

# UNIVERSITY OF SASKATCHEWAN



## COLLEGE OF EDUCATION

### INTERNSHIP FINAL ASSESSMENT FOR: 402.15

Carla Mysko

**Friday, November 29<sup>th</sup>, 2013**

at Rosthern High School

Box 820 Rosthern, SK, S0K 3R0

School Phone: (306) 232-4868      Co-operating Teacher: Andrea Foster

Teaching grade(s) and areas: ELA 6, ELA 30, Life Transitions 20, Art 6, Art 20/30, Career Guidance for Grades 10, 11 and 12.

### CO-OPERATING TEACHER'S ASSESSMENT

**1. The Contextual Description of the teacher, learner, subject matter and community:**

Rosthern High School; a rural school 56 km north of Saskatoon with a population of approximately 1500 people, is a Grade 6 through 12 school with a student enrollment of 170 students. The community and student body range in a variety of ethnicity and cultures. These cultures include First Nations, Burmese, Philippine, German, Pakistani and Chinese. The school and community offer a wide variety of sports and activities. Andrea Foster is the cooperating teacher for Carla Mysko's internship. Andrea has been teaching since 2004 with 2 years of experience at Viscount Central School as well as 7 years of experience at Rosthern High School. Andrea's main teaching areas are English Language Arts and Arts Education as well as she is the Career Guidance Counsellor. She is an active leader at the school advising the S.R.C., Yearbook and Youth in Action committees, as well as coaching Sr. Girls Volleyball and Track and Field.

2. **The Summary of Extended Practicum performance based on program goals including indicators of proficiency, growth and future goals:**

Carla Mysko, a teacher candidate with a pre-teaching area in Drama with a secondary in English, met the professional standards of the teaching profession and handled herself confidently. Her lessons and unit plans were highly organized and included a variety of instructional methods, curriculum outcomes and technology. She established her routines and expectations in her classroom to encourage a safe and creative learning environment. Her classroom management skills were effective as she handled disruptions and negative behavior in a manner as to not affect the learning of other students. Focusing on individual students learning and abilities, she modified and adapted lessons and assignments while continuing to critically reflect on how to best meet the individual student needs. By including global information to her lessons, she was able to relate this content in a personal aspect to the students for better understanding.

Carla has grown as an educator and has been an active community member within our school. She arrived early to school and stayed after to assist students with their classwork. As an active participant in staff meetings and our staff's Professional Learning Committee meetings, she shared opinions and ideas on literacy lessons. Committed to the school's drama club, she held bi-weekly meetings to learn new drama techniques and practice script reading. She demonstrated active participation in parent-teacher interviews where she was professional and informative. She continually showed herself to be a positive leader in the classroom and developed relationships and a positive rapport with the students she taught.

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Signature page

I Carla Mysko have carefully read and discussed this evaluation with my co-op teacher and college supervisor. Date: December 2, 2013

**APPROVED**

Intern's Signature Intern's Student Number Permanent Address and Phone

**APPROVED**

**APPROVED**

**APPROVED**

Co-op Teacher's Signature Principal's Signature College Supervisor's Signature

Andrea Foster.  
Cooperating Teacher's Name

Ralph Epp  
Principal's Name

Alvin Kolach  
College Supervisor's Name

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Co-op Teacher's Signature

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Cooperating Teacher's Name

## **SUMMARY OF PROGRESS TOWARDS PROGRAM GOALS**

**The teacher candidate Carla Mysko has achieved in the following areas:**

### **1. Support broad areas of student growth by providing varied and constructive learning opportunities**

#### **Demonstrated proficiency and growth:**

- Actively monitored individual student understanding and participation during class.
- Provided after school help for further understanding and support.
- Established daily routines in English Language Arts 6 for students to become comfortable and knowledgeable of expectations in the classroom.
- Incorporated methods of questioning and sharing to ensure all students' voices were heard and that they were comfortable in sharing.
- Allowed for extra work time for students when it was needed.
- Included student choice in assignments allowing for students to make the content more relevant to their own lives.
- Recognized the "teachable moments" when student assignments were marked and a contextual lesson was required on grammar or writing techniques.
- Modified and adapted lessons in an English Language Arts 6 class of differentiated student needs, including English as an Additional Language, low-level readers and enrichment opportunities.

### **2. Affirm dignity and respect for individuals (students, families, colleagues)**

#### **Demonstrated proficiency and growth:**

- Established routines and classroom rules early in the school year and maintained a classroom of respect to affirm a safe and caring learning environment.
- Planned content built on diversity for students to become more knowledgeable of differing customs and worldviews within English Language Arts and Arts Education classes.
- Assigned projects such as: a time-line of the student's life and personal journals, where students could reflect on and share personal aspects of their life, encouraging them to understand the content in a more meaningful way.
- Established personal connections with the students as a way to connect the content of the lesson to the student's personal lives.
- Remained composed and sensitive to the student and parent during a more difficult parent-teacher interview where marks were challenged.

