

Professional Development 4B and Teacher Qualification Assessment Handbook full-time and part-time 2021-2022

Assessments in academic year 2021-2022 will still be based on SBL Teaching Competencies. Assessments from February 2023 onwards will be using the revised Learning Outcomes.



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1 Introduction

At the end of your studies and your final work placement period, you will demonstrate in an assessment that you are capable of starting work as a starter teacher. In the module *Professional Development 4B and Teacher Qualification Assessment* you work on the competences you did not get around to in the previous years or which you want to deepen. During the meetings with your Professional Development tutor, you will prepare for the assessment and put together an assessment portfolio.

The module Professional Development 4B and Teacher Qualification Assessment consists of two parts. In the first part, you and your Professional Development tutor determine during the meetings which competencies, skills and professional attitude you want to work on in the LIO/4th year (Teacher in Training) phase at the workplace to become a graduation-ready teacher. This part, including the internship, is concluded with a test (subtest 1). In the second part, the assessment of your graduation ready competence is central (subtest 2). Both parts connect to each other.

For part 1 this manual directs you to information on the Professional Development Canvas page plus the PD study guide for full-time and part-time years 2, 3 and 4, which is posted on the Canvas site: <https://canvas.hu.nl/courses/28361>. There you will find general information about the working method and the organisation of workplace learning.

For part 2, you can find all current information about the Teacher Qualification Assessment (TQA) on the website <https://husite.nl/stage-en-afstudeerinformatie/assessment-ia/lerarenopleidingen-voltijd-en-deeltijd-instituut-archimedes-startbekwaam-en-master/#teacher-education>

We wish you good luck!

Note: For the Leraar Opleiding, a separate manual in Dutch is available.

2 Part 1: information regarding Professional Development 4B

If you have completed the previous Professional Development modules, you are used to working on 8 SBL Teaching Competencies. These are based on the competence requirements for the profession of teacher in a professional practice. You have been working on these competencies through each of your internships at a school for GSE (Secondary Education) or VE (Vocational Education and Adult Education)¹. See also appendix 2.

Before the start of your LIO/4th year phase (PD 4A), you made a choice as a **full-time student** to organise your final two internship modules in a semester or year format. You will continue with this choice for 'PD 4B + TQA'. If you have opted for a semester format, you should teacher at least 10-12 lessons per week (a minimum of 8 clock hours) during one period under the supervision of an internship mentor; if you have opted for the year format, you should work on each module for two periods and teach 6-8 lessons per week (at least 5 clock hours).

Part-time students spend 40 days at their internship during Professional Development 4A and 4B (20 days for Professional Development 4A and 20 days for Professional Development 4B). *At least* 80 lessons are taught (40 lessons for Professional Development 4A and 40 lessons for Professional Development 4B) under the supervision of the internship mentor.

Full-time students must teach at least 50% of their classes in their own subject and within their own specialisation. For part-time students this is 100%.

During Professional Development 4A and 4B, all students work on designing, independently delivering and evaluating lessons and lesson series. Besides teaching, you also have the following tasks:

- preparation, presentation and assessment of tests
- participating in section or team meetings
- report meetings
- contacts with parents/carers

Depending on the possibilities of the school and your working days, you will make choices for further activities in consultation with the internship coordinator/supervisor and your internship mentor. Suggestions for possible activities can be found on the Canvas page 'Professional Development Years 2, 3 and 4'

https://canvas.hu.nl/courses/28361/pages/possible-activities-during-your-internship?module_item_id=566099

Upon completion of Professional Development 4B, you should have developed all competencies to the level of a graduation-ready teacher.

¹ The starting qualifications of second-degree teacher education are determined by the competence requirements, the Dublin Descriptors and the Knowledge Bases.

From the academic year 2021-2022, PD 4B and the Teacher Qualification Assessment will be completed in a new way². PD 4B + TQA is one module in Osiris. This module consists of two subtests. Both subtests together are worth 14 EC.

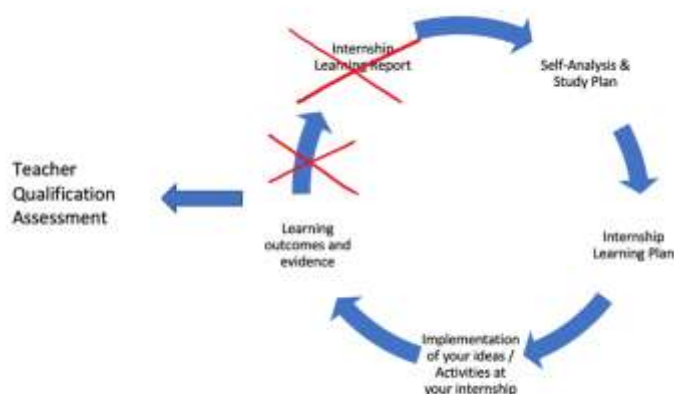
Test 1: the completion of the internship period and lesson observation: Professional Development 4B.

Test 2: the Teacher Qualification Assessment.

In Professional Development 4B the regular cycle of Professional Development is followed, but you do not conclude the module with a development portfolio/learning report as in the previous Professional Development modules (see Figure I). Instead, the learning outcomes and evidence from 4B are used in the assessment (subtest 2). Together with the evidence from previous Professional Development modules, you demonstrate in the assessment that you are at the right level to graduate as a teacher.

Figure I.

Cycle Professional Development 4B



2.1 Structure and procedure PD 4B (Test 1)

Full-time and part-time students can start on PD 4B (Test 1) if they meet the following entry requirements:

- PD 4A has been passed

Working method:

Planning Phase

It is assumed that you have an internship placement for PD 4B, probably the same as for PD 4A. If this is not the case, first go through the steps of [finding and registering a work placement](#).

1. Start with the 'Planning Phase': Complete the [self-analysis for Professional Development 4B](#).
2. Based on the self-analysis, you write an [internship learning plan](#) (follow the steps on the page). Note: focus mainly on the teaching competencies you have worked least on so far. You will eventually demonstrate your competence in the assessment. By choosing

² If you have already completed the PD4B module in academic year 2020-2021, then you will complete the Teacher Qualification Assessment as a separate module worth 4EC using the allocated Osiris codes.

teaching competencies on which you have worked least, you will collect evidence for the assessment portfolio.

Working phase

3. Get to work on your Internship Learning Plan and collect the necessary evidence, using the pages for the [work phase](#) for inspiration. Make sure you also collect video footage of your teaching. Keep a [logbook](#).
4. Plan a lesson visit with your internship mentor and supervisor. During the lesson visit, you will be assessed by means of the [DOT](#). Read the manual and procedure of the DOT carefully, so you know what you will be assessed on and which minimum requirements you have to meet.

Completion phase

5. If you have given enough lessons and you meet the conditions for the internship evaluation, have your internship mentor fill in the form [PD4B Internship Evaluation Form](#). (Follow the steps on the page. You fill in the form yourself first as a reflection).
6. Upload the following documents to Onstage:
 - the documents accompanying the lesson visit,
 - your logbook and
 - the PD 4B Internship Evaluation Form completed and signed by your internship mentor.

2.2 Assessment of Test 1

Unlike PD 2B and 3B, PD 4B is not graded. Just like the assessment (Test 2), test 1 is also assessed with Sufficient/Not Sufficient.

The internship supervisor assesses the submitted documents as Sufficient or Not Sufficient for Test 1 and enters the result in Osiris. If there is no internship supervisor present at your internship placement, your Professional Development tutor with supervisor tasks will assess the submitted documents.

Evaluation criteria:

The submitted documents will be rated as Sufficient if:

- the lesson observation with the DOT has been assessed as at or above the level of basic competence (year 4), for the cut-off see [the canvas page about lesson observations](#).
- the logbook provides sufficient insight into your internship activities and learning moments
- your internship mentor has given positive advice (= all conditions fulfilled and positive assessment of your performance at the internship)

If you do not pass, you are entitled to a resit. Please discuss with your internship supervisor which parts need to be completed/improved. [On this page you can read the regulations on resits](#).

3 Part 2: Information regarding the Teacher Qualification Assessment (Test 2)

To take part in the assessment, you must first have completed all the compulsory components of your exam programme, with the exception of ‘Test 2: Teacher Qualification Assessment’ for the Professional Development 4B & Teacher Qualification Assessment module, and, if applicable, the national knowledge and language tests. Consequently, you must have obtained at least 225 credits from your examination programme (60 from the propedeuse and 165 from the main phase) PLUS the ‘Test 1: Internship & Lesson Observation’ of the Professional Development 4B & Teacher Qualification Assessment module. In addition, you must meet a number of entry requirements regarding the completeness and language level of your portfolio. The exact entry requirements are described in appendix 1 of this guide³.

