

## Review form: Teaching Practice, **VFU subject 2**, 7-9 and GY

<b>VFU subject 2</b> <b>Name of the Course:</b> <b>Kurskod:</b> <input type="checkbox"/>			
<b>Term:</b> <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> 7-9 <input type="checkbox"/> GY			
<b>Name of the School, Country</b>			
<b>Student's name</b>	<b>Studentens pers.nr/id-nr</b>		
<b>Subject</b>			
<b>Attendance number of days:</b>	<b>Dates:</b>	<b>The number of lessons planned and completed by the student</b>	
<b>Student's email address</b>			
<b>Supervisor's name</b>		<b>Supervisor's tel nb</b>	
<b>Supervisor's email address</b>			

- **Information to the VFU supervisor when issuing the assessment of the student's goal achievements.**
- Keep in mind: The document, which is a printable pdf, must first be downloaded to the computer before being opened. After that, it can be filled in. Don't forget to save each time before closing the document - it is not saved automatically.
- The table shows the course objectives and assessment criteria for teaching practice education (VFU). With the help of the document, you provide a professional basis for judging the student's applied didactic and social teaching skills. Your judgment is part of the assessment process of the student's goal achievement in VFU (however it is the examiner at the university who determines the grade and can, if necessary, contact you as a supervisor for additional information).
- You tick the boxes where you consider the description to be consistent with your observations of the student's knowledge and actions in relation to the current course objective and criteria. It is important that you also justify/exemplify your judgments where this is requested.
- At the end of the VFU, when all VFU days have been completed, you send the assessment form to the course supervisor examiner. Since your judgment is the basis for examination, it is important that the document is handled with care. Make a copy before submitting the evaluation form. Send the original in the manner specified by the course supervisor no later than one week after completing the VFU, unless otherwise specified. The students must not submit the form.
- If the student has not completed his VFU within the regular course time, please inform the course supervisor that the evaluation form will be sent in later.

COURSE OBJECTIVES DIDACTIC ABILITY	THE STUDENT FULFILLS BASIC CRITERIA	THE STUDENT FULFILLS HIGHER CRITERIA	THE STUDENT DOES NOT FULFILL THE CRITERIA
1. Plan a larger work area or several smaller work areas in the subject based on current governing documents and subject didactic theories and models	<input type="checkbox"/> The student independently draws up (after consultation with the supervisor) a clear plan for a larger work area or several smaller work areas in the subject		<input type="checkbox"/> does not meet the criteria
	<input type="checkbox"/> The student describes, based on current governing documents and subject didactic theories/models, his choices of relevant subject content and varied work methods	<input type="checkbox"/> The student describes and justifies, based on current governing documents and subject didactic theories/models, his choices of relevant subject content and varied work forms	<input type="checkbox"/> does not meet the criteria
	<input type="checkbox"/> The student reviews critically and selects adequate teaching aids, including analogue and digital aids, and describes in the planning how the content is adapted to the pupils' and the activities' conditions (ordinary adaptations, e.g. tasks at different levels, of the teaching are described in the planning)	<input type="checkbox"/> The student critically examines and selects adequate teaching aids, including analogue and digital aids, and describes and justifies in the planning how the content is adapted to the pupils' and the activities' conditions (ordinary adaptations, e.g. tasks at different levels, of the teaching are described in the planning)	<input type="checkbox"/> does not meet the criteria

Here you clarify your judgment with concrete examples of actions that the student has carried out. (feel free to use **no. 1 in the Characteristics table** where the various skills/abilities are exemplified):

COURSE OBJECTIVES DIDACTIC ABILITY	THE STUDENT FULFILLS BASIC CRITERIA	THE STUDENT FULFILLS HIGHER CRITERIA	THE STUDENT DOES NOT FULFILL THE CRITERIA
2. Implement and lead planned teaching in <i>the subject</i> and adapt the teaching to prevailing conditions and to the students' knowledge and needs	<input type="checkbox"/> The student carries out planned teaching <b>in a functional way</b> and adapts the content and complexity of the teaching to the pupil group, individuals, situation and conditions/needs	<input type="checkbox"/> The student carries out planned teaching in a <b>functioning way</b> and <b>adapts</b> the content and complexity of the teaching <b>well</b> to the pupils group and the situation	<input type="checkbox"/> does not meet the criteria
	<input type="checkbox"/> The student applies the current governing documents and concretizes and communicates this to the pupils <b>in an understandable way</b>		<input type="checkbox"/> does not meet the criteria
	<input type="checkbox"/> The student is responsible for managing transitions (e.g. between different lessons or between the day's start/break/school meal and lesson) <b>in a functional way</b>		<input type="checkbox"/> does not meet the criteria
	<input type="checkbox"/> The student carries out planned teaching with a functioning leadership and uses voice, pace and body language <b>in a committed and clear way</b>	<input type="checkbox"/> The student carries out planned teaching with a functioning leadership and uses voice, pace and body language <b>in a committed, clear, safe and varied way</b>	<input type="checkbox"/> does not meet the criteria

Here you clarify your judgment with concrete examples of actions that the student has carried out. (feel free to use no. 2 in the Characteristics table where the various skills/abilities are exemplified):

