



# Professional Semester III Final Report

## Faculty of Education Field Experiences

Fall \_\_\_ Spring X Semester, 2017

Professional Semester III is a five-course equivalent integrated semester including half-time teaching and professional study in curriculum design, leadership, advanced methods, and reflective practice. Intern Teachers are assigned full time to schools for the semester during which they assume responsibility for approximately one-half of the teaching day. PS III professional study is designed to complement and enhance the internship. The professional study components may occur on or off-campus and are coordinated by the Faculty Mentors in collaboration with Intern Teachers and school personnel.

Place a checkmark in front of the course in which you are registered

- Education 4571 – Elementary Education
- Education 4572 – Secondary Internship
- Education 4573 – Special Focus Internship
- Education 4574 – Fine Arts Internship - Art or Drama
- Education 4575 – Fine Arts Internship - Music

Intern Teacher Carly Hoar Grade Level Grade 3

School A.B. Daley Community School Administrator Ms. Audrey Kluin

Teacher Mentor Mr. Pat Donnelly Faculty Mentor Mr. Wayne Tate

### Intern Teacher's Descriptive Report:

During my PS III internship at A.B. Daley Elementary School, I recognized how much I love the profession of teaching. The school was full of passion and inspiration, which made it very easy for me to feel welcome. The staff and my teacher mentor, Pat Donnelly, made my transition into the school seamless. Pat promptly showed me the daily routines of booking computers, checking the communication book, supervision responsibilities, and how to run the copier machine. These routines may seem insignificant, but for me, it gave me the feeling of belonging and that I was seen as a real teacher.

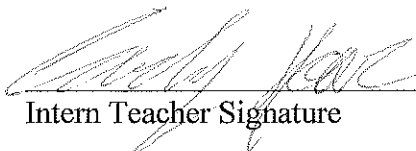
I was given the opportunity to teach twenty-one grade 3 students, English Language Arts, Science, Social Studies and Art. I created long-range plans, unit plans, and lesson plans for all four subjects that I taught. My long-range plan was from the time I started in January to the end of the June. I completed unit plans and daily lesson plans to guide my teaching in all subjects that I taught.

My grade 3 class consisted of a range of levels and abilities in all subject matters, this created a challenge for me as a teacher. I had to be innovative in my teaching approaches in order to engage and instruct all students. The students loved demonstrating their knowledge and understanding through many different means, such as, acting it out, drawing pictures, creating models and dioramas. The students' interests are what guided my instruction and assessments. I enjoyed being part of the students' learning, and seeing them question and wonder about the world.

A challenge that I faced was teaching solely in the afternoon, when the students were tired and restless. The students needed some sort of motivation incentive to strive for in the afternoon. I found and implemented an idea called the "punch it" board. How the board works is that when the whole class is on task and working well they will earn a letter. Sometimes before we start a lesson, I will have the students create whole class goals that they can work towards through the lesson and if accomplished the class will earn a letter. Once the whole phrase "punch it" is spelled out then we pull a name out of the bucket for who gets to punch a cup, and the whole class gets to take part in the activity that is inside the cup. The students can get their name in the bucket a few ways. First, if a student is working well individually, second, if the student demonstrates an act of kindness, and third, if the student demonstrates an action that makes me say "wow!" When the student shows one of these three ways, I place a sticky note on their desk and they are to put their name on it and place it in the bucket. The students are motivated to work well, be kind, and do their best because the more their name gets put in the bucket the higher the chance they have to getting their name chosen to punch a cup!

I had the opportunity to take part in running intramurals at lunch. Pat Donnelly planned and organized the intramurals in terms of creating teams, organizing tournaments and planning the activities. I helped out with the supervision at lunch, along with coaching at the tournament. Supervision at lunch consisted of being the referee, splitting teams, giving feedback, interacting with students, and improving students' skills. I enjoyed lunch intramurals because it gave me the opportunity to interact with a range of students in the school, and it gave the students a time and space to get in their daily physical activity. Intramurals is a program that I would take on in any school that I was part of, because I love interacting with students in a sport setting.

In all, A.B. Daley provided me with a great final internship. With the warm welcome, I was confident to try new assessments, new questioning methods, new performance task and new classroom management ideas.