During the Teacher Qualification Assessment you will show that you are an all-round teacher, that you can design, implement, evaluate and adjust all aspects of education. You can substantiate your actions on the basis of both experience and theoretical research. You also show that you operate adequately in your contact with learners and can cooperate productively with colleagues and the school environment. You have an inquisitive and critical attitude, innovative capacity, are capable of change and are creative⁴.

Do not forget to register for the assessment in Osiris and via OnStage. Pay close attention to the deadlines! See: <https://husite.nl/stage-en-afstudeerinformatie/assessment-ia/>

3.1 Composing your portfolio

For the assessment, you put together an assessment portfolio in which you demonstrate that you meet the competence requirements for teachers. Present your portfolio in the most structured way possible, with clear references and numbering of chapters, paragraphs, evidence and film fragments. Include a reading guide if necessary.

The entire portfolio (including supporting documents and video fragments) should be able to be read/watched in no more than 90 minutes. We assume that the spoken and written language in all parts of the assessment (portfolio, presentation and criterion-oriented interview) is correct. This should meet level C2 of the Common European Framework of Reference for language⁵.

The portfolio that you hand in must consist of:

either

1. one main document (file format: .pdf / .doc / .docx)

³ Appendix 1: Entry requirements for the Teacher Qualification Assessment

⁴ Appendix 2: Teaching Competencies with behavioural indicators

⁵ <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>

2. one archive file of max. 2000 MB containing all supporting documents (file format: .zip) **Note: Do not use file extensions .rar and .7z.**
3. one video file of max. 2000 MB containing a montage of your film fragments. This video file must be viewable directly on all standard players (file format: .mp4 / .avi / .wmv / .mov / .mpg).

or

only one main document (no. 1. from the list above) of max. 2000 MB with internal links to supporting documents and film clips in the same document

or

as the main document (no. 1. from the list above) a Word document containing a link to a digital portfolio, which is directly accessible through the link with all standard browsers (so without password or similar) ⁶

Your Professional Development tutor will do a final check on the scope, completeness and language level and then fill in the status form. Only if the status form has also been submitted before the deadline will you be allowed to take part in the assessment (see also paragraph 3.2).

3.1.1 Checklist / content portfolio Teacher Qualification Assessment 2021-2022

This checklist is not meant to be a standard table of contents for your portfolio. You can use it to check if your portfolio is complete. During Professional Development you will be helped to design and fill your portfolio.

Personal data:

- Personal information:
 - name, student number, mobile number, subject, type of assessment, Osiris code assessment⁷
 - name of your Professional Development tutor
 - name of your (last internship) school
- Proof of admissibility: a scan of your study progress report from Osiris which shows that you have obtained at least 225 ECTS from your examination programme + test 1 of the Professional Development 4B & Teacher Qualification Assessment module
- Filled in and signed Statement of Authenticity⁸
- CV which specifies at least your work and education experience

General section (+/- 5 pages)

- Present your views on education and your subject area; your personal experiences are important here.
- Substantiation of and reflection on the choices you made during your degree programme.
- Retrospective: reflect on (the main themes of) your own development.
- Look ahead: in what ways would you like to develop further in the future and how do you plan to do so?

⁶ Test this and use a computer other than your own!

⁷ Appendix 1: Entry requirements

⁸ Appendix 3b: Statement of Authenticity, to be filled in by the student. Downloadable as a word file at <https://husite.nl/stage-en-afstudeerinformatie/assessment-ia/>

Specific to each competency 1 through 7+8⁹ (+/- 3 pages per competence excluding evidence)

- Meaning and importance of this competency in your own educational practice:
 - why and how this competence is important within the context of your work
 - substantiated this with literature and the experience of yourself and your colleagues.
- Demonstrate that you are at Teacher Qualification level (level 3)¹⁰, using a few detailed examples (e.g. using the STARR methodology):
 - description of your actions in specific situations;
 - justify your actions with your own experience, the experience of others and from theory;
 - the effect of your actions;
 - feedback and reflection.
- The development you have undergone with regard to this competency:
 - what knowledge and which skills you have acquired
 - how you have applied and/or plan to apply these
 - what you have achieved by applying your knowledge and skills (e.g. expansion of your repertoire, awareness of your competence, strengthening of your vision, etc.)
- At least 2 pieces of evidence relevant to your descriptions of each competency. See Appendix 4 of this manual for an explanation of suitable evidence.

Video evidence (between 5-10 minutes)

- (A compilation of) video fragments from different educational situations where interaction between your and the students is evident.
 - Shows powerful film fragments that are clear, to the point and in which different facets of your teaching come to the fore. In any case, show recordings of different parts of lessons (e.g. the start of a lesson, instruction, educational conversation, activating work forms, supervision of individual or groups of students, conclusion of a lesson).
 - Explain what you can see in the video fragments and what skills you want to illustrate in each (you can do that, for example, by referring from your portfolio to matching video fragments, by adding a short description of the videos to your portfolio, or by adding (short) texts/voice overs to the video while editing.
 - ensure good image and sound quality (check with a computer other than the one you are using yourself)

Please note:

If you are taking an assessment for two subjects at the same time (bi-certification / double degree), make sure that your portfolio pays sufficient attention to (the didactics of) both subjects.

3.2 Registration and handing in your material

In addition to registering in Osiris, it is also necessary to register for the assessment via OnStage. There are deadlines per assessment period for:

- registration in Osiris (this is possible all year round)

⁹ You will describe competencies 7 and 8 together in one chapter of your portfolio. In the case of competency 8, look carefully at the competency requirements and indicators relevant to the assessment.

¹⁰ Appendix 2: Teaching Competencies with behavioural indicators

- registration via OnStage (necessary to be able to participate in the assessment in the period concerned)
- handing in your portfolio (including supporting documents and film fragments) and the status form completed and signed by your PD tutor¹¹
- unsubscribing from the assessment via email to the assessment office if you are unable to participate in an assessment, so that it does not cost you a test opportunity

The exact procedure, instructions and deadlines for registration and submission can be found at <https://husite.nl/stage-en-afstudeerinformatie/assessment-ia/>.

Note: Make sure you stay up to date. During the school year, there may be changes in procedures, instructions, assessment weeks and associated deadlines, etc. So please check <https://husite.nl/stage-en-afstudeerinformatie/assessment-ia/> each time for the most up-to-date information.

3.3 The assessment itself

During the assessment you will be assigned two assessors. Neither assessor may be your current Professional Development tutor, internship mentor or internship supervisor. Therefore, fill in the correct details when registering via OnStage. The assessors have followed an assessor training and participate in the annual professionalisation days. The assessment is a private matter, apart from the assessors no other people are allowed to attend¹².

Prior to the assessment, the assessors have read/viewed all the material you submitted and discussed what they are going to ask you about during the criterion-based interview. During the interview they will discuss the areas of competence about which no or not enough information has been obtained in the material you handed in beforehand, and they can go into more depth. The purpose of the criterion-based interview is to give you the opportunity to showcase your competences even better. It is a frequently used instrument in assessments.

The assessment is done online via MS Teams and takes half a day (morning, afternoon or evening). The programme is as follows:

| allocated time | student activity | assessor activity |
|----------------------------------|------------------|--|
| 90 minutes (prior to assessment) | none | reading/viewing the submitted material |
| 30 minutes (prior to assessment) | none | preparing criterion-based interview |

¹¹ Appendix 3a: Portfolio status form, to be completed by PD tutor. Downloadable as a word file from <https://husite.nl/stage-en-afstudeerinformatie/assessment-ia/>

¹² It may happen that, in the context of training or certification of assessors, it is asked whether a listener may be present or whether a recording may be made. This requires the prior written consent of both assessors and the student, but nobody is obliged to give this consent.

| | | |
|--|---|--------------------------------|
| 10 minutes | making contact, testing equipment, getting to know each other | |
| 45 minutes | criterion-based interview | |
| 5 minutes | appointment for final assessment conversation | |
| 45 minutes | none | completing the assessment form |
| 15 minutes (within 1 working day after the assessment) | final assessment conversation | |

The exact script and instructions for the assessment can be found at <https://husite.nl/stage-en-afstudeerinformatie/assessment-ia/>.

3.4 Completion of the TQA

The final assessment (Sufficient / Not Sufficient) will be communicated to you within one working day after the assessment and explained to you orally as well as in writing¹³. You can read how the final assessment is reached in appendix 5. During the final interview, you will have the opportunity to give your reaction to the results.

