

## 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?

Throughout my teaching experiences I have demonstrated that there is more than one way of teaching. I believe that I have exhibited the qualities of a teacher who is has the ability to establish a classroom environment focused around a cultural base. In creating such a surrounding, I have shown that I am able to be open to a range of diverse viewpoints and perspectives within the classroom environment. Each day, the class would begin with the 'Gathering', a process which included significant announcements and acknowledgements of the children based on their background or cultural interests.

During my field experience, I was able to also adopt a critical approach to my teaching as well as to the students learning. Thus, through research and understanding of the each individual student's cultures, backgrounds and levels of learning, I have demonstrated my ability to create lessons that would not only be appropriate, but meaningful and relevant to their 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: David Dufresne ID: 260279357

Date: October 22nd, 2009 Course Name & Number: Third Field Experience EDFE 306-001 PS/FE level: 3

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?

Throughout my third year field experience I spoke in a clear and appropriate tone of voice that gained the children’s attention at all times. My cooperating teacher, Mr. Gary Kelly, has stated to me on a several occasions that I have demonstrated the ability to excellently paraphrase; most noticeably when students responded to my questions or share thoughts and ideas. With each and every lesson, I had the opportunity to work with a large number of the children in a one on one or group setting that enabled me to practice and make use of my teaching voice with ease and precision. By reflecting upon my teaching abilities, I have noticed that my confidence has grown from day one of this third year field experience. As I became more comfortable with the children and their learning styles, I was also becoming more relaxed in the manner in which I taught and handled the management of the classroom. With the greater amount of experience in front of the classroom, I have noticed a great difference in the confidence of my voice. Throughout this field experience, I have watched my voice grow and progress to one that is an expressive, clear, strong and friendly voice that has caused curiosity amongst the students in regards to the particular topic being explored.

In cases where the students were communicating in words or text, I was always able to either validate their response or help them along in correcting their written or spoken work. I also was able to communicate in writing in a superb way, by creating and preparing excellent materials that covered various visual and auditory representations. Throughout my teaching, I have always strived to create a lesson that would be exciting, causing curiosity amongst children. Therefore, I made sure to communicate in a manner that was not only appropriate to their level of learning, but also made use of a tone of voice that grabbed the attention of children in the classroom. making the learning situation one to be excited about.

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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?

In preparation for my teaching, I consistently took the time to create a lesson that would be exciting, relevant and appropriate to the children's level of learning. Thus, when I would formulate my lesson plans, I always included objectives and competencies that would be hopefully achieved by the end of the lesson or unit of study. This particular field experience, I would make sure to include a prepared evaluation criterion that would allow me to document the children's learning throughout the lessons development. In doing so, I developed the ability to see where the children were having difficulty, which therefore enabled me to know exactly where the children were having difficulty or where they were obtaining success. For instance, I would always have a pre-arranged list of children's names that I felt might have some trouble in understanding the lesson or perhaps difficulty in completing the work associated with the lesson. In such cases, I had prepared a variety of alternative explanations and teaching methods for the children who I believed would have difficulty.

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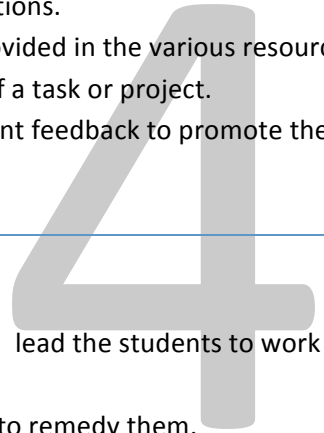
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## TEACHING ACT (3, 4, 5, 6)

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?

With each lesson that I had the great opportunity to teach the children in my classroom, I consistently made sure to create learning situations that allowed the children to engage in relevant and interesting lessons. Throughout my studies, I have become interested in Vygotsky's Social Constructivism and cooperative learning as a means for engaging children in learning and sharing of ideas, thoughts and opinions. I have learned that through the sharing and explanation of ideas between a group of children can in fact allow for their learning and understanding to not only grow, but also become much more concrete. I have used the knowledge I have constructed thus far in an effective manner by creating lessons that allowed the children to explore and discover through a variety of different situations. For instance, a number of my lessons have had the children construct their own knowledge through the means of a variety of activities and hands on experiments. My lesson, which focused on friction, allowed the children to build upon the knowledge that was formed in earlier lessons by exploring friction in a number of experimental processes. The children used their knowledge that they constructed during our exploration of friction and put it into use by exploring how a toy car would travel over several diverse surface textures in comparison to a smooth, level surface.

Throughout the children's learning, I always made myself available to their inquiries, comments and questions. In doing so, I was able to provide appropriate feedback, gauge their understanding. By asking the children questions that would aid in their understanding of the subject, I was able to learn about each child's unique way of learning and assess their understanding. By guiding, facilitating and validating their responses and ideas, I was ultimately encouraging their ideas and efforts

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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?

