

A student professional competence standard - long version

| 1 Lesson planning | | | |
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| 1a Teacher perspective: I consult my accompanying teacher for lessons plans (connection to School Educational Plan, a thematic plan, previous teacher and pupils' work). | | | |
| The level of 'missing competence' (0) | The level of 'forming competence' (1) | The level of 'establishing competence' (2) | The level of 'advanced competence' (3) |
| I do not consult the accompanying teacher for lessons plans. I did not get acquainted with the School Educational Plan, a thematic plan or previous teacher and pupils' activity. I do not respond to the accompanying teacher comments regarding my preparation for teaching. | I consult already a completed lesson plan with my accompanying teacher regardless of its connection to the School Educational Plan, a thematic plan or previous teacher and pupils' work. I do not adjust my lesson plan based on my accompanying teacher comments. | I consult the accompanying teacher for lessons plans in connection to the School Educational Plan, a thematic plan, and previous teacher and pupils' work. I adjust my lesson plane due to mutual cooperation and base on my accompanying teacher comments. | I consult the accompanying teacher for lessons plans in connection to the School Educational Plan, a thematic plan, and previous teacher and pupils' work. I adjust and expand my lesson plane base on my accompanying teacher comments. |
| 1b Teacher perspective: When planning a lesson, I take into account the possibilities of specific pupils - I individualize and differentiate the teaching plan (also based on IEP, ESP, SEP ¹). | | | |
| The level of 'missing competence' (0) | The level of 'forming competence' (1) | The level of 'establishing competence' (2) | The level of 'advanced competence' (3) |
| I do not search information concerning pupils' individual educational needs, and I do not respect them while I plan lessons („I work with everyone the same way.“). | I search information concerning pupils' individual educational needs but while I plan lessons I do not include activities that take into accounts pupils' individual educational needs. I leave the preparation of materials for a pupil with a SEP ² up to a teacher assistant (if present). | I search for information concerning pupils' individual educational needs – particularly pupils with IEP and SEP. I consult the preparation of materials for pupils with a SEP with a teacher assistant (if present). | I search for information concerning pupils' individual educational needs, and I plan lessons taking into consideration these needs and prepare activities enabling every pupil to take part and fulfilling his potential. It does not concern only pupils with SEP. I thought through my cooperation with a teacher assistant. |
| 1c Teacher perspective: I formulate educational aims and objectives (cognitive and / or affective and / or psychomotor) and think about their interconnection with the curriculum, teaching methods, organizational forms, i.e. with the overall concept of teaching. I plan ways to verify the fulfilment of goals. | | | |

¹ IEP – Individual Educational Plan, ESP – Educational Support Plan, SEP – School Educational Plan

² SEP – special educational plan

| The level of 'missing competence' (0) | The level of 'forming competence' (1) | The level of 'establishing competence' (2) | The level of 'advanced competence' (3) |
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| I do not set educational aims and objectives while planning a lesson. I plan only the content, the topic (what I am going to teach). | I set educational aims and objectives while planning a lesson, but there may be certain flaws (e.g. the way the aims and objectives are formulated, the amount and interconnection of aims and objectives with curriculum/ teaching methods and their suitability for pupils...). | With the help of an accompanying teacher, I can set individual educational aims and objectives that are in line with the overall concept of teaching (curriculum, methods, pupils' needs...). | I can set individual educational aims and objectives that are in line with the overall concept of teaching (curriculum, methods, pupils' needs...). |
| While I plan lessons, I forget to include methods to verify the realization of a set goal (goals). | I plan lessons with the help of an accompanying teacher and I plan effective methods to verify the realization of set goals. | I independently plan lessons including methods to verify the realization of set goals. The methods I choose are not always effective (the methods are shallow, time-consuming, do not provide me with a qualitative feedback ...). | I plan lessons thoughtfully including methods to verify the realization of the goals set by pupils as well as an accompanying teacher which provides me with information for my following lesson plans. |
| 1d Teacher perspective: I do a didactic analysis of the curriculum (key <u>concepts</u> , learning <u>tasks</u>) concerning a set goal; I plan adequate teaching <u>methods</u> and organizational <u>forms</u> . | | | |
| The level of 'missing competence' (0) | The level of 'forming competence' (1) | The level of 'establishing competence' (2) | The level of 'advanced competence' (3) |
| I do not pay attention to a thorough didactic analysis of the curriculum. I instead focus on learning tasks (exercises), that I will solve with pupils during lessons. | I do a didactic analysis of curriculum rather intuitively, non-systemically. I have not clearly defined key concepts and their relation to the curriculum. Teaching methods and forms correspond more to learning tasks according to the textbook. | I do a didactic analysis of curriculum with a little help of an accompanying teacher whom I consult teaching methods and forms for a given curriculum and class with. | I do a didactic analysis independently and thoroughly concerning the individual needs of students and set lessons aims and objectives. I use different sources of information during lesson planning. |
| 1e Teacher perspective: I prepare a <u>time plan</u> for my lesson procedure. | | | |
| The level of 'missing competence' (0) | The level of 'forming competence' (1) | The level of 'establishing competence' (2) | The level of 'advanced competence' (3) |

