**Final evaluation of the Teacher Qualification Assessment – SBL Competencies** **2022-2023 Double Degree**

(based on portfolio, presentation, and criterion-oriented interview)

**Student:** **Programme assessor:**

**Student number:** **Field assessor:** **Date:**

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| **A *graduation ready* teacher at the final Bachelor level** | **Sufficient / Not yet sufficient** | **Special qualities** |
| * 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
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| **Advice towards further development:** |

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| **Student comments:** |

**Programme assessor signature:**

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| **1. Interpersonally competent** |
| **Keywords** | **Proof seen in portfolio and video recording:** | **Questions asked during CGI:** | **Additional evidence during CGI:** |
| *Descriptive in nature: examples, evidence, questions, answers, etc. listed as keywords* |
| * 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
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| **Conclusion regarding competency 1:** Appreciative in nature: statement about the determined level of the student |  |

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

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| **2. Pedagogically competent** |
| **Keywords** | **Proof seen in portfolio and video recording:** | **Questions asked during CGI:** | **Additional evidence during CGI:** |
| *Descriptive in nature: examples, evidence, questions, answers, etc. listed as keywords* |
| * 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
 |  |  |  |
| **Conclusion regarding competency 2**Appreciative in nature: statement about the determined level of the student |  |

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

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| **3. Subject-oriented and didactically competent – SUBJECT 1** |
| **Keywords** | **Proof seen in portfolio and video recording:** | **Questions asked during CGI:** | **Additional evidence during CGI:** |
| *Descriptive in nature: examples, evidence, questions, answers, etc. listed as keywords* |
| * 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

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| **3. Subject-oriented and didactically competent – SUBJECT 2** |
| **Keywords** | **Proof seen in portfolio and video recording:** | **Questions asked during CGI:** | **Additional evidence during CGI:** |
| *Descriptive in nature: examples, evidence, questions, answers, etc. listed as keywords* |
| * 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
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* develops assessment tools together with colleagues
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| **4. Organisationally competent** |
| **Keywords** | **Proof seen in portfolio and video recording:** | **Questions asked during CGI:** | **Additional evidence during CGI:** |
| *Descriptive in nature: examples, evidence, questions, answers, etc. listed as keywords* |
| * all organisational aspects
* class management
* pleasant personal and professional working environment
* clear, orderly, and task-oriented
* clear to all students
 |  |  |  |
| **Conclusion regarding competency 4**Appreciative in nature: statement about the determined level of the student |  |

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

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| **5. Competent in working with colleagues** |
| **Keywords** | **Proof seen in portfolio and video recording:** | **Questions asked during CGI:** | **Additional evidence during CGI:** |
| *Descriptive in nature: examples, evidence, questions, answers, etc. listed as keywords* |
| * 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
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| **Conclusion regarding competency 5**Appreciative in nature: statement about the determined level of the student |  |

Examples of competent behaviour at the graduation readylevel

* 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

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| **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:** |
| *Descriptive in nature: examples, evidence, questions, answers, etc. listed as keywords* |
| * contact with parents
* coordination and cooperation outside the school regarding student care
* cooperation with other (neighbourhood) institutions, internship and training companies
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| **Conclusion regarding competency 6**Appreciative in nature: statement about the determined level of the student |  |

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

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| **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:** |
| *Descriptive in nature: examples, evidence, questions, answers, etc. listed as keywords* |
| * 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 readylevel

* 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