

# Analysis sheets on the development of teaching quality

Working materials for mentors  
in teacher training  
and for use in collegial supervision.



The 30 analysis sheets (sheets M1 - M29 and sheet M 34) are provided with the kind permission of Dr. Josef Raabe Verlags-GmbH:

*Schlegel, Clemens M. (Hg.): Schulpraktika begleiten – Praxiserprobte Arbeitshilfen für Mentorinnen und Mentoren.*

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## Notes on using the analysis sheets<sup>1</sup>

Each of the available analysis sheets focuses on a specific quality characteristic of teaching described in the specialist literature and describes what teachers can do specifically to implement this quality criterion. The aim of working with these sheets is to make people more aware of what high-quality teaching can look like and what a teacher can contribute to it. On the one hand, they serve to prepare high-quality lessons, on the other hand, they should form a basis for a discussion between the teacher (often students or prospective teachers) and the expert who observed the lesson. They are not intended for the assessment of lessons, but as a guide to discussions that help to illuminate individual aspects of the quality of the lessons against the background of the lessons just seen / held and thus make them aware.

The sheets are NOT suitable for spontaneous use. They are way too special for that. Instead, do the following:

### 1. Selection of the sheet

When planning the lesson, it should be considered which quality criterion - in the form of a specific analysis sheet - should be particularly shown / emphasized / aimed at in the specific lesson. The questionnaire should be selected in a discussion between mentor and mentee and, on the one hand, should focus on the special needs of the lesson, but on the other hand, individual development goals for the mentee should also be focused on. It is usually sufficient to select one sheet for each lesson attempt. In the case of very advanced mentees, there may be several sheets. Of course, individual sheets can also be used more than once – e.g. to check progress in specific sub-areas.

### 2. Lesson planning

The teacher actions specified in the selected sheet should be planned for the lesson. The aspects mentioned should be specifically mentioned in the lesson plan.

### 3. Self-reflection of the mentee

After the mentee has held the lesson, the first step is self-reflection. The mentee uses the questionnaire to assess how well the individual aspects have been implemented and states in the comment at which point or through which action this happened. The field "My personal development goal" remains empty for the time being. The self-reflection should NOT be done together with the mentor.

### 4. External reflection by the mentor

While the mentor is observing the mentee's lessons, he/she makes notes on the sheet: How well have the individual criteria been implemented? How (comment column)? The consulting field remains free for the time being. All other observations that do not correlate with the sheet can be recorded on the back of the sheet.

### 5. Reflection discussion mentor / mentee

In the subsequent reflection discussion - in addition to many other individual aspects - the observations recorded in the sheet are also discussed. It is not so much about finding a "consensus" as quickly as possible, it is also possible to talk in detail about the importance of individual aspects, about the possibilities of their implementation, about alternatives and about

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<sup>1</sup> Schlegel, Clemens M. (Hrsg.) (2019): Schulpraktika begleiten. Praxiserprobte Arbeitshilfen für Mentorinnen und Mentoren. Stuttgart: Raabe.



what has not been implemented. An intensive discussion about individual aspects is the goal of the sheets!

#### **6. Formulation of a personal development goal**


At the end of the discussion, the mentee formulates a personal development goal – as a result of the discussion, so to speak – that results from the discussion and refers directly to the quality criterion discussed.

The descriptions of teacher behavior marked with an \* are suitable for language-sensitive lessons.

Clemens Maria Schlegel



## Teaching Principles


<b>M 1 Teaching Principles 1</b>		<input type="checkbox"/> Self-Assessment		<input type="checkbox"/> External Assessment	
Time, date:	Topic:	Subject:			
Grade:	Teacher:	Observed by:			
<b>Student Orientation<sup>2</sup></b>	<b>Comment</b>	Does apply completely		Doesn't apply	
					
The interests of the students are explicitly considered.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Previous knowledge of the students is explicitly considered.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A clear reference is made to the everyday life of the students.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The personality of the students is respected and protected.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The students can actively shape the course of the lesson.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b><i>For students: My personal development goal in terms of „Student Orientation“</i></b>					
<b><i>For mentors: other remarks</i></b>					

<sup>2</sup> Wiater, Werner: Unterrichtsplanung, Donauwörth 2011, p. 131 ff..

