



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

**EDUC 540: FIELD EXPERIENCE III
FIELD EXPERIENCE INSTRUCTOR NARRATIVE ASSESSMENT**

PRINCIPLES OF SOCIAL AND CULTURAL ENGAGEMENT

Student Teacher: Danielle Gauthier

ID#: 10135854

Date: December 17, 2021

School: Brentwood Elementary School

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 complex dimensions of social and cultural engagement in classroom learning. The student'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 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 the Field experience. The Field instructor's assessment should also address the student's overall participation in both collaborative and cohort learning assignments including D2L and the final presentation 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.

Danielle has completed a six- week practicum at Brentwood Elementary School teaching grade 4. The majority of students at Brentwood Elementary School attend the alternative program - the "Traditional Learning Center (TLC) Program". This program follows the Alberta Program of Studies and has a focus on direct instruction, critical thinking, and character education. Danielle made every effort to become part of the staff at Brentwood and embraced the opportunity to get involved in staff meetings, school wide PD sessions, supervision duties, and Parent Teacher interviews.

Danielle's lesson plans were very well done. Her lesson plans show a clear connection between the objectives to be met and the assessment that will stand as evidence that learning has occurred. Many of her lessons were planned with engaging activities that gained the interest of her class and increased participation. Enhanced learning techniques such as writing checklists, entry and exit slips, visual journals, think-pair-share activities, and graphic organizers were routinely used by Danielle. During Field III, Danielle created lessons that incorporated foundational knowledge about First Nation, Metis, and Inuit. She designed meaningful activities during Metis week into her ELA classes that students thoroughly enjoyed.

Danielle is innovative in her use of technology in the classroom to help students better understand the curriculum content as well as help the students with different learning styles achieve their full potential. She has developed engaging power point presentations that effectively deliver content using videos, pictures, and games that enhance her lessons. For example, she used tools such as "google jam board" as a way for students to share their knowledge.

Danielle developed a wonderful rapport with her grade 4 class. She did an excellent job taking the time to connect and build relationships with students, especially those who were less motivated to participate. She gave positive encouragement and praise on a consistent basis.



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Danielle has a very calm and patient approach to classroom management. She has adopted many of the already implemented strategies she has observed in order to provide continuity while still developing her own style. As the weeks progressed, she incorporated “mindfulness” activities throughout the teaching day that proved to be an effective management tool for Danielle. I encourage Danielle to continue to envision how her own classroom might look in the future and to visualize what she would accept as appropriate and respectful behavior.

In addition to her strengths in Field Experience III, Danielle was proactive with her studies. She completed all four required learning tasks (Field Journal, Cohort Learning, Lesson Planning, and an e-Portfolio assignment) to a high standard, within the time given.

Danielle is very receptive to feedback and continually strived to improve to ensure growth in her practice. I encourage her to continue to explore various methods of differentiated instruction. With continued classroom experience, I have no doubt that Danielle will become masterful in this area.

Evaluative Statement: Danielle Gauthier has met the KSA’s associated with EDUC 540.

Field Instructor’s Name: Jennifer Hill

Field Instructor’s Signature:

A handwritten signature in black ink that reads "Jennifer Hill". The signature is written in a cursive style and is placed on a light blue rectangular background.

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

Credit
Non-Credit