.
- Develops and organizes a project appropriate to the objectives to be attained by the teaching team.
- Cooperates in an active, ongoing manner with the teaching teams working with the same students.
- Helps build consensus, when required, among members of the teaching team.

LEVEL OF MASTERY

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

- contribute to the work of the teaching team in an effective manner;
- Provide constructive criticism and make innovative suggestions with respect to the team's work.

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

As explained in my self-evaluation of Competency 9 above, I have worked in various situations with different teachers throughout my school. I also feel that I am a competent team worker, as I have participated in numerous team projects across many spheres of involvement. For example, I worked with a teaching team to train university debaters for two weeks in both Thailand and Latvia.

However, I did not have much chance to develop this competency during my third field experience. I discovered that the school at which I was placed, while having many opportunities for teachers to meet and develop professionally, did not have a culture of teacher teamwork. Indeed, apart from working with my cooperating teacher and some informal dialogue with other teachers about the students in my classes, I did not work with many other teachers. In many cases, I did not even know who the other teachers who taught my students were.

I hope in my fourth field experience and in future teaching opportunities to have the chance to work together with other teachers in a team environment.

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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.

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PROFESSIONAL IDENTITY (11, 12)

To demonstrate ethical and responsible professional behaviour in the performance of his or her duties.

FEATURES

- Understands the values underlying his or her teaching.
- Manages his or her class in a democratic way.
- Provides students with appropriate attention and support.
- Justifies his or her decisions concerning the learning and education of students to the parties concerned.
- Respects the confidential nature of certain aspects of his or her work.
- Avoids any form of discrimination toward students, parents or colleagues.
- Situates the moral conflicts arising in class with reference to the major schools of thought.
- Demonstrates sound judgment in using the legal and regulatory framework governing the teaching profession.

LEVEL OF MASTERY

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

- demonstrate sufficient responsibility in dealings with students that one can recommend with no reservations that a class be entrusted to his or her care;
- Answer to others for his or her actions by providing well-founded reasons.

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

I believe that throughout the third field experience, I have demonstrated excellent professional behaviour in my interactions with students, parents and other teachers. I have always respected student confidentiality, have been aware and followed the legal framework and the higher ethical framework expected of teachers, and tried my best to support students without being inappropriately attentive. While I believe I was competent in these areas from the beginning of the field experience, I have developed my capacity through repeated practice.

I also have developed my understanding of the values underlying teacher behaviour through this field experience, though this has sometimes left me with more questions than answers. A large area of inquiry that I had during the three months teaching surrounded the value and method of learning mathematics itself: why do we teach/learn math? Are the current teaching practices working for the most part, or do they need a radical overhaul? In considering these questions, I have actually moderated my views on them. For example, whereas before this field experience I wanted to completely break away from old teaching methods, I have now seen their value in practice and will try to instead improve my teaching methods experimentally and incrementally on top of the best practices of today.

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