



UNIVERSITY OF
CALGARY

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

**EDUC 465: FIELD EXPERIENCE II
FIELD EXPERIENCE INSTRUCTOR NARRATIVE ASSESSMENT**

INDIVIDUAL/GROUP LEARNING IN CLASSROOMS

Student Teacher: Jason Valleau

ID#: 00938821

Date: April 23, 2021

School: Thomas B. Riley

Partner Teacher: Andrew Parker

Field Instructor: Shirley Pepper

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 four-week Field experience is to focus on complex dimensions of individual/group learning in classrooms. The student'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 student teacher's growth in their *initial 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, including the student's own goal setting reflections and personal/professional assessment throughout the field experience. The Field Experience Instructor's assessment should also address the student's overall participation in both collaborative and cohort learning assignments including D2L and the e-Portfolio assignment. 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 his/her professional growth and development?*** You may also want to consider the course outcomes as a method of organizing the assessment.

Comments:

Mr. Valleau spent his four-week practicum working with grades six to nine classes in a public, school in Calgary, Alberta. He primarily taught music classes to the entire population. In his third week of practicum he had to plan and teach online lessons to follow Covid-19 protocol. During this time, he also researched musical composition applications appropriate for junior high students in an online environment and reviewed assessment techniques practiced by a variety of band teachers. The demographics of the school varied tremendously as it provides a traditional learning program with students bussed in from around the city, a community program for local students as well as an adapted learning program and paced learning program. Students presented with a range of learning profiles including attentional and behavioral (anxiety) challenges, gifted/talented students, developmentally delayed students and English language learners. This demographic provided an opportunity to observe, create and implement differentiated instruction.

Jason demonstrated comprehensive organization and lesson planning skill throughout the practicum, made formal reflections after teaching each lesson assessing his performance and applying feedback from his partner teacher and field advisor (adapting his teaching style for younger grades, developing a wider scope of assessment practice).

During the observations, it was clear that Jason had developed positive relationships with the students. Students were engaged, responsive and respectful, approaching him with ease to ask questions, share a comment (sharing rock trivia) or seek direction (students thanked him for his helpful feedback on their compositions). Throughout the lesson Mr. Valleau demonstrated respect and authentic regard for student opinions (surveyed student musical interests) and showed a high tolerance for the activity level in a busy music room. In fact, he could be described as creating a "Zen" atmosphere modelling expectations directly and calmly while students were collaboratively clapping out different rhythms.

