



**Preservice Teacher Evaluation Form
Year 2
Final Assessment**

Preservice Teacher Name:	
Practicum School:	
University Advisor Name:	
Associate Teacher Name:	
Grade Level/Courses:	

Rating Scale

NFD	Needs Further Development
DAE	Developing as Expected

Knowledge Indicators	NFD	DAE
Standard 1: Preservice teacher knows, responds to, and engages all students		
a. Is familiar with their students' developmental characteristics	<input type="checkbox"/>	<input type="checkbox"/>
b. Is aware of the roles of culture, language, ethnicity and gender in student learning	<input type="checkbox"/>	<input type="checkbox"/>
c. Is aware of the role of socioeconomic status in student learning	<input type="checkbox"/>	<input type="checkbox"/>
d. Is aware of the role of diversity, equity, and inclusion in student learning	<input type="checkbox"/>	<input type="checkbox"/>
e. Is aware of the diverse learning needs of students	<input type="checkbox"/>	<input type="checkbox"/>
Standard 2: Preservice teacher knows the subjects they teach and how to teach them.		
a. Has knowledge of the Nova Scotia curriculum and related documents and policies	<input type="checkbox"/>	<input type="checkbox"/>
b. Is aware of a variety of instructional resources, strategies and assessment practices	<input type="checkbox"/>	<input type="checkbox"/>
c. Has knowledge of the content area they teach	<input type="checkbox"/>	<input type="checkbox"/>
d. Is aware of how to use educational technologies as an integral part of teaching	<input type="checkbox"/>	<input type="checkbox"/>
e. Demonstrates a sufficient level of the oral and written language of instruction	<input type="checkbox"/>	<input type="checkbox"/>
Standard 3: Preservice teacher implements assessment strategies to guide teaching and learning.		
a. Is aware of multiple approaches to assessing student learning.	<input type="checkbox"/>	<input type="checkbox"/>
b. Is aware of when and how to use assessment to inform their practise.	<input type="checkbox"/>	<input type="checkbox"/>

Standard 4: Preservice teacher creates safe and positive learning environments.		
a. Is aware of establishing relationships with students as related to classroom management.	<input type="checkbox"/>	<input type="checkbox"/>
b. Is aware of classroom routines, procedures, and transitions as related to classroom management.	<input type="checkbox"/>	<input type="checkbox"/>
c. Understands the importance of involving students in classroom expectations as a strategy for classroom management.	<input type="checkbox"/>	<input type="checkbox"/>
d. Understands the importance of using a classroom code of conduct as a strategy for classroom management.	<input type="checkbox"/>	<input type="checkbox"/>
Standard 6: Preservice teacher models and promotes professionalism in teaching.		
a. Knows when and where to access the NSTU Code of Ethics.	<input type="checkbox"/>	<input type="checkbox"/>
b. Is aware of the importance of professional conduct in the personal use of social media	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		

