

Review form: Teaching Practice, **VFU 5**, Teaching Program F-3

Name of the Course: Teaching practice 5, Science Subjects (NO) GLP F-3 Course: 972G28 Term: <input type="checkbox"/> Autumn <input type="checkbox"/> Spring			
Name of the School, Country			
Student's name		Studentens pers.nr/id-nr	
Subject			
Attendance, number of days:	Dates:	Number of lessons (40-60 min) planned and completed by 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: 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 DOES NOT FULFILL THE CRITERIA
1. Plan lessons within the science subjects (chemistry, physics, biology and technology), based on(the current governing documents) and didactic theories	<input type="checkbox"/> The student establishes (after consultation with the supervisor) a clear plan within the science subjects based on the pupils' current level of knowledge, with varied working methods. Clear means that the planning includes both an overview of the progression and a detailed plan, so that the teaching is structured and understandable. The planning also describes transitions between different elements and 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 teaching material etc)	<input type="checkbox"/> does not meet the criteria
	<input type="checkbox"/> The student's planning is based on current governing documents and the student justifies his pedagogical choices based on (<i>the governing documents</i> and) subject didactic theories	<input type="checkbox"/> does not meet the criteria
	<input type="checkbox"/> The student carries out a relevant risk analysis linked to planned teaching in the current subject	<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 DOES NOT FULFILL THE CRITERIA
2. Carry out and lead planned teaching within the science subjects and adapt the teaching to the students' age and circumstances	<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"/> 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 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
	<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"/> 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 DOES NOT FULFILL THE CRITERIA
3. Evaluate and follow up planned and completed lesson series within a work area of the science subjects of and reflect on the students' learning	<input type="checkbox"/> The student, together with the supervisor, evaluates his/her plans and his implementation in relation (<i>to government documents</i>) and didactic considerations	<input type="checkbox"/> does not meet the criteria
	<input type="checkbox"/> The student reflects on strengths and weaknesses in his/her 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"/> 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 DOES NOT FULFILL THE CRITERIA
4. Try different forms of assessment in relation to the science subjects and feed the assessment back to the pupils or group of students.	<input type="checkbox"/> The student provides students with relevant and varied opportunities to demonstrate their knowledge (oral, written, practical, in groups, individually, etc.) using some assessment instruments	<input type="checkbox"/> does not meet the criteria
	<input type="checkbox"/> The student clearly documents and motivate the pupil's knowledge development.	<input type="checkbox"/> does not meet the criteria
	<input type="checkbox"/> The student communicates his assessment of the student's knowledge in an understandable manner.	<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 SOCIAL ABILITY	THE STUDENT FULFILLS BASIC CRITERIA	THE STUDENT DOES NOT FULFILL THE CRITERIA
5. Communicate and interact with pupils in a responsive and clear way in different situations based on their qualifications	<input type="checkbox"/> The student interacts in an empathetic way with pupils based on their qualifications (listens, talks with, observes and pays attention to students' 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. 5 in the Characteristics table** where the various skills/abilities are exemplified):

COURSE OBJECTIVES SOCIAL ABILITY	THE STUDENT FULFILLS BASIC CRITERIA	THE STUDENT DOES NOT FULFILL THE CRITERIA
6. Take initiative in the teaching context	<input type="checkbox"/> In connection with teaching, the student takes his own initiatives (for interaction and learning) without the influence of other staff	<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 SOCIAL ABILITY	THE STUDENT FULFILLS BASIC CRITERIA	THE STUDENT DOES NOT FULFILL THE CRITERIA
7. Manage social relations in a balanced and professional manner towards the school's actors	<input type="checkbox"/> The student establishes good relationships without losing professional integrity	<input type="checkbox"/> does not meet the criteria
	<input type="checkbox"/> The student listens, observes and pays attention to students' different needs and abilities	<input type="checkbox"/> does not meet the criteria
	<input type="checkbox"/> The student adapts his/her communication to students' different conditions and prerequisites and expresses himself intelligibly	<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):

**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-party 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)

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.