



Professional Semester III Final Report

Faculty of Education Field Experiences

Fall Spring Semester, 2013 (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

- 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 Jennifer Mahal Grade Level(s) 12
School Bowness High School Administrator Gail Gislason
Teacher Mentor Rachel Toews Faculty Mentor Kerry Bernes

Intern Teacher's Descriptive Report:

Intern Teacher's Descriptive Report (Continued)

Intern Teacher's Descriptive Report

As a student teacher there are many things that I have been doing inside and outside the classroom to help me prepare for my career as a teacher. Some of the duties have included showing accommodation for students, the use of effective classroom management skills, creating a unit test, implementation of my professional development project "implementation of careers" and involvement in extra curricular activities.

One of the new building blocks of the education system is differentiation. To apply this in the classroom I believe that various accommodations must be made. While in my practicum I have done just that. For instance, I created a project for students. This allowed me to integrate the details of my professional development project in career exploration into Chemistry 30. In order to accommodate different student's needs, they were allowed to present the project using any form of technology they wished. Allowing students to choose a technological tool that was familiar to them and allow for me to cover a few of the KSAs. I have also asked students to complete a feedback form anonymously in asking what type of teaching style they would enjoy more of. Due to some of their responses I have changed my teaching style. For instance, one student asked if she could have more work time to practice the concepts. This is something that I have done to ensure students are able to work on a few problems before we move on to the next concept.

Being a student teacher I believe that classroom management is something that is always in the back of my mind. I have a vision as to the behavior expected of my students. Thus, there are a few different tricks and rules I have used to ensure that my classroom is well under control. For instance, as a method to encourage participation and keep the class from shouting answers I use popsicle sticks. These are popsicle sticks with students names written on them. In doing so, students who are normally shy got a chance to speak. In addition, it would maintain my classroom management as other students who would have something to say would now have to hold it in their minds and wait for their turn. As a method to not put students on the spot they are allowed one pass should they truly not know the answer. In addition, I have also ensured that students are reminded of the rules. For instance, I have rules for students being late. Should students be late to class there will be a note on the board asking them to complete a task as they enter the room.

As for a more specific example regarding discipline and classroom management I would like to discuss the following scenario that occurred in October. A student of mine had come to me and showed me his quiz. He claimed that I might have missed his answer when I was marking his quiz. This student is known for cheating. Since I knew of his background while marking his quiz before giving it back to him I had made a scanned copy of his quiz. I

Intern Teacher's Descriptive Report

then showed him this copy and compared it to the one he was now showing me. It was clear that there were some changes made by him. I believe that he will never change the answers on a quiz again. In addition, he is aware of my diligence as a teacher.

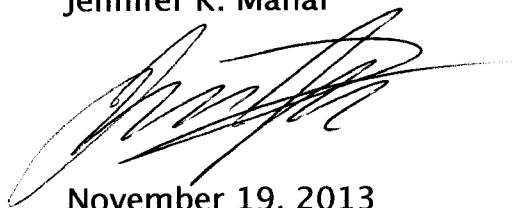
One of the goals my teacher mentor gave me was to make up one unit test to experience the challenges that are associated with that. I decided to make up a unit test testing organic chemistry. I had made it as similar to the Chemistry 30 diploma exam. In planning for this test I also cross referenced the it with objectives from the program of studies to ensure that students were accurately being tested.

As for my involvement outside the classroom I have done a few things. The first is weight room supervision. This has given me the opportunity for me to get to know my students as well as students outside my class. I have also helped in coaching junior girls basketball. This is a sport that I am still learning the details of, but again it has allowed me to build relationships with students outside of the classroom. Aside from these extra curricular activities I was also given the opportunity to help supervise a Biology 20 field trip. This was a great opportunity for me to see how field trips are carried out and get a taste as to how a classroom is managed when not in the classroom.