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| I do not elaborate a time plan for my lessons, I cannot really estimate time needed in the course of lessons. | I can plan lessons with the help of an accompanying teacher better. | I have a more realistic idea of a time plan for my lessons. I elaborate a time plan of my lesson procedure rather individually. | I elaborate a time plan of my lesson procedure individually, I think about what to do in unexpected situations (finishing earlier, not having enough time...). |
| 2 Teaching conditions | | | |
| 2a | Pupils perspective: Pupils do not feel threatened, unreasonable fears, fear of failure, boredom in lessons. Teacher Perspective: I support classroom safety (positive atmosphere). | | |
| The level of 'missing competence' (0) | The level of 'forming competence' (1) | The level of 'establishing competence' (2) | The level of 'advanced competence' (3) |
| I do not support safety in my classroom. I do not deal with situations that threaten the safe environment in the classroom (e.g. mocking, tension, the fear of making a mistake...). | I pay attention to situations that disrupt classroom safety and try to solve them. | I create a safe environment where pupils are not afraid to get involved, say their opinion, communicate, take risks, make mistakes. | I support and create a safe environment where pupils are not afraid to get involved, say their opinions, communicate, take risks, make mistakes. I purposefully include activities that promote safety and address specific situations in the classroom. |
| 2b | Pupils perspective: Pupils know mutual expectations and boundaries, they can rely on rules that help prevent problems, allow solutions and are not self-restrictive. Teacher perspective: I solve discipline problems (I work as needed with established rules or I negotiate them with pupils; I appraise pupil positive behaviour). | | |
| The level of 'missing competence' (0) | The level of 'forming competence' (1) | The level of 'establishing competence' (2) | The level of 'advanced competence' (3) |
| I am not acquainted with the classroom (behaviour) rules; I am not aware of whether there are any. I am not capable of solving discipline problems effectively, I don't know how to deal with undisciplined pupils. I forget to appraise pupils for their good behaviour. | In advance I get acquainted with the classroom (behaviour) rules, or I negotiate them with pupils but I do have problems with ensuring their observance. I have problems with maintaining discipline. I appraise pupils for good behaviour only occasionally. | In advance I get acquainted with the classroom (behaviour) rules, or I negotiate them with pupils, but sometimes I have problems with ensuring their observance. Only exceptionally I am not able to maintain discipline in the classroom. The pupils gradually respect me. I'm trying to look for good behaviour and appraise it. | In advance I get acquainted with the classroom (behaviour) rules, or I negotiate them with pupils, and we keep them. I appraise pupils if they keep them. The pupils respect me. I am able to handle and solve discipline problems efficiently. |
| 2c | Pupils perspective: the communication manner assures pupils of teacher interest and keeps their attention. Teacher perspective: I keep "live contact" with pupils (through verbal and non-verbal communication, addressing pupils by their first name...). | | |