3.5 Credits and diploma

The credits for 'Professional Development 4B & Teacher Qualification Assessment' will be awarded if you have completed the assessment positively. The internal assessor uploads the completed assessment form in OnStage and enters the assessment result in Osiris.

If you have obtained all the credits of your programme, the diploma application procedure starts, see <https://askhu.sharepoint.hu.nl/informatie-items/Paginas/Diploma.aspx>.

3.6 Not Sufficient?

Not: if you have completed Test 1 with a Sufficient result, but the assessment has been assessed as Not Sufficient, then you do NOT need to retake the internship and lesson observation part (Test 1).

If the assessors have deemed the assessment Not Sufficient, take the following steps:

- Try to find out for yourself why the assessors have drawn the conclusion of Not Sufficient. Remember, a Not Sufficient is also possible if the assessors, in your portfolio and the criterion-driven interview, have gained too little insight/information to be able to reach a positive assessment.

¹³ Appendix 6: Final assessment form Start competent assessment

- Contact your Professional Development tutor. Try to make a plan together on how to work on the advice.
- When you are ready for a resit, you can re-apply for the next assessment week. To do this, you must start a new assessment file in OnStage and your Professional Development tutor must also fill in and upload a new status form.
- You will have the opportunity to take the Teacher Qualification Assessment twice per academic year at the most (two assessment opportunities). If you have not submitted your portfolio on time or are not present during the assessment (without having signed out before the applicable deadline), this also counts as an assessment opportunity. An NA will then be entered in Osiris.

3.7 Complaints procedure

If you do not agree with the result of the assessment or if you are not satisfied with the way in which the assessment was carried out and you wish to lodge a complaint, you can do so using the HU's standard complaint form. The Student Information Point (STIP) will ensure that the form is sent to the right place. You can find the form on <https://askhu.sharepoint.hu.nl/informatie-items/Paginas/Submitting-a-complaint.aspx>

If you are not satisfied with the handling of your complaint, you can go to the HU Student Legal Protection Office. This is a request for a review (after the complaint procedure). More information about the complaints and appeals procedure can be found in the study guide for your programme.

3.8 Afterword

With this manual and the additional information on <https://husite.nl/stage-en-afstudeerinformatie/assessment-ia/> we hope to have provided a clear picture of the content and organisation of the Professional Development 4B & Teacher Qualification Assessment module. If you have any questions, you can always contact your Professional Development tutor. Do not hesitate to ask. Better ten questions too many than one too few!

Appendix 1: Entry requirements for the assessment of Starting Competence

Credit requirements

- The 60 ECTS of the propaedeutic phase have been obtained
- A minimum of 165 ECTS credits have been obtained from the main phase
- Apart from Test 2: TQA, under the Professional Development 4B & Teacher Qualification Assessment module and, if applicable, the national knowledge and language tests, there are no results between brackets or under 'other' in the study progress overview in Osiris. Courses that you have taken outside the fixed examination programme may not be counted.

Note: This means that all parts of the examination programme have been passed with the exception of Professional Development 4B & Teacher Qualification Assessment Test 2 + possibly the national knowledge and language tests)

Requirements for workplace learning (your internship) during Professional Development 4B (= Test 1)

- A confirmation from the internship mentor that you have fulfilled the requirements of the internship (see front page of the Internship Evaluation). The development advice of your mentor is positive. You include the completed and signed Internship Evaluation form in the portfolio that you upload in OnStage (Test 1).
- A confirmation from the internship supervisor and the internship mentor together that, within the context of the workplace, you teach at or above graduation-ready level (year 4). The development-oriented feedback on a lesson (lesson observation with DOT) is included in the portfolio that you upload in OnStage (Test 1).
- You upload the logbook for Professional Development 4B in OnStage (Test 1).

The internship supervisor checks whether all three components are present in OnStage and that

- the logbook provides sufficient insight into your activities and learning moments
- the teaching visit with the DOT has been assessed as at or above the level of basic competence for year 4, for the cut-off see:
https://canvas.hu.nl/courses/28361/pages/lesson-observation-b-modules-only?module_item_id=566104
- the internship mentor has given their positive advice (= all conditions fulfilled and positive assessment of your performance at the internship)

The internship supervisor enters the assessment for Test 1: Internship & Lesson Observation into Osiris with: Sufficient / Not Sufficient / Not Present.

Portfolio requirements

- The portfolio is complete, see Checklist TQA Manual §3.1.1
- The portfolio (including all related images and evidence) can be read/viewed in 90 minutes

- the materials meet the format requirements for handing in, see section 3.1 of the PD4B and Teacher Qualification Assessment Manual:
 - 1 main document, 1 zip file with evidence and 1 video file
 - **OR** 1 main document with embedded links to evidence and video fragments
 - **OR** 1 word document with a link to a directly accessible digital portfolio
- the language used in the portfolio and evidence are at C2 level
- the video evidence is of reasonable image and sound quality

Note:

On the date that you register for the assessment via OnStage, you do not have to meet the above-mentioned entry requirements. However, you do have to meet them on the deadline for submitting your portfolio.

Make sure you register in Osiris for the Osiris code for the assessment Start proficient that is in your examination programme:

| Course Name | EC | Osiris Code | Target Group |
|--|----|------------------|--|
| Professional Development 4b and Teaching Qualification Assessment Bachelor | 14 | OARIN-HPD4BTQ-21 | Standard code for the Teacher Qualification Assessment Bachelor, cohort 2021 |
| Professional Development 4b and Teaching Qualification Assessment Bachelor for Second Degree | 14 | OARIN2-HPD4BT-21 | Students being assessed for a second teaching qualification, after having been assessed for another teaching qualification at the Archimedes Institute previously, cohort 2021 |
| Professional Development 4b and Teaching Qualification Assessment Bachelor for Double Degree | 14 | OARIN3-HPD4BT-21 | Students being assessed for two teaching qualifications simultaneously (dual teaching qualification set-up), cohort 2021 |

Appendix 2: The SBL Teaching Competencies and Behavioural Indicators

1. Interpersonally competent

Description of the competency:

The VO/BVE teacher is responsible for leading groups of pupils in such a way that a pleasant living and working climate predominates. The teacher ensures open channels of communication, leads the pupils in a pleasant way and ensures that there is a friendly and cooperative atmosphere in the group. It is expected of the VO/BVE teacher that they are capable of acknowledging their role and responsibilities in terms of interpersonal communication. They are aware of their own attitude and behaviour and the influence this has on the pupils. The teacher gives form to group processes and communication in such a way that this nurtures good cooperation with and between the pupils. The teacher is aware of their own attitude and behaviour, and the effect this may have on others.

The teacher who is interpersonally competent is able to properly guide pupils (both individually and in the group) as well as the overall learning process. Such a teacher is able to create a friendly and cooperative atmosphere and thereby establishes open channels of communication. In sum, this kind of teacher:

- leads and guides,
- steers and follows,
- confronts and reconciles,
- corrects and encourages.

Behavioural indicators. A few examples:

| The student addresses pupils about undesirable behaviour and rewards good behaviour | | |
|--|---|---|
| <p>level 1: the student teacher ...</p> <ul style="list-style-type: none"> ▪ observes other teachers in the way they deal with pupils; ▪ is friendly to pupils; ▪ approaches pupils in a positive manner. | <p>level 2: the student teacher ...</p> <ul style="list-style-type: none"> ▪ is friendly and decisive towards pupils; ▪ makes compliments about good behaviour; ▪ makes correct judgements regarding the behaviour of pupils and relays this (if necessary) to the supervisor; ▪ knows how to act appropriately when confronted with unacceptable behaviour; ▪ recognises and signals the problematic behaviour of certain individual pupils or of the group and adequately responds to the situation. | <p>level 3: the student teacher ...</p> <ul style="list-style-type: none"> ▪ establishes rules and discusses them with the pupils; ▪ is able to deal with rules in a flexible way and has alternative actions at hand; ▪ can justify their own behaviour using theoretical and methodical insights; ▪ has developed their own view regarding proper class management. |

| The student teacher establishes a bond with individual pupils and groups of pupils | | |
|--|---|---|
| <p>level 1: the student teacher ...</p> <ul style="list-style-type: none"> ▪ shows an interest in the well-being of the pupils, and ▪ uses this interest in developing a relationship with the pupils. | <p>level 2: the student teacher ...</p> <ul style="list-style-type: none"> ▪ is open to the input of pupils; ▪ is conversational; ▪ chats with pupils before or after class. | <p>level 3: the student teacher ...</p> <ul style="list-style-type: none"> ▪ communicates effectively using both verbal and non-verbal techniques; ▪ recognizes and identifies behavioural patterns of individual pupils and groups and is able to make this transparent to the pupils themselves; knows how to improve things if necessary; ▪ can account for the way they deal with groups and individual pupils; bases their actions on relevant theoretical and methodical insights. |
| The student teacher is a role model in terms of social interaction | | |
| <p>level 1: the student teacher ...</p> <ul style="list-style-type: none"> ▪ adheres to any agreements that have been made; ▪ is respectful; ▪ adheres to the rules of the school. | <p>level 2: the student teacher ...</p> <ul style="list-style-type: none"> ▪ is professional when receiving and giving feedback; ▪ works well together with others and is helpful. | <p>level 3: the student teacher ...</p> <ul style="list-style-type: none"> ▪ ensures that pupils show respect towards the teacher and towards each other; ▪ discusses communication and manners; ▪ promotes effective communication through, for example, listening, summarising and by asking in-depth content and relational questions. |

