



UNIVERSITY OF  
CALGARY

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

**EDUC 465: FIELD EXPERIENCE II  
FIELD EXPERIENCE INSTRUCTOR NARRATIVE ASSESSMENT**

*INDIVIDUAL/GROUP LEARNING IN CLASSROOMS*

**Student Teacher: Danielle Gauthier**

**ID#: 10135854**

**Date: April 23, 2021**

**School: Queen Elizabeth Elementary**

**Partner Teacher: Tammy Pfob**

**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 complex dimensions of individual/group learning in classrooms. The student's Field Experience Journal and his/her/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 Teaching Quality Standard, including the student's own goal setting reflections and personal/professional assessment throughout the field experience. The Field Experience Instructor's assessment should also address the student's overall participation in both collaborative and cohort learning assignments including D2L and the e-Portfolio 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.

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### **Comments:**

Ms. Gauthier spent her four-week practicum working with two grade six classes in a public school in Calgary, Alberta. Her teaching focused on French, science, mathematics and physical education. Students presented with a range of learning profiles including a hearing-impaired student, one with behavioral challenges, some with particular learning disabilities, gifted/talented students and English language learners. This demographic provided an opportunity to observe, create and implement differentiated instruction.

Danielle provided comprehensive lessons throughout the practicum (considering diverse student needs and assessment criteria), made formal reflections after teaching each lesson reviewing her performance, and applying feedback from her partner teacher and field advisor (improving pacing, providing more engagement strategies, infusing more energy into her delivery).

During the observations it was obvious that Danielle had developed positive relationships with the students. They were enthusiastic, responsive and willing to ask questions, share comments or seek direction. In the observations she demonstrated effective classroom management techniques (call and response, cued time, "French listening ears on").

Each observed lesson presented multiple means of engagement and ways for students to understand the learning intentions. In the flight lesson, she compared how the paper airplanes made in a previous lesson glided like an albatross in the video. She consistently activated prior knowledge & effectively used questioning to cue and reinforce concepts taught in the current lesson (what did you notice with the shape of the hawk's wings that connects to airplane design?). The videos chosen for this lesson effectively provided evidence of biomimicry. Each video provided a key piece of information that transferred into understanding the key elements of flight (i.e. lift, drag, Bernoulli's principle). Throughout the lesson the use of

correct vocabulary was reinforced. She also modelled how to take effective notes by typing into a projected document identical to the ones given to students. As an assessment, students were expected to create an annotated blueprint for a plane design that implemented bird/insect characteristics. Additionally, they were given the opportunity to refer back to any of the videos either on their own devices or school supplied computers as well as to share designs with a partner (limited due to Covid-19 protocol). It was obvious that students had varied opportunities to understand and apply their learning.

Ms. Gauthier is a committed emerging professional with many strengths in lesson planning and effective presentation skills. Her future growth includes developing more differentiation and assessment strategies as she personalizes classroom management techniques for the complexity found in today's classrooms.

All EDUC 465 course requirements have been completed including: creating and updating a professional journal and website, as well as collaborating in community by sharing ideas, resources, assessments and wellness strategies digitally and in the school cohort.

She has met the Teaching Quality Standard indicators relevant to EDUC 465 and is progressing in all areas.



Field Instructor's Signature \_\_\_\_\_ Date April 23, 2021

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