| The level of 'missing competence' (0) | The level of 'forming competence' (1) | The level of 'establishing competence' (2) | The level of 'advanced competence' (3) |
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| I focus on myself only and the content of teaching, not on pupils and resulting pedagogical situations. I do not adapt the communication to pedagogical situations in the classroom (e.g. I do not adapt the verbal communication to the situation, I do not initiate eye contact, I do not call pupils by their first name...). | I am aware of the need to respond to given pedagogical situations, and I avoid contact with pupils (I am afraid, I do not know how to react ...). | I respond to a given pedagogical situation in class, but the manner of my communication with pupils is not always appropriate. | I respond to given pedagogical situations through appropriate communication with pupils. |
| 2d Pupils perspective: Pupils are not overlooked by the teacher, they are not frustrated by his requirements and manner of communication. Teacher perspective: I respond with respect to the pupils needs (social, physiological) in the classroom. | | | |
| The level of 'missing competence' (0) | The level of 'forming competence' (1) | The level of 'establishing competence' (2) | The level of 'advanced competence' (3) |
| I focus on me and my lesson plan. I do not focus on pupils needs. | I pay attention to the signs of pupils unfulfilled needs (tiredness, yawning, warmth, stereotype activities ...) but I tend to overlook them. I do not respond to them. | I pay attention to the signs of pupils unfulfilled needs. I respond to them immediately. | I pay attention to the immediate needs of pupils, I recognise them and respond. I provide the pupils with space to express their needs. I try to avoid pupils unfulfilled needs – I use various relaxation activities, games, movement, cooperation, the possibility of ventilation, etc., which become a regular part of the teaching. |
| 2e Pupils perspective: The lesson is not monotonous; pupils have a chance to relax. Teacher perspective: Creating space for relaxation (I work with atmosphere changes, I respond to signs of fatigue, fluctuations of attention, I show a sense of humour, I include interesting facts and my own experience in presentations...). | | | |
| The level of 'missing competence' (0) | The level of 'forming competence' (1) | The level of 'establishing competence' (2) | The level of 'advanced competence' (3) |
| I did not include varied activities or other interesting facts in my lesson plan, and I concentrated my attention only on the content of the teaching. I did not focus on | I included some activities (for variety's sake) in my lesson plan, but they turned out to be to one-way / did not catch pupils' attention. I did not include the planned activities (I ran out of time / did not know | I included various activities or other interesting facts for the presentation with the focus on pupils. I included them in my lesson plan base on my time plan, not due to pupils' fatigue or to catch pupils declining | I planned a lesson, I created a battery of several different activities or other possible changes in teaching, and I planned time for their realization in a lesson plan. Based on observing changes in pupils' reactions, I have included activities into a presentation to draw their attention back to the discussed curriculum. |

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| responding and paying attention to pupils focus on my presentation. | when to include them in the presentation etc.) | attention. Thus, I positively assess the implementation of certain activities or the inclusion of interesting facts, but the implementation of other activities was not according to my expectations. | |
| 2f | Pupils perspective: Pupils have an opportunity to experience success. Teacher perspective: I create an opportunity for all pupils to experience success. | | |
| The level of 'missing competence' (0) | The level of 'forming competence' (1) | The level of 'establishing competence' (2) | The level of 'advanced competence' (3) |
| I assign work for the whole class uniformly (the same task for everyone). | I prepare extra work for students who work faster than others (time differentiation). | I prepare different tasks for groups of pupils according to their level of knowledge. | I offer students variously demanding tasks. I encourage them to choose a level appropriate for them and allows them to experience success. |
| I often prefer tasks according to my teaching style (according to a dominant sense – auditory, visual, haptic and kinaesthetic). I do not consider students' learning styles. | Based on the theory of learning styles and a typology of learning tasks I try to include various learning tasks (multisensory approach) for all pupils simultaneously. | I am trying to determine pupils' learning styles specifically with pupils who suffer from some learning difficulties. I try to adapt my teaching according to them. | Based on my observation I become aware of the dominant learning style of the whole class. I prepare the tasks considering this finding. |
| I often include a competition, because from my point of view it is a strong motivating factor. Pupils have fun. | I sometimes include a competition as a form of a relief management technique. I compare pupils results within a class. | I prefer cooperation to competition. If I include a competition, I select them and vary them so as different pupils can excel. | If I include a competition, I make sure that the competition enables various students to excel. I am aware of the positives and negatives of including competitions in a lesson with regard to pupils' opportunities to experience success. I compare pupils results with their former ones. |
| 2g | Pupils perspective: Pupils do not notice “deaf places” during a lesson. Teacher Perspective: I make effective use of teaching time (in relation to my plan, class situation and the understanding of the curriculum). | | |
| The level of 'missing competence' (0) | The level of 'forming competence' (1) | The level of 'establishing competence' (2) | The level of 'advanced competence' (3) |

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| I do not make effective use of teaching time, I am not able to follow my time plan nor respond to sudden situations in a class. | I make effective use of teaching time only partially; I am not able to respond to sudden situations in an adequate way. Individual parts of a lesson are sometimes incoherent. | Although I make effective use of teaching time, I am not able to respond to sudden situations. Individual parts of a lesson are sometimes incoherent. | I make effective and meaningful use of teaching time with regards to a lesson plan. I am able to respond to sudden situations in a class. |
| 3 Teaching support | | | |
| 3a | Pupil perspective: Pupils have the opportunity to learn to perceive the curriculum as meaningful. Teacher perspective: I discuss the meaning of the curriculum and its <u>meaningfulness</u> with pupils. | | |
| The level of 'missing competence' (0) | The level of 'forming competence' (1) | The level of 'establishing competence' (2) | The level of 'advanced competence' (3) |
| I do not pursue the meaningfulness of the curriculum; I do not consider it important. I do not explain the reason why a theme is taught or why we devote ourselves to a particular topic. | In case pupils show interest, I explain the reason why a theme is taught. | I explain the meaningfulness of the curriculum and its overlap to our lives. | I discuss the curriculum with pupils, I lead them to discover its importance. Meaningfulness of the curriculum is an important part of teaching. |
| 3b | Pupil perspective: Pupils can explain what is the aim of their work. Pupils are aware of the ways how to reach their learning objectives and learn to monitor their achievements. Teacher perspective: I set and facilitate (if convenient considering the method) appropriate <u>teaching goals</u> (common, individual). I verify the achievement of learning objectives and evaluate them. | | |
| The level of 'missing competence' (0) | The level of 'forming competence' (1) | The level of 'establishing competence' (2) | The level of 'advanced competence' (3) |
| I am not able to define the teaching objective; I confuse it for the content. I am not able to communicate the objective so as to be reasonable, controllable. I do not facilitate the teaching goal to pupils, nor I lead them to discover it. | I am able to communicate or to come to a common teaching objective with pupils (particularly on the cognitive level). | I am able to communicate or to come to a common teaching objective/objectives with pupils (if it is possible and convenient I communicate various objectives). I begin to orientate in taxonomies. | I precisely and particularly specify what pupils (a pupil) should acquire in all possible domains (common objectives, individual objectives). |

