

1 Lesson planning				
1a		Teacher perspective: I <u>consult</u> my accompanying teacher for lessons plans (connection to School Educational Plan, a thematic plan, previous teacher and pupils' work).		
0	1	2	3	Comments, evidence:
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).		
0	1	2	3	Comments, evidence:
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.		
0	1	2	3	Comments, evidence:
1d		Teacher perspective: I do a didactic analysis of the curriculum (key <u>concepts</u> , <u>learning tasks</u>) concerning a set goal; I plan adequate teaching <u>methods</u> and organizational forms.		
0	1	2	3	Comments, evidence:
1e		Teacher perspective: I prepare a <u>time plan</u> for my lesson procedure.		
0	1	2	3	Comments, evidence:
2 Teaching conditions				
2a		Pupils perspective: Pupils do not feel threatened, unreasonable fears, fear of failure, boredom in lessons.		

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

	Teacher Perspective: I support classroom safety (positive atmosphere).			
0	1	2	3	Comments, evidence:
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).			
0	1	2	3	Comments, evidence:
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...).			
0	1	2	3	Comments, evidence:
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.			
0	1	2	3	Comments, evidence:
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...).			
0	1	2	3	Comments, evidence:
2f	Pupils perspective: Pupils have an opportunity to experience success.			
	Teacher perspective: I create an opportunity for all pupils to experience success.			

0	1	2	3	Comments, evidence:

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).			

0	1	2	3	Comments, evidence:

3 Teaching support				
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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.			

0	1	2	3	Comments, evidence:

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.		
0	1	2	3
Comments, evidence:			
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.		
0	1	2	3
Comments, evidence:			
3d	Pupil perspective: Pupils learn factually correct information appropriate to their age and schooling.		
	Teacher perspective: I mediate the curriculum properly.		
0	1	2	3
Comments, evidence:			
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		
0	1	2	3
Comments, evidence:			
3f	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.		
0	1	2	3
Comments, evidence:			
3g	Pupil perspective: Pupils have the opportunity to work together and learn from each other.		
	Teacher perspective: I support cooperation and mutual learning.		
0	1	2	3
Comments, evidence:			
3h	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.
0 1 2 3	Comments, evidence:
3i	Pupil Perspective: Pupils naturally use ICT in their teaching. Teacher Perspective: I use meaningful information technology (ICT) to support learners' learning.
0 1 2 3	Comments, evidence:
4 Feedback and assessment	
4a	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. Teacher Perspective: I provide students with <u>continuous feedback</u> using descriptive language and criteria with respect to their individual needs.
0 1 2 3	Comments, evidence:
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).
0 1 2 3	Comments, evidence:
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.
0 1 2 3	Comments, evidence:
5 Reflective teaching	
5a	Teacher Perspective: <i>I reflect the course of teaching (possibly also preparation for teaching).</i>

0	1	2	3	Comments, evidence:
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).			
0	1	2	3	Comments, evidence: