

FOUNDATIONS (1, 2)

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

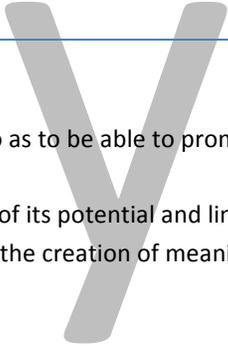
FEATURES

- 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?

- Designed projects that are suitable for the targeted groups. (sec 1: Body Percussion; sec 3: Rock on Pentatonic)
- Intergraded music/art appreciation in the class routine by adding visual/listening assignments. Connected the visual/listening assignments with student's instrument playing and personal projects.
- Familiarized with the concert band method book and how to quickly identify problems during band rehearsals.
- Motivated students by bringing world instruments to class and using fun/educational videos.
- Actively researched/gathered resources and compiled resource binders for elementary music, secondary music, Art, and English as Second Language.

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 _____ ID _____

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?

- Communicated with parents during parent teacher interview. Explained the child's progress in a detailed, clearly structured way.
- Discussed the class materials with the students openly and answered student's questions fairly. For example, when a student vocalized his concern about the instruction of singing the scale before playing it, I was able to pause the instruction and explain the logic behind the practice. The student and the whole class was then motivated and was willing to sing and complete the required task.
- Improved the questioning skills by setting up self-directed goals in classes. Always used targeted questions and encouraged classroom discussions and reflections.
- For composition titles which are written in languages other than English, asked students who speak those languages to pronounce the title and composer's name properly for the class and for myself to learn.

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THOROUGH

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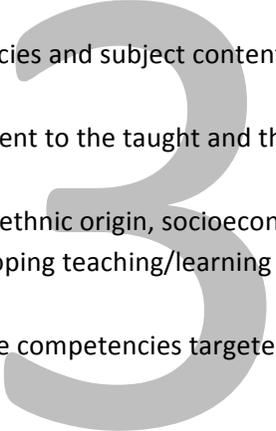
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TEACHING ACT (3, 4, 5, 6)

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?

- Designed classroom activities which encouraged group leaning and self-directed learning.
- Familiarized with IB program and long-term planning by participating in school’s IB meetings and connecting the IB program with QEP program.
- Created rubrics and checklists for student’s projects.
- Connected the in-class activities with student’s assessments and projects to ensure student’s success. Provided in-class individual work time to allow students ask questions and discuss with their peers.

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.

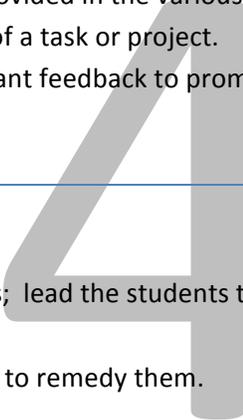
FEATURES

- 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?

- Assisted students during group work. Encouraged students to work in groups by joining group discussions with them and communicating with students to understand who they prefer to work with.
- Emphasized on the importance of team work in music playing and music making. Explained that different people functions differently in a team setting and they are equally important. Also set up expectations of everyone should contribute to the team work.
- Communicated with students with emotional/behavioral difficulties and understood their needs.

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 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?

- Joined staff council team meetings and actively communicated with other staff members to understand student’s in-class behaviors. For example, by discussing with other teachers during lunch hours I learned some of the student’s behaviors in other classes. This prepared myself when I have those students in music next period. I was able to decide the tone to speak to the class and make sure the expectations are clear for those students to follow.
- Participated in student’s Personal Project evaluation meetings where I discussed with one other teacher about how to grade and monitor assigned student’s project.
- Reflected on teaching methods and teaching styles by reading books, articles, and observe other teachers’ classes.

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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?

- Organized the music class into three main components: listening, playing, and creating. By the end of the field study, students were used to the routine and showed signs of progressing in all three aspects.
- Used lunch, recess, and afterschool hours to communicate to misbehaved students and showed the students that the teacher cares about their learning.
- Planned alternated in-class activities such as fun/educational videos that are related to the learning subject to switch gear when the class is tired from lectures and playing instruments.

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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?

- Familiarized with the school's IEP and participated in special needs/staff council/ other IEP meetings.
- Assisted students with learning difficulties in their personal projects to ensure student's success.
- Discussed with the class that has low self-esteem due to behavioral and learning difficulties about things that motivates them. Found the connection between student's interests and the course content. Developed assignments that will hinder student's interests and encourage them to learning in their own way/pace.

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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?

- Intergraded visual/listening assignments with computer, projector, and speaker. This allowed students to develop their appreciation skills and it made the classes more interactive.
- Used MacBooks and Flat.io.com for student’s compositional project.
- Used GPI (online entry system) for student’s grades, attendance and report cards information.
- Allowed students to use their phones and computers for research purposes during ERC class. Encouraged students to cite all of their sources properly in their project paper.

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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?

- Conducted afterschool band rehearsals.
- Participated in the school’s public speaking performance.
- Assisted student’s knowledge fair presentation.
- Designed the school’s calendar cover for the 2018-2019 school year.
- Designed the school’s “Green” project logo.
- Joined the school’s cooking club during lunch time every wednesday.

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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?

- Joined the special needs committee meetings. Provided feedback on student’s behaviors, learning styles, and possible solutions to potential issues. For example, I provided insights of how ESL students learn better in their English classes, which is previewing the materials, so they feel prepared and ready to interact in the class. I adopted this idea and related for the students who are struggling with French and suggested they should also preview their materials in English to ensure that they understand the material.
- Constantly reflected on student’s actions and provided feedback to my cooperating teachers and school staffs. For example, I noticed that some students stayed after class for hours and was not using their time wisely. I suggested during the staff meeting to develop after-school activities for the students who don’t leave on time. I also suggested the school to further investigate why certain students stay at the school for a long time before they go home.

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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 my 4th field experience study, I am gathering useful resources and documents to build a recourse binder for teaching music in elementary school, secondary school, as well as teaching arts to young students. I also learned how to find meaningful topic for Ethics and Religious Cultural class.

• I also took the TESL (teaching English as Second Language) certified course at the same time, to better understand my international students.

• I read books about teaching students with special needs and how music benefits their learning. I then applied certain strategies to my students in class based on my understanding of the 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?

- Created clean and well decorated handouts with the school and student’s names on the sheet, to demonstrate seriousness and readiness to the students.
- Come to classes early in the morning to keep the classroom organized. Tasks includes: fixing the stands, organizing method books, arranging chairs/seating plans...etc.
- Kept a clear record of lesson plans and class progression with google doc. Also projected the lesson plan document with the class at the beginning of the class for the students to have a clear understanding of the content of the coming class, so they can be prepared for the class materials accordingly.

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