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<b>M 2 Teaching Principles 2</b>		<input type="checkbox"/> Self-Assessment		<input type="checkbox"/> External Assessment	
Time, date:	Topic:	Subject:			
Grade:	Teacher:	Observed by:			
<b>Subject-Oriented Approach<sup>3</sup></b>	Comment	Does apply completely		Doesn't apply	
					
The teacher demonstrates sound subject matter knowledge. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The content of the lessons is conveyed in an appropriate manner, despite the necessary didactic simplification. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technical terms are used precisely and correctly. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lesson content is approached from different angles / presented from different perspectives. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The students learn to distinguish factual arguments from personal opinions. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The students learn to place the content in larger factual contexts. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>For students: My personal development goal in terms of "Subject-Oriented Approach"</b>					
<b>For mentors: other remarks</b>					

<sup>3</sup> Wiater, Werner: Unterrichtsplanung, Donauwörth 2011, p. 131 ff.

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<b>M 3 Teaching Principles 3</b>		<input type="checkbox"/> Self-Assessment		<input type="checkbox"/> External Assessment	
Time, date:	Topic:	Subject:			
Grade:	Teacher:	Observed by:			
<b>Action Orientation<sup>4</sup></b>	Comment	Does apply completely		Doesn't apply	
					
The students can manage their own learning.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The students have the opportunity to take action themselves - not just to carry it out.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The students can set their own goals.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The students can choose between different alternatives.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Through experiences in the learning process, students become aware that they are responsible for their own learning.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students learn to reflect on their actions.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>For students: My personal development goal in terms of „Action Orientation“</b>					
<b>For mentors: other remarks</b>					

<sup>4</sup> Wiater, Werner: Unterrichtsplanung, Donauwörth 2011, p. 134 ff.

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<b>M 4 Teaching Principles 4</b>		<input type="checkbox"/> Self-Assessment		<input type="checkbox"/> External Assessment	
Time, date:	Topic:	Subject:			
Grade:	Teacher:	Observed by:			
<b>Hollistic Approach<sup>5</sup></b>	Comment	Does apply completely		Doesn't apply	
					
The students have the opportunity to learn with all their senses.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The students have the opportunity to use different learning channels.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The students' emotions are considered in the learning process.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The students have the opportunity for motor and physical experiences.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The subject is approached from different perspectives.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
References to other subjects are made.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b><i>For students: My personal development goal in terms of „Hollistic Approach“</i></b>					
<b><i>For mentors: other remarks</i></b>					

<sup>5</sup> Wiater, Werner: Unterrichtsplanung, Donauwörth 2011, p. 134 ff.

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<b>M 5 Teaching Principles 5</b>		<input type="checkbox"/> Self-Assessment		<input type="checkbox"/> External Assessment	
Time, date:	Topic:	Subject:			
Grade:	Teacher:	Observed by:			
<b>Visual Representation<sup>6</sup></b>	Comment	Does apply completely		Doesn't apply	
					
Illustrative material is used (real objects, film, picture, model, animation, etc.).*		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teacher illustrates linguistically (examples, comparisons, gestures, facial expressions, body language, etc.).*		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Linguistic and figurative means are meaningfully linked ("double coding"). *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The illustrative materials used support the learning process of the students.*		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The visual material is aesthetically agreeable.*		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>For students: My personal development goal in terms of „Visual Representation“</b>					
<b>For mentors: other remarks</b>					

<sup>6</sup> Wiater, Werner: Unterrichtsplanung, Donauwörth 2011, p. 134 ff.

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<b>M 6 Teaching Principles 6</b>		<input type="checkbox"/> Self-Assessment		<input type="checkbox"/> External Assessment	
Time, date:	Topic:	Subject:			
Grade:	Teacher:	Observed by:			
<b>Structure<sup>7</sup></b>	Comment	Does apply completely		Doesn't apply	
		↔			
The introduction arouses the interest of the students.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The previous knowledge of the students is (re)activated.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New things are clearly demonstrated and worked out.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The students process, apply and practice what they have learned in different problem contexts.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students reflect on their individual learning process.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning outcomes are collected and assessed.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lesson sections are clearly identifiable.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They build on each other in a logical way.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>For students: My personal development goal in terms of „Structure“</b>					
<b>For mentors: other remarks</b>					

<sup>7</sup> Kiel, Ewald (Hrsg.): Unterricht sehen, analysieren, gestalten, Bad Heilbrunn 2008.

