



UNIVERSITY OF
CALGARY

**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: Tommy Hureau

ID#: 30201866

Date: December 12, 2025

School: Fireside 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 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 (2023), 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.

Tommy Hureau has successfully completed EDUC 540 Field Experience III in a Grade 7 Humanities class at Fireside School. Tommy has effectively demonstrated professionalism by working together with his partner teacher as well as other staff members. Tommy demonstrates a genuine caring for the students and acts consistently with fairness, respect and integrity. By being well-prepared in his lessons, he has developed a community of safety, security and trust for the learners. The students appreciate the time, effort, safety measures that Tommy put into the preparation of his lessons.

Tommy continues to build capacity to support student success in an inclusive, welcoming, caring, respectful and safe learning environment. His expectations for the learning goals are high for each student. He provides clear objectives and scaffolds the learning so that each step of the learning process is specific and is built on previous learning. Tommy continuously tries to improve on the previous lesson by actively seeking out feedback from his partner teacher and field instructor and then applying it to the next lesson.

Tommy gives the diverse learners the undivided attention that they need to learn and grow. He acknowledges each of the students and provides the extra attention they require as they enter the learning experience. Tommy implements purposefully designed formative assessment strategies to guide the students in achieving their learning goals. Due to the fact that Tommy designs lessons that are engaging, the learning environment is strong for all learners. Tommy applies student assessment and evaluation practices that accurately reflect the learner outcomes within the programs of study. Tommy believes that every student can learn and be successful. He employs classroom management strategies that promote positive, engaging learning environments. For example, he spent a great deal of time preparing an engaging collaborative game in Social Studies that excited everyone.

Tommy is a caring, knowledgeable and trusting student teacher who develops the kinds of experiences that are meaningful for students. As Tommy continues on the practicum journey in Field IV, he is learning as much as possible from his partner teacher. The students are thriving in this learning environment that Tommy has created in collaboration with his partner teacher. Tommy has met the requirements for Field Experience III.

Field Instructor's Name: Sandra Duggleby

Field Instructor's Signature:

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

Credit
Non-Credit