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| I don't verify the achievement of learning objectives. | I unintentionally and accidentally verify the achievement of learning objectives rather for individuals. | I intentionally and considerably verify the achievement of learning objectives. | I intentionally and considerably verify the achievement of learning objectives also using pupil self-assessment. |
| 3c | Pupil perspective: A pupil understands what he learns. Teacher perspective: I facilitate <u>content</u> and instructions clearly with regard to individual educational needs and the age of pupils. | | |
| The level of 'missing competence' (0) | The level of 'forming competence' (1) | The level of 'establishing competence' (2) | The level of 'advanced competence' (3) |
| I do not respect pupils' needs in teaching, I do not manage to choose appropriate content and teaching methods, pupils do not understand. | My attempts to mediate curriculum appropriately are rare; I am not able to reconcile the abilities and needs of pupils with adequate content in terms of scope, methods and language. | I am successful in applying appropriate methods in the comprehensible mediation of the curriculum to an adequate scope in regard to pupils' abilities. | I carefully choose the appropriate content, the scope of the curriculum and the method of its mediation, a comprehensible language with respect to the needs and abilities of pupils. I am able to justify my choice. |
| 3d | Pupil perspective: Pupils learn factually correct information appropriate to their age and schooling. Teacher perspective: I mediate the curriculum properly. | | |
| The level of 'missing competence' (0) | The level of 'forming competence' (1) | The level of 'establishing competence' (2) | The level of 'advanced competence' (3) |
| I make frequent factual mistakes; I do not have sufficient knowledge to teach the subject. | I have sufficient knowledge to teach the subject, but I cannot handle the information properly (the presentation lacks fluency and cohesion), and sometimes I make factual mistakes. | I have sufficient knowledge to teach the subject, but I sometimes have problems to handle the information properly (the presentation lacks fluency and cohesion). I do not make factual mistakes. | I have sufficient knowledge to teach the subject, and I am able to handle the information properly (the presentation is fluent and cohesive). I do not make factual mistakes. |
| 3e | Pupil perspective: Pupils can integrate the curriculum into their thought structure, they are to connect it with their previous curriculum or experience. Teacher perspective: I explain the curriculum using the previous pupils' knowledge and experience | | |
| The level of 'missing competence' (0) | The level of 'forming competence' (1) | The level of 'establishing competence' (2) | The level of 'advanced competence' (3) |

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| <p>I do not check whether the pupils know something about the subject or whether they have any previous experience prior to or during the lesson. I focus only on my prepared interpretation and activities, and I do not use previous knowledge and experience of pupils.</p> | <p>I do not check students' previous experience or the real level of previously acquired knowledge at the beginning of the lesson (or during the lesson). I just mention that the lesson content (topic) currently discussed follows... (a specific content or topic).</p> | <p>I discuss with students their previous experiences and check their knowledge at the beginning of the lesson. However, I am not able to build on their experience and knowledge my prepared explanation and activities.</p> | <p>I discuss with students their previous experience and knowledge at the beginning of the lesson (as well as during my presentation / activities). I adjust my further presentation and the choice of activities following my findings. At the end of the lesson I summarize what knowledge/experience the pupils brought to my lessons and what they learned in today's lesson.</p> |
| <p>3f</p> | <p>Pupil perspective: Pupils understand how the selected teaching methods and organizational forms help to achieve the aim. Teacher perspective: I use teaching methods and organizational forms that support learners' learning and lead to achieving the aim.</p> | | |
| <p>The level of 'missing competence' (0)</p> | <p>The level of 'forming competence' (1)</p> | <p>The level of 'establishing competence' (2)</p> | <p>The level of 'advanced competence' (3)</p> |
| <p>The chosen methods and forms are not very effective in relation to the set aim, they are not well considered.</p> | <p>I try teaching methods and organizational forms that effectively lead to the aim. I'm not afraid to try new ones.</p> | <p>I try teaching methods and organizational forms that effectively lead to the aim. I lead pupils to reflect on their influence on the process and the result of their learning.</p> | <p>I offer pupils various teaching methods and organizational forms. The pupils independently choose the ones that lead to achieving their individual aims.</p> |
| <p>3g</p> | <p>Pupil perspective: Pupils have the opportunity to work together and learn from each other. Teacher perspective: I support cooperation and mutual learning.</p> | | |
| <p>The level of 'missing competence' (0)</p> | <p>The level of 'forming competence' (1)</p> | <p>The level of 'establishing competence' (2)</p> | <p>The level of 'advanced competence' (3)</p> |
| <p>I do not create opportunities for cooperation and mutual learning in the lessons.</p> | <p>I try to create opportunities for cooperation and mutual learning. I copy the rules and possibilities of cooperation from the accompanying teacher.</p> | <p>I create opportunities for cooperation and mutual learning of pupils individually after consultation with the accompanying teacher. Mutual learning is a natural part of my lessons. Pupils understand these strategies.</p> | <p>I create opportunities for cooperation and mutual learning together with pupils taking into account their individual differences.</p> |
| <p>3h</p> | <p>Pupil Perspective: Pupils are not afraid to make a mistake and draw attention to their own mistake. They have the opportunity to understand and use it in learning. Teacher Perspective: I work meaningfully with the pupil's mistake and take it as an opportunity for development.</p> | | |
| <p>The level of 'missing competence' (0)</p> | <p>The level of 'forming competence' (1)</p> | <p>The level of 'establishing competence' (2)</p> | <p>The level of 'advanced competence' (3)</p> |

