



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

**Student Teacher:** Jason Valleau      **ID#:** 00938821      **School:** Ucalgary/Sister Gloria School  
**Partner Teacher:** Jason Pike      **Field Instructor:** Deirdre Bailey

**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 six-week field experience is to focus on the complex dimensions of social and cultural engagement in classroom learning. The student'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 student teacher's growth in the *emergent 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 (2018), including the student's own goal setting reflections throughout field experience. 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 her/his professional growth and development?* You may also want to consider the elements assessed as part of the midterm assessment.

Strengths - Clear and concise lesson plans for transparency

- Mrs. Valleau has established great rapport with the students
- Collaborates effectively with professional colleagues in planning, scheduling, and teaching.
- Clear and effective communication of learning goals and expectations
- Excellent initiative - offering individualized lessons to high school learners
- Mentoring - encourages adolescent learners to engage in self-directed learning

- Commitment - supports learners by identifying needs-based behaviors and acting responsively.

Development

- Continue to add intervention strategies to repertoire
- Practice creating assessment instruments to capture student learning

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

**Was this assessment reviewed with the student?**       **Yes**       **No**

**Partner Teacher's Signature:** \_\_\_\_\_ **Date:** 10/12/2021  
**Student Teacher's Signature:** \_\_\_\_\_ **Date:** 10/12/2021