

**ST. FRANCIS XAVIER UNIVERSITY DEPARTMENT OF TEACHER EDUCATION
FIELD ADVISOR/ASSOCIATE TEACHER FIELD EXPERIENCE REPORTⁱ**

Year 1 <input checked="" type="checkbox"/>	Term 1 <input checked="" type="checkbox"/>	Date	Time	Grade	Subject
Year 2 <input type="checkbox"/>	Term 2 <input type="checkbox"/>	Dec 19, 2025		9	Sci 9

Preservice Teacher Andrew Kroon	Associate Teacher Jordan Vosman	Field Advisor Garnet Patterson
School Dr JH Gillis	Teaching Assignment Science 9 & Math 9 Support	Other Information

Comments are invited on these components of professional practice demonstrated by the Preservice Teacher: (a) planning and preparation; (b) creation of classroom environment conducive to learning; (c) engagement of all students in learning; (d) attention to professional responsibilities (e.g., self-reflection, setting professional growth targets [PGTs], contributions to school community). **These comments are based on a single classroom observation, as well as a review of the Preservice Teacher's plan book and conversations with the Preservice Teacher and the Associate Teacher.**

Andrew had a successful first practicum. He was diligent in his planning and preparation for his classes. He created an engaging introductory lab activity with the electricity unit he was covering. In class he was able to answer students' questions and reassure them when they needed a little confidence boost. He gave a couple of assessments and was able to grade them and return them promptly.

Andrew was great with the math support block he was assigned. He would work with a small group of 2-3 students on their math to help them complete assignments and other class work. The students greatly benefitted from this time with Andrew.

Andrew would often look for feedback after lessons. He tried a few different types of activities in the class, which was encouraged! For his lessons he would make unique examples that relate to the students to catch their interest.

Target(s) for further development:
When doing a lesson at the front, ensure that all students are paying attention/involved. Teach to the whole group and not just the ones that are always engaged.
Break up lessons so they aren't all lecture style, students lose focus!

Field Experience Report completed by: <input type="checkbox"/> Field Advisor <input checked="" type="checkbox"/> Associate Teacher	Overall impression of Pre-service Teacher's professional performance after observation: <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Satisfactory, with a Concern (complete a Notice of Concern) <input type="checkbox"/> Unsatisfactory (complete a Notice of Concern)
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ⁱ This report is not intended to be used as a reference. Students with more than one "unsatisfactory" report normally will not receive credit for this course. A copy of this report should be given, by email, to the Field Advisor, Associate Teacher, and Preservice Teacher.