



Pre-service Teacher Practicum Assessment and Evaluation

PRACTICUM 1

Completed by: University Advisor

Pre-service Teacher Name: _____

Practicum School: _____

University Advisor Name: _____

Associate Teacher Name: _____

Grade Level/Courses: _____

**Please remember to
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BEFORE you fill it out!
Thank you.**

PROFESSIONAL COMPETENCY 1

Pre-service teachers are in the early stages of developing their knowledge around issues of equity, social justice, inclusion and diversity education and the uniqueness of Nova Scotian context.

Expectations: In Practicum 1, pre-service teachers have a beginning understanding of issues of equity, social justice, inclusion and diversity education. They are becoming aware of the **historical and contemporary marginalization** experienced in schools by Mi'kmaw learners, African Nova Scotian learners, Acadian learners, children living in poverty, LGBTQ2 learners, newcomers, rural learners, and ELL learners in Nova Scotia. They are beginning to understand the **Truth and Reconciliation Commission's Calls to Action** and the **Treaty Education** process in Nova Scotia. They are beginning to seek and respond to information about **learner diversity**.

Describe the strengths and recommended areas of growth for the pre-service teacher in relation to this professional competency. As you make these comments, please remember they are on their first practicum.

Please select ONE to assess the pre-service teacher on Professional Competency 1 for this practicum:

Not enough evidence to assess

Not meeting expectations for this stage of development

Meeting some of the expectations for this stage of development

Meeting most/all expectations for this stage of development

PROFESSIONAL COMPETENCY 2

Pre-service teachers are in the early stages of developing their knowledge of the Nova Scotia curriculum, educational policies and priorities.

Expectations: In Practicum 1, pre-service teachers are beginning to understand the **Nova Scotia Curriculum**. They are developing awareness of key **policies** that guide education. They have a beginning knowledge of the educational **priorities** as set out by the region and province. They are beginning to inquire about these documents and frameworks from a lens of **social justice, equity and inclusion**.

Describe the strengths and recommended areas of growth for the pre-service teacher in relation to this professional competency. As you make these comments, please remember they are on their first practicum.

Please select ONE to assess the pre-service teacher on Professional Competency 2 for this practicum:

Not enough evidence to assess

Not meeting expectations for this stage of development

Meeting some of the expectations for this stage of development

Meeting most/all expectations for this stage of development



PROFESSIONAL COMPETENCY 3

Pre-service teachers are in the early stages of developing content, pedagogical and technological knowledge in the areas they teach.

Expectations: In Practicum 1, pre-service teachers are developing knowledge about the **content area(s)** that they teach. They are beginning to use content knowledge to **design lesson and unit plans** to guide teaching, learning practices and assessment practices. They are beginning to develop a repertoire of **instructional practices** to engage all students in learning. They are beginning to enact **classroom routines** that effectively promote positive learner engagement. They are beginning to develop their **teacher presence** to allow them to effectively engage learners and maximize student learning.

Describe the strengths and recommended areas of growth for the pre-service teacher in relation to this professional competency. As you make these comments, please remember they are on their first practicum.

Please select ONE to assess the pre-service teacher on Professional Competency 3 for this practicum:

***Not enough
evidence to
assess***

***Not meeting
expectations for this
stage of development***

***Meeting some of the
expectations for this
stage of development***

***Meeting most/all
expectations for this
stage of development***

PROFESSIONAL COMPETENCY 4

Pre-service teachers are beginning to understand and use assessment for and of learning to inform teaching and learning practices.

Expectations: In Practicum 1, pre-service teachers have a beginning understanding of the **principles of assessment** for and of learning, and how these interconnect with teaching and learning practices. They are beginning to use **a variety of accessible assessment tools**, strategies, technologies and techniques (formative, summative) that enable learners to demonstrate their learning in multiple ways. They are beginning to communicate prompt and specific descriptive **feedback** to learners.

Describe the strengths and recommended areas of growth for the pre-service teacher in relation to this professional competency. As you make these comments, please remember they are on their first practicum.

Please select ONE to assess the pre-service teacher on Professional Competency 4 for this practicum:

***Not enough
evidence to
assess***

***Not meeting
expectations for this
stage of development***

***Meeting some of the
expectations for this
stage of development***

***Meeting most/all
expectations for this
stage of development***



PROFESSIONAL COMPETENCY 5

Pre-service teachers are in the early stages of understanding how to establish safe, diverse and equitable learning environments to engage all learners.

Expectations: In Practicum 1, pre-service teachers are beginning to understand how to develop **positive relationships** with each learner, characterized by mutual respect. They understand the importance of believing in **success for all learners** and recognize students' capacity to succeed and be engaged in learning. They are growing in their awareness of how to employ a wide variety of techniques that foster safe, equitable, inclusive, engaging, restorative and **growth-promoting learning environments**. They are beginning to develop their **teacher identity** and **teacher presence**.

Describe the strengths and recommended areas of growth for the pre-service teacher in relation to this professional competency. As you make these comments, please remember they are on their first practicum.

Please select ONE to assess the pre-service teacher on Professional Competency 5 for this practicum:

***Not enough
evidence to
assess***

***Not meeting
expectations for this
stage of development***

***Meeting some of the
expectations for this
stage of development***

***Meeting most/all
expectations for this
stage of development***

PROFESSIONAL COMPETENCY 6

Pre-service teachers model professionalism and are beginning to understand the importance of engaging in professional relationships and professional learning.

Expectations: In Practicum 1, pre-service teachers adhere to **NSTU Code of Ethics**. They model **professionalism** and ethics of digital citizenship through appropriate communication and conduct in all learning environments, both in-person and online. They model professionalism through attention to punctuality, organization, comprehensive preparation, and planning. They are beginning to understand the importance of engaging professionally with all **members of the learning community**, including principals, teachers, parents, and community members. They are beginning to understand the importance of engaging in **professional learning**.

Describe the strengths and recommended areas of growth for the pre-service teacher in relation to this professional competency. As you make these comments, please remember they are on their first practicum.

Please select ONE to assess the pre-service teacher on Professional Competency 6 for this practicum:

***Not enough
evidence to
assess***

***Not meeting
expectations for this
stage of development***

***Meeting some of the
expectations for this
stage of development***

***Meeting most/all
expectations for this
stage of development***

GENERAL COMMENTS

Please use this textbox for any final comments.

SUMMATIVE EVALUATION OF PRACTICUM 1

(remember to consider stage of development as pre-service teacher)

PASS: Receives “Meeting some expectations” or “Meeting most/all expectations” in **all** Professional Competencies.

PASS WITH RESERVATIONS: Receives “Meeting some expectations” or “Meeting most/all expectations” in **5 (out of 6)** Professional Competencies. Receives “Not meeting expectations” in **one (1)** Professional Competency.

FAIL: Receives “Not meeting expectations” in **more than one** Professional Competency.

Use Fill & Sign function in Adobe Acrobat, or type name below

Signature: _____

Date: _____

How to return this form:

Save with filename: “**Pract1_(Pre-service teacher’s last name)_(First name)_UA**”
(UA is for University Advisor)

Example for Pre-service Teacher Jane Doe: “**Pract1_Doe_Jane_UA.pdf**”

Email file to **bedpract@acadiau.ca**