



UNIVERSITY OF  
CALGARY

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

**Student Teacher: Lindsay Swartz**

**ID#: 30071440**

**Date: April 21, 2022**

**School: Peace River High School**

**Partner Teachers: Jessica Dubé/Aimée Bourassa    Field Instructor: Mike MacDonald**

***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/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 relevant Teaching Quality Standard, including, the student's own goal setting and personal/professional assessment 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.

I observed Lindsay in a Grade 9 ELA class of 15 students on April 1 and April 11 at Peace River High School in Peace River, Alberta. Lindsay presented herself in a professional manner. She showed care and respect for students and they responded well to Lindsay's lessons. I only met one of her Partner Teachers.

The first class focused on writing a business email where students were to write to Ms. Swartz and to the classroom teacher requesting a change to the class seating plan. The students were engaged in the idea as Ms Swartz said, it pertains to their real life. Lindsay let them know that they would have to write a similar format on their upcoming PAT test. Lindsay presented concepts in a slideshow, a short movie and then presented a similar letter. Students used Chromebooks to work on their assignment. During worktime, Lindsay circulated around the class giving assistance and encouragement as well as feedback to students.

Lindsay started the second class by asking students to share what they like doing during the summer break. Students participated well and she told them that the seating plan would be shared the next day. She reminded them of the due date of their business email. She gave a brief outline of the day's class. She told them that she would be reading a short story with Indigenous characters written by an Indigenous author with the purpose of writing journal entries that would be another type of writing task on the PAT test. Before reading the short story, Lindsay asked students to work in pairs to discuss stereotypes of the elderly and teenagers. She wrote ideas on the board. Then she asked students to share stereotypes of First Nations. Lindsay shared some of her experiences and students shared some of their experiences. Then there was a discussion of how stereotypes are not always true. Students had a lot to say and Lindsay asked them to listen again and they did. She asked students to keep stereotypes in mind while she was reading the story. Lindsay also shared some maps and a movie about the Blackfeet. She asked what students knew about borders and crossing borders. Students listened very well and were interested. Lindsay read half of the story and had another discussion to see if her students understood and what they thought would happen next. She let them know that they would continue the rest of the story the following day.

**Community Partner's Signature**

**Date April 22, 2022**

**Student Teacher's Signature**

**Date April 22, 2022**



**Fostering Effective Relationships** - Lindsay conducts herself in a professional manner. She uses a calm voice and demeanour and shows respect and caring for all students. She understands her role as a teacher and has positive and productive professional relationships with students and staff. She demonstrated a positive collaborative relationship with her partner teacher and with her Community Partner. Lindsay did not have direct contact with parents however her partner teacher let her see all correspondence so she knew what was happening with the students.

**Engaging in Career-Long Learning** - Lindsay willingly incorporated feedback from her Partner Teacher and Community Partner. She shared self-reflections where she felt that she could improve. Lindsay could add comments at the end of her lesson plans to deepen her reflections on her practice.

**Demonstrating a Professional Body of Knowledge** - Students respond well to Lindsay's teaching. She begins her lessons with activating the prior knowledge of her students. Her lessons are interesting with support of the SmartBoard, slides, movie clips, whole class and partner discussions. Lindsay shared the expectations and shared lots of good examples and ideas. Lindsay is developing strong yet caring and respectful command of the classroom through the use of her voice and her positive interaction with students. She is learning to use proximity when trying to keep students on task. Lindsay checked in with students to confirm their understanding before doing the work. She makes a point of offering feedback during independent work time with all students. Lindsay will continue to develop more assessment strategies during her next Field Experience.

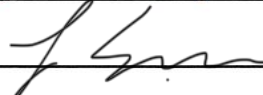
**Establishing Inclusive Learning Environments** - Lindsay creates lesson plans that include all students in the classroom. She says that she might modify assessments or activities for students with modified programming or for students that are ESL or ELL. There was an EA in the class who could take students to the library to work if they needed special assistance. Lindsay also teaches in a culturally responsive way, recognizing that students with diverse cultural backgrounds may have different learning needs or understanding.

**Applying Foundational Knowledge about First Nations, Métis and Inuit** - Lindsay says she uses every opportunity to bring in the history, culture and ways of being of Indigenous peoples into the classroom. By including the Indigenous perspective, she makes space for Indigenous culture and places value on Indigenous ways of teaching and learning. Lindsay says she can do this in different ways such as: decolonizing her practice when she challenges the normalization of western knowledge, so she might do this by allowing students to express meaning orally rather than written (Indigenous cultures learn through oral literature rather than written). She can also indigenize her practice; she might do this by using sharing circles or bringing Indigenous representation into the classroom through Indigenous authors.

**Adhering to Legal Frameworks and Policies** - Lindsay follows the legal policies and procedures of the division, such as the privacy policy. She understands that she must act in a professional way and treat all students and staff with respect.

Community Partner's Signature 

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Student Teacher's Signature 

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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.