

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

EDUC 540: FIELD EXPERIENCE III

FIELD EXPERIENCE INSTRUCTOR NARRATIVE ASSESSMENT

PRINCIPLES OF SOCIAL AND CULTURAL ENGAGEMENT

Pre-service Teacher: Morgan Hemmingson

ID#: [REDACTED]

Date: December 13, 2024

School: [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 directly.*

The purpose of this six-week Field experience is to focus on complex dimensions of social and cultural engagement in classroom learning. The pre-service teacher's Learning Portfolio and his/her 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 context. The Narrative Assessment should address the pre-service teacher's growth in the *emergent 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 (2023), including the pre-service teacher's own goal setting reflections throughout the Field experience. The Field instructor's assessment should also address the pre-service teacher's overall participation in both collaborative and cohort learning assignments including D2L and the final presentation 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.

Morgan completed her Field III practicum teaching grade one at [REDACTED] Elementary School in [REDACTED] [REDACTED] Elementary School is a dynamic and inclusive K-6 school environment that serves a diverse demographic of students, including a significant population of English as an Additional Language (EAL) learners. The school is well known for its strong focus on literacy, which aligns with its commitment to fostering foundational skills for all students. Morgan thoughtfully integrates targeted strategies to support the needs of a culturally and linguistically diverse classroom, an essential skill that supports the school's literacy goals.

Morgan projects confidence and establishes positive relationships with students, fostering a safe and inviting classroom environment. She models respect, trust, and care, encouraging student engagement and risk-taking. Morgan builds strong relationships with her students by getting to know them personally, learning their names, understanding their interests, and celebrating their achievements to create a foundation of trust and mutual respect. She fosters a welcoming classroom environment through active listening, cultural inclusivity, and consistent routines, ensuring all students feel valued and supported. By incorporating collaborative learning opportunities, encouraging student voices, and reflecting on feedback, Morgan demonstrates her commitment to cultivating positive relationships that enhance student engagement and promote meaningful learning outcomes. Morgan sets high standards while providing support, ensuring students feel valued and challenged.

Morgan is a passionate teacher and learner who values collaboration with colleagues to enhance her practice. She is fortunate to be teaching in a team environment that supports student learning and redirects student behavior. Morgan actively seeks feedback, demonstrating her desire to develop her understanding of how best to support a wide range of learning abilities within her classroom. She conscientiously identifies her strengths and growth areas through reflective debriefing with her partner teachers and through self-reflection, showing her commitment to refining her practice. Her mature and professional attitude toward feedback is integral to her ongoing professional growth and her prompt incorporation of suggestions into her lessons. Her reflections reveal a deepening understanding of her role in the classroom and commitment to improvement. She uses student feedback to guide her reflections and adjusts tasks to engage all students in learning.

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Morgan begins lessons by setting expectations for behaviour and sharing clear learning intentions, targets, and front-loaded essential vocabulary. Her step-by-step lesson progression allows all students to build on prior knowledge and encourages a deeper understanding of the concepts. Through reading students' body language, she decides if students need a mindfulness activity to relax and refocus before she begins her lesson. She creates a safe atmosphere for students to approach her by understanding them as learners and modifying strategies calmly. Morgan uses a variety of instructional strategies to make lessons engaging and relevant. She incorporates hands-on activities, collaborative learning, and technology tools to enhance student interaction and understanding. Morgan ensures all students can access the material by employing differentiated instruction and scaffolding. She also uses formative assessments, such as thumbs up/down and exit tickets, to gather feedback and adjust her teaching. She intentionally provides students with wait time when asking questions. These strategies help Morgan create engaging and tailored lessons to meet her students' diverse needs.

Morgan consistently embraces and promotes a culture of inclusion in the classroom, ensuring that every student is treated fairly and with respect. Morgan works to create a climate where all students feel valued, fostering a sense of belonging that supports both academic and personal growth. She is becoming increasingly responsive to the diverse needs of her students, including learning challenges and emotional needs, by employing strategies such as differentiated instruction, small group support, and regular check-ins. Morgan also recognizes when students need additional interventions and adapts her approach, ensuring every student has the support they need to succeed in a safe and nurturing classroom.

As a pre-service teacher in EDUC 540, Morgan is starting to explore how to incorporate Indigenous perspectives to help students develop an understanding and respect for the histories, cultures, languages, contributions, and perspectives of First Nations, Métis, and Inuit peoples. While this hasn't been demonstrated during my observations, Morgan is learning how to bring these important topics into her lessons. With continued growth and reflection, Morgan will be able to create a classroom environment where students can learn to appreciate and respect Indigenous cultures and histories.

Morgan consistently follows the requirements of the School Act and school policies, ensuring her actions align with regulations. She demonstrates professionalism through respectful, fair, and caring interactions with students, reflecting the expectations of a knowledgeable and responsible adult entrusted with students' education and well-being. Her approach fosters a safe and supportive learning environment.

Morgan has had an excellent practicum experience, demonstrating exceptional growth and professionalism throughout her Field III placement. She has shown strong planning, teaching, and reflective practices, creating a positive learning environment for her students. As Morgan moves into Field IV, she will continue to build on this foundation, further refining her skills and expanding her teaching strategies. Morgan is poised to become a highly competent and effective beginning teacher with her dedication to ongoing development.



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A handwritten signature in black ink, appearing to read "Shayla".

Field Instructor's Name: [REDACTED]

Field Instructor's Signature:

For Field Experience III: *Principles of Social and Cultural Engagement*, the recommendation is:

Credit

Non-Credit