



# Professional Semester III Final Report

Faculty of Education

Field Experiences

Fall  Spring  Semester, 2016 (Please check appropriate semester)

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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.

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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 Austin Davenport                      Grade Level(s)      Grade 10 PE & CALM

School: Chinook High School                      Administrator:      Mike Myndio

Teacher Mentors: Ard Biesheuvel and Jamie Bach      Faculty Mentor Dawn Burleigh

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## Intern Teacher's Descriptive Report:

Upon my arrival at Chinook High School, I was immediately put at ease with the amount of support from both the administration staff as well as my two mentor teacher Ard Biesheuvel and Jamie Bach. This support network has provided me the opportunity to reflect on personal practices, learning through observation, as well as mold my personal teaching philosophy and approach to lessons and instruction.

Beyond the experiences and relationships that I have developed with the staff here at Chinook, I'm also very proud of the connections I have made with many of my students. Although it did not happen overnight, I have found that interactions with students have become much more organic. Further to this, I found that my time spent in co-curricular activities including coaching Grade Nine Boys Volleyball and assuming a small part in the school play "Grease" really enhanced my connection to the school community.

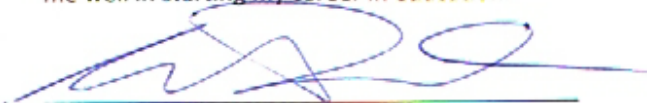
The two subjects that I taught were grade ten Career and Life Management (CALM) and Physical Education (PE). Both these courses were two separate classes (35 and 30 students respectively). PE required that I create twelve separate units, each three days in length. CALM, on the other hand, required three separate units, all varying in length. It was a great opportunity for me to enhance my teaching practices, as both environments required very different forms of classroom management. While PE can be an amazing opportunity to have students engaged while moving and interacting with each other, it also brings with it a dimension of strategic management in order to ensure the safety and enjoyment for all students. The management in the confines of the classroom can sometimes be less chaotic, but by no means easier. Students still need reminders to stay on task, however there is considerably less chaos when compared to the gymnasium.

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

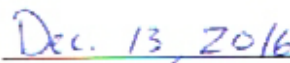
A few of my proudest moments during my practicum were coaching volleyball, working with students in the fitness centre, my role in the high school play "Grease" and a significant one-on-one student interaction. Coaching provided me an unbelievable opportunity to build relationships with students on a much different level. The eight to twenty hours per week spent with the same group of students allowed me to establish lasting and meaningful relationships with my players. I was also proud of the fact that we were able to win the Grade Nine Boys Zone Championship. The second proud moment I experienced was my work with students in the fitness centre. I was able to provide an introductory lesson to new female gym users for the "Girls Only" fitness centre sessions. This was rewarding for me, as many of the female users had never been in a fitness centre before and I was able to help them feel comfortable using equipment and completing various movements. I was also able to provide some instruction to the Girls Rugby and Boys Football athletes. Through creation of a program specific for high performance athletics, I was able to help young athletes learn complex movements in order to complete an effective off-season training program. While much of my time was spent in the fitness centre or gymnasium, I did have another extremely fulfilling experience outside of athletics with my role in the play Grease. My role was to act-out a stage fight between the teachers and the student actors. This experience allowed me to interact with students outside of athletics, which was a powerful experience. It also brought me closer to the school community. I am thankful for the opportunity. Finally, and perhaps the most influential, I had a very impactful experience with one student in particular. This student was dealing with some significant personal hygiene issues, which was beginning to impact the learning experience for all students in the class. With a team of teachers and counselors, we developed a plan to meet the student on his level. We devised a plan that saw my student discreetly excuse himself from my classes early in order to clean himself in an individual shower. We came together to provide him with the necessary toiletries, towels and clothing. This not only had a positive effect on the individual student, but also for all students in the classroom. This was the first instance where I really saw the impact one's basic needs can have on their own (and in this case, everyone else's) ability to learn.

While there were some amazing positive experiences during my placement, they did not come without a significant amount of learning of my own personal teaching practice. Two experiences stand out to me. First, assessment as it relates to PE. In PE, there can be a degree of gray area in terms of assessment when compared to the black and white found in math or sciences. Learning how to navigate a fair assessment protocol in PE can be tricky, given the vast abilities of each student. I particularly learned a valuable lesson from my administration, who taught me that a teacher's professional judgement should be at the heart of assessment in PE. While I believe policies are important, and they do have their place in assessment, a teacher's professional judgement should have more influence than any "rule". I also learned the value of parent involvement. While making contact with parents can be a time consuming (and sometimes intimidating) experience, I found that students generally experience more success when parents are involved in their learning. Through my experience with parent teacher interviews and some one-off phone homes, students generally have a higher level of achievement.

