

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?

- I referred to the Progression of Learning when creating my lesson plan about quarter notes and eighth notes for Cycle 1 Degree 2 class.
- In my lesson, I included a discussion about social roles and their responsibilities. I led the discussion to also cover our roles in life (students and teachers, brothers and sisters...etc.)
- I made a connection between the Progression of Learning and students' interests (Zootopia lesson plan).
- I gained a deeper understanding on how children develop differently. They all learn at a different pace. Therefore the lessons should be planned accordingly.
- I demonstrated Chinese instruments. I made connections between western instruments to the Chinese instruments, and asked them to compare the sounds. This helped the students gain music appreciation and critical thinking skills towards music.

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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Date: _____ Course Name & Number (e.g. EDEC 253) _____ 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?

- I now refer to the students as 'class' more comfortably.
- I was more comfortable staying and eating in the staff room and talking to the teachers.
- I learned to tell the students 'we will talk after class' when the questions were not related to the current subject.
- I was faster reacting to students' misbehaviors and inappropriate languages.
- I communicated to the classroom teacher and helped preparing for the school's spring final concert.
- I kept my lesson plan book and professional journal during the FE2.

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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?

Attach additional sheets if necessary.

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?

- In my lesson, I grouped students by movie characters from Zootopia. The students responded well to their characters and actively participated during the class.
- I talked about the importance of teamwork while making music.
- I practiced with the class the ‘silent moment’ before concert begins – that means that as a group, no one should make a sound and only look at the conductor.
- At the beginning of the lesson, I reviewed what they had learned last lesson and made a connection to the new materials.
- At the end of the lesson, I spent ten minutes reflecting about what we had learned by asking and taking questions.
- I showed students some possibilities of making their own percussion instruments at home if they want extra practice.

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TEACHING ACT (3, 4, 5, 6)

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?

Attach additional sheets if necessary.

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

ADVANCED THOROUGH ACCEPTABLE PARTIAL MINIMAL

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TEACHING ACT (3, 4, 5, 6)

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?

- When the class continued to misbehave after warnings, I paused the class and took time talking about routines and disciplines.
- I mentioned at the beginning of the class “I will take away your recorder if you play while I talk”.
- I asked the class to place their recorders on their chin - that way they are putting it near their mouths but are not able to make a sound accidentally.
- I corrected a student when he referred another student’s work as ‘stupid’ and ‘homeless’. I talked to him about respect and how negative comments will hurt other’s feelings.
- I reported to the teacher immediately after a student told me someone keeps calling her ‘fat’ and ‘ugly’.
- I smiled all the time and created a friendly atmosphere for the students.

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

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?

Attach additional sheets if necessary.

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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?

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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?

- I helped the classroom teacher with media arts for the students by creating a slide show.
- I will participate in the school's final concert by playing guitar, ukulele and singing with the students.
- I stayed in the classroom during lunch hours to observe how the resource teacher dealt with reflections and detentions.
- I went out with my classroom teacher for yard duty and talked to students & staff members at school.
- I brought in foreign instruments from China, this was to show them music they may have not had experience with in the past.

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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?

- With the substitute teacher, I co-taught the class by accompanying and singing the songs. The substitute teacher led the class.
- I often helped with classroom management when the classroom teacher was busy lecturing.
- I played guitar and ukulele with the classroom teacher. On occasion I sang with him as a duo.
- As I am a trained singer, I demonstrated proper gesture and breath support to the students. I motivated them to try to sing with proper techniques.
- I discussed with the classroom teacher before each lesson on the planning and how I can best assist with his teaching.

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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?

- I kept track of the lesson plan book and journal and often reflected on my observations.
- I discussed with my teacher and took notes on where he finds his resources of teaching (YouTube series: How to make a sound on ... instrument).
- I asked about the procedures about how the school starts and ends the year. And I asked about how the music room is decorated and where to obtain the educational music posters.
- I took note of my mistakes and always thought about a 'better solution' for next time.
- I reflected about the differences between my previous volunteer experience with young children and experience at my host school. I realized that as teachers I need to be flexible and treat different groups differently based on their specific needs.

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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 made sure my guiding questions are critical & reflective. For example, instead of asking ‘Why is Judy a happy character?’ I asked: ‘which kind of personalities and responsibilities does Judy have and why do you think so?’
- I made sure students all had equal opportunities to express their opinions to me by walking around the classroom while teaching, and looking at all sides of the classroom. I avoided standing still for too long while teaching.
- I responded to my students with patience. For example, when one student took a long time to express himself, I made sure to take time to listen to him and demonstrated to the rest of the class how to be a listener.
- I sat with the students sometimes, and always asked their permission if I could sit next to them.
- I always used an appropriate vocabulary while talking to students, especially when addressing behavioral issues. This helps students learn from modeling.

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ADVANCED **THOROUGH** ACCEPTABLE PARTIAL MINIMAL

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