### **3. Strive to support social justice and ecological responsibility**

#### **Demonstrated proficiency and growth:**

- Engaged grade 6 students in a discussion on the topic of bullying after they attended a presentation of the same topic.
- Modeled kindness, compassion and understanding towards specific students who require special admissions.
- Developed lessons for a group of students who are EAL, ESL and challenged with literacy to enhance inclusion in the classroom.
- Provided students with biographical knowledge of poets to provide context on issues of race and culture in ELA 30.
- Encouraged student choice of assignment and decision making of due dates to empower the student for their own education.
- Developed lessons of diversity in culture with art around the world assignments such as dreamcatchers and also the studying of a variety of poetry in Canada. This helped to encourage students to be respectful of beliefs and cultures that differ from their own.
- Incorporated an inclusive classroom where students of all abilities are learning.

### **4. Develop as a critical reflective practitioner who connects practical and theoretical knowledge**

#### **Demonstrated proficiency and growth:**

- Introduced controversial music and lyrics of First Nations Artists in English Language Arts 30 as a way of understanding that the place a person comes from affects how they view the world and current issues.
- Introduced poetry slams including the poet's message and the influences in their lives.
- Reflected on lessons that were not as successful as others and expressed ways of enhancing instruction to make it more effective.
- Attended professional learning opportunities such as: Career Counselling Workshop, Rick Wormeli Introduction to Assessment and Literacy for Life with Prairie Spirit School Division.
- Cooperated with staff members, parents and the student involved in Individual Education Plan meetings to decide on three goals the student would target and work towards success within the school year.
- Allowed for flexibility in the classroom and assignments and make adjustments based on the students needs.
- Resolved behavior problems in the classroom by speaking with the individual students, addressing the issue with the class and following up with administration.

## **5. Create a positive community in the classroom and school**

### **Demonstrated proficiency and growth:**

- Lead the drama club with the reading of scripts, casting and scheduling of practice times.
- Worked with a colleague to highlight classroom activities to the schools website.
- Attended staff meetings and supported the conversation and planning where possible.
- Organized a field trip to visit a local community Blacksmith for demonstration of art practices and arranged for a guest lecturer from Rosthern on the topic of felting.
- Expected and demonstrated respect and incorporated an anti-bullying lecture to help students to feel safe to share opinions and/or ask questions.
- Collaborated with the Special Education Teacher and Education Assistants working with the classes to ensure student needs were being met.
- Critically self reflected and collaborated with colleagues to determine the best ways to approach or revise the content or lesson.

## **6. Build instructional competence and strong teacher identity**

### **Demonstrated proficiency and growth:**

- Demonstrated competency in unit planning; incorporating the outcomes of the curriculum, First Nations and Métis content, and a wide variety of teaching methods.
- Demonstrated effective planning for a highly diverse class of English Language Arts students in Grade 6, where 3 students had English as their second language and the remainder was Grade 3 level readers.
- Developed confidence in lesson planning using the Adaptive Dimension and resource-based learning to address individual student needs and incorporate technology where it is needed.
- Provided students with oral and written instructions as well as modeling what was expected of their work.
- Understood and demonstrated the need for flexibility of moving from the planned lesson to a contextual lesson during the students' work time as they were being monitored.
- Planned for a sufficient amount of teacher-led instruction with a useful amount of student work time, monitoring frequently if the students needed any more direction.
- Rubrics and predetermined marking system were used successfully while continuing to incorporate more ways to assess student work.
- Provided formative feedback to the students and kept the summative marking system in the divisions grading system, PowerSchool.

## TEACHER CANDIDATE'S SELF-ASSESSMENT

The practicum experience I have had at Rosthern High School has been both rewarding and educational. It has provided me with opportunities to experience teaching to a student culture that includes struggling learners, students with behavioral issues and EAL students with various language challenges. This experience began with teaching English Language Arts 6, Art 6 and Art 20/30 during the first week of classes. The next classes I picked up were Life Transitions 20 in the first week of October, and Career Guidance and English Language Arts 30A in the second week of October. This diversity has equipped me with experience in teaching different grade levels and ages, and with methods of connecting with those groups and differing learning styles. I am particularly proud of a Canadian poetry unit that I developed for ELA 30 that incorporated video, graphic organizers, research and response work. In the ELA 6 class I have felt very satisfied as I watched them work with this novel study. This novel was carefully chosen because of a story line that is relatable with varying levels of assignments and activities.

During my time at this school, I was involved for a short time as the Director of the Drama Club and participated in numerous staff activities. I organized a field trip to a Blacksmith in Marcelin, SK and talked to members of the art community about building relationships whereby they share their knowledge and skills with the students. The classroom management situations I have observed, and dealt with during my internship have prepared me well for life in the classroom. I have used this internship time to take risks with activities and lessons and to instill excitement in the students.

There have been many opportunities to take advantage of professional development and enrichment activities; the things I have learned about literacy and assessment practices have already been incorporated into my teaching. The use of K-W-L graphic organizers, and choosing material that meets the objectives of the curriculum and rewards the student with success, have been just some of the many strategies used to date. Self-reflection on my teaching experiences on a class-by-class and day-by-day basis is helping me find new or better ways of lesson planning, assessing student work and dealing with classroom management issues.

It has been very important to me to create positive professional relationships with other teachers and to work at becoming a teacher that inspires respect and enjoyment of learning in students. I am looking forward to a long career of helping to shape young minds and inspire their enthusiasm for subject matter.