I thank the administration, my Teacher Advisors, University Consultant and the students of Chinook High School for providing me with an incredible opportunity to learn and grow as a professional in the education field. While my future will undoubtedly involve more learning experiences, I do believe my time at Chinook High School has served me well in starting my career in education.



Intern Teacher Signature



Date

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

**School Administrator Comments:**

Austin Davenport was an intern teacher at Chinook High School during semester 1 of the 2016/2017 school year. His teaching assignment included 2 PE 10/CALM classes.

I was well aware of Austin credentials before he even arrived to teach at our school. Austin has worked with staff members in our building as a personal trainer, which speaks volumes to his knowledge base in the Kinesiology field. Austin is a dedicated professional that is eager to learn. He has been involved in the programming process of our PE department from the first day and is actively involved in the professional development that we are constantly trying to improve upon. He has proven to be well informed and meticulously planned coming into the fall semester.

It was apparent from the first day that Austin was prepared to teach the curricular outcomes required in physical education. He had unit and lesson plans that were very well thought out and I appreciated how reflective he was about them. Austin truly understands how vital planning is in relation to good teaching practice. Austin's ensured that all students would receive all modifications and accommodations they required to have success within the classroom setting.

Austin's demeanor and disposition make him the perfect fit for working with our youth today. He knows that the foundation of success in any learning environment start with building rapport and relationships with students. I appreciated the fact that Austin always kept an eye on our at risk students as their issues often needed to be handled with kid gloves. He understands that it takes a community to raise and educate a student and that it is vital we are all on the same page, so having open lines of communication are an expected part of that process.

Austin has taken the opportunity to immerse himself in the culture of Chinook high school during his stay. He has fit into our staff and has contributed in a very positive way. He made an effort to get involved in staff/school activities and helps wherever needed. He and his fellow cohort put together our Remembrance Day ceremony. He assisted in the weight room and provided programming services for both staff and students that are desiring it. Finally, he was instrumental in establishing success in our grade 9 boys volleyball program.

I feel that Austin has met the requirements established by the Teacher Quality Standards during his time at Chinook High school. I believe he will be dedicated to his profession wherever he calls home in the future. I wish Austin all the best moving forward and believe he will make a great addition to a professional teaching staff in the future. Knowing Austin, he is only a text or phone call away in terms of providing a helping hand or collaborating on a professional project. I wish Austin all the best in the future.

  
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School Administrator Signature

Dec 13, 2016  
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Date

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

**Teacher Mentor Comments:**

**Ard Biesheuvel:**

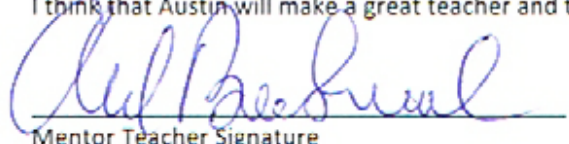
I had the pleasure of being a mentor teacher to Austin Davenport for the Fall semester of 2016. Austin taught my PE 10 as well as my CALM 20 class. Austin also volunteered his time by coaching with the grade 9 boys' volleyball program, helping in the fitness center and a small on-stage role in the school's production of Grease.

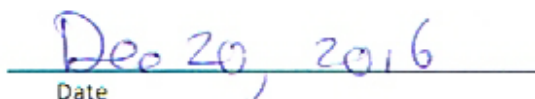
Austin was a very strong intern teacher. He worked very diligently on being prepared for all of his classes. He made sure he wasn't simply running a lesson that met the outcomes in the curriculum, he made sure that outcome was presented in the most engaging way possible for his students. He was continually researching and asking questions on how to present the material better. He had a real desire to see his students engaged in the material and ultimately be successful in his classes.

Austin also worked hard at being very accurate in his assessment of his students. Physical Education can be difficult to assess, and Austin handled this very professionally.

Austin did a great job making relationships with his students. This allowed him to be very effective in his classroom management and also in dealing with students that were not finding initial success in his classes.

I think that Austin will make a great teacher and think he will be an asset to any staff that he will join.

  
Mentor Teacher Signature

  
Date

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**Jamie Bach:**

Austin Davenport was an intern teacher at Chinook High School during semester 1 of the 2016/2017 school year. His teaching assignment included 2 PE 10/CALM classes.