2. Pedagogically competent

Description of the competency:

The VO/BVE teacher is responsible for helping pupils to become independent and responsible in relation to others and in relation to the (learning) tasks they need to perform. They are invested in the well-being of the pupils. It is expected of the VO/BVE teacher that they acknowledge their pedagogical responsibility and create a safe learning environment in a professional, systematic manner, not only for the class or group as a whole but also for each individual pupil.

The pedagogically competent teacher creates a safe learning environment in the classroom and at school. Such a teacher, for example, ensures that pupils:

- know that they belong and are welcome;
- know that they are appreciated;
- treat each other in a respectful way;
- are challenged to take responsibility for each other;
- take the initiative and can work independently;
- discover their affinities and ambitions and use this insight to inform the choices they must make regarding their studies and future.

Behavioural indicators. A few examples:

| The student teacher makes an effort to understand the experiential reality of pupils | | |
|--|---|--|
| <p>level 1: the student teacher ...</p> <ul style="list-style-type: none"> ▪ asks pupils about their interests and situation at home; ▪ shows an interest in developing a relationship with the pupils; ▪ observes the characteristics of the pupil body at the school; ▪ develops an impression of the pupil's social and cultural background; ▪ can describe the role of the school in the lives of young people. | <p>level 2: the student teacher ...</p> <ul style="list-style-type: none"> ▪ responds to the experiential reality of the pupils; ▪ talks to individual pupils about their interests; ▪ promotes an atmosphere of respect and mutual interest by treating pupils equally. | <p>level 3: the student teacher ...</p> <ul style="list-style-type: none"> ▪ takes the social, emotional and cultural differences between pupils into account. |
| The student appreciates the input of pupils and is curious about their ideas | | |
| <p>level 1: the student teacher ...</p> <ul style="list-style-type: none"> ▪ compliments the pupils. | <p>level 2: the student teacher ...</p> <ul style="list-style-type: none"> ▪ uses teaching activities that encourage pupils to contribute their own experiences and ideas; ▪ encourages and gives positive feedback; ▪ recognises the differences between pupils. | <p>level 3: the student teacher ...</p> <ul style="list-style-type: none"> ▪ makes appropriate pedagogical use of the differences between pupils; ▪ helps participants (BVE) in the development of their professional identity; ▪ uses the input of pupils in a systematic manner within the educational process. |
| The student is able to establish links between their own convictions and the school's pedagogical vision | | |
| <p>level 1: the student teacher ...</p> <ul style="list-style-type: none"> ▪ explores and studies the pedagogical climate in the school; ▪ shows how this inquiry plays a role in the development of their own views; ▪ takes the school's rules into account regarding interacting with the pupils. | <p>level 2: the student teacher ...</p> <ul style="list-style-type: none"> ▪ stays within the parameters of the rules of the school when deploying their own pedagogical vision; ▪ reflects this pedagogical vision in the way they deal with individual pupils and groups of pupils; ▪ maintains the classroom rules and procedures in a consistent manner. | <p>level 3: the student teacher ...</p> <ul style="list-style-type: none"> ▪ Is aware of their own professional views, values and norms and makes this explicit this to their pupils and colleagues; ▪ can justify their pedagogical views and their chosen approach, using relevant theoretical and methodical insights. |
| The student teacher encourages pupils to think critically about their own behaviour and the group's behaviour and discusses this in class | | |
| <p>level 1: the student teacher ...</p> <ul style="list-style-type: none"> ▪ asks the pupils questions regarding their behaviour. | <p>level 2: the student teacher ...</p> <ul style="list-style-type: none"> ▪ addresses individual pupils about their undesirable behaviour; | <p>level 3: the student teacher ...</p> <ul style="list-style-type: none"> ▪ encourages pupils to think critically about their views and behaviour and stimulates the |

| | | |
|--|---|--|
| | <ul style="list-style-type: none"> ▪ addresses a group about their group behaviour; ▪ holds a class discussion about undesirable and desirable behaviour. | <ul style="list-style-type: none"> ▪ pupils to discuss this within the group; ▪ challenges pupils to think about their own development and learning processes. |
|--|---|--|

3. Didactically and professionally competent

Description of the competency:

The VO/BVE teacher is responsible for helping pupils to acquire professional knowledge, expertise and knowledge of the relevant learning areas and to become familiar with the way in which this knowledge is used in daily life and in professional settings. The teacher helps pupils to experience the school as meaningful and useful, whereby connections are made with the perception of children, thereby drawing on a modern (professional) didactic repertoire. It is expected of the VO/BVE teacher that they recognise their didactic responsibility and are able to create a powerful learning environment for pupils in a contemporary, professional and systematic manner.

The didactically competent teacher designs a powerful learning environment in which pupils can learn the basic knowledge and skills of the relevant subjects and learning areas, whereby pupils can become familiar with the way in which this knowledge and skills are used in daily life and in professional settings. This kind of teacher:

- teaches pupils how to learn and choose;
- promotes the pupils' independence;
- shapes the learning content to suit the pupils;
- takes individual differences into account;
- mutually determines the pupil's (individual) learning trajectory, including possible opportunities for learning within and outside the school, or in the context of professional practice;
- challenges pupils to perform the best they can;
- helps pupils achieve success.

Behavioural indicators. A few examples:

| The student uses a range of teaching strategies and teaching activities, such as problem-based learning, natural learning, classroom learning, social and cooperative learning | | |
|---|---|---|
| <p>level 1: the student teacher ...</p> <ul style="list-style-type: none"> ▪ can describe the various didactic strategies used at school; ▪ assists in lessons given by one or more teachers at school; ▪ shows appreciation for cooperative behaviour; ▪ shows interest in forms of collaborative learning; ▪ shows they are cooperative by offering support to others. | <p>level 2: the student teacher ...</p> <ul style="list-style-type: none"> ▪ uses teaching strategies that form a part of a classroom approach; ▪ uses teaching strategies that form a part of investigative learning; ▪ is able to offer alternative strategies to the supervising teacher at school; ▪ develops and supervises projects for natural learning; | <p>level 3: the student teacher ...</p> <ul style="list-style-type: none"> ▪ can substantiate their professional and didactic views; ▪ can account for the way they approach a group of pupils, using current theoretical and methodical insights; ▪ designs learning activities that are useful in terms of the pupil's/participant's prospective career. |

