

**Preservice Teacher Evaluation Form**

**Year 2 – Winter 2021**

**Final Assessment**

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| **Preservice Teacher Name:** | **Click or tap here to enter text.** |
| **Practicum School:** | **Click or tap here to enter text.** |
| **University Advisor Name:** | **Click or tap here to enter text.** |
| **Associate Teacher Name:** | **Click or tap here to enter text.** |
| **Grade Level/Courses:** | **Click or tap here to enter text.** |

**Rating Scale**

|  |  |
| --- | --- |
| **U** | Unsatisfactory (Performance does not meet expectations) |
| **D** | Developing (Performance is progressing towards meeting expectations)  |
| **S** | Satisfactory (Performance consistently meets expectations) |
| **N/O** | Not Observed (Not enough evidence to provide feedback)  |

| **Knowledge Indicators** | **U** | **D** | **S** | **N/O** |
| --- | --- | --- | --- | --- |
| **Standard 1: Preservice teachers, know, respond to, and engage all students.** |  |
| 1. Is familiar with their students’ developmental characteristics
 |[ ] [ ] [ ] [ ]
| 1. Understands the roles of culture, language, ethnicity, and gender in student learning
 |[ ] [ ] [ ] [ ]
| 1. Understands the role of socioeconomic status in student learning
 |[ ] [ ] [ ] [ ]
| 1. Understands the role of diversity, equity, and inclusion in student learning
 |[ ] [ ] [ ] [ ]
| 1. Is knowledgeable about the diverse learning needs of students
 |[ ] [ ] [ ] [ ]
| **Standard 2: Preservice teachers know the subject they teach and how to teach them.** |  |
| 1. Has knowledge of the Nova Scotia curriculum and related documents/ policies
 |[ ] [ ] [ ] [ ]
| 1. Is aware of a variety of instructional resources, strategies, and assessment practices
 |[ ] [ ] [ ] [ ]
| 1. Has knowledge of the content area they teach
 |[ ] [ ] [ ] [ ]
| 1. Knows the program planning process
 |[ ] [ ] [ ] [ ]
| 1. Knows how to use educational technologies as an integral part of teaching
 |[ ] [ ] [ ] [ ]
| 1. Demonstrates a sufficient level of the oral and written language of instruction
 |[ ] [ ] [ ] [ ]
| **Standard 3: Preservice teachers use ‘Assessment for and of Learning” to guide teaching and learning.** |
| 1. Understands how to evaluate and utilize assessment data from multiple sources
 |[ ] [ ] [ ] [ ]
| 1. Knows when and how to use assessment of and for learning
 |[ ] [ ] [ ] [ ]
| **Standard 4: Preservice teachers create safe and positive learning environments.** |  |
| 1. Is familiar with the varied factors that impact student behaviour
 |[ ] [ ] [ ] [ ]
| 1. Has knowledge of effective classroom management techniques
 |[ ] [ ] [ ] [ ]
| 1. Has knowledge of progressive behaviour management strategies
 |[ ] [ ] [ ] [ ]
| 1. Knows when and where to access the Provincial School Code of Conduct
 |[ ] [ ] [ ] [ ]
| **Standard 6: Preservice teachers model and promote professionalism in teaching.** |  |
| 1. Is knowledgeable about a teachers’ ethical, legal, and professional responsibilities
 |[ ] [ ] [ ] [ ]
| 1. Understands the Student Success Planning Process
 |[ ] [ ] [ ] [ ]
| 1. Understands the importance of professional conduct in the personal use of social media
 |[ ] [ ] [ ] [ ]
| **Comments:** |
| Click or tap here to enter text. |

