

Enclosure B: Evaluation sheet for the criteria based balancing and reflection of qualification, interest and state of development – **Evaluation by mentor**

The following **first part of the evaluation sheet** allows you to evaluate your mentee with the following compilation of the main **task-fields** of teachers. Each task-field is described through several concrete **activities**. Please try to evaluate every single activity in respect to your mentees current *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.

Task-fields and activities of teachers	How do you evaluate your mentees competencies for the activities? 1="no competencies" to 5="very good"					I am not sure/ I cannot judge
creating and pacing lessons						
creating varied exciting lessons	1	2	3	4	5	○
providing illustrative material	1	2	3	4	5	○
creating exercises	1	2	3	4	5	○
explaining facts to the students	1	2	3	4	5	○
organising periods of group work	1	2	3	4	5	○
supporting students in single work periods	1	2	3	4	5	○
keeping an eye on the aims of the lessons	1	2	3	4	5	○
supporting social relationships						
talking to students in the break	1	2	3	4	5	○
going on a school trip with students	1	2	3	4	5	○
trying to resolve conflicts between students	1	2	3	4	5	○
playing games and doing exercises for social learning	1	2	3	4	5	○
letting students participate in decisions on the lessons structure	1	2	3	4	5	○
supporting individual needs						
adressing diverse social and cultural conditions	1	2	3	4	5	○
adressing diverse language conditions	1	2	3	4	5	○
doing special exercises with under-achieving students	1	2	3	4	5	○
teaching students with and without handicaps together	1	2	3	4	5	○
creating additional exercises for high-achieving students	1	2	3	4	5	○
controlling and judging behaviour						
making students follow the rules	1	2	3	4	5	○
taking care of all students to participate	1	2	3	4	5	○
correcting exercises	1	2	3	4	5	○
making students check their study results	1	2	3	4	5	○
checking students competencies	1	2	3	4	5	○
judging students performance	1	2	3	4	5	○
communicating and cooperating with teachers and parents						
planning and evaluating lessons together with other teachers	1	2	3	4	5	○
talking to other teachers in case of professional difficulties	1	2	3	4	5	○
communicating with parents	1	2	3	4	5	○
<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 mentee in respect to his/her 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 your mentee. 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 your mentee? 1="does not apply at all" to 5="applies fully"					I am not sure/ I cannot judge
mental stability						
She/He took part in the everyday school life with high confidence in her/his own competencies.	1	2	3	4	5	<input type="radio"/>
She/He met unknown challenges without hesitating.	1	2	3	4	5	<input type="radio"/>
She/He could handle the strains of everyday school life.	1	2	3	4	5	<input type="radio"/>
She/He 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 was a great pleasure for her/his.	1	2	3	4	5	<input type="radio"/>
She/He stayed in touch with other teachers to benefit from their experience.	1	2	3	4	5	<input type="radio"/>
She/He accepted critical advices to his/her lessons and other tasks.	1	2	3	4	5	<input type="radio"/>
Moving the students to work intensively was easy for her/him.	1	2	3	4	5	<input type="radio"/>
social-communicative competence						
She/He went straight up to people to get in touch with them.	1	2	3	4	5	<input type="radio"/>
She/He could clearly state her/his point of view to students and teachers.	1	2	3	4	5	<input type="radio"/>
It was important for her/him to identify students problems and figure them out.	1	2	3	4	5	<input type="radio"/>
She/He was able to empathize with the thoughts and feelings of the students.	1	2	3	4	5	<input type="radio"/>
basic instrumental skills						
She/He was able to speak clearly and distinctly in the lessons.	1	2	3	4	5	<input type="radio"/>
She/He was able to speak loudly for a long term without a failing voice.	1	2	3	4	5	<input type="radio"/>
Even though she/he was confronted with several tasks at a time, she/he could handle them without any problems.	1	2	3	4	5	<input type="radio"/>
She/He could manage her/his 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>						