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<b>M 7 Teaching Principles 7</b>		<input type="checkbox"/> Self-Assessment		<input type="checkbox"/> External Assessment	
Time, date:	Topic:	Subject:			
Grade:	Teacher:	Observed by:			
<b>Goal Orientation</b>	<b>Comment</b>	Does apply completely		Doesn't apply	
					
Clearly defined objectives are pursued in the classroom.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The learning objectives/competency expectations are formulated in writing.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The sub-objectives and detailed objectives correspond to the overarching broad objective.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The goals are appropriate for the students.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning objectives/competency expectations are checked.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning goals/competency expectations are achieved/met.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students have opportunities to practice acquired skills and abilities.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students have opportunities to apply acquired skills and abilities in other contexts.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>For students: My personal development goal in terms of „Goal Orientation“</b>					
<b>For mentors: other remarks</b>					

<b>M 8 Teaching Principles 8</b>		<input type="checkbox"/> Self-Assessment		<input type="checkbox"/> External Assessment	
Time, date:	Topic:	Subject:			
Grade:	Teacher:	Observed by:			
<b>Differentiation</b>	Comment	Does apply completely		Doesn't apply	
					
The different abilities of the students are explicitly taken into account. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The different learning and working pace of the students is explicitly taken into account. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The different interests of the students are explicitly taken into account. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Different learning strategies of the students are explicitly taken into account.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The different method proficiency of the students is explicitly taken into account.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The different social competences of the students are explicitly taken into account.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>For students: My personal development goal in terms of „Differentiation“</b>					
<b>For mentors: other remarks</b>					

<b>M 9 Teaching Principles 9</b>		<input type="checkbox"/> Self-Assessment		<input type="checkbox"/> External Assessment	
Time, date:	Topic:	Subject:			
Grade:	Teacher:	Observed by:			
<b>Practice</b>	<b>Comment</b>	Does apply completely		Doesn't apply	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students know exactly what to practice.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students have opportunities for repetitive practice. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students have the opportunity to apply and deepen their practice.*		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students have the opportunity to transfer what they have learned to other contexts. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The duration of the practice phases is appropriate. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The practice phase contains motivating stimuli through new impulses and varying tasks.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assigned homework serves as repetitive, applicable or deepening practice.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teacher actively accompanies the practice process.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The students reflect on their practice process.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>For students: My personal development goal in terms of "Practice"</b>					
<b>For mentors: other remarks</b>					




<b>M 10 Teaching Principles 10</b>		<input type="checkbox"/> Self-Assessment		<input type="checkbox"/> External Assessment	
Time, date:	Topic:	Subject:			
Grade:	Teacher:	Observed by:			
<b>Learning to Learn</b>	Comment	Does apply completely		Doesn't apply	
					
The students learn different learning techniques, methods or strategies.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The students can try out different learning techniques, methods or strategies.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The students learn to view mistakes in a positive light as learning opportunities.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students explicitly learn to present their work results appropriately.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The students learn explicitly to evaluate their work results criteria-oriented.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The students have the opportunity to reflect on their own learning process.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>For students: My personal development goal in terms of "Learning to Learn"</b>					
<b>For mentors: other remarks</b>					

<b>M 11 Teaching Principles 11</b>		<input type="checkbox"/> Self-Assessment		<input type="checkbox"/> External Assessment	
Time, date:	Topic:	Subject:			
Grade:	Teacher:	Observed by:			
<b>Motivation<sup>8</sup></b>	Comment	Does apply completely		Doesn't apply	
					
The attention of the pupils is aroused. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The everyday meaning of the topic is made clear. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Differentiated and clear expectations arouse the students' individual willingness to perform. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students receive individual positive feedback. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivation is strengthened by a sense of achievement / self-efficacy. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivation is strengthened by the experience of independence. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivation is strengthened by the experience of social proximity. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>For students: My personal development goal in terms of "Motivation"</b>					
<b>For mentors: other remarks</b>					

<sup>8</sup> Mostly based on: Kiel, Ewald (Hrsg.): Unterricht sehen, analysieren, gestalten, Bad Heilbrunn 2008.

