



UNIVERSITY OF
CALGARY

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

**EDUC 560: FIELD EXPERIENCE IV
PARTNER TEACHER NARRATIVE ASSESSMENT
EXTENDING TEACHING AND CURRICULUM EXPERTISE**

Student Teacher: *Dominique McCullagh-Murray* **ID#:** 10016506 **School:** James Fowler High
Partner Teacher: Alison Moller **Field Instructor:** *Stamppe, Susan*

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 eight-week field experience is to focus on their ability to extend and deepen their understanding classroom learning as they move towards meeting the requirements of interim certification. Upon successful completion of this Field Experience, Student Teachers are prepared to assume the full pedagogical and professional responsibilities of a practicing teacher. Under the guidance of a Partner Teacher, the Student Teacher has planned and assumed responsibility for 80%-100% of classroom teaching responsibilities in his/her placement classroom. The following Narrative Assessment should describe the context of the placement and then address each of the following categories in detail. It should also comment on the Student Teacher's growth in relation to the KSAs for Interim Certification, available in the Comprehensive Handbook.

1. Nature of the Field Placement

Please describe the grade level(s) and subject area(s) taught as well as any unique elements to the placement.

Dominique taught one section of ELA 10-1 and two sections of ELA 20-2 at James Fowler High School. She began with observation and tutoring students during work time, but eventually taught all three classes full time. James Fowler is a diverse school containing students from a variety of cultural backgrounds. Our students have unique challenges and strengths given their varied histories and experiences. During this placement, Dominique was exposed to this demographically diverse student body and the teaching strategies required to meet their needs.

2. Establishing Professional Pedagogical Relationships

Creates a climate of mutual respect. Adopts instruction with intention of meeting diverse learner needs, taking into account student knowledge, background, and learning styles. Establishes and maintains a learning environment that is organized, effective and engaging. Communicates in a kind and effective way to create a shared context for understanding and learning. Demonstrates interest in the welfare of the students.

Dominique was instantly known to students as a kind, and compassionate teacher with appropriately high expectations for student behavior and achievement. From the moment Dominique joined us in our classroom, she displayed notable confidence. The students immediately accepted her as another teacher in the room. Dominique didn't hesitate to begin interactions with the students. She displayed a genuine curiosity in them and their interests. Given her own wide array of knowledge in a variety of subjects, she was able to converse with students intelligently about diverse topics from gaming to lacrosse! They appreciated her knowledge of their interests and enjoyed speaking with her.

One of Dominique's most impressive skills is her ability to reach every student in the room in a meaningful way. During work time, Dominique engaged in involved conversations with her learners on a one-on-one basis and coached them to do their best work. She employed skillful questioning to draw out student's ideas and I witnessed students appearing challenged and motivated to improve. Dominique is able to encourage students to grow while also applauding where they are at. In short, she is uniquely skilled at personalizing learning and works tirelessly to get the best from her kids.

Dominique showed sensitivity to our students by considering their personal contexts and altering her expectations of them appropriately. While teaching at James Fowler, she encountered students struggling with addiction, traumatic backgrounds, living in foster care, suicidal behavior, and learning disabilities. She demonstrated compassionate decision making around these students and their needs while still encouraging learning and productivity when possible.

Through developing these positive relationships with students, Dominique created a safe and respectful environment in the classroom. Students knew that she cared about them as individuals, but also learned they had to behave

appropriately in her company. Given the nature of our classes, Dominique had the opportunity to deal with a variety of management related issues during her placement. Dominique was never rattled by student behavior and was able to deal with issues with calm confidence and respect while maintaining appropriately high expectations for student deportment. By doing so she created a safe atmosphere for *all* students.

3. Understanding of Curriculum/Discipline

Demonstrates the ability to structure relevant concepts and skills of a discipline in a manner that deeply engages diverse learners. Demonstrates ability to negotiate a variety of forms of learner assessment to enhance, support and plan for ongoing learning. Demonstrates knowledge of relevant curriculum documents and resources.

Dominique is deeply engaged in literature and the arts on a personal and professional level. Her personal interest in theatre, music and new media allowed her to connect the academic world of literature to activities relevant to adolescents. Dominique was keenly aware if students were losing interest in a topic or lesson and would be sure to reflect on ways to engage the students differently next time. She was also skilled at identifying students who were struggling and would spend time with that student one-on-one in order to support their learning. She was able to differentiate between topics *she* found interesting versus topics she expected her students would be interested in.