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| **Skills Indicators** | **U** | **D** | **S** | **N/O** |
| **Standard 1: Preservice teachers know, respond to, and engage all students.** |  |
| 1. Creates learning experiences that engage all students
 |[ ] [ ] [ ] [ ]
| 1. Creates attainable learning goals
 |[ ] [ ] [ ] [ ]
| 1. Seeks and responds to information about student diversity
 |[ ] [ ] [ ] [ ]
| 1. Seeks and responds to information about individual student learning strengths
 |[ ] [ ] [ ] [ ]
| 1. Seeks and responds to information about individual student learning challenges
 |[ ] [ ] [ ] [ ]
| 1. Adapts curriculum, assessment, and learning to include all students
 |[ ] [ ] [ ] [ ]
| **Standard 2: Preservice teachers know the subject they teach and how to teach them.** |  |
| 1. Uses a range of strategies, learning experiences, and resources
 |[ ] [ ] [ ] [ ]
| 1. Uses a range of technologies and representations
 |[ ] [ ] [ ] [ ]
| 1. Teaches problem-solving and encourages creativity
 |[ ] [ ] [ ] [ ]
| 1. Ensures that learning experiences reflect accurate and current content
 |[ ] [ ] [ ] [ ]
| 1. Encourages students to reflect on their prior knowledge
 |[ ] [ ] [ ] [ ]
| 1. Encourages students to pose questions and analyze ideas
 |[ ] [ ] [ ] [ ]
| 1. Adjusts instruction to meet students’ changing learning needs
 |[ ] [ ] [ ] [ ]
| **Skills Indicators** | **U** | **D** | **S** | **N/O** |
| **Standard 3: Preservice teachers use “Assessment for and of Learning” to guide teaching and learning.** |
| 1. Embeds student assessment and evaluation in all levels of instruction
 |[ ] [ ] [ ] [ ]
| 1. Aligns student assessments with learning outcomes
 |[ ] [ ] [ ] [ ]
| 1. Uses a combination of formative and summative assessment
 |[ ] [ ] [ ] [ ]
| 1. Provides feedback to students that is prompt and specific
 |[ ] [ ] [ ] [ ]
| 1. Maintains records that document progress in student learning
 |[ ] [ ] [ ] [ ]
| **Standard 4: Preservice teachers create safe and positive learning environments.** |  |
| 1. Creates and maintains a safe and secure learning environment
 |[ ] [ ] [ ] [ ]
| 1. Responds to and promotes pride in student diversity
 |[ ] [ ] [ ] [ ]
| 1. Develops positive, supportive, and respectful relationships with students
 |[ ] [ ] [ ] [ ]
| 1. Models and promotes positive social behaviour
 |[ ] [ ] [ ] [ ]
| 1. Teaches students how to engage in respectful interactions with one another
 |[ ] [ ] [ ] [ ]
| 1. Teaches students how to behave in specific school settings
 |[ ] [ ] [ ] [ ]
| 1. Teaches students how to use communication and information technology responsibly
 |[ ] [ ] [ ] [ ]
| 1. Manages classroom routines
 |[ ] [ ] [ ] [ ]
| 1. Adheres to school-wide behavioural expectations for students
 |[ ] [ ] [ ] [ ]
| 1. Uses behaviour management strategies that are equitable, fair, and progressive
 |[ ] [ ] [ ] [ ]
| 1. Implements appropriate behavioural consequences consistently
 |[ ] [ ] [ ] [ ]
| 1. Partners with associate teacher and professionals for challenging behaviours
 |[ ] [ ] [ ] [ ]
| 1. Implements all pertinent policies and behaviours related to student behaviour
 |[ ] [ ] [ ] [ ]
| **Standard 6: Preservice teachers model and promote professionalism in teaching.** |  |
| 1. Models collegiality, honesty, integrity, fairness, and accountability
 |[ ] [ ] [ ] [ ]
| 1. Attends to and advocates for the welfare and dignity of students
 |[ ] [ ] [ ] [ ]
| 1. Engages in collaborative and respectful professional relationships with students
 |[ ] [ ] [ ] [ ]
| 1. Engages in collaborative and respectful professional relationships with colleagues
 |[ ] [ ] [ ] [ ]
| 1. Models professionalism through appropriate dress
 |[ ] [ ] [ ] [ ]
| 1. Models professionalism through punctuality
 |[ ] [ ] [ ] [ ]
| 1. Models professionalism through conduct, communication, and social media
 |[ ] [ ] [ ] [ ]
| 1. Participates in school activities
 |[ ] [ ] [ ] [ ]
| 1. Complies with school, regional centre, conseil scolaire, and provincial regulations
 |[ ] [ ] [ ] [ ]
| 1. Complies with confidentiality requirements associated with their work
 |[ ] [ ] [ ] [ ]
| 1. Demonstrates an ongoing professional commitment to education
 |[ ] [ ] [ ] [ ]
| **Comments:** |
| Click or tap here to enter text. |

**Overall Recommendation**

|  |
| --- |
| Unsatisfactory (Performance does not meet expectations) |[ ]
| Satisfactory (Performance consistently meets expectations) |[ ]

**I have reviewed this assessment with the preservice teacher:** [ ]

**Submitted by: University advisor** [ ]  **Associate teacher**: [ ]

**Date Submitted:** Click or tap here to enter text. **Signature:** Click or tap here to enter text.

Please return no later than **April 16th** to BEdPracticum@msvu.ca.

***Reports sent electronically, via email attachment, are standardly considered, for our purposes, to be an acceptable alternate to one with a handwritten signature.***