| | | |
|--|---|--|
| | <ul style="list-style-type: none"> ▪ chooses working methods that stimulate collaboration and develop pupils' skills; ▪ guides the classroom towards cooperative behaviour; ▪ uses different teaching activities effectively. | |
| The student teacher uses modern educational audiovisual and ICT resources | | |
| <p>level 1: the student ...</p> <ul style="list-style-type: none"> ▪ examines the possibilities at the school for using these resources; ▪ assists and encourages pupils to use modern educational tools. | <p>level 2: the student ...</p> <ul style="list-style-type: none"> ▪ makes purposeful and effective use of modern educational resources; ▪ develops ideas for the possible ways in which the school might use modern resources in class. | <p>level 3: the student teacher ...</p> <ul style="list-style-type: none"> ▪ is able to adapt existing resources and expand them with their own input (questions, suggestions, examples, AV and ICT resources). |
| The student teacher helps pupils to develop subject skills, learning skills and professional skills | | |
| <p>level 1: the student teacher ...</p> <ul style="list-style-type: none"> ▪ assists the teacher in teaching pupils simple skills; ▪ guides pupils with their homework and reflects on learning skills. | <p>level 2: the student teacher ...</p> <ul style="list-style-type: none"> ▪ designs varied learning tasks for the subject / learning area; ▪ teaches pupils learning skills (e.g. learning for the test, summarizing); ▪ reviews tests in a reflective manner; ▪ promotes student independence; ▪ talks to pupils about their competencies. | <p>level 3: the student teacher ...</p> <ul style="list-style-type: none"> ▪ encourages pupil to shape their own learning process; ▪ supports pupils in their learning process by identifying, naming and responding to learning questions and problems; ▪ systematically reflects with pupils on their results and the corresponding learning processes; ▪ analyses (subject-specific) learning problems and responds to these in the proper manner, with specific assignments and questions. |
| The student takes differences into account | | |
| <p>level 1: the student teacher ...</p> <ul style="list-style-type: none"> ▪ identifies and studies the various differences between pupils, ▪ and the way in which other teachers at school deal with these differences. | <p>level 2: the student teacher ...</p> <ul style="list-style-type: none"> ▪ takes account in their didactic approach of the differences between pupils in terms of level, age, gender and cultural background; ▪ correctly assesses the pupils' levels and offers appropriate constructive feedback. | <p>level 3: the student teacher ...</p> <ul style="list-style-type: none"> ▪ creates the preconditions (atmosphere, organisation, assignments, materials and tools) that enable the pupils to work independently, so that they can learn at their own pace and in their own way; ▪ knows the strengths and weaknesses of individual pupils and knows how to promote their specific learning needs; ▪ designs different learning paths to accommodate for the differences among the pupils. |

| The student teacher uses various methods of testing, assessment and evaluation | | |
|---|---|---|
| level 1: the student teacher ... <ul style="list-style-type: none"> ▪ grades various tests; ▪ invigilates during tests. | level 2: the student teacher ... <ul style="list-style-type: none"> ▪ develops and grades various tests; ▪ supervises and evaluates performance / learning tasks; ▪ supervises and evaluates portfolios. | level 3: the student teacher ... <ul style="list-style-type: none"> ▪ develops assessment tools in collaboration with colleagues; ▪ can substantiate their choices for certain types of assessment; ▪ evaluates the learning process and the learning outcomes of pupils |

4. Organisationally competent

Description of the competency:

The VO/BVE teacher is responsible for all organisational aspects of class management, as well as other aspects related to their educational performance.

It is expected of the VO/BVE teacher that they acknowledge their organisational responsibility and that they can create a good living and working climate in the classroom. It is considered self-evident that they do this in a professional, systematic way, that they conduct themselves in a well-organised, orderly and task-oriented manner, and that they are clear in their intention towards themselves, their colleagues and especially their pupils.

The organisationally competent teacher takes care of all organisational matters related to educational subjects, learning areas and/or projects. This kind of teacher:

- knows how to organise their work;
- ensures that pupils know what they should (or can) do, how they should (or can) do this, and to what end they should (or can) do this;
- ensures that pupils know where they stand and how much room they have for their own initiative.

Behavioural indicators. A few examples:

| The student teacher promotes task-oriented work | | |
|--|--|---|
| level 1: the student teacher ... <ul style="list-style-type: none"> ▪ helps pupils follow instructions and carry out assignments; ▪ has their own things in order, assignments are prepared on time and at hand when needed. | level 2: the student teacher ... <ul style="list-style-type: none"> ▪ offers clearly structured learning activities; ▪ fulfils an exemplary role (e.g. has his/her teaching materials in order) ▪ provides feedback on time and appropriate to the level of the pupil, including grades, written reviews, and feedback on portfolios. | level 3: the student teacher ... <ul style="list-style-type: none"> ▪ offers organisational structures and teaching and learning materials that support learning activities and learning objectives; ▪ handles procedures in a consistent manner; ▪ can justify their approach to class management and the organisation of their educational approach. |
| The student sets priorities and efficiently distributes the available time over all the tasks | | |
| level 1: the student teacher ... | level 2: the student teacher ... | level 3: the student teacher ... |

| | | |
|---|--|--|
| <ul style="list-style-type: none"> ▪ adheres to agreements that have been made; ▪ observes other teachers in terms of their planning and organisation of different teaching activities; ▪ starts and ends the lesson according to the lesson plan; ▪ carries out assignments on time. | <ul style="list-style-type: none"> ▪ designs the timetable for lessons appropriately and adheres to this plan; ▪ evaluates the timetable for the lessons; ▪ completes assignments on time; ▪ does not take on more tasks than they can handle. | <ul style="list-style-type: none"> ▪ improvises in a professional manner and sets clear priorities in unexpected situations; ▪ sets priorities and efficiently distributes the available time for themselves and their pupils; ▪ monitors the lesson plan together with the pupils. |
| The student contributes to school activities | | |
| level 1: the student teacher ... <ul style="list-style-type: none"> ▪ takes the initiative to participate in activities; ▪ assists in supervising activities. | level 2: the student teacher ... <ul style="list-style-type: none"> ▪ supervises school activities; ▪ participates in the organisation of work weeks or sports days, etc. | level 3: the student teacher ... <ul style="list-style-type: none"> ▪ takes the initiative and offers proposals. |

5. Competent in cooperating with colleagues

Description of the competency:

The VO/BVE teacher is responsible for coordinating their work with that of their colleagues and is co-responsible for the proper functioning of the school.

The VO/BVE teacher is responsible for cooperating with colleagues, contributing to the professional, pedagogical and didactic climate of the school, creating healthy working relationships and fostering an efficient organisation of the school.

The teacher who is competent in cooperating with colleagues as a team, contributes to the proper functioning of the whole team as well as the overall organisation of the school. This kind of teacher:

- contributes to a safe and open atmosphere in the team;
- contributes to the proper performance of the team or section;
- contributes in the organisation of team activities.

Behavioural indicators. A few examples:

| | | |
|---|---|---|
| The student teacher shares knowledge with the team and learns from colleagues | | |
| level 1: the student teacher ... <ul style="list-style-type: none"> ▪ observes fellow students and teachers, reflects on what has been observed and discusses this with colleagues; ▪ offers and receives feedback from colleagues at the school; ▪ offers and receives feedback from fellow students. | level 2: the student teacher ... <ul style="list-style-type: none"> ▪ contributes their own experiences during 'intervision' and peer consultations; ▪ develops intentions on the basis of their own experiences and those of others; ▪ shares teaching materials with colleagues. | level 3: the student teacher ... <ul style="list-style-type: none"> ▪ asks for help from colleagues and offers help in return; ▪ puts team interests above self-interest; ▪ justifies their own views and methods with regard to cooperating with colleagues within the school organisation. |
| The student contributes to team projects; both within their own subject or field and across disciplines | | |
| level 1: the student teacher ... <ul style="list-style-type: none"> ▪ examines the available projects offered at the school; | level 2: the student teacher ... <ul style="list-style-type: none"> ▪ contributes constructively during team meetings; | level 3: the student teacher ... <ul style="list-style-type: none"> ▪ is responsible for their task (or the task of others). |

| | | |
|--|---|---|
| <ul style="list-style-type: none"> assists in the implementation of projects at the school; participates in projects within the degree programme and experiments with various roles and tasks. | <ul style="list-style-type: none"> contributes to the development of course material; participates in the organisation of projects; takes the initiative. | |
| The student contributes to ideas concerning educational innovation | | |
| level 1: the student teacher ... <ul style="list-style-type: none"> examines school activities with an eye for educational innovation; makes sure they are informed about innovations at the national level. | level 2: the student teacher ... <ul style="list-style-type: none"> contributes to the implementation of educational innovation at the school; takes initiatives to improve education by proposing (professional) didactic innovations. | level 3: the student teacher ... <ul style="list-style-type: none"> contributes to the development and improvement of their school. |
| The student participates in general teaching tasks | | |
| level 1: the student teacher ... <ul style="list-style-type: none"> invigilates during tests; grades various tests; | level 2: the student teacher ... <ul style="list-style-type: none"> participates in team and section meetings and participates in tasks performed during these meetings; participates in pupil report meetings. | level 3: the student teacher ... <ul style="list-style-type: none"> works according to organisation's established agreements, procedures and systems, such as an Online Student Monitoring System. |

6. Competent in working with the social environment

Description of the competency:

The VO/BVE teacher is responsible for maintaining contact with the parents or caretakers of the pupils and for coordinating their own care for the well-being of the pupils with the care provided by others outside the school. They are also responsible for the proper functioning of the school's cooperation with other (neighbourhood) institutions, internship schools or work placement organisations. It is expected of the VO/BVE teacher that they take responsibility for their role in the cooperation between the school and its social environment, and that they work well with the people and institutions involved with the school and involved in caring for the pupils at the school.

