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## Professional Semester III Final Report

### Faculty of Education Field Experiences

Fall \_\_\_\_ Spring X Semester, 2014\_\_ (Please check appropriate semester)

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

<input checked="" type="checkbox"/>	Education 4571 –	Elementary Education
<input type="checkbox"/>	Education 4572 –	Secondary Internship
<input type="checkbox"/>	Education 4573 –	Special Focus Internship
<input type="checkbox"/>	Education 4574 –	Fine Arts Internship - Art or Drama
<input type="checkbox"/>	Education 4575 –	Fine Arts Internship - Music

Intern Teacher \_\_\_\_ Ashlee Unrau \_\_\_\_ Grade Level(s) \_\_\_\_ Grade 1/2 \_\_\_\_

School \_\_\_\_ Senator Buchanan \_\_\_\_ Administrator \_\_\_\_ Heather Hadford \_\_\_\_

Teacher Mentor \_\_\_\_ Patti Caven \_\_\_\_ Faculty Mentor \_\_\_\_ David Townsend \_\_\_\_

#### Intern Teacher's Descriptive Report:

For my Professional Semester III Internship, I had the good fortune of being placed at Senator Buchanan Elementary School, where I taught half-time in a multi-age grade one and two classroom. I worked hard throughout my internship, often putting in very late hours, but it was completely worth it. All of the time and energy I put into this practicum came back ten-fold in the benefits to my students, my school, and my own growth as a teacher.

During my practicum, I was both excited and a little nervous to teach outside of my major. For this placement, my mentor and I decided that I would teach my homeroom class science, social studies and art from the grade two curriculum. For math, myself and my PSIII peer at Senator Buchanan switched students to create grade one and grade two levelled math classes, of which I taught the grade ones.

A benefit of the multi-age school, is the freedom to have students work with those of similar abilities and not focus entirely on their grade. Since I was teaching all of the lower-ability math students from both grades, I had quite a few challenges along the way. At first, I struggled to create lessons that were differentiated enough for the wide array of needs in my math class, but as I got to know the students and their abilities, I quickly was able to make adjustments. It was important that I differentiate appropriately, because behavioural issues increased otherwise.

One of these adjustments came as I was working with and formatively assessing students in the Numbers to 100 unit I was teaching. I recognized that some students were having difficulty with basic number tasks, to the point where lesson differentiation was not providing them with

enough support. In conference with my mentor and the Learning Support teacher, we determined that these students would be best served working in a small group on more basic numeracy skills a few times each week. This was a decision that was beneficial for the students in the group, because they were able to receive the extra practice and coaching that they required. It also helped the other students in my class, because I was now more available to work one-on-one with them during our learning activities.

At Senator Buchanan, I had the opportunity to connect and collaborate with many people, which I tried to do frequently. As an intern teacher, I welcomed the opportunity to learn from the experience of others and I found that it was easy to do so at this particular placement, because everyone was so welcoming and encouraging.

Building relationships was and continues to be a focus of mine; I spent a significant amount of time throughout my practicum growing relationships with my students, colleagues and parents. I believe that a safe and positive classroom community is paramount for learning and classroom management, and I achieved this largely through the relationships that I built.

Whether I was teaching or not, I was constantly on the lookout for opportunities to strengthen bonds with my students. Forming relationships with students and maintaining a positive classroom environment are continual processes that require attention, but are worth the effort, because they are critical to the type of classroom students need and deserve.

In my classroom, I used many different methods to grow our classroom community, such as being in the classroom when I was not teaching, getting to know my students and letting them get to know me, creating and sharing identity bags, building a classroom community puzzle, weekly caring circles and team building activities, and mini-lessons on what it means to be an effective member of a community.

