



UNIVERSITY OF  
CALGARY

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

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

**Student Teacher: Dominique  
McCullough-Murray**

**ID#: 10016506**

**School: James Fowler  
School**

**Partner Teacher: Alison Moller**

**Field Instructor: Susan Stampe**

*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 address the Student Teacher's participation in the course as a whole as well as their growth and readiness in relation to the KSAs for Interim Certification outlined by Alberta Education. Finally, an assessment of the Student Teacher's readiness to take on the role of teacher, including evidence of professionalism and collegiality, should be described.


Dominique McCullough-Murray's placement for her final Practicum was at James Fowler School, a senior high school in the Calgary Board of Education. The placement involved teaching English Language Arts to one ELA 10-1 class and two 20-2 classes of about 32 students each.

As Dominique McCullough's Field Instructor for both Field Experiences III and IV, I have had the opportunity to observe Dominique's developing teaching practice for a total of 14 weeks, with two different partner teachers. I can confirm that the very good effort and achievement that Dominique demonstrated during Field Experience III has been surpassed during this Field Experience! While my current assessment is complemented by my observations of Dominique's learning in the previous Practicum, it is based primarily on evidence gathered during this final Field Experience – through several in-depth conversations with Dominique, two formal classroom observations, her Portfolio which documents her planning and assessment and includes professional self-assessments and reflective assignments, and her participation in our cohort's seminars and on-line discussions.

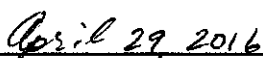
As Dominique began this final Field Experience, she demonstrated many strengths - enthusiasm for her discipline, high energy, rapport with her classes, thoughtful lesson design, and deep commitment to meaningful and worthwhile learning for her students.

Dominique had a good grasp of the contextual variables that affected students' learning in her high school setting. Over the course of the Practicum, she responded thoughtfully to these variables, demonstrating an increasing capacity to make decisions that would result in optimal learning.

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Dominique was sensitive to students' perspectives on learning and, during my observations, it was evident that she had developed positive pedagogical relationships with her students. She demonstrated respect for their thinking and their capacity for learning. In turn, Dominique's students trusted and respected her and were willing to follow her into learning experiences that challenged their thinking and required their focused effort. In fact, one Grade 10 student offered an unsolicited testimonial that shone a light on the pedagogical nature of Dominique's relationships with her students: "You should give her a 10 out of 10. She's a good teacher, good because ... she's engaging." Dominique clearly enjoyed teaching these students and expressed genuine pleasure and pride in their learning.

Dominique knew her students well and recognized the different character of her classes, planning for their success accordingly. She maintained a positive tone in the classroom, drawing students in to rigorous learning with energy, enthusiasm, animation and humour. Dominique created an inclusive and supportive environment in which students felt safe to engage in discussions, ask meaningful questions, and respectfully disagree with others' ideas.

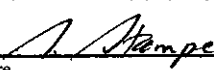
Dominique held high expectations for her students and was committed to helping them achieve these. She was very well-prepared and organized for her teaching, while maintaining the flexibility to respond to unexpected situations or opportunities. Dominique demonstrated strength in "conducting" the class and managing the many factors that contribute to an organized and orderly learning environment. She demonstrated growth in her classroom awareness and used proactive management strategies such as proximity, chunking of time, and purposeful grouping to maintain a focus on learning. Dominique recognized that when students were engaged in the learning experiences that she had planned, very little classroom management was needed. When redirection was required, her approach was respectful and resulted in very little disruption to learning. The productivity and engagement of her students as well as the high quality of their work was a testament to the success of Dominique's efforts.

Dominique demonstrated good knowledge of her students as evidenced by the class profile that she developed. Over the course of the Practicum, Dominique became increasingly observant and insightful about the varied needs of her students – especially the difference between the needs and strengths of E.L.L. students and those of native English speakers when reading and analysing texts. Dominique was thoughtful about planning for her students' diversity, employing inclusive best practices to support learning - giving students the opportunity to interact with multiple representations of texts (e.g. videos, annotated scripts of Shakespearean plays), providing purposeful vocabulary development and Cloze note-taking sheets that benefited her E.L.L. students, grouping students purposefully, chunking tasks to support completion, and providing choice and flexibility so that students could attend to their own learning needs. She also responded to individual student needs as they arose, e.g., encouraging, helping, challenging and redirecting.

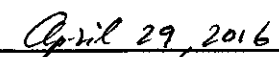
Dominique's Field Portfolio provided a well-organized and thorough documentation of her planning as well as resources and ideas that informed her planning. She demonstrated very good subject knowledge and was able to translate curricular outcomes into thoughtfully-designed meaningful learning opportunities for students, especially when she was able to choose the genre and text for study. Dominique's unit plans and lesson plans were grounded in Program of Studies outcomes and were thorough and increasingly well-developed.