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<b>M 12 Teaching Principles 12</b>		<input type="checkbox"/> Self-Assessment		<input type="checkbox"/> External Assessment	
Time, date:	Topic:	Subject:			
Grade:	Teacher:	Observed by:			
<b>Encouragement of Creativity</b> <sup>9</sup>	Comment	Does apply completely		Doesn't apply	
					
Students have freedom for unconventional design and solution approaches.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students are encouraged to try out their own approaches.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creative products and processes are positively emphasized.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creativity techniques (e.g. brainstorming, mind mapping, games ...) are used.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Detours and dead ends are allowed as part of the creative process.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>For students: My personal development goal in terms of "Encouragement of Creativity"</b>					
<b>For mentors: other remarks</b>					

<sup>9</sup> Mostly based on: Kiel, Ewald (Hrsg.): Unterricht sehen, analysieren, gestalten, Bad Heilbrunn 2008.


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<b>M 13 Teaching Principles 13</b>		<input type="checkbox"/> Self-Assessment		<input type="checkbox"/> External Assessment	
Time, date:	Topic:	Subject:			
Grade:	Teacher:	Observed by:			
<b>Real-Life Context</b>	<b>Comment</b>	Does apply completely		Doesn't apply	
					
The relevance of the lesson content to the students' current living conditions is explicitly addressed.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The students experience/recognize/reflect on the advantage that the application of the lesson content can bring in everyday life.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teacher motivates the students to independently discover/test everyday application possibilities.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice and application examples connect to students' everyday experiences.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students will have the opportunity to address/ reflect on their personal experiences with applying the lesson content to everyday life.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>For students: My personal development goal in terms of "Real-Life Context"</b>					
<b>For mentors: other remarks</b>					



## Quality of Teaching

<b>M 14 Quality of Teaching 1</b>		<input type="checkbox"/> Self-Assessment		<input type="checkbox"/> External Assessment	
Time, date:	Topic:	Subject:			
Grade:	Teacher:	Observed by:			
<b>Clear Structuring<sup>10</sup></b>	Comment	Does apply completely		Doesn't apply	
					
The teaching phases are clearly recognizable.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The individual lesson sections build on each other in a logical manner.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work assignments are clearly communicated to the students.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The students know exactly what needs to be done and when.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rhythmic elements (e.g. changing social forms, methods, rituals, etc.) are used to promote learning.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Existing rules of work and behavior are observed.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lesson has a recognizable thread.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>For students: My personal development goal in terms of "Clear Structuring"</b>					
<b>For mentors: other remarks</b>					

<sup>10</sup> Meyer, Hilbert: Was ist guter Unterricht?, Berlin 2008.

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<b>M 15 Quality of Teaching 2</b>		<input type="checkbox"/> Self-Assessment		<input type="checkbox"/> External Assessment	
Time, date:	Topic:	Subject:			
Grade:	Teacher:	Observed by:			
<b>Significant Amount of Effective Learning Time <sup>11</sup></b>	Comment	Does apply completely		Doesn't apply	
		↔			
Unnecessary delays are avoided.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Long, unnecessary digressions are avoided.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The time required for organizational activities (e.g. distribution of materials, provision of media) is kept to a minimum.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The pace of instruction is appropriately fast.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, the teacher's time management is good.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is no idle time for the students.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b><i>For students: My personal development goal in terms of "Significant Amount of Effective Learning Time"</i></b>					
<b><i>For mentors: other remarks</i></b>					

<sup>11</sup> Meyer, Hilbert: Was ist guter Unterricht?, Berlin 2008.

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M 16 Quality of Teaching 3					<input type="checkbox"/> Self-Assessment		<input type="checkbox"/> External Assessment	
Time, date:	Topic:	Subject:						
Grade:	Teacher:	Observed by:						
Learning-Conductive Environment <sup>12</sup>	Comment	Does apply completely		↕		Doesn't apply		
The teacher promotes mutual respect and courtesy.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The teacher demands reliable compliance with the rules.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The teacher pays attention to order in the classroom.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The teacher pays attention to fairness.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The teacher shows humor.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The teacher avoids unnecessary interruptions to the learning process.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>For students: My personal development goal in terms of "Learning-Conductive Environment"</b>								
<b>For mentors: other remarks</b>								

<sup>12</sup> Meyer, Hilbert: Was ist guter Unterricht?, Berlin 2008.

