



**WERKLUND SCHOOL OF EDUCATION  
UNDERGRADUATE PROGRAMS IN EDUCATION**

**EDUC 465: FIELD EXPERIENCE II**

**FIELD EXPERIENCE INSTRUCTOR NARRATIVE ASSESSMENT**

*INDIVIDUAL/GROUP LEARNING IN CLASSROOMS*

Pre-Service Teacher: Morgan Hemmingson

ID#: 

Date: April 26/2024

School: 

Partner Teacher: 

Field Instructor: 

*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 pre-service teacher directly.*

The purpose of this four-week Field experience is to focus on complex dimensions of individual/group learning in classrooms. The pre-service's Field Experience Journal and his/her/their participation in the Field placement should provide evidence of an emerging ability to act thoughtfully in the classroom and within the school community, and a preliminary understanding of learners and of the enactment of curriculum and pedagogical relationships within the classroom environment. The Narrative Assessment should address the pre-service teacher's growth in their *initial ability* to plan for, implement and assess learning. It should also comment on the pre-service teacher's growth in relation to the Teaching Quality Standard, including the pre-service teacher's own goal setting reflections and personal/professional assessment throughout the field experience. The Field Experience Instructor's assessment should also address the pre-service teacher's overall participation in both collaborative and cohort learning assignments including D2L and the e-Portfolio assignment. The following report on the pre-service teacher's work should be organized in relation to the questions: **Where is the work particularly strong? What could the pre-service teacher do to further his/her professional growth and development?** You may also want to consider the course outcomes as a method of organizing the assessment.

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**Comments:**

Morgan learned about the complexities of individual/group learning in a very diverse, grade 1 classroom. I had the pleasure of observing her teach a math and an ELA lesson and reviewed her other course work. Morgan has superb beginning abilities as a teacher. She has great teacher presence, is confident in front of a class and clearly enjoys her work and the students. She forms positive and productive relationships with students and colleagues and makes great use of her voice for instruction and classroom management. Her lessons plans are very well done, clearly identifying the learning outcomes, an appropriate progression and variety of learning activities, some using manipulatives, and thoughtful considerations for differentiation and formative and summative assessments. Her delivery of the lessons was excellent. She was very comfortable using the SMART board and prepared interesting and engaging slide presentations for instruction. Continuing to find ways to incorporate technology for teaching and learning would be a good goal as would incorporating foundational knowledge about First Nations, Metis and Inuit. There was good flow and pace to the lessons, and the students were engaged and attentive. Her instructions to students were clear and concise as were her expectations for behavior. Her classroom management skills are excellent, yet continuing to acquire strategies to use in all situations is important. Also continuing to look at how to modify instruction for a diversity of learners would be beneficial.

Morgan's field journal was superb, containing a great compilation of observations and reflections on what she was learning in Field II. She contributed thoughtfully to each of the weekly discussions on D2L and to the two course seminars. The self-care plan in her e-portfolio was very well done.

Morgan has successfully completed all of the requirements of Field Experience II. With her superb and natural abilities as a teacher and strong work ethic, she will make a wonderful addition to any teaching staff upon completion of her B.Ed.



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Field Instructor's Signature:

Date: April 26, 2024

Recommendation to the Office of Undergraduate Programs:      Credit     Non-Credit