

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?

Building off the last competency, sometimes working with my students felt like a game of patience, where students tried to get me to just give them the answer by not trying or focusing. On several occasion, after working with students on a certain question, they would ask me "I don't know, can you just give me the answer already?" This was certainly a challenge, helping guide students to the right answer without giving it to them. A successful strategy I found was to focus on the worksheet and have a conversation about a certain question, then ask the student to write down what we talked about. Often they were surprised they had formulated the right answer just through talking it through with me!

Level: advanced

Attach additional sheets if necessary.

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.