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<b>M 17 Quality of Teaching 4</b>		<input type="checkbox"/> Self-Assessment		<input type="checkbox"/> External Assessment	
Time, date:	Topic:	Subject:			
Grade:	Teacher:	Observed by:			
<b>Clarity of Content<sup>13</sup></b>	Comment	Does apply completely		Doesn't apply	
					
The teacher provides an overview of the lesson. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assignments are clearly and concisely stated. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students know exactly what the lesson is about. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student questions are addressed. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teacher keeps the thread in mind.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Results are summarized clearly (linguistically/visually). *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Results are checked and reflected.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>For students: My personal development goal in terms of "Clarity of Content"</b>					
<b>For mentors: other remarks</b>					

<sup>13</sup> Meyer, Hilbert: Was ist guter Unterricht?, Berlin 2008.

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<b>M 18 Quality of Teaching 5</b>		<input type="checkbox"/> Self-Assessment		<input type="checkbox"/> External Assessment	
Time, date:	Topic:	Subject:			
Grade:	Teacher:	Observed by:			
<b>Meaningful Communication</b> <sup>14</sup>	Comment	Does apply completely		Doesn't apply	
					
Rules of conversation are observed. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The students have their say. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teacher gives the students differentiated and concrete feedback. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students give constructive feedback to each other. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students give feedback to the teacher. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feedback and questions are addressed.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reflections on lessons take place. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>For students: My personal development goal in terms of „Meaningful Communication“</b>					
<b>For mentors: other remarks</b>					

<sup>14</sup> Meyer, Hilbert: Was ist guter Unterricht?, Berlin 2008.

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<b>M 19 Quality of Teaching 6</b>		<input type="checkbox"/> Self-Assessment		<input type="checkbox"/> External Assessment	
Time, date:	Topic:	Subject:			
Grade:	Teacher:	Observed by:			
<b>Diversity of Methods<sup>15</sup></b>	Comment	Does apply completely		Doesn't apply	
		↔			
Different teaching methods are used (open to closed).		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Different social forms are used (individual, partner, group work, class lessons).		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Different learning methods and techniques are used (e.g. student experiments, flashcards, mind maps).		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Different staging techniques are used (e.g. impulses, questions, lectures).		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Different forms of communication are used (e.g. guided or free class discussions, discussions, group discussions, brainstorming).		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>For students: My personal development goal in terms of „Diversity of Methods“</b>					
<b>For mentors: other remarks</b>					

<sup>15</sup> Meyer, Hilbert: Was ist guter Unterricht?, Berlin 2008.

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M 20 Quality of Teaching 7					<input type="checkbox"/> Self-Assessment		<input type="checkbox"/> External Assessment	
Time, date:	Topic:	Subject:						
Grade:	Teacher:	Observed by:						
Individualized Support <sup>16</sup>	Comment	Does apply completely		↕		Doesn't apply		
Individual learning level analyses are prepared in class.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Existing written assessments of support needs (e.g. learning level analyses, test results, reports, etc.) are considered in class.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Qualitative differentiation of performance takes place.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Quantitative differentiation of performance takes place.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
There is differentiation of interests.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The teacher advises individual students.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Performance assessment takes into account individual learning progress over the longer term.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Students help each other.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>For students: My personal development goal in terms of „Individualized Support“</b>								
<b>For mentors: other remarks</b>								

<sup>16</sup> Meyer, Hilbert: Was ist guter Unterricht?, Berlin 2008.

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<b>M 21 Quality of Teaching 8</b>		<input type="checkbox"/> Self-Assessment		<input type="checkbox"/> External Assessment	
Time, date:	Topic:	Subject:			
Grade:	Teacher:	Observed by:			
<b>Smart Practice<sup>17</sup></b>	Comment	Does apply completely		Doesn't apply	
					
Sufficient time is provided during lessons for practice phases.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The working atmosphere favors individual practice.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The exercises are motivating and varied.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are clear, understandable exercise instructions.*		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The exercises address the individual needs of the students.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The students practice in different contexts/apply in different contexts.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The students receive targeted assistance.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teacher or the students check the results of the exercises.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>For students: My personal development goal in terms of „Smart Practice“</b>					
<b>For mentors: other remarks</b>					

<sup>17</sup> Meyer, Hilbert: Was ist guter Unterricht?, Berlin 2008.

