

Review form: Teaching Practice, **VFU 5**, Teaching Program 4-6

Name of the Course: Teaching practice		Subject: English		GLP 4-6
Course :973G40	Term:	<input type="checkbox"/> Autumn	<input type="checkbox"/> Spring	Year_____
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 <u>e</u>mail 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/her 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 lessons within the science subjects based on the current governing documents	<input type="checkbox"/> With some support from the supervisor, the student establishes a clear plan for lessons in English, with varied working methods. The planning also describes transitions between different elements and lessons.	<input type="checkbox"/> The student establishes independently (after possible consultation with the supervisor) a a clear plan for lessons in English, with varied working methods. 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 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 justifies his pedagogical choices based on the governing documents	<input type="checkbox"/> The student's planning is based on current governing documents and the student justifies his pedagogical choices well based on 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. 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 English and adapt the teaching to the students' age and conditions	<input type="checkbox"/> The student carries out planned teaching in a functional way and adapts the teaching to the pupil group, situation and conditions/needs	<input type="checkbox"/> The student carries out planned teaching in a functional way and adapts the teaching well to the pupil group, situation and conditions/needs	<input type="checkbox"/> does not meet the criteria
	<input type="checkbox"/> The student applies the chosen methodology and leads the student group in a functional and structured way in the implementation	<input type="checkbox"/> The student applies the chosen methodology and leads the student group in a well functional, structured and conscious way in the implementation	<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 transitions between lessons 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"/> 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 English lessons 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 language 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 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	STUDENT DOES NOT FULFILL THE CRITERIA
4. Manage social relationships both collegially and in teaching situations	<input type="checkbox"/> The student manages relationships with colleagues in an appropriate, responsible and empathetic manner	<input type="checkbox"/> does not meet the criteria
	<input type="checkbox"/> The student manages relationships with students in an appropriate, responsible and empathetic 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. 6 in the Characteristics table** where the various skills/abilities are exemplified):

COURSE OBJECTIVES DIDACTIC ABILITY	THE STUDENT FULFILLS BASIC CRITERIA	STUDENT DOES NOT FULFILL THE CRITERIA
5. Draw conclusions for the future professional role based on self-reflection and constructive criticism	<input type="checkbox"/> The student reflects on his/her strengths and weaknesses in the professional role	<input type="checkbox"/> does not meet the criteria
	<input type="checkbox"/> The student receives constructive criticism in an open and positive way	<input type="checkbox"/> does not meet the criteria
	<input type="checkbox"/> The student draws conclusions from self-reflection and constructive criticism and gives examples of how their own actions can be developed	<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-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.