

Questionnaire on the *tasks and activities* of teachers

Self-assessment by the students

The following **questionnaire** is a compilation of the main **tasks** of teachers that can be described through several concrete **activities**. Please try to assess every single activity in respect to your current *interests* and *skills/competencies*. A range of 1-5 is available for this purpose. If you are unsure about a certain task, please note this at the end of the according row.

How interested are you in the activities? 1="not interested" to 5="very interested"					tasks and activities of teachers					How do you assess your skills/competencies for the activities? 1="no skills" to 5="very good"					I am not sure
<i>interest</i>										<i>skills/competencies</i>					
supporting social relationships															
1	2	3	4	5	establish and build social relationships with students					1	2	3	4	5	<input type="radio"/>
1	2	3	4	5	listen to students, learn about their opinions and respond to them					1	2	3	4	5	<input type="radio"/>
1	2	3	4	5	accompany students in classroom situations and support them in their learning processes					1	2	3	4	5	<input type="radio"/>
1	2	3	4	5	identify conflicts between students and guide them in resolving conflicts					1	2	3	4	5	<input type="radio"/>
1	2	3	4	5	find one's own role as a future teacher					1	2	3	4	5	<input type="radio"/>
supporting individual needs															
1	2	3	4	5	respond to diverse social and cultural conditions					1	2	3	4	5	<input type="radio"/>
1	2	3	4	5	respond to diverse language conditions					1	2	3	4	5	<input type="radio"/>
1	2	3	4	5	recognize and respond to heterogeneous learning requirements					1	2	3	4	5	<input type="radio"/>
1	2	3	4	5	teaching students both with and without disabilities together					1	2	3	4	5	<input type="radio"/>
controlling and judging behaviour															
1	2	3	4	5	make students follow the rules					1	2	3	4	5	<input type="radio"/>
1	2	3	4	5	motivate students to participate					1	2	3	4	5	<input type="radio"/>
1	2	3	4	5	correct exercises and give feedback					1	2	3	4	5	<input type="radio"/>
1	2	3	4	5	make students check their results independently					1	2	3	4	5	<input type="radio"/>
1	2	3	4	5	judge students' performance					1	2	3	4	5	<input type="radio"/>
communicating and cooperating with teachers and parents															
1	2	3	4	5	plan and evaluate lessons together with other teachers					1	2	3	4	5	<input type="radio"/>
1	2	3	4	5	converse with teachers and other pedagogical staff (e.g. social educator)					1	2	3	4	5	<input type="radio"/>
1	2	3	4	5	communication with teachers					1	2	3	4	5	<input type="radio"/>
creating and conducting lessons															
1	2	3	4	5	design teaching-learning-sequences					1	2	3	4	5	<input type="radio"/>
1	2	3	4	5	provide illustrative material					1	2	3	4	5	<input type="radio"/>
1	2	3	4	5	create exercises					1	2	3	4	5	<input type="radio"/>
1	2	3	4	5	explain facts to the students					1	2	3	4	5	<input type="radio"/>
1	2	3	4	5	accompany group work					1	2	3	4	5	<input type="radio"/>
1	2	3	4	5	support students during single work periods					1	2	3	4	5	<input type="radio"/>
1	2	3	4	5	keep track of the goals set for the lessons					1	2	3	4	5	<input type="radio"/>
<p><i>following:</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.</p>															

External assessment by mentors

The following **questionnaire** gives you the opportunity to assess the students you are supervising – based on your observations – in terms of specific **activities** associated with main **tasks** of teachers. The focus lies on the students' current *skills/competencies*. Assess each activity in terms of student skills/competencies. A range of 1-5 is available for this purpose. If you are unsure about a certain task, please note this at the end of the according row.

tasks and activities of teachers	How well does the student currently perform in these activities? 1="no skills" to 5="very good"					I am not sure
supporting social relationships						
establish and form social relationships with students	1	2	3	4	5	<input type="radio"/>
listen to students, learn about their opinions and respond to them	1	2	3	4	5	<input type="radio"/>
accompany students in classroom situations and support them in their learning processes	1	2	3	4	5	<input type="radio"/>
identify conflicts between students and guide them in resolving conflicts	1	2	3	4	5	<input type="radio"/>
find one's own role as a future teacher	1	2	3	4	5	<input type="radio"/>
supporting individual needs						
respond to diverse social and cultural conditions	1	2	3	4	5	<input type="radio"/>
respond to diverse language conditions	1	2	3	4	5	<input type="radio"/>
recognize and respond to heterogeneous learning requirements	1	2	3	4	5	<input type="radio"/>
teaching students both with and without disabilities together	1	2	3	4	5	<input type="radio"/>
controlling and judging behaviour						
make students follow the rules	1	2	3	4	5	<input type="radio"/>
motivate students to participate	1	2	3	4	5	<input type="radio"/>
correct exercises and give feedback	1	2	3	4	5	<input type="radio"/>
make students check their results independently	1	2	3	4	5	<input type="radio"/>
judge students' performance	1	2	3	4	5	<input type="radio"/>
communicating and cooperating with teachers and parents						
plan and evaluate lessons together with other teachers	1	2	3	4	5	<input type="radio"/>
converse with teachers and other pedagogical staff (e.g. social educator)	1	2	3	4	5	<input type="radio"/>
communication with teachers	1	2	3	4	5	<input type="radio"/>
creating and conducting lessons						
design teaching-learning-sequences	1	2	3	4	5	<input type="radio"/>
provide illustrative material	1	2	3	4	5	<input type="radio"/>
create exercises	1	2	3	4	5	<input type="radio"/>
explain facts to the students	1	2	3	4	5	<input type="radio"/>
accompany group work	1	2	3	4	5	<input type="radio"/>
support students during single work periods	1	2	3	4	5	<input type="radio"/>
keep track of the goals set for the lessons	1	2	3	4	5	<input type="radio"/>
	1	2	3	4	5	<input type="radio"/>
<i>following:</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.						