My first interaction with Austin was in June of 2016 when he came to Chinook to find out his assignment for the upcoming semester. It was clear on our first meeting that he was a dedicated person eager to learn. He spent a day with our PE team as we put together our master schedule for the upcoming school year. He ensured that he had all the information necessary to be well planned coming into the fall semester.

At the beginning of the semester Austin was very well prepared for his teaching assignment. He had clearly taken time during the summer to familiarize himself with the curriculum he would be teaching. He had unit and lesson plans in place for his first few weeks of teaching. He showed a clear understanding of the importance planning has in good teaching. Austin's plans consistently included specific modifications and accommodations for individual students.

Austin has a natural ability to relate to young people. He understands that the key to success in teaching is relating to your students. He shows genuine care for his students and ensures that he creates an environment in his class where young people feel safe and are eager to learn. He takes the time to gather information on all his students, reading files and IPP's, in order to properly plan for and ensure their success. He keeps open lines of communication with parents/guardians, fostering positive relationships with them as well as their children.

Austin also takes the time to develop positive relationships with his colleagues. He made an effort to get involved in staff/school activities including the following:

- Organize the Remembrance Day assembly
- Supervise the weight room whenever possible
- Assistant Coach Grade 9 Boys Volleyball

- Facilitate Exercise programs for Chinook athletes
- Provides personal training advise for Chinook students and staff
- Organized opportunities for students to walk dogs during grade 9/10 PE

In my opinion Austin has clearly met the "Teaching Quality Standard". He is a dedicated professional and has a long successful career as an educator ahead of him. It has been a pleasure working with him over the past few months and I congratulate him on a successful internship. I sincerely hope our paths cross again in the future as colleagues.



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Mentor Teacher Signature

Dec. 13, 2016

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Date

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

**Faculty Mentor Comments:**

Austin's PSIII placement was located in Lethbridge at Chinook High School, which allowed for three face-to-face lesson observations. Lesson observations included opportunities to pre-conference, observe lessons, debrief, and connect with Austin's Mentor teachers. Austin also attended all five University seminars for PSIII. He successfully completed his inquiry project, portfolio, and growth plan. Based on three classroom observations, discussion with his Mentor teacher, and five seminars with Austin, I can make the following comments and observations about his practice as teacher intern.

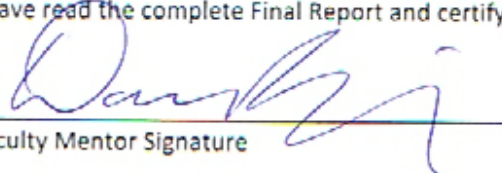
In terms of planning, preparation, and assessment, Mr. Davenport was able to demonstrate knowledge and skills in the subject matter in PE and he was able to incorporate a variety of different teaching and learning strategies. Austin's planning and preparation was thorough, connected to the program of studies and accounted for the prior learning and needs of the students. Austin also integrated various creative and innovative components into his teaching and made significant efforts to utilize various forms of technology in meaningful ways in both the classroom and the Gym. In terms of assessment, Mr. Davenport utilized various formative and summative assessment methods and was able to integrate into the school's assessment system to record student progress and to communicate with parents. Overall, Mr. Davenport met expectations in the area of planning, preparation, and assessment.

Engaging students, involvement in the school community, and building a strong rapport with students is a key to success in teaching and Austin excelled in this area. He was able to build strong, meaningful relationships with students by engaging them in class but also by being present in terms of extracurricular activities and participation in school wide events. Austin took extra time to communicate with all of his students to ensure he has established a connection with them. Austin's classroom management was very strong in the classroom and the Gym and he quickly took on a strong leadership role. Very well done Austin!

Austin maintained a professional manner throughout his PSIII placement. He fulfilled professional obligations, demonstrated knowledge about professional issues, and was able to establish professional relationships with his Mentor teachers and other school staff. Austin worked throughout the semester to develop and attend to a very strong growth plan and his strong reflective practice allowed him to meet his goals. Austin has a very strong ability to self-assess and made quick modifications that benefited students and his practice as a teacher. Austin was always organized, had strong communication, and met his commitments and obligations, all while ensuring his focus was strongly held on his work with students. Austin exceeded expectations in terms of professionalism and professional conduct.

Austin demonstrated excellence in all areas of teaching. Moving forward Mr. Davenport can continue to focus on developing his skills in assessment and his ongoing efforts to create engaging, creative, and innovative learning activities with students. Overall, Austin has strongly met expectations for PSIII.

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

  
Faculty Mentor Signature

Dec. 13. 2016  
Date