



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

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

PRINCIPLES OF SOCIAL AND CULTURAL ENGAGEMENT

Pre-service Teacher: Stephanie MacFarlane **ID#:** 30142272 **Date:** December 13, 2024

School: Keeler

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.

Ms. Stephanie MacFarlane has adopted the stance of a capable, caring professional educator. She developed strong pedagogical relationships with children, peers, her partner teacher, and grade-level team, the class educational assistant and school administration. In her placement at Keeler School, she demonstrated the active participation that is required of a classroom leader and collegial staff member. Her enthusiasm for learning with others drew the children in Grade 1 to participate in learning activities that she created for them.

Stephanie has developed an understanding of how children learn best through a variety of modes including hands-on activities, collaboration, chunked lessons to allow for body breaks, direct instruction and independent learning. She planned and instructed lessons that enabled the Grade 1 children to participate at different levels of learning competencies. In particular, she worked with her partner teacher and educational assistant to help children develop strategies in order to help them self-regulate their emotions and socializations. Her lessons are based on the Alberta Education Programs of Study for children in Grade 1.

Ms. Stephanie MacFarlane believes that children learn best when they construct their own meaning. However, she has seen that at times, other approaches are necessary such as when creating structure for children to feel safe in taking risks and making mistakes. She has designed open-ended lessons with connections to the children's own interests and experiences. Her lesson plans include how she will accommodate diverse learners in the classroom as well as opportunities for learners to demonstrate their learning in different ways. Stephanie looks for authentic moments to introduce FNMI foundational knowledge into the classroom. At times, she provides short direct instruction to the entire class and at most other times, she leads small groups through guided learning activities. While the children are at work, she comes beside them so that she can give feedback in the moment or to observe how the children are thinking about the task.

Stephanie has used whole class technology such as the SmartBoard and video-clips to teach her children. As part of her genuine, reflective practice, she participated regularly in our EDUC 540 online Discussion Forum and has clearly articulated what she has learned about herself and her learners. Ms. MacFarlane shared her e-portfolio of her developing competencies tied to the Teaching Quality Standard.



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During her placement at Keeler School, Ms. MacFarlane participated in professional learning activities in the school with her partner teacher. By working with the teachers at Keeler School, Ms. MacFarlane sees how teaching is a collaborative activity which contributes to ongoing professional learning.

Throughout her third field experience, Ms. MacFarlane created lesson plans that helped to develop her learners' understanding into reasoned learning opportunities. She is becoming receptive to fine-tuning the lesson in the moment that it takes an unexpected direction. In Field Experiences IV, I look forward to seeing her incorporate a greater repertoire of formative and summative assessments as well as lessons which include Indigenous foundational knowledge. In particular, she can learn to use her assessments for evaluations to report her children's progress to their parents.

Overall, Ms. Stephanie MacFarlane's greatest strength as an educator is her ability to create: strong pedagogical relationships and authentic learning activities. Ms. MacFarlane is well on her way in making a meaningful contribution to the future lives of children who she will teach.

Field Instructor's Name: Donna Steffes

Field Instructor's Signature:

A handwritten signature in cursive script that reads 'Donna Steffes'.

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

Credit ☒
Non-Credit ☐