Questionnaire on psycho-social characteristics

Self-assessment by the students

The following **questionnaire** gives you the opportunity to assess some personal characteristics that are relevant for the teaching profession. The focus here is primarily on **psycho-social characteristics**, which can be assigned to a total of four superordinate areas. Assess each statement to what extent it applies to you. A range of 1-5 is available for this purpose. If you are unsure about a certain characteristic, please note this at the end of the according row.

Psycho-social characteristics according to superordinate areas	In how far does each statement apply to you? 1="does not apply at all" to 5="fully applies"					I am not sure
mental stability						
I contributed to the school's daily routine with a lot of confidence in my abilities.	1	2	3	4	5	<input type="radio"/>
I faced requirements that I was not very familiar with without hesitation.	1	2	3	4	5	<input type="radio"/>
I was able to handle the strains of everyday school life.	1	2	3	4	5	<input type="radio"/>
I managed to stay calm in turbulent situations in the classroom and in other school contexts.	1	2	3	4	5	<input type="radio"/>
personal motivation and motivational capability						
Accompanying students in their learning gave me lots of pleasure.	1	2	3	4	5	<input type="radio"/>
I kept in touch with other teachers to benefit from their experiences.	1	2	3	4	5	<input type="radio"/>
I managed to accept critical remarks concerning my lessons and other tasks.	1	2	3	4	5	<input type="radio"/>
Motivating students to engage intensively with the learning content was easy for me.	1	2	3	4	5	<input type="radio"/>
social-communicative competence						
I actively approached other people to get in touch with them.	1	2	3	4	5	<input type="radio"/>
I was able to defend my point of view to students and teachers.	1	2	3	4	5	<input type="radio"/>
I was very interested in identifying students' problems and getting to the bottom of them.	1	2	3	4	5	<input type="radio"/>
I succeeded well to empathize with the thoughts and feelings of the students.	1	2	3	4	5	<input type="radio"/>
basic instrumental skills						
I was able to speak clearly, distinctly and audibly during lessons.	1	2	3	4	5	<input type="radio"/>
I was able to speak loudly for a long time without my voice failing at any point.	1	2	3	4	5	<input type="radio"/>
Even though I was confronted with several tasks at a time, I was able to cope with them well.	1	2	3	4	5	<input type="radio"/>
I knew how to manage the time available in order to complete the tasks I had taken on in a timely manner.	1	2	3	4	5	<input type="radio"/>
<i>following: FIT-Fragebogen (U. Schaarschmidt)</i>						

External assessment by mentors

The following **questionnaire** gives you the opportunity to assess the students you are supervising, also with regard to some personal characteristics that are relevant to the teaching profession. The main focus is on **psycho-social characteristics** according to four main areas. The questionnaire contains statements on each of these four areas. Assess each statement to what extent it applies concerning the student you supervise. A range of 1-5 is available for this purpose. If you are unsure about a certain characteristic, please note this at the end of the according row.

Psycho-social characteristics according to superordinate areas	To what degree does the statement apply to the student? 1="does not apply at all" to 5="fully applies"					I am not sure
mental stability						
The student contributed to the school's daily routine with a lot of confidence in her/his abilities.	1	2	3	4	5	<input type="radio"/>
The student faced requirements that she/he was not very familiar with without hesitation.	1	2	3	4	5	<input type="radio"/>
The student was able to handle the strains of everyday school life.	1	2	3	4	5	<input type="radio"/>
The student managed to stay calm in turbulent situations in the classroom and in other school contexts.	1	2	3	4	5	<input type="radio"/>
personal motivation and motivational capability						
Accompanying students in their learning gave the student lots of pleasure.	1	2	3	4	5	<input type="radio"/>
The student kept in touch with other teachers to benefit from their experiences.	1	2	3	4	5	<input type="radio"/>
The student managed to accept critical remarks concerning lessons and other tasks.	1	2	3	4	5	<input type="radio"/>
Motivating students to engage intensively with the learning content was easy for the student.	1	2	3	4	5	<input type="radio"/>
social-communicative competence						
The student actively approached other people to get in touch with them.	1	2	3	4	5	<input type="radio"/>
The student was able to defend her/his point of view to students and teachers.	1	2	3	4	5	<input type="radio"/>
The student was very interested in identifying students' problems and getting to the bottom of them.	1	2	3	4	5	<input type="radio"/>
The student succeeded well to empathize with the thoughts and feelings of the students.	1	2	3	4	5	<input type="radio"/>
basic instrumental skills						
The student was able to speak clearly, distinctly and audibly during lessons.	1	2	3	4	5	<input type="radio"/>
The student was able to speak loudly for a long time without her/his voice failing at any point.	1	2	3	4	5	<input type="radio"/>
Even though the student was confronted with several tasks at a time, she/he was able to cope with them well.	1	2	3	4	5	<input type="radio"/>
The student knew how to manage the time available in order to complete the tasks she/he had taken on in a timely manner.	1	2	3	4	5	<input type="radio"/>
<i>following: FIT-Fragebogen (U. Schaarschmidt)</i>						