

**ST. FRANCIS XAVIER UNIVERSITY DEPARTMENT OF TEACHER EDUCATION  
FACULTY ADVISOR/ASSOCIATE TEACHER FIELD EXPERIENCE REPORT<sup>i</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"/>	December 10, 2025	8:30	9	Science

PRE-SERVICE TEACHER Andrew Kroon	ASSOCIATE TEACHER Jordan Vosman	FACULTY ADVISOR Garnet Patterson
SCHOOL Dr. JH Gillis	TEACHING ASSIGNMENT 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 continuing his unit on electrical circuits and working to reinforce concepts introduced during the previous observation. The class has missed a number of days due to weather and other factors so today's class will re-visit these concepts and include some practice. Andrew began his class by outlining his plan and referencing the extended time since they had last met. He had prepared a booklet for students to use to review the concepts and solidify their understanding.

As Andrew worked through the first example, he carefully explained his process and invited student input as part of his solutions. Only a few students volunteered answers, possibly indicating a lack of confidence. Andrew's work on the board was fairly clear and legible and he is careful in his explanations. Through his two examples, he worked slowly, checking in with the group as he completed each step.

Following the detailed examples, Andrew broke the class into small groups and had them disperse to the small whiteboards to work on individual problems. As Andrew circulated, it became obvious that there is a wide range of understanding. Some students solved their problems very quickly while others had significant difficulty. It appears that additional practice will be required.

Andrew's voice levels are consistent and he can easily be heard throughout the room. He seems to have built a good rapport with his class and they respond well to him. Although they may be reluctant to volunteer, they do not seem hesitant to ask for his help and reassurance. In spite of the differences in comprehension, good progress was achieved.

Target(s) for further development:

You may need to start calling on students individually to answer your questions rather than waiting for students to volunteer. Most of the group do not appear to be comfortable in volunteering even if they have the right answer.

You might also want to have students working individually while you circulate. This will make it easier for you to see who is succeeding. You could then ask these students to illustrate their results on the board while you continue to assist others.

Field Experience Report completed by: <input checked="" type="checkbox"/> Faculty Advisor <input 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 ( <b>complete a Notice of Concern</b> ) <input type="checkbox"/> Unsatisfactory ( <b>complete a Notice of Concern</b> )
--	---

<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.