The teacher who is competent in working with the social environment of the school, contributes to good relations between the school and pupils' parents, institutions for further education and other institutions and companies in the physical environment of the school. In sum, this kind of teacher:

- contributes to maintaining relationships with external stakeholders, especially with parents;
- uses the social environment as part of the creation of a powerful learning environment.

Behavioural indicators. A few examples:

| | | |
|---|----------------------------------|----------------------------------|
| The student teacher uses the school's environment as a source of knowledge and as an opportunity to apply knowledge and skills | | |
| level 1: the student teacher ... | level 2: the student teacher ... | level 3: the student teacher ... |

| | | |
|---|---|--|
| <ul style="list-style-type: none"> ▪ examines how the school works on education that is in tune with the social environment; ▪ makes a proposal for a simple project within their own subject of expertise in the vicinity of the school. | <ul style="list-style-type: none"> ▪ examines the school's social environment for opportunities to practically apply their educational subject; ▪ develops and executes projects with the cooperation of institutions/companies in which pupils can apply their knowledge of the educational subject; ▪ maintains contact with persons/institutions who act as clients in the context of natural learning. | <ul style="list-style-type: none"> ▪ (see level 2) |
| The student maintains contact with parents and caretakers of pupils | | |
| <p>level 1: the student teacher ...</p> <ul style="list-style-type: none"> ▪ examines the ways in which the school maintains contact with parents. | <p>level 2: the student teacher ...</p> <ul style="list-style-type: none"> ▪ conducts conversations with parents and observes this interaction. | <p>level 3: the student teacher ...</p> <ul style="list-style-type: none"> ▪ conducts conversations with parents and uses relevant conversation skills and techniques; ▪ consults the existing information, makes a log of any new information and makes it possible for others to use it; ▪ is able to give an account of their professional views and opinions to parents and other stakeholders and, if necessary, adjusts their approach in consultation with others. |

7. Competent in reflection and professional development

8. Competent in research skills

Description of competency 7:

The VO/BVE teacher is responsible for their own professional development.

It is expected of the VO/BVE teacher that they take responsibility for their own professional development and to examine, make explicit and further develop their views regarding teaching and professional competence.

The teacher who is competent in reflection and professional development constantly works on their own professionalisation. In sum, this kind of teacher:

- knows what they think is important in terms of the teaching profession, as well as the values, norms and educational vision on which their views are based;
- has a good understanding of their own competencies and their own strengths and weaknesses;
- works on their own development in a systematic way.

Description of competency 8 (insofar as this is part of the assessment):

A VO/BVE teacher who is competent in research skills shows that they have developed a professional research competence. This means that they

- have a professional research attitude. In other words, such a teacher is curious, has an open mind and attitude, is critical, wants to understand things, is prepared to change their perspective, can adjust their routines, is focused on using the correct sources, likes to be sure about things, and enjoys sharing their knowledge with others.

Behavioural indicators. A few examples:

| The student designs their own Personal Development Plan | | |
|--|---|---|
| <p>level 1: the student teacher ...</p> <ul style="list-style-type: none"> ▪ reflects on their own strengths and weaknesses; ▪ describes the learning objectives of the main phase. | <p>level 2: the student teacher ...</p> <ul style="list-style-type: none"> ▪ reflects on their own strengths and weaknesses based on experience and vision; ▪ reflects on their personal qualities. | <p>level 3: the student teacher ...</p> <ul style="list-style-type: none"> ▪ works on their own development in a systematic manner and thereby makes use of the frameworks offered by the school (e.g. POP, Team development plan, IBP); ▪ articulates what they think is important about teaching, and the values, norms and educational theories that underpin this view. |
| The student finds a balance between involvement and professional distance | | |
| <p>level 1: the student teacher ...</p> <ul style="list-style-type: none"> ▪ analyses situations from a teacher's perspective and no longer from a pupil's perspective; ▪ is aware of this change of perspective; ▪ acts within their role as a teacher in a group of pupils. | <p>level 2: the student teacher ...</p> <ul style="list-style-type: none"> ▪ is sympathetic towards the pupils, but does not take over their responsibilities; ▪ knows the limits of their own influence; ▪ refers pupils with problems on time to those who can help, without taking on the role of care provider themselves. | <p>level 3: the student teacher ...</p> <ul style="list-style-type: none"> ▪ (see level 2) |
| The student builds and maintains a relevant network of colleagues | | |
| <p>level 1: the student teacher ...</p> <ul style="list-style-type: none"> ▪ maintains contact with their own year group and fellow interns | <p>level 2: the student teacher ...</p> <ul style="list-style-type: none"> ▪ maintains contact with students of their own degree programme and fellow interns; ▪ reads specialist literature; ▪ attends (regional) meetings on educational issues. | <p>level 3: the student teacher ...</p> <ul style="list-style-type: none"> ▪ takes advantage of various possibilities to develop themselves, such as staying up to date with developments in professional literature, following training courses, participating in innovation projects and research, and taking on new responsibilities; ▪ is open to learning from other perspectives and ideas and actually tries them out in practice; |
| The student makes a critical assessment of their own work and uses evaluation, reflection and the feedback from others to further develop their skills | | |
| <p>level 1: the student teacher ...</p> <ul style="list-style-type: none"> ▪ gives and receives feedback. | <p>level 2: the student teacher ...</p> <ul style="list-style-type: none"> ▪ actively takes part in peer consultations and peer reviews. | <p>level 3: the student teacher ...</p> <ul style="list-style-type: none"> ▪ brings their personal development in line with the schools' policy. |

| The student exhibits a constructive critical attitude | | |
|--|---|--|
| <p>level 1: the student teacher ...</p> <ul style="list-style-type: none"> ▪ questions pupils and teachers at their internship school about how and why they deal with various things in a certain way. | <p>level 2: the student teacher ...</p> <ul style="list-style-type: none"> ▪ <i>examines a particular practical issue from different perspectives and analyses the various opinions;</i> ▪ when necessary, they are able to take distance from their own perspective and temporarily set aside personal opinions. | <p>level 3: the student teacher ...</p> <ul style="list-style-type: none"> ▪ <i>critically examines existing practices and contrasts these with what is known from research;</i> ▪ <i>asks questions and collects data in a practical context, in order to gain more insight into an issue before offering a solution;</i> ▪ <i>substantiates their decisions using theory.</i> |

Appendix 3a: Statement of Authenticity 2021-2022

An MS Word version of this document can be downloaded from: <https://husite.nl/stage-en-afstudeerinformatie/assessment-ia/lerarenopleidingen-voltijd-en-deeltijd-instituut-archimedes-startbekwaam-en-master/#teacher-education>

PAY ATTENTION: This form, filled in and signed, has to be part of the portfolio of the student. Without this, the Professional Development tutor will not be able to sign the status form and the student will not be able to participate in the assessment.

Statement

I hereby declare all material in this portfolio to be authentic. This means that all texts and pieces of evidence are of my own making and attained through my own experiences.

| | |
|-------------------|--|
| Name student | |
| Student number | |
| Date | |
| Signature student | |

When it has been ascertained that parts of the portfolio are indeed not authentic, meaning that it was not written by the student or has to do with activities not undertaken by the student personally, this will be seen as fraud.

Appendix 3b: Status Form PD4B + Teacher Qualification Assessment 2021-2022

An MS Word version of this document can be downloaded from: <https://husite.nl/stage-en-afstudeerinformatie/assessment-ia/lerarenopleidingen-voltime-en-deeltijd-instituut-archimedes-startbekwaam-en-master/#teacher-education>

PAY ATTENTION: The Professional Development tutor uploads this form, after filling it in and signing it, on OnStage. Only once this has been done will a student be able to participate in the assessment.

NB.: This form does not check the quality of the content. It is merely to see that all requirements have been met and that the portfolio is complete. The student has the final responsibility for the quality of the contents.

| |
|---|
| <p>Student name:</p> <p>Student number:</p> <p>Subject(s):</p> <p>Degree format (full-time, part-time, KOP, second degree, double degree):</p> <p>Osiris code for Professional Development PD4B+Teacher Qualification Assessment module (select the correct code):</p> <p><input type="checkbox"/> OARIN-HPD4BTQ-21</p> <p><input type="checkbox"/> OARIN2-HPD4BT-21 (second degree)</p> <p><input type="checkbox"/> OARIN3-HPD4BT-21 (double degree)</p> <p>Date:</p> <p>Professional Development Tutor name:</p> <p>Professional Development Tutor signature:</p> |
|---|

1. The student meets the requirements to be able to take part in the assessment:

- in Osiris / the student's study progress report (SVO) **225EC** have been signed off (60EC from the propedeuse + 165 from the main phase). Namely, all parts of the exam programme, **with the exception of Professional Development 4B + Teacher Qualification Assessment** and potentially the **LKT** and **CPE**, have resulted in a sufficient mark and the marks have been uploaded in Osiris. There are no credits in brackets. Check the instruction manual of the assessment.
- the student has signed up for the assessment in Osiris as well as OnStage.