It was important to me that our classroom did not feel like a me versus them situation, rather we – the students and I – worked together to learn and to have fun. Almost every lesson that I taught, regardless of the subject matter, had some level of cooperation or skills related to being a good community member. Reinforcing and practicing those behaviours allowed me to practice preventative classroom management. I tried to remain calm and gentle in most situations, and encouraged students to practice the 7 Habits, including being proactive and thinking win-win.

I employed a variety of management strategies, including: individualized reward systems for particular students, star sticker pages where students could collect students for good behaviours and good work, many attention grabbers, having and expressing very clear expectations, wait time, using 7 Habits language, choosing mystery walkers to observe in the hallway, golden time as a class reward, and different levelled responses to situations.



During my internship, I also tried to build solid relationships with my colleagues and the parents of my students. My colleagues were all very knowledgeable and exceptional teachers, so I wanted to learn as much as I could from them. I did this primarily through conversations and asking them questions, often sharing my own reflections with them and asking for their suggestions or opinions.

My inquiry project this semester was centered around sharing information and building connections, through use of a website, blog and twitter. This was a lofty goal to accomplish in four months, but I was successful in building the foundations that would make it possible. This was created to be a legacy type project that I could leave with my mentor, so that she could continue to share more of the day-to-day goings on of our classroom with parents. I collaborated with my mentor and shared with my colleagues to ensure that I made the best possible choices for our class' online presence. This project also allowed us to bring some of the outside world into the classroom, making learning more meaningful for the students and giving them an authentic audience with whom to share their work.

I am very reflective by nature, so I constantly analyzed lessons, ideas and different situations to discover how I could improve them. Because I was always thinking about how my lessons were being received, I was able to be flexible and adapt on the spot to better meet the needs of my students. This served me well on many occasions, specifically when we had technical difficulties or at times when I overestimated my students' prior knowledge on a subject.

Creativity is one of my strengths as a teacher, and I used this to heighten my students' engagement with my lessons. As I planned my units and lessons, I tried to focus on the big ideas from the Program of Study. This allowed me to tie my lessons to the curriculum, but also gave me the freedom to construct lessons and activities with my students in mind. I was able to engage my students by developing my lessons to meet their needs, interests and learning styles.

Throughout my practicum, I tried many things that were new for me, including integrating technology more fully into the classroom, using learning centres, creating an interactive bulletin display, and teaching my class in different settings around the school. While not every lesson went perfectly, I know that I grew as a teacher because of my willingness to adapt and learn from my mistakes.

Overall, I thoroughly enjoyed this highly successful internship. I am grateful to have had the opportunity to work in a school and community with such a positive atmosphere, because it allowed me to open myself up to the many learning opportunities that arose. I had a wonderful time with my students and colleagues, and will remember the valuable lessons that they taught me. I eagerly anticipate what comes next for me as a full-fledged member of this wonderful profession

Intern teacher Signature

April 17, 2014  
Date

**This page is to be attached to the Intern Teacher's Report.**

**School Administrator Comments:**

Ashlee Unrau has had a successful experience in her PSIII placement in one of our grade 1/2 multiage classes at Senator Buchanan School. Very early on she connected with her Teacher Mentor and made great effort to be involved and to get to know children, their backstories, and the strategies that help them to be successful at school. During her internship, Ashlee was responsible to teach Math, Science and Art. She also created a fabulous wix website with her class ([cavenators.wix.com/class](http://cavenators.wix.com/class)). Ashlee created science lapbooks, interactive math bulletin boards, and participated in school wide activity days with learning centres (ie. Dr. Seuss Day).


Ashlee Unrau developed great relationships with her students. Each time I observed her, students were engaged, listening, and knew the outcomes for the lesson. She is well organized and makes behaviour expectations clear. Ashlee is not afraid to wait for children to be settled and focussed. Because Ashlee's expectations are clear and she follows through, she has very few management issues and her transitions have nice flow.

