

Enclosure A: Evaluation sheet for the criteria based balancing and reflection of qualification, interest and state of development – **Self-evaluation students**

The following **first part of the evaluation sheet** is a compilation of the main **task-fields** of teachers that can be described through several concrete **activities**. Please try to evaluate every single activity in respect to your current *interests* and *competencies*. Therefore you have a range of 1 to 5. If you are not sure with an evaluation, please note that at the end of the row.

How interested are you in the activities? 1="not interested" to 5="very interested"					Task-fields and activities of teachers					How do you evaluate your competencies for the activities? 1="no competencies" to 5="very good"					I am not sure/ I cannot judge
<i>Interests</i>										<i>Competencies</i>					
creating and pacing lessons															
1	2	3	4	5	creating varied exciting lessons					1	2	3	4	5	<input type="radio"/>
1	2	3	4	5	providing illustrative material					1	2	3	4	5	<input type="radio"/>
1	2	3	4	5	creating exercises					1	2	3	4	5	<input type="radio"/>
1	2	3	4	5	explaining facts to the students					1	2	3	4	5	<input type="radio"/>
1	2	3	4	5	organising periods of group work					1	2	3	4	5	<input type="radio"/>
1	2	3	4	5	supporting students in single work periods					1	2	3	4	5	<input type="radio"/>
1	2	3	4	5	keeping an eye on the aims of the lessons					1	2	3	4	5	<input type="radio"/>
supporting social relationships															
1	2	3	4	5	talking to students in the break					1	2	3	4	5	<input type="radio"/>
1	2	3	4	5	going on a school trip with students					1	2	3	4	5	<input type="radio"/>
1	2	3	4	5	trying to resolve conflicts between students					1	2	3	4	5	<input type="radio"/>
1	2	3	4	5	playing games and doing exercises for social learning					1	2	3	4	5	<input type="radio"/>
1	2	3	4	5	letting students participate in decisions on the lessons structure					1	2	3	4	5	<input type="radio"/>
supporting individual needs															
1	2	3	4	5	adressing diverse social and cultural conditions					1	2	3	4	5	<input type="radio"/>
1	2	3	4	5	adressing diverse language conditions					1	2	3	4	5	<input type="radio"/>
1	2	3	4	5	doing special exercises with under-achieving students					1	2	3	4	5	<input type="radio"/>
1	2	3	4	5	teaching students with and without handicaps together					1	2	3	4	5	<input type="radio"/>
1	2	3	4	5	creating additional exercises for high-achieving students					1	2	3	4	5	<input type="radio"/>
controlling and judging behaviour															
1	2	3	4	5	making students follow the rules					1	2	3	4	5	<input type="radio"/>
1	2	3	4	5	taking care of all students to participate					1	2	3	4	5	<input type="radio"/>
1	2	3	4	5	correcting exercises					1	2	3	4	5	<input type="radio"/>
1	2	3	4	5	making students check their study results					1	2	3	4	5	<input type="radio"/>
1	2	3	4	5	checking students competencies					1	2	3	4	5	<input type="radio"/>
1	2	3	4	5	judging students performance					1	2	3	4	5	<input type="radio"/>
communicating and cooperating with teachers and parents															
1	2	3	4	5	planning and evaluating lessons together with other teachers					1	2	3	4	5	<input type="radio"/>
1	2	3	4	5	talking to other teachers in case of professional difficulties					1	2	3	4	5	<input type="radio"/>
1	2	3	4	5	communicating with parents					1	2	3	4	5	<input type="radio"/>
<i>based on:</i> Mayr, J. & Rothland, M. (2014): Soll ich Lehrer werden? Anregungen zur Reflexion der Berufswahl. In: K. Zierer (Hrsg.): Leitfaden Schulpraktikum. Baltmannsweiler: Schneiderverlag Hohengehren, 144-149.															

The following **second part of the evaluation sheet** allows you to evaluate your personal teaching qualifications. This part of the evaluation emphasizes **psychosocial characteristics** that can be assigned to four main fields. The evaluation contains statements to each of the four fields. Please try to evaluate how the statements apply to you. Therefore you have a range of 1 to 5. If you are not sure with an evaluation, please note that at the end of the row.

psychosocial characteristics according to main fields	How far does each statement apply to you? 1="does not apply at all" to 5="applies fully"					I am not sure/ I cannot judge
mental stability						
I took part in the everyday school life with high confidence in my competencies.	1	2	3	4	5	<input type="radio"/>
I met unknown challenges without hesitating.	1	2	3	4	5	<input type="radio"/>
I could handle the strains of everyday school life.	1	2	3	4	5	<input type="radio"/>
I stayed calm in turbulent situations in class and school.	1	2	3	4	5	<input type="radio"/>
personal motivation and motivational capability						
Creating and pacing lessons for students was a great pleasure.	1	2	3	4	5	<input type="radio"/>
I stayed in touch with other teachers to benefit from their experience.	1	2	3	4	5	<input type="radio"/>
I accepted critical advices to my lessons and other tasks.	1	2	3	4	5	<input type="radio"/>
Moving the students to work intensively was easy for me.	1	2	3	4	5	<input type="radio"/>
social-communicative competence						
I went straight up to people to get in touch with them.	1	2	3	4	5	<input type="radio"/>
I could clearly state my point of view to students and teachers.	1	2	3	4	5	<input type="radio"/>
It was important for me to identify students problems and figure them out.	1	2	3	4	5	<input type="radio"/>
It was easy for me to empathize with the thoughts and feelings of students.	1	2	3	4	5	<input type="radio"/>
basic instrumental skills						
I was able to speak clearly and distinctly in the lessons.	1	2	3	4	5	<input type="radio"/>
I was able to speak loudly for a long term without a failing voice.	1	2	3	4	5	<input type="radio"/>
Even though I was confronted with several tasks at a time, I could handle them without any problems.	1	2	3	4	5	<input type="radio"/>
I could manage my time in order to ensure a good, on time lesson preparation and follow-up evaluation.	1	2	3	4	5	<input type="radio"/>
<i>based on: FIT-Fragebogen (U. Schaarschmidt)</i>						