When I finish my practicum I will most likely be subbing at different schools. To get a chance to experience what it is like to be a sub I had volunteered to teach my teacher mentor's class. The experience taught me how quick students are willing to bend their normal rules to get what they want. The only difference was in being student teacher I was aware of the rules.

Over all, I have had an amazing experience where I have had a chance to be a part of the school both in and outside of the classroom. Each experience has shaped me into the teacher that I will be come. I can only look forward to what the future will hold for me.

Jennifer K. Mahal



November 19, 2013

Initial impressions of Jennifer were great; she presented herself in a confident and professional manner. She took initiative to come to the school in June, in between her busy course load, to introduce herself to me, the principal and the staff. Her enthusiasm for the upcoming semester was refreshing. Not only was she excited about teaching chemistry 30, she was also sensitive to the importance of knowing the content for the course. She left the school with numerous books and resources and a keen awareness of the workload in front of her during the upcoming summer months. I was very impressed with her dedication, hard work and organization skills early on; this was made apparent by the submission of a Unit Plan and Lab Schedule in August!

She immediately fit in with the staff; I was impressed to see her stand up and speak in the first staff meeting when we were asked to share why we loved Bowness High School. At this point, I knew that she would be a fantastic Intern Teacher. She was eager to begin a new semester holding the reins; she quickly learned how to use our Marks Program and set up her classes, build a Course Outline, navigate our online D2L courses. She was always at school early in the morning and stayed late to prepare for the upcoming day. She participated in my extra-curricular commitments and volunteered to help out with the basketball team.

She quickly became aware of the challenges to using technology in the classroom; the list of approved websites which restricted her options, the diversity of socio-economic demographics among students, the intermittent access to the internet and computers in the building and in the classroom. She adapted with ease and maintained her composure.

Jennifer immediately established a good relationship with her students. In the first few days, she made it a point to get to know each student. Her energy in the room was infectious and students responded positively. She shared her friendly personality with them and almost always had a smile. Her passion for the profession is evident.

Classroom management was enforced early on and she set appropriate limits. If those limits were crossed, she was quick to discipline. She uses her youthfulness to connect with students, while still maintaining an appropriate distance; her students respect and trust her. Many lessons started with encouraging words or a thought-provoking statement.

Initially, I was wary of her proposed project: "Implementation of Careers." I was concerned that she would not have the time to fit it in with the dense content in chemistry 30. But, she was able to integrate her research in a concise and meaningful way. It helped the students to put perspective and

meaning to not only their immediate future in the course but also after they graduate.

She was very open to constructive criticism and thrives on feedback; it was amazing to see her implement ideas in to a lesson, only having discussed them with her an hour beforehand. She is flexible and stays calm under pressure. She is willing to try new ideas, even if they are outside of her comfort zone. Jennifer is very aware of various learning needs of her students and will try to change her style of teaching accordingly. If a lesson didn't work out as she had planned, she makes a note of it and continues on without hesitation.

At the school, science teachers are now required to complete an on-line risk assessment for every demonstration and lab. Jennifer had the daunting task of doing almost half of these arduous forms for chemistry 30. And she was able to complete them along with performing the demonstrations and labs on her own, prior to doing them in the classroom. Although it was difficult to complete these forms, it was an excellent lesson in safety in the science classroom.

Jennifer implemented various forms of assessment throughout her teaching; both summative and formative. Students were completing mind maps, exit slips, videos, quizzes and tests, gameplay, pair and share and voting on and discussing answers. She was more than accommodating with assignments and homework due dates; her concern was that the students learned the material rather than enforcing a rigid timeline.

Her experience came with some lessons early on; as expected with a new teacher, there were some concerns with the lack of depth and detail of knowledge in the course. But just as quickly as the issue arose, she responded by digging deeper in to the content, beyond the textbook and rose to the challenge.

I am confident that Jennifer will be an absolute asset to any school. She has chosen a career that she loves and I look forward to hearing about her future success in the profession.

Rachel Toews

A handwritten signature in black ink that reads "Rachel Toews". The signature is written in a cursive, flowing style.