Skills Indicators	NFD	DAE
Standard 1: Preservice teacher knows, responds to, and engages all students.		
a. Creates learning experiences that engage all students	<input type="checkbox"/>	<input type="checkbox"/>
b. Creates attainable short and long-term learning goals	<input type="checkbox"/>	<input type="checkbox"/>
c. Seeks and responds to information about student diversity	<input type="checkbox"/>	<input type="checkbox"/>
d. Seeks and responds to information about individual student learning strengths	<input type="checkbox"/>	<input type="checkbox"/>
e. Seeks and responds to information about individual student learning challenges	<input type="checkbox"/>	<input type="checkbox"/>
f. Adapts curriculum, assessment, and learning resources to include all students	<input type="checkbox"/>	<input type="checkbox"/>
Standard 2: Preservice teacher knows the subjects they teach and how to teach them.		
a. Creates detailed lesson plans, utilizing a comprehensive template provided by MSVU and/or the associate teacher(s)	<input type="checkbox"/>	<input type="checkbox"/>
b. Creates detailed lesson/unit plans, that are clearly connected to curriculum outcomes	<input type="checkbox"/>	<input type="checkbox"/>
c. Uses a range of strategies, learning experiences, and resources	<input type="checkbox"/>	<input type="checkbox"/>
d. Uses a range of technologies and representations	<input type="checkbox"/>	<input type="checkbox"/>
e. Teaches problem-solving and encourages creativity	<input type="checkbox"/>	<input type="checkbox"/>
f. Ensures that learning experiences reflect accurate and current content	<input type="checkbox"/>	<input type="checkbox"/>
g. Encourages students to reflect on their prior knowledge	<input type="checkbox"/>	<input type="checkbox"/>
h. Encourages students to pose questions and analyze ideas	<input type="checkbox"/>	<input type="checkbox"/>
i. Adjusts instruction to meet students' changing learning needs	<input type="checkbox"/>	<input type="checkbox"/>
Standard 3: Preservice teacher implements assessment strategies to guide teaching and learning.		
a. Begins to embed student assessment and evaluation in all levels of instruction	<input type="checkbox"/>	<input type="checkbox"/>
b. Aligns student assessment with learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>
c. Uses a combination of formative and summative assessment	<input type="checkbox"/>	<input type="checkbox"/>
d. Provides feedback to students that is prompt and specific	<input type="checkbox"/>	<input type="checkbox"/>
e. Assists in maintaining records that document progress in student learning	<input type="checkbox"/>	<input type="checkbox"/>
Standard 4: Preservice teacher creates safe and positive learning environments.		
a. Responds to and promotes student diversity	<input type="checkbox"/>	<input type="checkbox"/>
b. Develops positive, supportive, and respectful relationships with students	<input type="checkbox"/>	<input type="checkbox"/>
c. Models and promotes positive social behaviour	<input type="checkbox"/>	<input type="checkbox"/>
d. Teaches students how to engage in respectful interactions with one another	<input type="checkbox"/>	<input type="checkbox"/>
e. Teaches students how to behave in specific school settings	<input type="checkbox"/>	<input type="checkbox"/>
f. Manages classroom routines	<input type="checkbox"/>	<input type="checkbox"/>
g. Uses behaviour management strategies that are equitable, fair, and progressive	<input type="checkbox"/>	<input type="checkbox"/>
h. Adheres to school-wide behavioural expectations for students	<input type="checkbox"/>	<input type="checkbox"/>
i. Implements appropriate behavioural consequences consistently	<input type="checkbox"/>	<input type="checkbox"/>
j. Partners with associate teacher and professionals for challenging behaviours	<input type="checkbox"/>	<input type="checkbox"/>
k. Implements all pertinent policies and procedures related to student behaviour	<input type="checkbox"/>	<input type="checkbox"/>

Standard 6: Preservice teacher models and promotes professionalism in teaching.		
a. Models collegiality, honesty, integrity, fairness, and accountability	<input type="checkbox"/>	<input type="checkbox"/>
b. Attends to and advocates for the welfare and dignity of students	<input type="checkbox"/>	<input type="checkbox"/>
c. Engages in collaborative and respectful professional relationships with students	<input type="checkbox"/>	<input type="checkbox"/>
d. Engages in collaborative and respectful professional relationships with colleagues	<input type="checkbox"/>	<input type="checkbox"/>
e. Models' professionalism through punctuality	<input type="checkbox"/>	<input type="checkbox"/>
f. Models' professionalism through conduct and communication	<input type="checkbox"/>	<input type="checkbox"/>
g. Responds to all communication regarding the practicum in a timely and respectful manner.	<input type="checkbox"/>	<input type="checkbox"/>
h. Complies with school, regional centres, conseil scolaire, and provincial regulations	<input type="checkbox"/>	<input type="checkbox"/>
i. Complies with confidentiality requirements associated with their work	<input type="checkbox"/>	<input type="checkbox"/>
j. Has shown evidence of being a reflective practitioner and life-long learner	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		

Overall Recommendation

PASS: Receives “Developing as Expected” in 49+ indicators	<input type="checkbox"/>
FAIL: Receives “Developing as Expected” in 0-48 indicators	<input type="checkbox"/>

I have reviewed this assessment with the Preservice Teacher

Submitted by: University Advisor Associate Teacher

Date Submitted: _____ Signature: _____

Please return **no later than April 17th** to Mount Saint Vincent university, Faculty of Education, SAC 449, 166 Bedford Highway, Halifax, NS, B3M 2J6 or email BEdPracticum@msvu.ca.

Please use “nameyr2final” as the file name

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