

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?

Evaluation and assessment were another challenge during my last stage. The primary difficulty was dealing with absenteeism and motivating students interests. Absenteeism was very common, in a class of 15 students, the average attendance was about 6 - 8 students. Secondly was motivating students. After consulting with other teachers, I used more choices in the assesment, including choice boards and portfolio style assessments for my classes. This helped but I still feel like I could improve my assessment strategies to match more closely with student abilities.

Level: thorough

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
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KEEP THESE FORMS IN YOUR PROFESSIONAL PORTFOLIO. YOU WILL ADD TO THEM EACH YEAR.