



Pre-service Teacher Practicum Assessment and Evaluation

PRACTICUM 3

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 refining their knowledge and have some skills to address issues of equity, social justice, inclusion and diversity education and the uniqueness of Nova Scotian context.

Expectations: In Practicum 3, pre-service teachers are refining their knowledge and have some skills to address issues of equity, social justice, inclusion and diversity education. They are becoming increasingly 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 refining their understanding of 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**. They are beginning to reflect these growing understandings in their **teaching practices**.

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 third 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 beginning to effectively navigate and use the Nova Scotia curriculum, and are developing awareness of educational policies and priorities.

Expectations: In Practicum 3, pre-service teachers are beginning to effectively navigate and use the **Nova Scotia Curriculum**. They are developing awareness of key **policies** that guide education. They have increased knowledge of the educational **priorities** as set out by the region and province. They are beginning to inquire critically about these documents and frameworks from a lens of **social justice, equity and inclusion**. They are becoming aware of **culturally responsive pedagogies** in an effort to **decolonize curriculum**.

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 third 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 **refining** their content, pedagogical and technological knowledge in the areas they teach.

Expectations: In Practicum 3, pre-service teachers are refining their knowledge about the **content area(s)** that they teach. They are refining their ability to use content knowledge to **design lesson and unit plans** to guide teaching, learning practices and assessment practices. They are developing a repertoire of **instructional practices** to engage all students in learning. They are beginning to integrate **technology** to support learning. They are beginning to **integrate** curriculum across disciplines. They are increasingly enacting **classroom routines** that effectively promote positive learner engagement. They are refining 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 third 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 **refining** their understanding of and **increasing their use** of assessment for and of learning to inform teaching and learning practices.

Expectations: In Practicum 3, pre-service teachers are refining their understanding of the **principles of assessment** for and of learning and how these interconnect with teaching and learning practices. They are building a repertoire that includes 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 analyze and interpret information from a **variety of data sources**. They are beginning communicate prompt and specific descriptive **feedback** to learners. They are increasing their ability to design **culturally responsive assessment** tasks.

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 third 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 **demonstrate a repertoire of practices** that support safe, diverse and equitable learning environments to engage all learners.

Expectations: In Practicum 3, pre-service teachers are developing **positive relationships** with each learner characterized by mutual respect. They understand the importance of believing in **success for all learners** and recognizes students' capacity to succeed and be engaged in learning. They are beginning to employ a wide variety of techniques that foster safe, equitable, inclusive, engaging, restorative and **growth promoting learning environments**. They are refining 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 third 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, engage in professional relationships, and engage in professional learning**.

Expectations: In Practicum 3, 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 engaging professionally with all **members of the learning community**, including principals, teachers, parents, and community members. They are 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 third 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 3

(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: “**Pract3_(Pre-service teacher’s last name)_(First name)_UA**”
(UA is for University Advisor)

Example for Pre-service Teacher Jane Doe: “**Pract3_Doe_Jane_UA.pdf**”

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