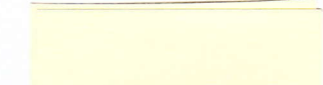
Ashlee participated in the school supervision schedule and her attendance and contributions here were greatly appreciated by the teaching team. Ashlee attended staff meetings and appropriate professional learning activities. She is highly involved, participating in Response to Intervention meetings, collaborative planning and school events.

Ashlee's attendance at the school's Celebration of Learning was appreciated by her Mentor Teacher, who reports that Ashlee demonstrated and shared the class website and Twitter account with parents, as well as taught the students math games and Science experiments to share their learning with their parents. During the Celebration of Learning, children were very successful in being able to explain what they had learned in class to their parents.

Ashlee is a highly reflective teacher who takes the time to consider each child's needs, strengths and growth areas. She approaches student learner outcomes in creative and engaging ways and uses a variety of differentiation and assessment tools to guide learning and inform her teaching. I wish Ashlee all the best in her adventure as a successful new teacher. She has great skills and talents that will only be enhanced with experience.

Sincerely,

  
Heather Hadford  
Principal Senator Buchanan School

  
\_\_\_\_\_  
School Administrator Signature

*April 16, 2014*  
\_\_\_\_\_  
Date



**This page is to be attached to the Intern Teacher's Report.**

**Teacher Mentor Comments:**

I have had the distinct pleasure of working with Ashlee Unrau while she completed her final practicum in her journey to become an educator. Ashlee was assigned to my Grade 1-2 multiage classroom, where she taught Grade 1 Math, Grade 2 Science and Grade 2 Social Studies along with some art lessons.


Throughout the 4 month practicum, Ashlee was always well prepared for her lessons and used a variety of engaging learning activities and methods of presenting information. Her lessons were consistently linked to the curriculum outcomes and these expectations were made clear to the students. Ashlee often made relevant connections between learning activities and students' life experience so that their learning was anchored in current understanding. Ashlee's lessons often reflected her sense of fun, even to the point of dressing up and putting on a character to capture the children's imagination. The flow of the lessons was logical, sequential and showed that Ashlee had spent a great deal of time researching new ideas for presenting the material.

I was most impressed with Ashlee's self-reflection skills. At the end of the day, she could often be seen in the classroom, sitting quietly, looking around the room deep in thought. When asked if everything was okay, she would reply, "Yes, just thinking about math for tomorrow and how to...". Ashlee often made changes on the fly when things were not going the way she wanted them to. She adapted her style, tone, and delivery to meet the needs of the class. It should be noted that our class has a wide range of learning abilities and behaviours to deal with and things change almost minute by minute. Ashlee demonstrated a wide range of management techniques to keep a tight rein on things while still respecting and promoting each child's individual nature. She attempted to develop strong relationships with each and every child.

In addition to her contribution in the classroom, Ashlee participated in school activities and meetings on her own time. She was sociable, easy going, and willing to collaborate with colleagues. Finally, Ashlee developed a class website and Twitter account, teaching both the children and their parents (and me!) how to access and use this technology. This legacy project will help to improve communication with parents, keeping them immediately up to speed on what is happening day to day in our classroom.

I feel extremely fortunate to have worked with Ashlee over the last 4 months and wish her all the best in her future endeavours! Her future colleagues will surely enjoy and appreciate what she brings to her students and schools.

Sincerely,  
Patti Caven

  
\_\_\_\_\_  
Mentor Teacher Signature

April 17, 2014  
\_\_\_\_\_  
Date


This page is to be attached to the Intern Teacher's Report.  
Faculty Mentor Comments:

Ashley Unrau has met or exceeded all the requirements and expectations for PS III - Internship in Spring Semester 2014.

In particular, Ashlee must be commended for her commitment to professional collaboration; her understanding of curriculum outcomes; her ability and willingness to reflect on her practice; and the creativity she brings to meeting the needs of all her students.

It is obvious to me that Ashlee will be an outstanding beginning teacher, a positive addition to any staff.

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

  
Faculty Mentor Signature

  
Date

April 17, 2014