



UNIVERSITY OF  
CALGARY

**WERKLUND SCHOOL OF EDUCATION**  
**UNDERGRADUATE PROGRAMS IN EDUCATION**  
**EDUC 540: FIELD EXPERIENCE III**  
**PARTNER TEACHER NARRATIVE ASSESSMENT**  
*PRINCIPLES OF SOCIAL AND CULTURAL ENGAGEMENT*

**Pre-service Teacher: Tommy Hureau**

**ID#: 30201866**

**School: Fireside**

**Partner Teacher: Linda Smith**

**Field Instructor: Sandra Duggleby**

***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 six-week field experience is to focus on the complex dimensions of social and cultural engagement in classroom learning. The pre-service teacher's field experience journal and e-portfolio and her/his 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 environment. 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 field experience. 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 her/his professional growth and development?* You may also want to consider the elements assessed as part of the midterm assessment.

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Over the course of his practicum, Tommy has demonstrated steady growth and a strong commitment to supporting the diverse learners in the Grade 7 classroom. He has been increasingly confident in adapting assignments and instructional approaches so that all students can experience success. This was most obvious with his Spy Challenge that he worked into the Social Curriculum. The classes loved the challenges. This willingness to differentiate, adjust, and respond to student needs has been an important part of his development.

His planning skills have also continued to improve. He is gaining confidence in designing lessons that engage students and keep them actively working through tasks. As he continues to refine his planning, he is encouraged to build in even more opportunities for varied learning styles and hands-on engagement.

Professionalism has been a consistent strength for Tommy. He arrives on time, maintains a professional appearance, and interacts respectfully and appropriately with students at all times. Students respond well to him, and he has begun to develop positive working relationships with them. As his comfort has grown, so has his ability to connect with students on a more personal level; this is an area that will continue to strengthen with experience.

Additionally, he showed initiative and readiness by participating in parent-teacher interviews when he felt confident to do so. This demonstrated both professionalism and a willingness to take on new responsibilities.

Overall, Tommy has made solid progress in all areas. He is encouraged to continue building his confidence, refining his planning, and strengthening student relationships, especially with those learners, considered, diverse. His dedication and professionalism have been appreciated throughout his time in the classroom.

Tommy, enjoy the break and I look forward to working together again in February.



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Partner Teacher's Signature:

*L. Smith*

Date: Dec. 5/20 25

Pre-service Teacher's Signature:

*Thomas Hines*

Date: Dec 5<sup>th</sup> '25

Recommendation to the Office of Undergraduate Programs:

Credit

Non-Credit

Was this assessment reviewed with the pre-service teacher?

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 pre-service teacher signs the PDF version of this Narrative Assessment.
- Please provide the original Narrative Assessment to the pre-service teacher and keep a copy for your own records.
- The pre-service 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.