  
Intern Teacher Signature

March, 24 / 2017  
Date

**School Administrator Comments:**

I am pleased with Carly Hoar's PSIII internship here at AB Daley School. Throughout the last 4 months she has met with me on numerous occasions to discuss her growth plan, teaching activities, lesson planning, extracurricular activities, parent communication, Freshgrade and the evaluation process. She was open to recommendations and suggestions and worked very hard during her internship here at AB Daley.

Informal and formal visits indicated evidence of planning and preparedness. Lesson plans and growth plan were submitted on time and done well. She demonstrated numerous teaching strategies to actively engage students. This included hands on activities, paper and pencil, discussions, technology and more.

Carly formed relationships with parents and students of AB Daley. This was evident during her teaching as well as during other school events such as assemblies and supervision. Carly provided feedback/relayed information back to students quickly. She made parent contact when required and relayed outcomes she had assessed in conjunction with her mentor teacher. She also participated in parent-teacher-student conferences where she discussed student achievement.

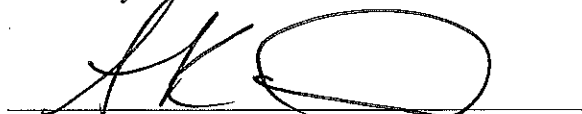
One area to continue to grow your skills on is classroom management, which I recommend to all first year teachers. You have done a great job reading/knowing your students and trying new techniques. Every group of students will provide different challenges. Keep building your toolbox of strategies for this area as it will support you throughout your educational career.

Carly has formed relationships with staff. She participated in professional development, staff collaboration days, interschool collaboration days, staff meetings and extracurricular planning. She has been very professional in relation to colleagues and always is willing to lend a helping hand. She helps set up for events and always is willing to volunteer. She fit in very well with the culture here at AB Daley School.

Carly is a hard working individual who understands the hard work and planning time involved in regards to teaching. Please remember there is so much to learn during your first teaching position. Some advice that I offer to all student teachers that come through AB Daley is to always remember to use your administrator/colleagues for guidance, resources and support. I am very excited for you to begin your teaching career and wouldn't hesitate to hire you. Congratulations and way to go Carly! Keep in touch.

Audrey Kluin

Principal  
AB Daley School

  
School Administrator Signature

  
Date

**Teacher Mentor Comments:**

I have had the pleasure of working with Carly Hoar while she completed her internship at A.B. Daley Community School. During her four month internship she taught Grade Three Homeroom. This assignment entailed teaching Social Studies 3, Science 3, Language Arts 3, Physical Education 3, and Art 3 subjects. Carly embraced the responsibility for teaching these subjects with a strong interest in the Grade 3 age group. She reviewed each subject's curriculum and consulted with me about the class' previous progress and present station to best determine the requirements for her units/lessons planning.

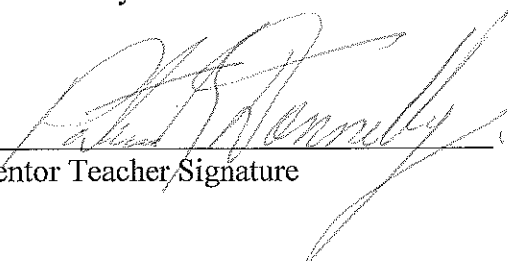
Carly's independent and collaborative planning strategies are to be commended. She taught her assigned subjects with natural enthusiasm and strong student empathy to ensure that engaged learning was nurtured each day. She successfully interwove traditional teacher-centered methodologies with progressive student-centered methodologies. The interweaving of these two teaching strategies created a positive teaching environment whereby successful student achievement was evident. Carly's desire to engage in the teaching pedagogy and her previous academic background enabled her to manage the 21 students with confidence and efficiency. In each of her classes her knowledge of the subject material was very proficient.