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| I decide on the wrong / correct solution. I perceive the mistake as a bad element in the class that I immediately correct (detection, identification and correction of the mistake by the teacher). | I draw a pupil's attention to the mistake (detection by the teacher) and give him / her room for correction (correction by the pupil) | I use the error for learning (detection by the teacher). I encourage the pupil / class to discover an error (identify by the learner) and correct it (correct by the learner) with explanation(interpretation). | I use the error to learn and deliberately create problem situations. I encourage the pupil / class to discover the error and correct it with explanation (detection, identification, correction and interpretation by the pupil). I take into account the individual pupil's level. |
| I do not work with the actual mistake further. | I draw attention to a previous mistake before commencing similar work. | I will show the learner a strategy to prevent the repetition of a mistake. | I lead the pupil to find a strategy to prevent the repetition of a mistake. |
| 3i | <p>Pupil Perspective: Pupils naturally use ICT in their teaching.</p> <p>Teacher Perspective: I use meaningful information technology (ICT) to support learners' learning.</p> | | |
| The level of 'missing competence' (0) | The level of 'forming competence' (1) | The level of 'establishing competence' (2) | The level of 'advanced competence' (3) |
| I don't use ICT in my classroom, it is not possible due to the environment, or I am not able. | I try to include ICT in teaching, but I often do not select them appropriately to the stated aim and pupils' needs. It is more of an effect. | I include suitable ICT in teaching in relation to the set aim. For the time being, I am not able to adapt them to the diverse pupils' needs. | I use ICT that support pupils' learning meaningfully in teaching in relation to the stated aim and pupils' abilities. |
| 4 Feedback and assessment | | | |
| 4a | <p>Pupils Perspective: Pupils know how to recognize whether or not they have achieved the lesson objective: they have specific information about their learning, know the criteria and understand them. They understand individual differences in the assessment.</p> <p>Teacher Perspective: I provide students with <u>continuous feedback</u> using descriptive language and criteria with respect to their individual needs.</p> | | |
| The level of 'missing competence' (0) | The level of 'forming competence' (1) | The level of 'establishing competence' (2) | The level of 'advanced competence' (3) |
| I do not provide descriptive feedback to pupils. Rather, I use a general performance evaluation ("excellent, good...") or a person ("you are careful ..."). | I give pupils specific descriptive feedback (learning information) - what is and is not going well. | I give pupils specific descriptive feedback (learning information) - what is and is not going well, what specific progress the pupil is making. | I give pupils specific descriptive feedback (learning information) - what is and is not going well, what specific progress the pupil is making, and how to improve further. |
| I do not work with criteria that describe a pupil's level of performance. Pupils do not know what they are assessed for. | I provide feedback according to my or accepted criteria, which I do not discuss with pupils. Pupils do not know what they are assessed for. | I provide feedback according to my or accepted criteria, which I set on a specific task in the class prior to the | I provide feedback according to criteria, which we created with my pupils. Pupils understand the criteria. |

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| | | beginning of a task. And pupils do understand them. | |
| When providing feedback, I do not consider individual needs and possibilities of pupils. | When providing feedback, I do consider individual needs and possibilities of pupils based on the instructions from my accompanying teacher. | When providing feedback in cooperation with my accompanying teacher, I consider individual needs and possibilities of pupils. | When providing feedback, I independently consider individual needs and possibilities of pupils. |