As with all my lessons that I created and taught, I always took the opportunity to join in and take part in the children’s learning. By taking part in their learning experiences, I was not only learning from their unique ideas, I was also gathering information in order to gauge their understanding, strength and weaknesses. In doing so, I was able to make the appropriate changes to my lesson on the spot that allowed for me to re-formulate my lesson in a fashion that didn’t make the activities simplistic, but rather I lowered the complexity to a level that allowed the children to achieve success and construct an understanding of the subject topic. For instance, when I taught an introductory lesson that explored the World map, I noticed that one student in particular was having difficulty. In order to facilitate the child’s learning, I paired him up with a more advanced student who would help guide the young learner through the labeling of continents, oceans and hemisphere positions.

I quickly learned at the beginning that it is important to communicate my expectations and outcomes to the children in order for them to gain mastery of the subject. I had the great opportunity to work beside a very professional cooperating teacher, Mr. Gary Kelly, which allowed me to formulate and design evaluation criteria that worked well with his stages of progression that he wanted his students to attain. By implementing an evaluation criterion for each lesson, and by explaining the rubric to the children, I observed their learning increase, as they each knew exactly what was expected of them.

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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?

This field experience, one of main goals for myself was to learn and implement appropriate classroom management techniques that worked well with the children in the classroom that I would be teaching. Before each lesson I would communicate to the children what was expected of them, making sure to state the appropriate school and social behaviour that was expected of them. I consistently made the children aware throughout the lesson so that it would be followed. When cases did arise where a child got out of hand or began to act in a manner that was not meeting my expectations, I would have them go 'cool off' outside the classroom door, a technique that I learned from my cooperating, which worked very well with all the cases that arose during my experience. In the cases where I was teaching and the children were more interested in playing with the materials in their desk, I would immediately tell them to stop and listen to what I was explaining as it would be significant for the following activities. If the act continued, I would then turn their desk around, with the opening to the desk being on the opposite side of where their hands could reach. This technique is one that I only recently began to implement into my classroom management "tool bag".

Throughout the lessons that I taught, I continually included the children in the discussions that took place. As an educator, I want the children to learn from their peers just as much as they learn from me, thus discussions are a key teaching technique in my classroom. When I taught, I always wanted to be able to create a positive learning experience that encouraged and allowed for ideas and thoughts to be shared amongst the classroom inhabitants. By creating a safe classroom environment that supports the ideas and thoughts of the children, I have noticed that they are more interested, engaged and surprisingly more willing to share their knowledge with the classroom, which is something a teacher can only dream of.

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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?

Throughout my field experience, I consistently consulted with my cooperating teacher in order to learn about the children on an individual basis. During this process, I obtained information that aided me in creating lessons that would include and integrate students with learning disabilities. For instance, a number of children had difficulty understanding concepts, thus I would demonstrate what I was teaching using a number of different representations (oral, visual, etc.). I would also usually have the children work in groups in order to not only integrate the students with learning disabilities, but to also have them work with a stronger student who would ultimately aid them in building their understanding and knowledge of a given concept. During my field experience, my cooperating teacher and I would also work together in developing individual educational plans for the children who would benefit from them. By exploring what an individual educational plan looks like and how one is implemented, I have gained a great deal of information that will aid me in my future teaching experiences when I have my very own class and will most likely have to collaborate in the creation of individual educational plans.

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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?

During my field experience, I made use of the classroom computer and smart board in order to help explain a lesson that introduced the children to columns. For this lesson, I put together an introductory file that showed various examples of structures that make important use of columns in order to hold up a large amount of weight. I created and used the file on columns in order to not only help children build their knowledge, but as a way to cover all different representations. During my third teaching experience, I made use of the smart board on a number of occasions as a means to support and enhance the children's learning through a visual representation. In a lesson where we examined as a class the concept of sound and how sound travels through various matter types, I made use of a unique web site that allowed the children to view an interactive and in motion example of solids, liquids and gases atom structure. As I have learned throughout my studies, all children learn differently, thus it is important to not only explain orally, but represent what is being illustrated in a visual form (images or videos). Technology clearly adds to the children's learning and with the help of ICT, I was able to communicate the important ideas that I wanted the children to become aware of by using a variety of multimedia resources.

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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.

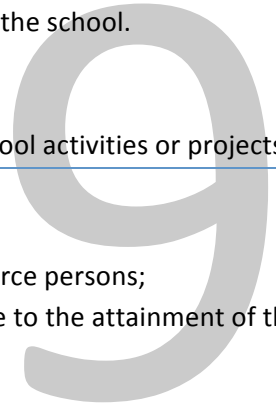
### FEATURES

- 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?

This field experience, I not only learned a great deal from the members of the school, including educators, resource teachers and the principal, but I was able to collaborate with them in a number of ways. As an example, my cooperating teacher, Mr. Gary Kelly, Mrs. Terri Reid and myself worked great together. We shared ideas and provided feedback on how things worked out during a given situation if one us was not present at that time. Communication is of great importance in teaching, and I believe that the three us did an amazing job in communicating and sharing our ideas.