Dominique employed a variety of assessment strategies during her placement while trying especially to focus on assessment *for* and *as* learning, rather than simply assessment *of* learning. She was very successful with these strategies. During writing assignments, for example, Dominique would be aware of every student's topic, if they understood the assignment, and what they needed to do to improve *before* assignments were handed in. This allowed her to work with the students formatively throughout the process ensuring that the work students submitted for a grade was ready for a summative assessment of a student's best work. Dominique also used this knowledge to judge if a topic needed to be revisited, if the students needed more time, or what skills she wanted to focus on in her next lesson.

When planning units and individual lessons, Dominique always consulted the program of studies. She has a solid understanding of the outcomes and understands the importance of designing lessons with these at the forefront. She has a natural ability to distinguish between meaningful and purposeful learning activities and "busy work."

4. Preparing to Teach

Plans collaboratively and individually. Reflects on instructional practices and incorporates the results of critical reflection into instructional planning. Accesses and incorporates materials, ideas and other resources and the talents of other people in planning and instruction. Engages a variety of appropriate forms and purposes of assessment to support preparation for teaching.

Dominique is a truly collaborative professional. She is proficient at seeking out useful resources. While at James Fowler, she developed working relationships with several teachers other than me who she was able to consult with regularly. Remarkably, Dominique was also asked to share some of her lessons with her more experienced colleagues to use in their classrooms. I believe this to be a very sincere testament to Dominique's competency and her collaborative skills. Dominique is able to balance her creativity with practicality. Depending on the situation she would choose either to adapt a pre-existing lesson or create something new.

Dominique demonstrated that she was a fully competent instructional planner by creating units and individual lessons tailored to curriculum outcomes. Her lessons were both engaging and purposeful and demonstrated knowledge and proficiency with the central tenets of task design supported by The Galileo Network's Teaching Effectiveness Framework. For example in an ELA 10-1 class, she had students work collaboratively to connect elements of Romeo and Juliet to relevant themes. Dominique wanted to foster understanding of particular themes in order to aid students with their critical writing. She chose themes deliberately, and had students note support from the text on chart paper as they worked. Afterwards, she had students share their findings with the class, during which time she provided feedback and added to the discussion as assessment for learning. In this way, she purposefully prepared students to be able to write critically on the text. In the same lesson Dominique further demonstrated the alignment of her practice with The Teaching Effectiveness Rubric. When connecting to the themes present in the novel, the students were also asked to relate their group's theme to a current or historical world event, thus drawing out real world applications to the lesson.

Finally, as previously mentioned, Dominique demonstrated a reflective practice during her placement. She would often adjust an upcoming lesson based on what she noticed the previous day. She consistently made these decisions based on

evidence of student learning (class work, discussions, quizzes), and was able to balance a tight high school timeline with student readiness.

5. Becoming a Professional

Works collaboratively and collectively to realize school vision and goals. Understands school culture, policies and initiatives. Makes positive contributions to the school community. Demonstrates understanding of relevant professional, legal and ethical documents including a critical understanding of the impact of these documents on professional practice.


Dominique understood the value of having a placement at a school like James Fowler. She regarded our school's diversity as a rich opportunity to learn. She immersed herself in the school and became a part of the fabric of the English Department.

While at Fowler, Dominique worked with the GSA, the Creative Writing Club and helped supervise the school's dance. Dominique provided a lot to the clubs that she participated in. In GSA she brought in any relevant materials she had encountered during the week and used her sensitivity to address issues relevant to the LGBTQ community. In Creative Writing, she contributed ideas and support to the students and their writing projects. Ultimately, she understood the importance of supporting students outside of the classroom as well as inside. When a struggling student in her English class mentioned a soccer game he would be participating in, she ensured that she was there to support him.

Dominique was committed to upholding the values of our school. She displayed sensitivity and respect to our school's population and was able to appreciate and celebrate the uniqueness of the school. When Dominique noticed a teacher struggling to disperse a group of disruptive students in the hall at lunch, she would, without hesitation, jump in to help. During her placement, Dominique held herself as accountable to the school as any other staff member and truly supported Fowler's collective goals and visions.

In just two short months, Dominique became an important member of the English Department. In addition to collaborating with teachers in lesson planning, she also introduced an interactive activity based on design principles that the English Department later used in a gallery walk for the school. The department was impressed by the ingenuity of the activity and how well it supported the school's initiative to support effective task design.

It has been my immense pleasure to mentor Dominique. She is a gifted and talented educator, and is fully ready to excel as a certified professional teacher.

Partner Teacher's Signature  Date April 22, 2016

Student Teacher's Signature  Date April 22, 2016

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 ensure the student signs the 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.