



**Preservice Teacher Evaluation Form
Year 1
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 role of diversity, equity, and inclusion in student learning	<input type="checkbox"/>	<input type="checkbox"/>
c. 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. Has knowledge of the content area they teach	<input type="checkbox"/>	<input type="checkbox"/>
c. Is aware of how to use educational technologies as an integral part of teaching	<input type="checkbox"/>	<input type="checkbox"/>
d. 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"/>
Standard 2: Preservice teacher knows the subjects they teach and how to teach them.		
a. Uses a range of strategies, learning experiences, and resources	<input type="checkbox"/>	<input type="checkbox"/>
b. Uses a range of technologies and representations	<input type="checkbox"/>	<input type="checkbox"/>
c. Teaches problem-solving and encourages creativity	<input type="checkbox"/>	<input type="checkbox"/>
d. Ensures that learning experiences reflect accurate and current content	<input type="checkbox"/>	<input type="checkbox"/>
e. Encourages students to reflect on their prior knowledge	<input type="checkbox"/>	<input type="checkbox"/>
f. Encourages students to pose questions and analyze ideas	<input type="checkbox"/>	<input type="checkbox"/>
g. 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. Aligns student assessment with learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>
b. Uses a combination of formative and summative assessment	<input type="checkbox"/>	<input type="checkbox"/>
c. Provides feedback to students that is prompt and specific	<input type="checkbox"/>	<input type="checkbox"/>
d. 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. Teaches students how to engage in respectful interactions with one another	<input type="checkbox"/>	<input type="checkbox"/>
d. Teaches students how to behave in specific school settings	<input type="checkbox"/>	<input type="checkbox"/>
e. Assists in managing classroom routines	<input type="checkbox"/>	<input type="checkbox"/>
f. Implements appropriate behavioural consequences consistently	<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 confidentiality requirements associated with their work	<input type="checkbox"/>	<input type="checkbox"/>
i. 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 36+ indicators	<input type="checkbox"/>
*PASS WITH RESERVATION: Receives “Developing as Expected” in 24-36 indicators	<input type="checkbox"/>
FAIL: Receives “Developing as Expected” in 0-23 indicators	<input type="checkbox"/>

If a “Pass with Reservation” is given, please indicate the main areas of concern and associated recommendations for development for the year 2 practicum.

I have reviewed this assessment with the Preservice Teacher

Submitted by: University Advisor Associate Teacher

Date Submitted: _____ Signature: _____

Please return **no later than May 16th** to Mount Saint Vincent university, Faculty of Education, SAC 449, 166 Bedford Highway, Halifax, NS, B3M 2J6 or email 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.