



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*

**Pre-Service Teacher: Stephanie McFarlane**

**ID#:30142272**

**Date: April 12, 2024**

**School: Our Lady of the Rosary School**

**Partner Teacher: Joan Weinman**

**Field Instructor: Dr. Nadia Delanoy**

**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 teacher directly.*

The purpose of this four-week Field experience is to focus on complex dimensions of individual/group learning in classrooms. The pre-service'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 pre-service teacher's growth in their *initial 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, including the pre-service teacher's own goal setting reflections and personal/professional assessment throughout the field experience. The Field Experience Instructor's assessment should also address the pre-service teacher's overall participation in both collaborative and cohort learning assignments including D2L and the e-Portfolio 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.

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**Comments:**

Stephanie is a thoughtful preservice teacher. Given all that she balances in terms of her responsibilities, she was able to contribute exceptionally well during her practicum. Stephanie has a natural creativity to her when it comes to designing engaging lessons. For example, she created laminated squares for students to practice their skip counting and other math practices which she was able to share with some parents to help their students during parent-teacher interviews. This was taken up very well by the parents and her partner teacher. An excellent display of care and creativity on Stephanie's part. She developed relationships quite quickly and cultivated an environment that was inclusive with her kind and firm approach. In one math class, Stephanie used centers and created game-based learning using dice, a number line, and other engaging methods to help students identify numbers falling in the hundreds digits. This worked very well for a diverse split class and her intentional groupings helped the student with the number sense foci. Additionally, Stephanie knew through her relationship with the students how best to accommodate in a split class to ensure those in the higher grade were engaged and challenged and the students in the lower grade was not overwhelmed. This is not easy to do for a new preservice teacher and Stephanie did this with confidence and grace. She has a maturity about her which far outweighs her age and this competency served her well throughout this four-week practicum. Stephanie is a strong preservice teacher and I look forward to seeing how she grows as she naturally takes the opportunities in Field III to practice classroom management, continue to hone her instructional skills, and ability to differentiate for all students. Given her strong starting point in Field II, this will only help her advance as a preservice teacher. I look forward to seeing Stephanie find continued success and wish her all the best in Field III!



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A handwritten signature in black ink, appearing to read "Mary".

Field Instructor's Signature:

Date: April 22, 2024

Recommendation to the Office of Undergraduate Programs:

Credit ☒

Non-Credit ☐