



# Professional Semester III Final Report

Faculty of Education  
Field Experiences

Fall  Spring  Semester, 2015 (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 Taylor Fornwald Grade Level(s) Grade 9 & 10  
 School Chinook High School Administrator Kevin Wood  
 Teacher Mentor Sharon Peat Faculty Mentor John Paulsen  
and David Mikuliak

### Intern Teacher's Descriptive Report:

For my internship I taught Drama 9 and 10 and Technical Theatre at Chinook High School. Over the last four months I have had many valuable learning opportunities and have been welcomed into a wonderful learning community of students and staff that make up Chinook High School.

In my Drama 9 class we focused the first part of the semester on building trust with one another and building relationships. We then moved into a movement unit where students explored various movement activities and ended the unit creating movement scenes in groups. We then continued on with an improvisation unit where students learned all about the basics of building an improvised scene and the rules to follow. We also did a lot of work in character building and ended the unit building improvised scenes. Our final unit was then in speech where we explored the proper ways to warm up and use our voices. Students then chose their favourite picture book from growing up and presented reading these to the class in groups.

### Intern Teacher's Descriptive Report (Continued)



My Drama 10 class was structured very similar to Drama 9 and we started the semester with building trust and relationships. We then also worked in a movement unit where students worked in small groups and as a class to create their own movement collective creation. We then started working in improvisation and building characters that they later performed in a Haunted House we hosted to the school for two days. After a very successful Haunted House students focused on improvisation and scenes building and participated in a Theatre Sports competition as their final project. We then moved into a speech unit where we explored proper warm up techniques and how to use our voice. Students then also created their own vocal warm-ups and relaxation exercises to teach to the class. Students choosing their own Reader's Theatre scripts and presenting in groups to the class then completed this speech unit.

My Technical Theatre class was a small and fun group to work with. The first month of class we did a crash course learning about all the different jobs involved in the tech side of theatre. Students then completed a variety of mini projects in Costume, Set, Sound, and Light Design. They then put their skills to the test in the organization, promotion, design, and build of the Haunted House that was done in conjunction with my Drama 10 class for two days. The rest of this class was dedicated to students working tech on a variety of shows put on by the Fine Arts department at Chinook. Students each also had a tech role in the fall production of "A Christmas Carol".

During my time at Chinook I also got the opportunity to work on some extra curricular activities. I had the chance to help organize and choreograph for the Fall Dance Show "#chsdancesquad". This was an amazing opportunity to get dancing again and also to learn what putting on a dance show look like and the process.

I also got the opportunity to assistant direct with Sharon Peat the fall production "A Christmas Carol". I assisted with rehearsals starting at the end of September. I also helped with various parts of the Tech of the show including painting and assembling the set, building and buying props, and organizing costumes and the backstage for the show. This was another wonderful experience that allowed me to see all the many hours of hard work it takes to put on a High School drama production.

Overall this internship has been filled with many amazing learning opportunities. It has been a privilege to work with two great teacher mentors and an amazing group of students I will never forget.

Taylor Fornwald  
Intern Teacher Signature

Dec. 15/15  
Date

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



**School Administrator Comments:**

I had the pleasure of working with, and evaluating, Ms. Taylor Fornwald during her University of Lethbridge PSIII teaching practicum at Chinook High. Over the course of her practicum I observed her teaching drama as well as many interactions with students and staff. From the beginning it was clear Taylor was well-planned, energetic, passionate and well-thought. She has a great grasp of curricular objectives and understands how to present them so that students learn.

Taylor keeps in-depth records of her students' learning and is able to explain the grades assigned to them. Her lessons are based on SLOs as well as the 'big ideas' presented in curriculum. During my observations of her teaching I saw evidence of student engagement, collaboration, performance, creation (to list a few) as well as assessment for learning and immediate feedback. Her students were consistently on task and engaged. I was also very impressed that she took any feedback given, and had already thought about it, or was willing to try anything new.

Taylor has a knack for connecting with students. She is a natural teacher and her students respect and like her class.

Taylor is aware of sharing learning objectives and explaining assigned tasks so that students are able to focus and comprehend direction for the lesson. Her classroom included students with diverse learning and behavioural needs and I witnessed even struggling students engaged with and completing assigned work.

