



Pre-service Teacher Practicum Assessment and Evaluation

PRACTICUM 4

Completed by: Associate Teacher

Pre-service Teacher Name: _____

Practicum School: _____

University Advisor Name: _____

Associate Teacher Name: _____

Grade Level/Courses: _____

**Please remember to
DOWNLOAD and SAVE
this form to your computer
BEFORE you fill it out!
Thank you.**



PROFESSIONAL COMPETENCY 1

*Pre-service teachers **have foundational knowledge about and have a repertoire of skills to address issues of equity, social justice, inclusion and diversity education and the uniqueness of Nova Scotian context.***

Expectations: In Practicum 4, pre-service teachers have foundational knowledge about issues of equity, social justice, inclusion and diversity education. They have a strong understanding 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 growing in 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 consider social justice as they critically reflect on 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 fourth 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 **can effectively navigate and use the Nova Scotia curriculum and have strong awareness of educational policies and priorities.***

Expectations: In Practicum 4, pre-service teachers can effectively navigate and use the **Nova Scotia Curriculum**. They have strong awareness of key **policies** that guide education. They have a solid understanding of the educational **priorities** as set out by the region and province. They are inquiring critically about these documents and frameworks from a lens of **social justice, equity and inclusion**. They are increasing their abilities to adopt **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 fourth 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 **applying** their content, pedagogical and technological knowledge to their teaching practice.

Expectations: In Practicum 4, pre-service teachers are applying knowledge about the **content area(s)** that they teach. They are applying content knowledge to **design lesson and unit plans** to guide teaching, learning practices and assessment practices. They are able to **integrate** curriculum across disciplines. They have a repertoire of **instructional practices** to engage all students in learning. They are beginning to integrate **technology** to support learning. They are enacting **classroom routines** that effectively promote positive learner engagement. They have a well-established **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 fourth 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 **understand and use** assessment for and of learning to inform teaching and learning practices.

Expectations: In Practicum 4, pre-service teachers understand 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 analyze and interpret information from a **variety of data sources**. They are beginning to 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 fourth 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 **establish and maintain** safe, diverse and equitable learning environments to engage all learners.

Expectations: In Practicum 4, 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 recognize students' capacity to succeed and be engaged in learning. They employ a wide variety of techniques that foster safe, equitable, inclusive, engaging, restorative and **growth promoting learning environments**. They have a strong **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 fourth 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 4, 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 fourth 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 4

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

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

FAIL: Receives “Not meeting expectations” and/or “Meeting some expectations” in **one or more** of the Professional Competencies.

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

Signature: _____

Date: _____

How to return this form:

Save with filename: “**Pract4_(Pre-service teacher’s last name)_(First name)_AT**”
(AT is for Associate Teacher)

Example for Pre-service Teacher Jane Doe: “**Pract4_Doe_Jane_AT.pdf**”

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