



UNIVERSITY OF CALGARY

Faculty of Education

Office of Undergraduate Programs

Phone: (403) 220-5639 Fax: (403) 282-8479

**NARRATIVE ASSESSMENT OF STUDENT'S LEARNING IN THE FIELD**

for the THEMATIC UNITS of STUDY: CURRICULUM CONTEXTS AND CONTENT (Semester 2)

NOTE: This is not a letter of reference and will not be distributed by the Faculty of Education to potential employers

STUDENT Patrick Evanson SCHOOL F.E. Osborne Junior High

PARTNER TEACHER Margaret Peyto FIELD ADVISOR Greg Long

By the end of Curriculum Contexts and Content, the student's Field Journal and his/her participation in the Field site should provide evidence of a deepening understanding of the culture of schools, a growing ability to observe, describe and document carefully, a deepening ability to generate insight from data gathering and to act thoughtfully in the classroom, and an emerging ability to plan for, participate in, and assess students' learning. The Narrative Assessment should also address (a) the particular ways the student took up issues related to diversity, inclusive learning, other focal issues of curriculum, and (b) KSA's relevant to the specific context of the field experience. The following report on the student's work is organized in relation to the questions:

*"Where is the work particularly strong?" "What could the student do to further his/her professional development?"*

It has been my sincere pleasure to have had Patrick as a student teacher at F.E. Osborne during year one of his student practicum. During the initial weeks Patrick observed a large variety of classes throughout the school, as well as consulting with many members of the staff. He began his own teaching experience by initiating presentations on Renaissance artists, planning and directing a debate unit for two grade nine language arts classes, and finishing in March with four unique lessons on Aztec culture for two grade eight social studies classes.

Patrick concentrated on his own background and strengths, and used cross curricular goals to develop his Aztec units. The lessons ranged from very active ones (trading in an Aztec market) to personal and reflective (an Aztec calendar illustrating each student's interests). Throughout, the students were totally engaged, and the enthusiasm level was very high. The end products, whether the Renaissance art, debates or Aztec art, showed the best efforts of the students.

Patrick's teaching skills showed strong growth as his confidence grew enormously. The inclusion of day-to-day routines became more noticeable, and Patrick's initiative expanded, both in lesson planning and in dealing with students. Patrick liked the students and, without exception, they liked and admired him. By March he knew them all, and had sound insights into their personalities. In the same manner, Patrick's open and friendly manner and collegial approach were well received by the F.E. O. staff. At all times, Patrick has been willing to go beyond the expected requirements.

Patrick does not yet have the "sense of timing" needed as a teacher, whether in a class, or longer term, but this will easily come with experience.

I have no doubt that Patrick will develop into an excellent teacher who will have a strong and positive impact on his students.

Partner Teacher Signature Margaret Peyto Date March 23, 2011

Student Teacher Signature Patrick Evanson Date March 23, 2011

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 and 1 copy of the Narrative Assessment to the student teacher.  
The student teacher is responsible to submit the original to the Undergraduate Programs Office, EDT 1104.