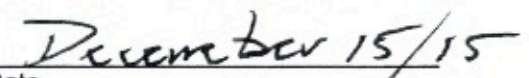
Taylor has also committed many hours to co-curricular activities at the school including our dance show and assistant direction of the fall production of A Christmas Carol. She has earned the respect of her mentor teachers and the love of her students.

I have no doubt Taylor will have an awesome teaching career.

Mr. Kevin Wood M.Ed.

Principal

  
School Administrator Signature

  
Date

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

**Teacher Mentor Comments:**

**Planning**

Taylor Fornwald has completed PS III. Her organizational skills and planning for Drama 10, Drama 9 and Technical Theatre were exemplary. Her planning allowed her the freedom to truly grow her teaching practice. DM

Taylor is a teacher in all senses of the word. She is organized, committed and involved in the learning environment of her students. Her planning is thoughtful and perceptive while being student centered. She is learning all the time and models that behavior for her students. SP

**Instruction**

Taylor engaged her students with a variety of instructional styles/strategies. Students looked forward to coming to her class. DM

Taylor was always aware of the scaffolding of one lesson to the other. She was clear with instructions and chunked work so students could excel. SP

**Leadership and Management**

Taylor made meaningful connections with students which enhanced her ability to lead and manage her classes. Students were engaged by class activities and learning outcomes were clear to them. DM

Taylor led students through a variety of different lessons with a range of different strategies. She controlled the classroom with ease and set exceptional standards for her students. SP

**Assessment**

Taylor's assessment techniques/tools were effective and appropriate. DM

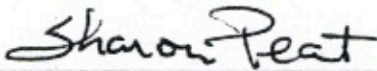
Always thoughtful and questioning, Taylor explored Drama assessment with an open mind. She engaged in various forms of evaluation to begin defining her assessment practices. SP

**Overall**



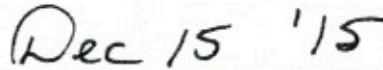
Taylor Fornwald was a positive influence on students and staff during her practicum at Chinook High School. She exhibited a somewhat tireless work ethic involving herself in every performing project within the Fine Arts Department in the sixteen week practicum period. She attended all professional development activities and was viewed as a reliable and creative colleague. Her reflections show a sense of growth in her personal teaching practice. This practicum was a great and confident first step in her journey as a professional teacher. DM

I am happy to call Taylor a colleague because she exemplifies what good teaching involves. She is dedicated to students and the process of learning and teaching. Her professionalism and work ethic will be a benefit to any school. Taylor reached beyond the confines of her own classroom to participate in the whole Fine Arts Department and the school in general. Her commitment to education is beyond question. She is a strong teacher and the students at Chinook have been fortunate to have her as a teacher. SP



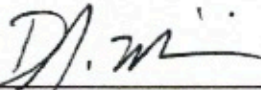
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Mentor Teacher Signature



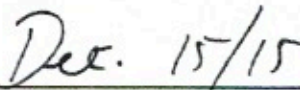
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Date



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Mentor Teacher Signature



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Date

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

**Planning**

Taylor Fornwald successfully completed Professional Semester III. Her placement at Chinook School was especially fortunate as her skills matched well with the requirements of the school. Taylor's organization and planning was excellent. This was the primary pillar that allowed her success in this practicum.

**Instruction**

Taylor was very comfortable in the classroom and worked hard to make sure her classroom was a safe place.

**Leadership and Management**

Taylor's maintained high expectations and was consistent. Her students were on task for the majority of classes and she was able to interact with all the students under her care repeatedly during the class time.

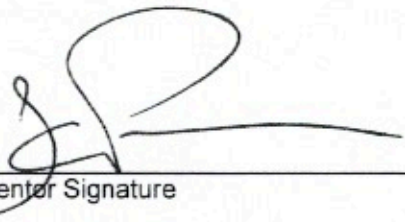
**Assessment**

Taylor's evaluation was cohesive and varied.

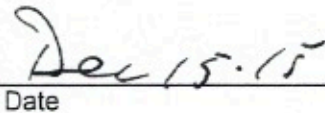
**Overall**

Taylor showed talent, intelligence, and perseverance during this practicum. She has developed many excellent teaching related skills. I believe she is well on her way to being a fine teacher.

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



\_\_\_\_\_  
Faculty Mentor Signature



\_\_\_\_\_  
Date