

**Preservice Teacher Evaluation Form**

**Year 2 – WINTER 2021**

**Initial Assessment**

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

**Rating Scale**

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

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| **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 aware of 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 and policies |  |  |  |  | |
| 1. Is aware of a variety of instructional resources, strategies, and assessments practices |  |  |  |  | |
| 1. Has knowledge of the content area they teach |  |  |  |  | |
| 1. Assists in 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 the need to utilize assessment data from multiple sources |  |  |  |  | |
| 1. Understands when 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 where and when to access the Provincial School Code of Conduct |  |  |  |  | |
| **Standard 6: Preservice teachers model and promote professionalism in teaching.** | | | | |  | |
| 1. Is knowledgeable about teachers’ ethical, legal, and professional responsibilities |  |  |  |  | |
| 1. Understands the importance of professional conduct in the personal use of social media |  |  |  |  | |
| **Comments:** | | | | |  | |
|  | | | | |  | |

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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 resources 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 |  |  |  |  |
| **Standard 3: Preservice teachers use “Assessment for and of Learning” to guide teaching and learning.** | | | |  |
| 1. Begins to embed student assessment and evaluation in all levels of instruction |  |  |  |  |
| 1. Aligns student assessment with learning outcomes |  |  |  |  |
| 1. Uses a combination of formative and summative assessment |  |  |  |  |
| 1. Provides feedback to students that is prompt and specific |  |  |  |  |
| 1. Assists in maintaining 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. Manages classroom routines |  |  |  |  |
| 1. Uses behaviour management strategies that are equitable, fair, and progressive |  |  |  |  |
| 1. Adheres to school-wide behavioural expectations for students |  |  |  |  |
| 1. Implements appropriate behavioural consequences consistently |  |  |  |  |
| 1. Partners with associate teacher and professionals for challenging behaviours |  |  |  |  |
| 1. Implements all pertinent policies and procedures 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 centres, conseil scolaire, and provincial regulations |  |  |  |  |
| 1. Complies with confidentiality requirements associated with their work |  |  |  |  |
| 1. Demonstrates an ongoing professional commitment to education |  |  |  |  |
| **Comments:** | | | |  |
|  | | | |  |

**Overall Recommendation**

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| --- | --- |
| Unsatisfactory (Performance does not meet expectations) |  |
| Developing (Performance is progressing toward meeting 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 February 12th** [**BEdPracticum@msvu.ca**](mailto: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.***