In preparation for the lessons that I was creating, Mr. Kelly was always there to help me so that I would succeed in helping the children reach the various educational goals that the school had for the students. Once my lessons were completed, Mr. Kelly and I would always meet in order to go over what worked and what could be changed for the following time. Through our sharing of ideas and thoughts on a daily basis, we built a good relationship that made working together all that more enjoyable and ultimately complemented in the way we both taught the children.

During my field experience, I was able to meet with a number of parents/guardians in various situations, such as parent teacher night or parent meetings. In both situations, I introduced myself and made them aware that I would be working with their children for a number of months. I spoke with a number of them letting them know that I am studying at McGill University in order to become a teacher and have had great experience teaching and working with their children over the past several weeks. I began to build a relationship with a few parents who worked and volunteered in the school, as I continually communicated with them and answered their questions whenever they were posed.

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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?

Throughout my field experience, I cooperated with all the members of the teaching team in various situations. For instance, I had the great opportunity to be invited to go to one of the resource meetings that focused on one of the children in my classroom. The meeting included my cooperating teacher, Mr. Kelly, the school principal, resource team and a variety of other educators, personnel and psychologist. During this meeting, all of us collaborated in order to create a program that would help a child who was not producing, progressing and was sadly dealing with a number of problems at home. Once we had finished our meeting, we had structured a program that had a goal that we would all work at attaining. During my final week at the elementary school, all the educators and resource team members involved worked together in a respectful manner, which clearly demonstrated to me how a number of school members work together in order to help a child.

During my third field experience, Mr. Kelly, Mrs. Lawand and I collaborated and worked together as our class was a five-six split. In order to accommodate all the children and their levels of learning, we assessed the children in the beginning weeks, gathered information and made judgments on where they would be best suited. For instance, if we felt that a grade six child needed a little "refresher" on the basics in mathematics, Mrs. Lawand would include the child in her grade five math and language arts class. Once the child had succeeded, he/she would then return to the grade six math program having a concrete setting to build upon. As the three of us worked together, we shared ideas and plans that would work and allow the children of the grade five-six split to meet the competencies by years end, and ultimately succeed academically.

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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 master 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 this field experience, I was fortunate enough to work beside a very professional, qualified and experienced cooperating teacher, who I connected with and learned a great deal from. Over the two months that we worked together, Mr. Kelly provided me with help when needed and pushed to the next level of teaching as he felt I was ready for a challenge. Along with my cooperating teacher, my supervisor, Mrs. Angela Andrews pushed me as well in order to challenge me as they both felt I was well on my way to becoming a qualified teacher. Their support and guidance pushed me to a level that I did not even know I had in me as of yet. The three of us spoke several times, discussing my strengths, weaknesses and various teaching skills that I could work on building. The discussions and collaboration explained above clearly demonstrates that I have engaged in my professional development as a teacher.

Throughout my field experience, I reflected a great deal on my teaching in the classroom. My supervisor, Mrs. Angela Andrews encouraged me to write a daily journal, of which I did on a day-by-day basis. In my journals, I reflected on lessons that I had the opportunity to teach, noting key areas that worked and what I felt the children enjoyed the most. In doing so, I made appropriate adjustments to my teaching style based on what worked and what didn't quite work as I had originally thought. Also, I would set goals for myself, in order to work and build upon my weaknesses and further my strengths. By writing my reflective journals, I was able to organize my thoughts of the day, noting particular key learning points that I felt were important to my growth as a teacher.

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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?

This field experience I have learned a great deal amount of information that has not only made me a better teacher, but also a superior professional. Throughout my two-month experience, I acted in a professional manner at all times that respected the children, as well as the confidential nature of various aspects of my work. For instance, when my cooperating teacher, Mr. Kelly, explained to me or told me something in confidentiality, it stayed that way, confidential.

I believe that I managed the classroom in an appropriate and respectful manner that was fair to all parties, teachers and students included. All the children were treated the same, in a fair and courteous fashion. My decisions during my teaching were based upon and ultimately concerned with helping the children learn. Thus, if there was a student that was fooling around, and disturbing the children around him/her, I would make the appropriate decisions. For instance, during my field experience, I encountered a problem in the class in which a student was disturbing others around him while I was teaching. Given that he was distracting the children around him, I asked him to step outside the class to "cool down" and once he had done so he could come back in. My decision had the best intensions for students in the classroom, as well as the child causing the distraction, as I wanted him to calm down so he could he concentrate and be in a frame of mine that would enable him to learn when he came back into the classroom. I went into this particular field experience with a set goal of being able to manage the class in an appropriate and democratic manner. Based on my above explanation, I believe I have done so and demonstrated throughout my field experience that as a teacher I have improved in the way I manage a classroom.

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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