

Review form: Teaching Practice, **VFU subject 1, 7-9 and GY**

VFU subject 1		Name of the Course:	
Kurskod: <input type="checkbox"/>		<input type="checkbox"/>	
Term: <input type="checkbox"/> Autumn	<input type="checkbox"/> Spring	<input type="checkbox"/> 7-9	<input type="checkbox"/> GY
Name of the School, Country			
Student's name		Studentens pers.nr/id-nr	
Subject			
Attendance number of days:	Dates:	The number of lessons planned and completed by the student	
Student's email adress			
Supervisor's name		Supervisor's tel nb	
Supervisor's email adress			

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 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 <i>the subject</i> , based on current governing documents and subject didactic theories and model	<input type="checkbox"/> The student draws up, in consultation with the supervisor , a clear plan for a work area in the subject	<input type="checkbox"/> The student establishes independently and develops, after consultation with the supervisor , a clear plan for a work area 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 forms	<input type="checkbox"/> The student describes and justifies , based on current governing documents and subject didactic theories/models, their choices of relevant subject content and varied work forms	<input type="checkbox"/> does not meet the criteria
	<input type="checkbox"/> The student chooses adequate teaching aids, including analog 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 chooses 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 pupils' needs	<input type="checkbox"/> The student carries out planned teaching in a functional way and adapts 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 well-functioning way and adapts the content and complexity of the teaching well to the pupil's group and the situation	<input type="checkbox"/> does not meet the criteria
	<input type="checkbox"/> The student applies the current governing document and concretizes and communicates this to the pupils in an understandable way		<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 today's start/break/school meal and lesson) in a functional way		<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 in a committed and clear way	<input type="checkbox"/> The student carries out planned teaching with a functioning leadership and uses voice, pace and body language in a committed, clear, safe and varied 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. 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 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 constructive examples of how planning, implementation and leadership can be developed to increase pupils' learning	<input type="checkbox"/> The student follows up and gives constructive and well-founded examples of how planning, implementation and leadership can be developed to increase pupils' learning, with support in guiding documents and/or 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. 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. Discuss documentation and assessment of students' knowledge and learning in Social Studies with the supervisor	<input type="checkbox"/> The student discusses, together with the supervisor, different ways to document and assess knowledge and learning (summative and formative)		<input type="checkbox"/> does not meet the criteria
	<input type="checkbox"/> The student discusses, together with the supervisor, examples of how a clear documentation of students' knowledge and learning can look like and relates in a relevant way to the governing documents in the discussion	<input type="checkbox"/> The student discusses, together with the supervisor, examples of how a clear documentation of students' knowledge and learning can look like and relates in a relevant and well-founded way to the governing documents in the discussion	<input type="checkbox"/> does not meet the criteria
	<input type="checkbox"/> The student discusses, together with the supervisor, examples of how an assessment can be communicated and motivated in an understandable way for the students, 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. Acts responsibly based on the school's value base	<input type="checkbox"/> The student takes responsibility for his actions and acts as a role model in the school environment by showing responsible and empathetic behavior	<input type="checkbox"/> does not meet the criteria
	<input type="checkbox"/> The student acts flexibly based on the requirements of the current situation and with regard to the school's value bas	<input type="checkbox"/> does not meet the criteria
	<input type="checkbox"/> The student is present and supports the pupils when necessary	<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. 7 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. take initiative in educational activities	<input type="checkbox"/> The student takes the initiative to interact with students and staff and demonstrates appropriate and respectful behavior		<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. show self-awareness and responsiveness to constructive criticism	<input type="checkbox"/> The student shows self-awareness by reflecting on his professional role in an empathetic way (e.g. takes into account the students' learning and his own need for additional knowledge)		<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

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.

The student has read the review

If a three-part 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)

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.