



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

Pre-service Teacher: Lindsay Swartz

ID#: 30071440

Date: December 8, 2022

School: Grimshaw Public School, Grimshaw, AB

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 (2018), 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.

Lindsay is a Field Experience III pre-service teacher who is teaching in an ELA 10-1 course at Grimshaw Public School in Grimshaw, AB. There were 18 students in the class.

I observed Lindsay on November 14 teaching a lesson on Romeo and Juliet. The class started with a discussion reviewing what they had learned about Shakespeare. Students were divided into groups and had questions to answer. They wrote responses on a larger sheet of paper to present to the class. Each group had a speaker to present the responses. Lindsay presented the characters. Then they watched the first two scenes of a live production of the play. Lindsay concluded the lesson by asking questions to review what was learned.

I observed another lesson on December 2. Lindsay started the class by taking attendance and asking each student what was their favourite subject in school. Lindsay had written the objective of the class on the white board for all to see. The students knew what they were going to do. Lindsay reviewed the literature circle activity and explained the different roles each group member would have. She gave everyone a sheet explaining the roles and a rubric by which they would be evaluated. She gave 30 minutes to work on their lit circle role. Students participated and were on task for the whole activity. Lindsay explained everything in detail and students were prepared for their role. Then, for the remainder of the class, students worked through the literature circle activity according to their roles. They spoke well and kept on task for the allotted time. They were all talking about Shakespeare and Romeo and Juliet. Lindsay circulated and encouraged each group. She also spent some extra time with a student that had been absent for a few days. Students showed respect and responded well to Lindsay.

Pre-Service Teacher Presence, Growth and Professionalism - Lindsay is open to feedback and is willing to incorporate it into her teaching. Lindsay uses a soft tone when speaking and is heard by all. She lets the class know her expectations and they respond well. Lindsay says that she has found her "teacher voice." Lindsay demonstrates an eagerness to learn by taking on opportunities to teach and become more involved in the school community. She was able to visit other classrooms and help out when there was a shortage of teachers due to sickness. Lindsay demonstrates exemplary professional conduct. She does reflect on her lessons but needs to work on daily documentation of self-reflection for lesson plans.

Fostering Effective Relationships - Lindsay demonstrates having positive relationships in the class that support student learning. She treats others with respect, fairness and integrity. She demonstrates empathy and concern for her students through her interactions with them. She circulates in class and interacts and encourages her students. Lindsay demonstrates a respect for cultural diversity and intercultural understanding. She engages with Indigenous leaders in the interest of students.

Engaging in Career-Long Learning - Lindsay incorporates feedback from her partner teacher and community partner in her teaching. She brings theory from on-campus courses to bear on her teaching practice. She collaborates with others to build



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personal and collective professional capacity for a positive learning environment by consistently seeking out resources from experienced educators. Lindsay would like to work on asking for more feedback from her partner teacher.

Demonstrates a Professional Body of Knowledge – Lindsay demonstrates an ability to plan and design learning activities for children, taking into account their unique needs, that address the learning outcomes and goals outlined in the relevant programs of study. She really focused on targeting specific outcomes for each lesson. Lindsay is learning to incorporate various instructional strategies and technology. She focused on incorporating more group work and activities where students move around the room and chunking lessons to help scaffold learning. She is trying various ways to incorporate formative assessment and is developing her ability to deliver summative assessments. Lindsay considers how assessments might inform future lessons but students were slow to complete assessments.

Establishes Inclusive Learning Environments - Lindsay promotes an environment where students are welcomed, cared for, respected and safe. Lindsay demonstrates her developing ability to maintain a classroom climate that promotes positive, engaging learning environments that take student strengths into account. She demonstrates a philosophy that affirms that all children can learn and be successful. Many students need support with mental health needs or emotional needs and Lindsay adapted lessons for student that were struggling with other issues.

Applying Foundational Knowledge about First Nations, Métis and Inuit – Lindsay demonstrates an understanding of the historical, social, economic, and political implications of treaties and agreements with First Nations and Métis communities, as well as the legacy of the residential school experience. She shared personal stories of IRSS history in her family. She is always open to students about her Indigenous culture so they can connect with it on a deeper level. Lindsay implements the programs of study in a way that supports all students in developing a deeper understanding of, and respect for, First Nations, Métis, and Inuit histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts. She developed a digital storytelling assignment – Métis inspired that featured stories from Fishing Lake Settlement. She also plans on using the art of negotiation for the Romeo and Juliet in class essays, students can use the Indigenous way of negotiation to negotiate a higher mark, the point of negotiation is not necessarily a higher mark but the connection and communication experienced. Lindsay is attentive to the use of appropriate resources that accurately reflect and demonstrate the strength and diversity of First Nations, Metis and Inuit culture by attempting to include a First Nation, Metis, Inuit perspective in as many lessons as possible. She found it tough to include in Shakespeare although she came up with a few ideas to develop further.

Adhering to Legal Frameworks and Policies – Lindsay conducts herself in a professional manner. She demonstrates the understanding of the standards of conduct expected of a caring, knowledgeable and reasonable adult entrusted with the custody, care or education of children.

Growth Goals and Strategies – Lindsay has stated that she would like to gain confidence and knowledge when choosing summative assessments and improve her use of rubrics. For her option class in the last semester, she has chosen Assessment in K-12 to further develop her understanding. She also would like to add more drama-based activities for her ELA classes. She plans on researching for Field IV and add more activities to her lesson plans. Lindsay plans on building a unit for Field IV; a novel study of Indian Horse by Richard Wagamese for Social 20-1. She has borrowed a unit from another teacher and will add her Indigenous perspective to it, as well as Indigenous forms of assessment.

Community Partner's Name: Ann Sorensen Community Partner's Signature:

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

Credit

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Non-Credit

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