November 19, 2013

I observed Jennifer Mahal teach on Sept. 17, and Nov. 1, 2013.

The first lesson involved teaching nomenclature for alcohols and addition and elimination reactions. It was immediately apparent that Ms. Mahal had a good relationship with the students, which speaks to her interpersonal skills. This class had many vocal students who asked a lot of questions, which she was able to answer. Her lesson was well thought out, and had a logical flow to it. She related what she was teaching back to prior learning and also to real world applications. When I reviewed my observations with her after the class, I pointed out some strategies that she could use to better demonstrate the mechanism for the chemical reactions. Ms. Mahal was very open to this feedback.

I arrived a few minutes into the next class, observed on Nov. 1 and was greeted by a room full of students enthusiastically playing a card game of Redox wars. Ms. Mahal had a timer running on the Smart Board, and when time was up, she was easily able to move on to the next part of the lesson, despite the fact that the students really seemed to enjoy playing the game. She went on to teach how a redox table is constructed. She did this by doing a sample question, but making the students answer all her questions to gather the necessary information. Ms. Mahal then had the students work on building another redox table based on a series of spontaneous and non-spontaneous reactions. She spent time with students who were struggling with the concept, while letting others work on their own or with partners to build the table. There were additional questions for students to do if they completed the table sooner than some of their classmates. Ms. Mahal checked that everyone had built the table correctly by moving around the room, and then asked everyone to watch a short video (that they had watched previously) that demonstrated how to build a redox table using hypothetical metals and ions. She checked for understanding, and students said it made a lot more sense than the first viewing. Her classroom management skills were very evident as she transitioned between activities, gauging whether the students were ready to move on. She asked a student who was ready to launch into a discussion of the weekend movie releases to focus on the task at hand, which he did. One student commented that Ms. Mahal is very understanding and good at explaining concepts in different ways until the student understands the concept. Another student said that they got to do a lot of fun activities. I noticed that the variety of activities during this class kept student interest and engagement high. The structure of the activities demonstrated her student-centred focus to teaching. Her flexibility was evident as the students had negotiated a postponement of a quiz, which she agreed to. Her openness to feedback, and readiness to embrace suggestions leads me to believe she has a strong team orientation. Her instructional knowledge is solid, and I am confident that once she has taught the entire curriculum, she will make adjustments to her lessons based on her understanding of the concepts themselves and experience of which ones students struggle with.

Ms. Mahal demonstrates creativity, energy, instructional strategies and a passion for teaching that will serve her well as she embarks on her teaching career.



Gail Gislason,
Principal, Bowness High School
November 12, 2013

Jennifer has had an outstanding Professional Semester III. She taught two sections of Chemistry 30 at Bowness High School in Calgary and showed great content knowledge. Her students were very engaged in her lessons, well behaved and very attentive to her teaching. She works effectively to build strong relationships with staff and students. She is organized, effective, kind, caring and she builds strong rapport with her students.

Jennifer was fortunate to be one of the University of Lethbridge students who were selected to be in the fifth group of student teachers to pilot the Career Coaching Across the Curriculum special focus internship. This allowed her to engage in the pre-planning of her professional development project. This career focus challenges every teacher in all grades to engage their students to develop an understanding of themselves and therefore in later grades, begin to use that insight to investigate career choices. Jennifer was very quick to see how this content could be applied to all grade levels including those in her Grade 12 placement.

Throughout the Career Education program I have become very impressed with Jennifer's creativity in how she could implement these ideas at all levels of education. Her ability to conceptualize the content of career development and apply it in her placement was outstanding. Her writing is thorough, detailed and extremely creative.

It is my opinion, that Jennifer will make a significant contribution to any school lucky enough to have her as part of their team.

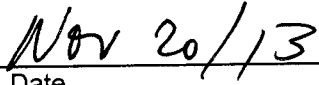
An exceptional semester Jennifer!!!

Dr. Kerry Bernes

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



Faculty Mentor Signature



Date