

**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](mailto:BEdPracticum@msvu.ca?subject=Yr2%20Final%20Assessment).

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