|  |  |  |
| --- | --- | --- |
| **Student Teacher:** **Lauren Marshall** | **ID#:** | **Date:** **April 13, 2022** |
| **School:** **Forest Lawn High School** | | |
| **Partner Teacher:** **Sara Dugas** | **Field Instructor:** **Christine Grovet** | |

**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.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Ms. Marshall has spent four weeks as a pre-service teacher in Drama 10, Social Studies 10-4, and English 20/30-4 classrooms at Forest Lawn High School. This school is located in the southeast part of Calgary, Alberta and is characterized by a very diverse population of students. In her classes of upwards of 32 students, there are a wide range of needs and abilities, including ELL students, and an assorted range of learning and mental health needs. Ms. Marshall has had the opportunity to both observe and implement varying classroom management, and instructional strategies. She demonstrated a willingness to collaborate, share ideas, and work with colleagues.

Ms. Marshall has developed positive relationships with students, and has been mindful to accommodate many of the needs and abilities of her students. She has demonstrated an exceptional ability to work and connect with students. One of many hightlights during her practicum was her one-on-one work with an English 20-4 student, named Karl; Ms. Marshall’s kind and supportive demenour helped Karl plan and complete a personal essay. Since her arrival in this class, this student, who had previously been unresponsive to individual help, has begun to flourish. I have no doubt that it is Ms. Marshall’s influence and support that has contributed to the turn around in this student.

In addition to her work with individual students, Ms. Marshall has excellent command of entire classes. She has a kind but firm way of managing her classes, and she ensures that all students adhere to expectations and are engaged in their work. Her lessons plans are well thought out and prepared in advance. When it comes to teaching drama classes, Ms. Marshall is so experienced and skilled that she can confidently adjust lessons on the fly if they are not having the intended results. An area of growth for Ms. Marshall would be to familiarize herself with other curricular areas, and consider how she could use drama in the teaching of these areas.

During her time at FLHS, Ms. Marshall has created and fostered realtionships with several teachers, administrators, and students. She has sought out additional opportunities to connect with students by assisting with the school’s theatrical production, and by joining the QSA.

Ms. Marshall has met the KSAs associated with EDUC 465.

**Partner Teacher’s Signature:  Date:**

**Student Teacher’s Signature:  Date:**

**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 save this file as a PDF and ensure the student signs the PDF version of this 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.**