



UNIVERSITY OF
CALGARY

WERKLUND SCHOOL OF EDUCATION
UNDERGRADUATE PROGRAMS IN EDUCATION
EDUC 540: FIELD EXPERIENCE III
PARTNER TEACHER NARRATIVE ASSESSMENT
PRINCIPLES OF SOCIAL AND CULTURAL ENGAGEMENT

Student Teacher: Melissa Bruce

ID#: [REDACTED]

School: Saddle Ridge

Partner Teacher: [REDACTED] Leeuwen

Field Instructor: Brenda Fellows

NOTE: This is not a letter of reference and will not be distributed by the WERKLUND SCHOOL OF EDUCATION to potential employers, however potential employers may ask for this assessment from the student directly.

The purpose of this six-week field experience is to focus on the complex dimensions of social and cultural engagement in classroom learning. The student's field experience dossier and her/his participation in the field placement should provide evidence of a growing ability to act thoughtfully in the classroom and within the school community, and a deepening understanding of learners and of the enactment of curriculum and pedagogical relationships within a whole class environment. The narrative assessment should address the student teacher's growth in the *emergent ability* to plan for, implement and assess learning. It should also comment on the student teacher's growth in relation to the Teaching Quality Standard (Draft, 2016), including the student's own goal setting reflections throughout field experience. The following report on the student's work should be organized in relation to the questions: *Where is the work particularly strong? What could the student do to further her/his professional growth and development?* You may also want to consider the elements assessed as part of the midterm assessment.

During Melissa's time at Saddle Ridge School, she showed a growth in pedagogical knowledge and professionalism. She was consistently building positive relationships with staff and students as she taught both physical education and grade four. She made connections with many students, as well as many staff members throughout the school. In her second semester, I will be looking for her to grow these relationships. Melissa was also actively involved during lunchtime, as she participated in clubs in our school community. During this extra-curricular time, she helped run intramurals and assisted in some leadership lessons.

While teaching physical education classes, Melissa showed a growth in confidence and classroom management. She also showed her experience in the gym as she led lessons in basketball and cooperative games. Melissa came up with lessons that included learning expectations and were developmentally appropriate for the grade groups. Melissa was able to use conferences with her partner teacher to adjust and modify lessons based on feedback and reflection.

During her teaching time in the classroom, Melissa's lessons were always very thoughtful and students were engaged on their task. In our study of 'Devices that Move,' Melissa was able to jump right into planning exciting lessons for building cars and catapults. These lessons provided Melissa a chance to grow and learn the differences between the gym and classroom. She was able to navigate through these challenges and build her skills in classroom management. Melissa was also able to teach a double classroom of grade fours with the other classroom teacher assisting her.

Melissa continually reflects on her lessons on her own and with partner teacher. She reflects on how she could improve the lesson, make it run smoother next time and what went well. This practice will be very beneficial as she continues as a pre-service teacher and later to becoming a full-time teacher.

For the upcoming final field experience, Melissa will continue to work towards designing new assessment strategies, both in physical education and grade four. Melissa will also continue to build an inclusive learning environment, where each student is included, challenged and supported. Melissa mentions in her reflection that she wants to include multiple entry points into assignments and projects, which works hand-in-hand with this goal.

[Signature] Dec 13/19
Melissa Dec 13/19

Partner Teacher's Signature

[Signature]

Date

Dec. 13, 2019

Student Teacher's Signature

[Signature]

Date

Dec. 13, 2019

Recommendation to the Office of Undergraduate Programs:

☒ Credit

☐ Non-Credit

Was this assessment reviewed with the student?

☒ Yes

☐ No

- Please remember to also sign and date any additional pages and attach to this form.
- Please ensure the student signs the Narrative Assessment.
- Please provide the original Narrative Assessment to the student teacher and keep a copy for your own records.
- The student teacher is required to submit a copy of this Narrative Assessment to their Field Experience Instructor, as per the instructions of the Field Experience Instructor, in order to receive their final grade.