



UNIVERSITY OF  
CALGARY

WERKLUND SCHOOL OF EDUCATION  
UNDERGRADUATE PROGRAMS IN EDUCATION

EDUC 465: FIELD EXPERIENCE II  
PARTNER TEACHER NARRATIVE ASSESSMENT  
INDIVIDUAL/GROUP/CLASS LEARNING

Pre-service Teacher: Morgan Hemmingson

ID#: [REDACTED]

Date: April 11th

School: [REDACTED]

Partner Teacher: [REDACTED]

Field Instructor: [REDACTED]

**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 the complex dimensions of individual/group learning in classrooms. The pre-service teacher's Field Experience Dossier and her/his/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 relevant Teaching Quality Standard, including, the pre-service teacher's own goal setting and personal/professional assessment throughout field experience. 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 her/his professional growth and development?* You may also want to consider the elements assessed as part of the midterm assessment.

Morgan has successfully completed her field experience in a grade one classroom at [REDACTED] School. During her time here, she was able to observe and participate in a variety of learning opportunities. This includes observing teaching from other staff, meetings with staff and grade team, and parent-teacher conferences. She also participated in recess supervision and whole-school wide events such as assemblies and our FedEx Shoe Event.

Morgan taught lessons in literacy, numeracy, social studies, health, and art. Her lessons were well planned and prepared for, and followed similar routines that students were already successful in. Morgan regularly reflected on her practice and sought out feedback frequently. She would incorporate feedback into her next lessons.

Throughout her time here, Morgan made positive relationships with students and respected our class norms and routines. She worked with students that have diverse learning needs such as students with ODD, ADHD, Autism, expressive/receptive speech delays, EAL codes, students with trauma backgrounds, etc. Morgan made positive relationships with students, but also held firm boundaries that aligned to the behavioral expectations that were put into place prior to her arrival.

Morgan should continue to develop her abilities in differentiating and adapting lessons prior and during lessons (i.e. if students are unsure/plans are not going accordingly, what should I do next?). Morgan can also continue to develop strategies for student engagement during lessons. She is also encouraged to explore different approaches to teaching to discover her identity as a teacher.

Morgan has demonstrated eagerness and willingness to learn and to excel in this profession. I have no doubt that she will make a fantastic teacher and wish her all the success in her future teaching career.





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Partner Teacher's Signature:

[Redacted Signature]

Date:

April 12, 2024

Pre-service Teacher's Signature:

[Redacted Signature]

Date:

April 12, 2024

Recommendation to the Office of Undergraduate Programs:

Credit



Non-Credit ☐

Was this assessment reviewed with the pre-service teacher?

Yes



No ☐

- Please remember to also sign and date any additional pages and attach to this form.
- Please save this file as a PDF and ensure the pre-service teacher signs the PDF version of this Narrative Assessment.
- Please provide the original Narrative Assessment to the pre-service teacher and keep a copy for your own records.
- The pre-service 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.