With an understanding of the influence that she can have on students' lives, Dominique wove broad life skills as well as specific curricular outcomes into the learning experiences that she planned. She used science fiction, for example, as a vehicle to engage students in grappling with significant contemporary issues in our world. In one unit, she had students identify, through a consensus process, a hopeful wish for humanity. Then, applying her learning about

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'design thinking' from a recent university course, she adapted an inquiry approach to involve students' in a rigorous, group process that would help them develop a creative response to this wish. The result, as they would come to recognize, was a narrative that paralleled the hero's journey in the science fiction novel that they had been reading! In subsequent writing assignments, they also demonstrated that they had achieved one of Dominique's other intended outcomes, deeper critical thinking.

Dominique developed a very positive professional relationship with her partner teacher and with other staff members in the English Department. She was able to contribute meaningfully in collaborative planning situations and enjoyed opportunities to team-teach with her partner teacher, while was also demonstrating confidence in planning independently.

In her practice, Dominique used a variety of instructional strategies and resources to engage students in meaningful learning experiences: individual and collaborative analyses of texts and visuals, well-facilitated discussions, structured inquiry, theme charts, tables, read-aloud's, small group reading, note-taking, essay-writing, journaling, in-class essays, poetry/play analysis, theme posters, and a novel "snowball" strategy to get students engaged in checking vocabulary definitions, etc..

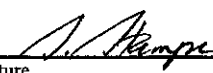
Although Dominique did not have access to a SmartBoard in her classroom, she did use videos, audiotapes and timers as well as more traditional technologies to support student learning. She also posted PowerPoint presentations on D2L for students to access from home. Dominique is confident in her use of technology and looks forward to having greater opportunities to apply her knowledge and skills in her own classroom.

Dominique recognizes the value of enhancing student learning through accessing home and community resources – through field trips to see plays or through bringing guest speakers into the classroom. Although she recognizes the factors that make this difficult in her current school, she also sees the potential and, I believe, in a supportive setting, would be committed to using such resources to create even more rich, meaningful and relevant learning opportunities for students.

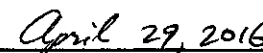
Dominique sees the value of parent engagement in their child's learning. She engaged in some worthwhile conversations with colleagues as she researched this topic and, while she understands the contextual factors that may make involvement challenging at the high school level, Dominique did start to give thought to the ways in which she, as a high school teacher, might use positive, proactive strategies (perhaps e-newsletters) to communicate with parents in ways that support learning.

Over the course of the Field Experience, Dominique designed and used a range of assessment techniques and strategies for a variety of purposes: pre- and post-tests, surveys, an active "Snowball" pre-assessment, observations, discussion, self-assessment, peer assessment (in group projects), rubrics, text responses, quizzes, and other more traditional assessments. To encourage student learning, Dominique provided re-write opportunities, thoughtfully offered to students in particular situations. She and her partner teacher also engaged students in metacognitive tasks that resulted in a significant improvement in students' response to feedback and, as a result, in their achievement. Dominique maintained mark sheets but also started to develop record-keeping strategies for formative assessments, e.g. participation tally marks during discussions.

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In assessing her progress, Dominique was reflective, identifying aspects of her lessons that had gone well and ones that she wanted to improve or outcomes that she would need to review or reteach. Throughout the Practicum, Dominique sought and responded positively to feedback. She developed a very positive professional relationship with her partner teacher and her partner teacher offered valuable insights to guide her as she refined her practice.

Dominique recognizes the complexity of the teacher's role and the many responsibilities that a teacher holds, both in the classroom and beyond. She managed the multiple responsibilities of a full-time teacher effectively and efficiently. Dominique understood her school's focus on providing students with the maximum opportunity to succeed and made an effort to use flexible deadlines and skills-based assessments to support this initiative. She also engaged in supporting school activities such as the Creative Writing Club and the GSA (Gay Straight Alliance), as well as supervising a school dance.

Ongoing professional growth is important to Dominique. At the beginning of the Field Experience, she identified several worthwhile professional development goals: differentiated instruction, integration of assessment AS learning, and parent engagement. In her final self-assessment, it was evident that Dominique had put significant thought and effort into developing her thinking and her practice related to these goals. Dominique has a strong sense of her moral obligation as a teacher, in response to a recommendation, took the opportunity to read and internalize the entirety of a recommended book about practices that can result in high levels of achievement in unexpected school settings. (It's Being Done by K. Chenoweth).

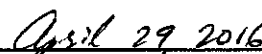
In response to course assignments, Dominique prepared thorough, well-written submissions. She participated actively in our cohort's professional online discussions, posting thoughtful contributions, responding to the posts of others, and taking the opportunity to learn from others' perspectives. During the Practicum, Dominique demonstrated critical thinking and the ability to adapt and apply learning from her university courses to her practice in meaningful and effective ways.

In summary, Dominique has demonstrated outstanding effort and achievement during this Field Experience and clearly meets the K.S.A.'s related to Interim Certification. Dominique brings energy, maturity, and professionalism to her practice. She will be an asset to any school!

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