

**ST. FRANCIS XAVIER UNIVERSITY DEPARTMENT OF TEACHER EDUCATION  
FACULTY ADVISOR/ASSOCIATE TEACHER FIELD EXPERIENCE REPORT<sup>1</sup>**

|  |  |                      |       |       |         |
|--|--|----------------------|-------|-------|---------|
| 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"/>            | November 25,<br>2025 | 10:40 | 9     | Science |

|                                     |                                    |                                     |
|-------------------------------------|------------------------------------|-------------------------------------|
| PRE-SERVICE TEACHER<br>Andrew Kroon | ASSOCIATE TEACHER<br>Jordan Vosman | FACULTY ADVISOR<br>Garnet Patterson |
| SCHOOL<br>Dr. John Hugh Gillis      | TEACHING ASSIGNMENT<br>Science 9   | OTHER INFORMATION                   |

Comments are invited on these components of professional practice demonstrated by the Pre-service 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 Pre-service Teacher's plan book and conversations with the Pre-service Teacher and her/his/their Associate Teacher.**

Andrew is teaching a unit on electrical circuits and is about to introduce series and parallel circuits. Students are currently working on simple circuits and are beginning the class with a set of problems from the previous day. Most students seem to be handling the material well but some still need some assistance and encouragement. Following the completion of the worksheet, Andrew reviewed the results and students were able to contribute solutions to the various questions. Andrew reviewed the concepts as he walked students through the questions being posed. Students were attentive and engaged.

Transitioning to the new material, Andrew directed students to a website for circuit construction and had them construct a simple circuit. As students worked, Andrew was able to circulate and assist some students who were having difficulty with the basic construction and some of the symbols. Once everyone seemed comfortable, he introduced the series circuit with more than one resistor. Andrew emphasized the key points regarding current, voltage, and resistance. He continually called on students to make contributions to the discussion and emphasized the relationships existing within the circuit. I found his explanations to be clear and concise.

Toward the end of the class, Andrew transitioned again to parallel circuits, illustrating the difference between parallel and series circuits. Students were able to construct examples of each and test some of his questions. As a group, they began to lag in this final section. This might need to be revisited in a future class.

Target(s) for further development:

You should consider beginning your class with a brief outline of your plan for the class. This will help to settle the group and give them a sense of your goals.

I found it difficult to follow some of your work on the board with the powerpoint slide being projected at the same time. It might have been better to have the lights on while you were doing this work. Otherwise, your actual boardwork is quite legible and clear.

The transition to the chromebook activity led to a lot of chatter. You should make sure you have everyone's attention again before giving them further directions. I noticed you doing this more frequently as the class progressed.

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|--|---|
| Field Experience Report completed by:<br><input checked="" type="checkbox"/> Faculty Advisor<br><input type="checkbox"/> Associate Teacher | Overall impression of Pre-service Teacher's professional performance after observation:<br><input checked="" type="checkbox"/> Satisfactory<br><input type="checkbox"/> Satisfactory, with a Concern ( <b>complete a Notice of Concern</b> )<br><input type="checkbox"/> Unsatisfactory ( <b>complete a Notice of Concern</b> ) |
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<sup>i</sup> 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 Faculty Advisor, Associate Teacher, and Pre-service Teacher.



# ST. FRANCIS XAVIER

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