



WERKLUND SCHOOL OF EDUCATION
UNDERGRADUATE PROGRAMS IN EDUCATION
EDUC 465: FIELD EXPERIENCE II
PARTNER TEACHER NARRATIVE ASSESSMENT
INDIVIDUAL/GROUP LEARNING IN CLASSROOMS

Student Teacher: Jason Valleau

ID#: 00938821

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 the complex dimensions of individual/group learning in classrooms. The student's Field Experience Dossier and her/his 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 relevant Teaching Quality Standard, including, the student's own goal setting and personal/professional assessment throughout field experience. The following report on the students 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.


Jason Valleau has been focusing his teaching time in Grade 7-9 band classes as well as observing Grade 7 science. He has developed relationships with many students through in both the TLC and Community programs. During his time here, Jason has grown in many areas including his ability to create meaningful lesson plans, lead a class, and adapt to changes on the fly. He has also been able to identify areas for improvement; mainly in classroom management and assessment strategies.

During his time at Thomas B Riley, Jason has shown tremendous growth. He has taken charge of teaching full days to both large and small student groups. Most recently, Jason was charged with implementing rhythmic performance presentations which involved managing classes of over 40 students. His lesson plans are thorough and comprehensive that include curriculum outcomes, specific outcomes, and equipment needed for students to successfully complete their work. While running his classes and through his whole time at Thomas B Riley, Jason has an excellent ability to work collaboratively with his colleagues and partner teacher. He willingly accepts constructive feedback about his work from me as well from seeing how students participate in classes in each class of the day.

Moving forward, Jason has identified classroom management techniques and assessment strategies as two areas of improvement, to which I agree. These are two areas of continued review and reflection in a teachers' practice. Jason would benefit from creating consistent classroom management techniques that every class is aware of and comfortable with. Once he becomes comfortable with his classroom management, his ability to provide assessment feedback to students will improve. Using his understanding of the outcomes and language used in assessment, Jason provides students with good consistent feedback, specific to the assignments, and is very encouraging for those students who need an extra push in the right direction.

Jason is well on his way to becoming an excellent teacher. His passion for music and building relationships comes through in his delivery on content, which helps students feel comfortable with him and the work. He is very observant and graciously accepts feedback from other teachers. There is no doubt that by the end of this program, Jason will be a terrific addition to any school.

Partner Teacher's Signature  Date April 16, 2021

Student Teacher's Signature  Date April 16, 2021

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

Was this assessment reviewed with the student? Yes No

- Please remember to also sign and date any additional pages and attach to this form.
- Please ensure the student signs the Narrative Assessment.
- Please provide the original Narrative Assessment to the student teacher and keep a copy for your own records.
- The student 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.