

## Review form: Teaching Practice, **VFU 4**, Teaching Program 4-6

<b>Name of the Course: Teaching practice 4, Mathematics GLP 4-6</b> <b>Course: 973G41</b> <b>Term:</b> <input type="checkbox"/> Autumn <input type="checkbox"/> Spring			
<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>Number of lessons (40-60 min) planned and completed by student</b>	
<b>Student's email adress</b>			
<b>Supervisor's name</b>		<b>Supervisor's tel nb</b>	
<b>Supervisor's email adress</b>			

### Information to the VFU supervisor when issuing the assessment of the student's goal achievements.

- Keep in mind: This 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 themselves must not submit the form, but can have a copy. 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 defined work area in Mathematics based on current governing documents and subject didactic theories and model	<input type="checkbox"/> <b>With some support from the supervisor</b> , the student draws up a clear plan based on the students' current level of knowledge, for a series of lessons in mathematics, with varied working methods. The planning also describes transitions between different elements and lessons.	<input type="checkbox"/> The student <b>establishes independently (after possible consultation with the supervisor)</b> a clear plan for a series of lessons in mathematics, with progression between lessons, with varied working methods	<input type="checkbox"/> does not meet the criteria
	<input type="checkbox"/> The student's plans have a clear progression between lessons		<input type="checkbox"/> does not meet the criteria
	<input type="checkbox"/> The student plans for regular adaptations (e.g. extra tasks/tasks at different levels) of the teaching based on the circumstances (students level of knowledge, available material..)		<input type="checkbox"/> does not meet the criteria
	<input type="checkbox"/> The student's planning is based on current governing documents and the student <b>justifies</b> his pedagogical choices based on the governing documents and subject didactic theories	<input type="checkbox"/> The student's planning is based on current governing documents and the student <b>justifies well</b> based on the governing documents and subject didactic theories	<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. Carry out and lead planned teaching of a series of lessons within a work area in the subject of mathematics and adapt the teaching to the students' age and conditions	<input type="checkbox"/> The student carries out planned teaching in a <b>functional way</b> and <b>adapts</b> the content and complexity of the teaching to the pupil group, situation and conditions/needs	<input type="checkbox"/> The student carries out planned teaching in a <b>well-functioning way</b> and <b>adapts</b> the content and complexity of the teaching <b>well</b> to the pupil's group and the situation	<input type="checkbox"/> does not meet the criteria
	<input type="checkbox"/> The student is responsible for holding (at least) two full days of coherent teaching and managing the start of the day, transitions between lessons, breaks, school meals and the end of the day in a functional way		<input type="checkbox"/> does not meet the criteria
	<input checked="" 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
	<input type="checkbox"/> The student explains teaching content and concepts in a language that is clear and comprehensible and adapted to the student group and situation.		<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 completed lesson series within a work area in the subject of mathematics and reflect on the students' learning	<input type="checkbox"/> The student, together with the supervisor, 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 knowledge within the subject area of mathematics	<input type="checkbox"/> The student provides pupils with relevant and varied opportunities to demonstrate their knowledge (oral, written, practical, in groups, individually, etc.)		<input type="checkbox"/> does not meet the criteria
	<input type="checkbox"/> The student <b>clearly</b> documents and assesses the pupils' development of knowledge, using some assessment instruments	The student <b>clearly and systematically</b> documents and assesses the student's development of knowledge, using some assessment instruments	<input type="checkbox"/> does not meet the criteria
	<input type="checkbox"/> The student communicates and justifies his assessment of the pupils' knowledge <b>in an understandable manner</b> , (in relation to the requirements of the governing documents)	<input type="checkbox"/> The student communicates and justifies his assessment of the pupils' knowledge <b>in an understandable and well-thought-out way</b> , (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. 4 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. Show a good balance between closeness and distance in social relationships and adapt communication to students' different conditions and conditions	<input type="checkbox"/> The student establishes good and functioning relationships without losing professional integrity	<input type="checkbox"/> does not meet the criteria
	<input type="checkbox"/> The student listens, observes and pays attention to pupils' different needs and abilities	<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 in an understandable 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 DOES NOT FULFILL THE CRITERIA
6. Analyze the consequences of his/her own actions	<input type="checkbox"/> The student analyzes the consequences of his/her own actions and draws relevant conclusions for how the actions affect the teaching and the pupils	<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 three-party conversation/visit by a university teacher has been carried out during the VFU period, enter the teacher's name:

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

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.