



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

Pre-service Teacher: Morgan Hemmingson

ID#: [REDACTED]

School: [REDACTED]

Partner Teacher: [REDACTED] r

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 six-week field experience is to focus on the complex dimensions of social and cultural engagement in classroom learning. The pre-service teacher's field experience journal and e-portfolio 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 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 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.

I wanted to take a moment to express my gratitude for Morgan's support and collaboration in our evaluation of her work. She has been open to feedback and has demonstrated her willingness to improve with each lesson. She successfully took on a 90% teaching load with a diverse class of 26 students which included a high ELL population as well as two diverse learners who were extremely challenging.

Upon reviewing the TQS standards, I found that Morgan's lesson plans are particularly strong in engaging students and aligning with our curriculum outcomes. Moving forward trying to incorporate Indigenous content would be beneficial. The clarity of objectives and the incorporation of varied instructional strategies stand out as commendable strengths. Morgan has investigated and developed original content, including working long range plans and has utilized various forms of assessment including rubrics, checklists, anecdotes, mini conferencing and observations.

To further her professional growth, I suggest continuing to develop classroom management techniques and continuing to seek feedback from experienced educators. Morgan was able to attend professional development days and recognized the value of making connections and utilizing District consultants for support. Continuing to participate in professional development workshops could provide valuable insights and enhance her teaching practice.

I wish to thank Morgan for her dedication to our students and for her partnership in this process.

Partner Teacher's Signature:

Date: Dec. 5, 2024



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Pre-service Teacher's Signature:

Date: Dec. 5 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.