COURSE OBJECTIVES DIDACTIC ABILITY	THE STUDENT FULFILLS BASIC CRITERIA	THE STUDENT FULFILLS HIGHER CRITERIA	THE STUDENT DOES NOT FULFILL THE CRITERIA
3. Evaluate and follow up planned and implemented teaching <i>in the subject</i> and reflect on the pupils' learning	<input type="checkbox"/> The student evaluates his plans and his implementation in relation to steering documents and didactic considerations		<input type="checkbox"/> does not meet the criteria
	<input type="checkbox"/> The student reflects on strengths and weaknesses in his teaching and his leadership in relation to the pupils' learning		<input type="checkbox"/> does not meet the criteria
	<input type="checkbox"/> The student follows up and gives <b>constructive examples</b> of how planning, implementation and leadership can be developed to increase pupils learning	<input type="checkbox"/> The student follows up and gives <b>constructive and well-founded</b> examples of how planning, implementation and leadership can be developed to increase pupils' learning, <b>with support in guiding documents and/or subject didactic theories</b>	<input type="checkbox"/> does not meet the criteria

Here you clarify your judgment with concrete examples of actions that the student has carried out. (feel free to use **no. 3 in the Characteristics table** where the various skills/abilities are exemplified):

COURSE OBJECTIVES DIDACTIC ABILITY	THE STUDENT FULFILLS BASIC CRITERIA	THE STUDENT FULFILLS HIGHER CRITERIA	THE STUDENT DOES NOT FULFILL THE CRITERIA
4. Document, assess and feedback pupils' knowledge and learning in Social Studies	<input type="checkbox"/> The student documents and assesses <b>in a clear and functional way</b> pupils' knowledge and learning (summative and formative) in relation to the requirements of the governing documents, so that the documentation is useful for its purpose	The student documents and assesses <b>in a clear, systematic and well-functioning way</b> pupils' knowledge and learning (summative and formative) in relation to the requirements of the governing documents, so that the documentation is useful for its purpose	<input type="checkbox"/> does not meet the criteria
	<input type="checkbox"/> The student communicates and justifies his assessment <b>in an understandable way</b> to pupils (by arguing for his positions and the balances made in relation to the requirements of the governing documents)		<input type="checkbox"/> does not meet the criteria

Here you clarify your judgment with concrete examples of actions that the student has carried out. (feel free to use **no. 5 in the Characteristics table** where the various skills/abilities are exemplified):

COURSE OBJECTIVES DIDACTIC ABILITY	THE STUDENT FULFILLS BASIC CRITERIA	THE STUDENT DOES NOT FULFILL THE CRITERIA
5. Adapt ones communication to different pupils and situations	<input type="checkbox"/> The student establishes good contact with the pupils and communicates (talks with, listens to, observes and pays attention to) in an empathetic way with different pupils	<input type="checkbox"/> does not meet the criteria
	<input type="checkbox"/> The student adapts his communication to pupils' different conditions and prerequisites and expresses himself comprehensibly and respectfully	<input type="checkbox"/> does not meet the criteria
	<input type="checkbox"/> The student adapts his communication to different situations in an appropriate and functional way	<input type="checkbox"/> does not meet the criteria

Here you clarify your judgment with concrete examples of actions that the student has carried out. (feel free to use **no. 6 in the Characteristics table** where the various skills/abilities are exemplified):

COURSE OBJECTIVES DIDACTIC ABILITY	THE STUDENT FULFILLS BASIC CRITERIA	THE STUDENT FULFILLS HIGHER CRITERIA	THE STUDENT DOES NOT FULFILL THE CRITERIA
6. Interact with diverse pupils, school staff and guardians	<input type="checkbox"/> The student interacts with different pupils in different contexts and handles his relationships with pupils <b>in an appropriate and responsible way</b>		<input type="checkbox"/> does not meet the criteria
	<input type="checkbox"/> The student interacts with school staff and guardians (when possible) <b>in an appropriate manner</b> and demonstrates a basic professional ethical awareness in both words and actions		<input type="checkbox"/> does not meet the criteria

Here you clarify your judgment with concrete examples of actions that the student has carried out. (feel free to use **no. 8 in the Characteristics table** where the various skills/abilities are exemplified):

COURSE OBJECTIVES DIDACTIC ABILITY	THE STUDENT FULFILLS BASIC CRITERIA	THE STUDENT FULFILLS HIGHER CRITERIA	THE STUDENT DOES NOT FULFILL THE CRITERIA
7. Reflect on the future professional role and constructive criticism	<input type="checkbox"/> The student reflects on his strengths and weaknesses in the professional role		<input type="checkbox"/> does not meet the criteria
	<input type="checkbox"/> The student receives constructive criticism in a responsive, open and positive way		<input type="checkbox"/> does not meet the criteria
	<input type="checkbox"/> The student gives, based on reflection and constructive criticism, concrete examples of how their own actions and subject knowledge can develop		<input type="checkbox"/> does not meet the criteria

Here you clarify your judgment with concrete examples of actions that the student has carried out. (feel free to use **no. 9 in the Characteristics table** where the various skills/abilities are exemplified):



Describe how you perceive the student's efforts during the VFU period as a whole.  
You can also inform here if there were special circumstances during the VFU period that the examiner should be aware of.

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The student has read the review

If a tripartite conversation/visit by a university teacher has been carried out during the VFU period, enter the teacher's name:

The date and Supervisor's signature (No signature is needed for digital submission)

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date and Supervisor's signature

See the tutor letter for information on how to submit the review form

NOTE: Remember to make a copy before submitting the form! And keep in mind that this document, once submitted, is a public document and subject to the principle of public disclosure. It must be kept by the responsible institution for two years.