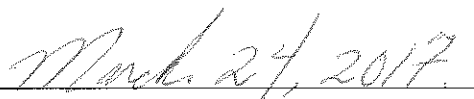
Carly's inquisitive initiative combined with her fine digital skills set enabled her to research and find material that enhanced each of her lessons. Carly's lessons followed a logical and sequential order that built upon previously taught material. This ability to link each day's lesson promoted the students' level of comprehension amongst all the children of diverse academic potentials in her class. Her awareness and acceptance of this diversity meant that she sometimes needed to modify a lesson or adapt an assignment if the situation warranted. Carly was able to meet the needs of each child quite admirably within the context of the school's available resources.

Her daily assignment not only involved teaching in the classroom, but also assisting with the daily Intramural Program during the lunch recess period. Carly's knowledge of Basketball – the skills, rules and gamesmanship – was a tremendous asset to the program. She refereed and supervised the daily games with composed yet assertive control. The Grade 3, 4, 5, and 6 children appreciated her enthusiasm, knowledge and composure. These children attended a division – wide basketball tournament in Fort. MacLeod. Carly's fine coaching, refereeing and supervising enabled the children to participate in an enriching recreational experience.

Carly possesses the qualities necessary to be a fine teacher. Her genuine enjoyment of children, learning, and persistence to continually improve her pedagogy are evident in all areas of her scholastic activities. Carly's warm personality, inner confidence and professional competence will make her a valuable member to any staff.

Sincerely,  
Pat Donnelly B. Ed

  
Mentor Teacher Signature

  
Date

### **Faculty Mentor Comments:**

I visited Miss Hoar's classroom on four occasions this spring. During each visit I documented my observations and conferenced with the teacher about them, providing copies of my notes to Miss Hoar.

Miss Hoar understands the structure of the Alberta Education system, and works cooperatively with all levels of administration therein. Feedback from her colleagues at school indicates she interacts ethically and professionally with them.

Miss Hoar's planning (long range, unit and daily lesson) meets a high standard. Her day plans particularly exhibit all the characteristics of a well-considered and fully developed plan. She addresses learner outcomes from the Programs of Study, various formative assessment strategies, materials and resources needed, lesson procedures (from an attention grabber through to sponge activities), and lesson assessment. Miss Hoar also takes care to reflect upon her lessons in print so as to inform further instruction. For example, "Went well. Glad I had word searches ready. Maybe try some group work and see if that keeps people working or if it distracts them. Need to find a way to focus them in the afternoon."

Miss Hoar has taken care to make the classroom safe for all participants. She demonstrates her value and acceptance of students with an upbeat attitude and endearing expressions. She employs friendly praise such as "good work bud!" Her seating plans reflect the outcomes she is pursuing. They have varied from traditional rows to group pods. It's evident that students have adapted well to these changes as off-task behaviours and chatter is minimal. Miss Hoar is careful to anticipate off-task behaviours and heads many of them off before they occur. Students have also responded very well to Miss Hoar's reward system – the "punch-it" board.


Miss Hoar is animated and enthusiastic, establishing herself as the centre of attention in the classroom. She demonstrates a presence in the classroom and an awareness of off/task or distracted behaviours. She redirects as necessary and does so respectfully. She employs technology effectively and solicits student engagement with it as well. Miss Hoar uses many different approaches to aid in student learning. For example, she was observed to teach the anatomy of an ear by employing a power point slide of ear parts, student prepared modelling clay sculptures of the ear parts (colour coded for different parts), and a dynamic human model made up of students playing each part. Students were highly engaged. Miss Hoar also looks for opportunities to capitalize on cross curricular learning. The student creation of pan flutes for example, ties in Art, Science (where student have been studying sound), and Social (where the focus has been the Inca culture).

Miss Hoar demonstrates on-going formative assessment using various strategies. She employs bell work activities, daily language review slips, exit/entry slips, writing tasks, student thumbs up, and so on. Student work is marked and often includes written comments such as "Completed with no help ☺" Miss Hoar also recognizes and uses resources made available through Alberta Education such as PAT scoring rubrics.

Miss Hoar projects an approachable and caring persona. Students and staff have expressed appreciation for her contributions to the school. She undertakes her share of supervision duties,

as well as volunteering to referee lunchtime activities in the gymnasium. Miss Hoar will prove to be a valuable asset to the school where she gains employment.

I have read the complete Final Report and certify that the assigned grade is PASS.

  
Faculty Mentor Signature

March 29, 2017  
Date