2. **The student meets the requirements to partake as regards their internship progress:**
 - In Osiris / the study progress report, under Professional Development 4B + Teacher Qualification Assessment, **Test 1 – Internship & Lesson Observation** – has been signed off as **completed**.

3. **The student’s portfolio includes the following documents:**
 - a complete study progress report has been added
 - the statement of authenticity has been signed by the student and is part of the portfolio
 - the completed and signed Internship Evaluation form for the student’s PD4B internship
 - development oriented feedback on a lesson (i.e. feedback from the PD4B lesson observation conducted with the HU-DOT).

4. **The student’s portfolio meets the requirements (including evidence and video fragments):**
 - the portfolio is complete, see section 3.1 of the PD4B and Teacher Qualification Assessment Manual for the checklist
 - all of the material (portfolio and video fragments) can be read/watched in a maximum of 90 minutes
 - the materials meet the format requirements for handing in, see section 3.1 of the PD4B and Teacher Qualification Assessment Manual:
 - 1 main document, 1 zip file with evidence and 1 video file
 - OR** 1 main document with embedded links to evidence and video fragments
 - OR** 1 word document with a link to a directly accessible digital portfolio
 - the language used in the portfolio and evidence are at C2 level
 - the video evidence is of reasonable image and sound quality

5. **Particulars:**
 - special circumstances which are known by the exam board and for which there has been a ruling. The ruling is attached
 - other, namely:

Appendix 4: Evidence

For the assessment, you provide all kinds of evidence. The evidence will be weighted according to the following characteristics:

| |
|--|
| <p>Authenticity</p> <p>Authenticity means that your evidence is authentic (the experiences described and products shown are real and reliable). Evidence written about you by others has a high authentic value, for example, feedback from your coach about a part of a lesson that you have delivered. The authenticity of the document of the feedback giver is increased if it is signed. Your own descriptions and products can also be very authentic, the more concrete the better. Show original documents. If these are too large, make a selection or use colour-coding to mark which parts are relevant.</p> |
| <p>Topicality</p> <p>The evidence must show your current level of competence, so it must be recent and dated. Be sure to include evidence relating to at least the last two years. In addition, you can include older evidence, for example to show development and/or to explain how you are still tackling the evidence now or have started tackling it differently.</p> |
| <p>Relevance</p> <p>The evidence must be relevant to (and therefore related to) the work of an MBO teacher and show the most important elements of the area of competence for which you are using it. In other words: does the evidence really show that you have the competence? The more specific, the more relevant. If a piece of evidence covers more than you want to demonstrate, make a selection and only show what is relevant or use colour-coding to mark which parts are relevant.</p> |
| <p>Quantity</p> <p>Refers to the number of months/years of experience in a particular field of competence, or the amount of relevant training and other educational experiences. The evidence should show that you have gained sufficiently long and intensive experience and (if possible) demonstrate competence in different contexts.</p> |
| <p>Quality</p> <p>The evidence links theory and practice, it analyses, it uses developments in the professional field and in education and it reflects adequately on its own actions.</p> |
| <p>Variation</p> <p>The greater the variation in action and training contexts, the greater the chance that competences have been developed. That is, if you show evidence from different situations typical of you, you are more likely to demonstrate that you have developed in this area of competence. It also helps to show different types of evidence.</p> |

Types of evidence, for example:

Reports of work experiences (written out specific examples), Self-evaluation, Reflection reports, Observations or feedback from third parties (supervisor, colleagues, students), Report of assessment or performance review, Lesson plans and teaching materials made by you, Results of a student survey, Film fragments of teaching provided by you, Products or reports of assignments made by you in teacher training, etc.

NB: In addition to documents, you may also show products, video footage, vlogs, websites, electronic learning environments, etc. Your evidence must all be able to be stored in an archive folder or freely accessible online via a link. The total size may not exceed 2000 MB (in one archive folder).

You do not submit film fragments of your own education, but you make them accessible via a link. You must remove them immediately after your assessment. See also §2.1.

You can strengthen the **evidential value** of your material by:

- indicate what exactly you want to prove with this material (make a comparison with the relevant area of competence)
- describe specific situations as concretely as possible
- focus on your own professional conduct and its effect on others
- Give a justification: why did you do it this way? What knowledge and skills did you use?
- make connections with the experiences of others and with theory
- accompany your material with reflection: for example using Korthagen, ABCDE or STARR
- also reflect the experiences, feedback and judgements of others (+ your own reflection on them)
- show multiple judgements
- also show a (larger) complex educational activity or professional product, in which several competences are dealt with in an integrated way and/or you have gone through the entire process of education: preparation, execution and evaluation (with theoretical foundation and reflection)
- Also show your development, for example by comparing material from one or two years ago with very recent material.

Appendix 5: The evaluation of an assessment

Introduction

During an assessment your development is evaluated in terms of whether you can be considered a competent teacher. To this end, the assessors collect information about your competencies on the basis of the evidence that you present in your portfolio and during your presentation. This evidence is a selection of what you have acquired during your studies and work experience as a prospective teacher (and possibly previous learning or work experience).

You also have the opportunity to provide supplementary information during the criterion-based interview.

The assessors relate the information they were able to compile about you from the assessment, in terms of competency requirements associated with the assessment level (Teacher Qualification Assessment or Master's Assessment). Together they provide you with a holistic evaluation and recommendations on how to further develop yourself as a teacher.

A holistic evaluation

The evaluation you receive during an assessment is a holistic evaluation of your level of competence. This means that your competencies are not assessed separately, but in relation to each other. After all, teachers may or may not be competent in various ways while they do possess underlying knowledge or skills.

This also means that there is not one fixed list of the documentary evidence that you need to show during the assessment. After all, everyone is competent in their own way and will have to demonstrate this in their own unique manner as well. The evidence you present is specific to you and obtained in the particular context in which you functioned as a prospective teacher.

The value attributed to your documents may therefore also differ; a similar piece of evidence may exhibit a higher level of competency for one student than for another. This may depend, for example, on the context in which the evidence was obtained.

Evaluation criteria

The holistic competency level of students is based on a different mix of 'underlying knowledge, skills, vision, behaviour, etc.', so that the final evaluation can be arrived at in different ways for different students. For example, one student may be didactically so strong that this compensates for weaker competencies, while this may not apply for another student.

From the above it follows that there is no fixed list of evaluation criteria by which one can clearly predict what you have to do in order to ‘earn’ a satisfactory assessment. Competencies are not an immediate sum of separate and objectively assessable components and it would therefore not be appropriate to dissect them in components that are scored and weighed separately.

Please note: The paragraph above does not mean that there are no evaluation criteria for an assessment, it suggests that there is not one fixed list with a predetermined number of points to be achieved per component. There are indeed evaluation criteria: the competency requirements of secondary school teachers laid down in the BIO act. With these competency requirements, behavioural indicators have been formulated at various levels (appropriate to the various assessments). These behavioural indicators can be regarded as examples of competent behaviour. However, it is important not to use these behavioural indicators as a checklist, but as an indication of behaviour. A student does not have to exhibit all the behavioural indicators. They may, for instance, be able to prove competent action by reporting other behaviour.

Arriving at the final evaluation

The final evaluation is arrived at during the so-called ‘assessment procedure’, in which measurement takes place at multiple levels. Several assessors (two assessors) look at different evidence (obtained at different times, in different contexts and with feedback and/or (partial) evaluations by different people).

The assessors associate all the information they receive about you during the assessment to the competency requirements. They then determine the evidential value of what you have shown and weigh the competencies together. Unlike most tests, the weighting occurs afterwards.

To arrive at a careful and reliable evaluation, the assessors make use of the CONQuER method (WACKER method in Dutch): Classifying, Observing, Note-taking, Quantifying, Evaluating and Reporting.

Substantiating the evaluation

The assessors will convey the final evaluation of the assessment to you in both verbal and written form. In doing so, they will substantiate their evaluation on the basis of the competency requirements associated with the relevant assessment level, and they will also provide you with recommendations for further development. Both are recorded in writing on the assessment form; see appendix 9.