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| 4b | Pupil Perspective: Pupils have the opportunity to reflect on their own procedures and results. | | | |
| | Teacher Perspective: I lead pupils to reflect on their own achievements and progress in learning (self-assessment) and to provide feedback to others (classmates and teachers). | | | |
| | The level of 'missing competence' (0) | The level of 'forming competence' (1) | The level of 'establishing competence' (2) | The level of 'advanced competence' (3) |
| | I do not involve pupils in the process of assessing my teaching. | I rarely involve pupils in the process of assessing my teaching. | I intentionally involve pupils in the assessment of my teaching. | I am consistently interested in pupils' opinion on my teaching and I use their feedback in the following lessons. |
| | I do not include self-evaluation of pupils in the teaching. Usually, I do not have time, I do not know how ... | I include self-evaluation of pupils randomly, rather at the emotional level (like, dislike ...). | I include self-evaluation of pupils more regularly, focusing on how they evaluate the learning process and results. | I include self-evaluation in a thoughtful way in relation to aims and set criteria and planning of their teaching. I lead the pupil to record self-evaluation. |
| | I do not include peer assessment, or I do not know how to include it. | I include peer assessment in teaching occasionally, rather randomly, especially for some activities (e.g. presentations, group work ...), but it does not follow set criteria. | Peer assessment in the classifications is planned, using descriptive language. | I include peer assessment in the class thoughtfully, according to set criteria. Pupils provide feedback with an appropriate description of performance based on criteria. |
| 4c | Pupil Perspective: Pupils receive several sources and types of feedback from the teacher than grades. | | | |
| | Teacher Perspective: I use a variety of forms of assessment and diverse indicators of learning outcomes and pupil progress. | | | |
| | The level of 'missing competence' (0) | The level of 'forming competence' (1) | The level of 'establishing competence' (2) | The level of 'advanced competence' (3) |

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| I provide assessment through grades only. | I comment some of the grades orally or in a written form. | In addition to the oral commentary of the grade, I use the performance evaluation by a graph, picture... (based on predefined criteria). | I evaluate the performance with grades, graphs, images... (based on set criteria). I plan how to achieve the goal in cooperation with the pupil. |
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5 Reflective teaching

5a **Teacher Perspective:** *I reflect the course of teaching (possibly also preparation for teaching).*

| The level of 'missing competence' (0) | The level of 'forming competence' (1) | The level of 'establishing competence' (2) | The level of 'advanced competence' (3) |
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| I don't (myself) reflect (I don't want to, I can't do it, I don't have time ...). | I try to (myself) reflect, but I am not able to analyse what significantly influenced the course of teaching. | I make a detailed analysis of my teaching experience and I am able to evaluate my teaching critically. | I critically reflect my lessons and make suggestions for the organization of the follow-up lessons. |
| I am not interested in my accompanying teacher's assessment of my teaching or I cannot take the time to listen to him/her. | I will listen to the lesson analysis by the accompanying teacher. I partially include the comments in the preparation of the follow-up lessons. | I will listen carefully to the accompanying teacher's analysis and suggest how to incorporate the comments into further teaching. | After familiarizing with the accompanying teacher's analysis, we consult individual warnings and work together to find solutions. |

5b **Teacher Perspective:** I set adequate goals for my professional development, put into practice the steps to achieve them and evaluate them (within the current or next semester).

| The level of 'missing competence' (0) | The level of 'forming competence' (1) | The level of 'establishing competence' (2) | The level of 'advanced competence' (3) |
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| I am not able or I do not want to name the goals of my professional development. | I name the goals of my professional development, but they are not sufficiently specific, achievable, measurable, etc. | I name the adequate goals of my professional development. I cannot propose or actually take the necessary steps to implement them. | I name adequate goals of my professional development. I can propose the necessary steps for their implementation (possibly even a timetable), actually implement them and continuously evaluate my progress. |