cadre21

Au coeur de votre stratégie #DevProf

cadre21.org

Preuve et attestation de développement professionnel

Colloque Competency 2 : the REAL DEAL



Description:

Don’t miss out on the first annual conference dedicated entirely to helping teachers demystify the C2 competency in English: The Real Deal is a unique workshop experience geared towards helping English teachers solidify, practice and teach reinvestment tasks in classrooms everywhere.
Dynamic interactions pertaining to planning, differentiation and evaluation in friendly workshop settings, are on the menu. Come along and take part in activities that best suit your needs; we offer hands-on workshops for elementary cycle 3, as well as cycles 1 and 2 at the high school level.

Évaluation en temps de la participation: 6h

Badge attribué à : EmilieBentz
https://www.cadre21.org/membres/95f959fee8d34ff288d67878

Date d'obtention : 2023-06-10 16:50:42

Preuve et attestation de développement professionnel

Colloque Competency 2 : the REAL DEAL

1 - Integrate three pedagogical practices related to reinvestment tasks as soon as I come back to school. Identify your actions and explain your choices.

First, I modified the way I evaluate my C2, because, from what I've learned, it is not so much of a reading comprehension, but furthermore a reinvestmest of what the students understood from different sources. What they can accomplish and reinvest from what they've learned so thus far. SO basically, I modified my pre-existing tasks to reevaluate C2 as best as possible.

Second, I now include more than only one input at the time when presenting my students with a C2 task (text, image, graph , etc.) so that they are able to have multiply aspects of a certain theme.

Third, I modified my correction grid in order to slowly transition towards a gradeless method. I slowly introduced it to my students in specific tasks to prepare them to eventually have complete gradeless assessment. I provide, as I did before, a grid to my students so they can follow their progress and see precisely what they have to work on, without given them any grades. It has been a big adaptation for them, most are still asking "yes, but what grade is it Miss? What grade does it represent?". Work in progress, slowly but surely.

2 - Experiment two new concepts learned in the workshops in the next school year. Identify the new concepts (one for each workshop) and name the changes required to make these changes.

The first concept that I want to explore next year is the gradeless method as shown in the "Gradeless Class" workshop by doing a student's portfolio that the students will have to manage themselves and share with both the teacher and their parents. It will allow us to spend less time on managing signatures, while actually providing day to day feedback. We will inform the parents at the beginning of the year (at our parent-teacher's meeting). We will also give them the structure of the portfolio.

Another element that I want to include next year is the small group duscussion recordings mentionned in the "How to assess students learning differently to spend less time grading?" workshop. I like the fact that she came up with the recording station; being able to drop-in not matter when to listen to her students and participate perhaps to extend their discussion. The fact that she was able to go back on the recording as well was very interesting and leaves grat traces of the students' work. As for the changes, it is pretty much set-up already with the iPad in class, but I will ask my principal to purchase the plugs that allow more than one student to connect their headphones and microphones.

3 - Develop a better understanding of one element that was discussed during the day. Name the element.

I actually understoon WAY better what an evaluation of C2 consist in. I was, from my studying at university, under the impression that C2 resided in being mainly reading comprehensions and basic language uses. It is far from it. The reading comprehenion question are used to see the understanding of the notion by a student, but should not be used as evaluation. What is a true C2 is how the student uses the information and notions he/she gathered to create his/her new version of a task. Basically, is the student able to come up with their own creation based on what he/she has learned (through texts, pictures, conversations, videos, etc.). Every student work should be different from one student to another.