As explained earlier, this concerns providing a substantiation afterwards, which makes it impossible to determine in advance exactly which performance will lead to a certain evaluation. In order to give you an insight into what is expected of you, it is best to look closely at the competency requirements and the behavioural indicators; see Appendix 2.

Appendix 6: Assessment form

Final evaluation of the Teacher Qualification Assessment 2021-2022 (based on portfolio, presentation, and criterion-oriented interview)

Student: _____ **Department assessor:** _____
Student number: _____ **Field assessor:** _____ **Date:** _____

| A graduation ready teacher at the final Bachelor level | Sufficient / Insufficient | Special qualities |
|--|---------------------------|-------------------|
| <ul style="list-style-type: none"> ▪ meets the qualification evidence for second degree teachers (see competencies 1 through 8 on the subsequent pages of this form) ▪ acknowledges their responsibility relating to all competencies ▪ is aware of their own attitude and behaviour and the effect thereof on others ▪ has a vision, is aware of their own occupational beliefs, values, and norms, and demonstrates this to students, colleagues, and other stakeholders ▪ has alternative approaches ▪ works professionally and systematically ▪ is able to justify their views and actions based on theoretical and methodological insights | | |

Advice towards further development:

Student comments:

Department assessor signature:

| 1. Interpersonally competent | | | |
|--|--|-----------------------------|---------------------------------|
| Keywords | Proof seen in portfolio and video recording: | Questions asked during CGI: | Additional evidence during CGI: |
| <i>Descriptive in nature: examples, evidence, questions, answers, etc. listed as keywords</i> | | | |
| <ul style="list-style-type: none"> ✓ leadership ✓ pleasant personal and professional working environment ✓ open communication ✓ provides leadership in a pleasant way ✓ friendly and cooperative atmosphere ✓ group processes and communication ✓ good cooperation between students | | | |
| <p>Conclusion regarding competency 1:</p> <p>Appreciative in nature: statement about the determined level of the student</p> | | | |

Examples of competent behaviour at the graduation ready level

- sets rules, discusses them, and applies them flexibly
- communicates effectively, verbally and non-verbally
- recognises and identifies behavioural patterns of individual students and groups and makes them insightful for students
- ensures that students have respect for them and for each other
- discusses communication and manners
- promotes effective communication by e.g. listening, summarising, and asking about both content and involvement

| 2. Pedagogically competent | | | |
|---|--|-----------------------------|---------------------------------|
| Keywords | Proof seen in portfolio and video recording: | Questions asked during CGI: | Additional evidence during CGI: |
| <i>Descriptive in nature: examples, evidence, questions, answers, etc. listed as keywords</i> | | | |
| <ul style="list-style-type: none"> ✓ independent and self-responsible in relation to others and in relation to learning tasks ✓ concerned with well-being ✓ safe learning environment for groups and individuals independent and self-responsible in relation to | | | |
| <p>Conclusion regarding competency 2</p> <p>Appreciative in nature: statement about the determined level of the student</p> | | | |

Examples of competent behaviour at the graduation ready level

- takes the differences between students in social, emotional, and cultural terms into account and makes use of this in their pedagogical practice
- helps participants (BVE) with the development of their professional identity
- systematically uses the input of students in the educational process
- stimulates students to regularly reflect critically on their beliefs and behaviour and stimulates students to communicate about this in the group
- challenges students to think about their own development and learning processes

| 3. Subject-oriented and didactically competent | | | |
|--|--|-----------------------------|---------------------------------|
| Keywords | Proof seen in portfolio and video recording: | Questions asked during CGI: | Additional evidence during CGI: |
| <i>Descriptive in nature: examples, evidence, questions, answers, etc. listed as keywords</i> | | | |
| <ul style="list-style-type: none"> ✓ professional and specialist knowledge as well as an awareness of the context ✓ use input from current and global issues ✓ useful and meaningful ✓ connect to the perceptive environment of the student ✓ modern (subject) didactic repertoire ✓ powerful learning environment | | | |
| Conclusion regarding competency 3 Appreciative in nature: statement about the determined level of the student | | | |

Examples of competent behaviour at the graduation ready level

- designs learning activities that are meaningful in the perspective of the student's career
- modifies existing resources and expands them with their own input
- stimulates students to shape their own learning process and supports them by signalling, identifying, and responding to learning questions and learning problems
- systematically reflects on the learning result and the associated process with the students
- analyses learning problems and reacts adequately to these with targeted assignments and questions
- creates the preconditions which enable students to work independently, so that they can learn at their own pace and in their own way
- knows the strengths and weaknesses of individual students and knows how to improve their learning
- designs different learning processes to cater to the differences between students
- develops assessment tools together with colleagues
- evaluates the learning process and student learning outcomes

| 4. Organisationally competent | | | |
|--|--|-----------------------------|---------------------------------|
| Keywords | Proof seen in portfolio and video recording: | Questions asked during CGI: | Additional evidence during CGI: |
| <i>Descriptive in nature: examples, evidence, questions, answers, etc. listed as keywords</i> | | | |
| <ul style="list-style-type: none"> ✓ all organisational aspects ✓ class management ✓ pleasant personal and professional working environment ✓ clear, orderly, and task-oriented ✓ clear to all students | | | |
| <p>Conclusion regarding competency 4</p> <p>Appreciative in nature: statement about the determined level of the student</p> | | | |

Examples of competent behaviour at the graduation ready level

- offers organisational forms, learning tools and learning materials that support learning objectives and learning activities
- applies procedures in a consistent manner
- improvises in a professional way in unexpected situations and sets clear priorities for this
- sets priorities and distributes the available time efficiently for both themselves and the students
- monitors the planning together with the students

| 5. Competent in working with colleagues | | | |
|---|--|-----------------------------|---------------------------------|
| Keywords | Proof seen in portfolio and video recording: | Questions asked during CGI: | Additional evidence during CGI: |
| <i>Descriptive in nature: examples, evidence, questions, answers, etc. listed as keywords</i> | | | |
| <ul style="list-style-type: none"> ✓ coordinating with colleagues ✓ co-responsible for the proper functioning of the school organisation ✓ professional contribution to the pedagogical and didactic climate of their school ✓ good working relationships | | | |
| <p>Conclusion regarding competency 5</p> <p>Appreciative in nature: statement about the determined level of the student</p> | | | |

Examples of competent behaviour at the graduation ready level

- asks for help and offers help to colleagues
- places the team's interests above their own interests
- takes responsibility for the task (of others)
- contributes to the development and improvement of their school
- works according to the agreements, procedures, and systems that apply in the organisation

| 6. Competent in working in the environment outside of school | | | |
|--|--|-----------------------------|---------------------------------|
| Keywords | Proof seen in portfolio and video recording: | Questions asked during CGI: | Additional evidence during CGI: |
| <i>Descriptive in nature: examples, evidence, questions, answers, etc. listed as keywords</i> | | | |
| <ul style="list-style-type: none"> ✓ contact with parents ✓ coordination and cooperation outside the school regarding student care ✓ cooperation with other (neighbourhood) institutions, internship and training companies | | | |
| <p>Conclusion regarding competency 6</p> <p>Appreciative in nature: statement about the determined level of the student</p> | | | |

Examples of competent behaviour at the graduation ready level

- develops and carries out projects with the help of institutions/companies in which students can apply the subject/learning area
- conducts parent conversations and uses relevant conversational skills and techniques for this
- consults already existing information, records new information, and allows others to take advantage of this

| 7. Competent in reflection and development + 8. Investigative conduct | | | |
|---|--|-----------------------------|---------------------------------|
| Keywords | Proof seen in portfolio and video recording: | Questions asked during CGI: | Additional evidence during CGI: |
| <i>Descriptive in nature: examples, evidence, questions, answers, etc. listed as keywords</i> | | | |
| <ul style="list-style-type: none"> ✓ responsibility for their own professional development ✓ exploring, expressing, and developing own perceptions about teaching and competence ✓ critical basic attitude | | | |
| Conclusion regarding competency 7&8 Appreciative in nature: statement about the determined level of the student | | | |

Examples of competent behaviour at the graduation ready level

- systematically works on their development using the frameworks offered by the school
- is committed to students but does not take on their responsibilities
- knows the limits of their own influence
- refers students with problems in a timely manner without taking on the role of counsellor themselves
- utilises various opportunities for self-development, such as keeping track of professional literature, following training, participating in innovation projects and studies, and taking on new tasks
- is open to different visions and ideas and actually tries them out
- coordinates their development with the policy of the school
- looks critically at existing practices and compares this to what is known from research
- asks questions and collects data in a practical context to gain a better understanding of a matter before thinking of a solution
- substantiates choices with theory