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<b>M 22 Quality of Teaching 9</b>		<input type="checkbox"/> Self-Assessment		<input type="checkbox"/> External Assessment	
Time, date:	Topic:	Subject:			
Grade:	Teacher:	Observed by:			
<b>Clear Performance Standards<sup>18</sup></b>	Comment	Does apply completely		Doesn't apply	
					
The teacher specifies precisely what performance is expected.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The performance expectations are based on the individual learning level of the students.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teacher offers prompt feedback.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The students are able to prepare for performance reviews in a targeted manner.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students know the applied assessment criteria.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performance assessments are explained and/or discussed.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The students find the performance assessment fair.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The students are satisfied with their performance.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>For students: My personal development goal in terms of „Clear Performance Standards“</b>					
<b>For mentors: other remarks</b>					

<sup>18</sup> Meyer, Hilbert: Was ist guter Unterricht?, Berlin 2008.

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M 23 Quality of Teaching 10					<input type="checkbox"/> Self-Assessment		<input type="checkbox"/> External Assessment	
Time, date:	Topic:	Subject:						
Grade:	Teacher:	Observed by:						
Prepared Environment <sup>19</sup>	Comment	Does apply completely		↕		Doesn't apply		
The teacher provides different, differentiated learning materials to support the learning process.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The learning materials stimulate the students to independent learning processes.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The classroom makes a clean and tidy impression.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The classroom is aesthetically designed and age-appropriate.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The furnishings make it possible to change social forms without problems.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The spatial conditions (furniture, table arrangement, ...) are taken into account and adapted as needed.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The room acoustics are pleasant.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The classroom is bright enough.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The classroom is well ventilated.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>For students: My personal development goal in terms of „Prepared Environment“</b>								
<b>For mentors: other remarks</b>								

<sup>19</sup> Meyer, Hilbert: Was ist guter Unterricht?, Berlin 2008.


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## Classroom Management




M 24 Classroom Management 1					<input type="checkbox"/> Self-Assessment		<input type="checkbox"/> External Assessment	
Time, date:		Topic:		Subject:				
Grade:		Teacher:		Observed by:				
Time Management		Comment			Does apply completely		Doesn't apply	
								
The time management of the lesson was sensibly planned.					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deviations from the schedule can be well justified.					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The duration of the individual work phases is appropriate for the students.					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teacher does not interrupt the flow of the lesson unnecessarily.					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Idle time (e.g. for lesson organization, waiting time) is kept to a minimum.					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Phase and social form changes take place quickly and smoothly.					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is (still) enough time for the explanation of the homework.					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The planned time schedule is adhered to.					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>For students: My personal development goal in terms of „Time Management“</b></p> <p><b>For mentors: other remarks</b></p>								


<b>M 25 Classroom Management 2</b>		<input type="checkbox"/> Self-Assessment		<input type="checkbox"/> External Assessment	
Time, date:	Topic:	Subject:			
Grade:	Teacher:	Observed by:			
<b>Rituals and Rules</b>	Comment	Does apply completely		Doesn't apply	
		↔			
The teacher knows the class rituals and rules.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teacher adheres to the class rules.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rituals are used in a meaningful way.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Silence, concentration or loosening-up exercises are carried out.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The established class rules are observed without the need for special measures.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teacher notices rule violations immediately.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teacher consistently demands compliance with the rules.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teacher responds to rule violations appropriately and promptly.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Desirable behavior is positively reinforced.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>For students: My personal development goal in terms of „Rituals and Rules“</b>					
<b>For mentors: other remarks</b>					


<b>M 26 Classroom Management 3</b>		<input type="checkbox"/> Self-Assessment		<input type="checkbox"/> External Assessment	
Time, date:	Topic:	Subject:			
Grade:	Teacher:	Observed by:			
<b>Media and Space</b>	Comment	Does apply completely		Doesn't apply	
					
The required working materials are optimally prepared.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The use of media is well organized.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technical media function perfectly.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The media used are attractively designed.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The media used are appropriate for the students.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blackboard inscriptions, projections and the like are easy to read.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The students' workplace is optimally prepared.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Distribution and collection of materials are carried out smoothly and quickly.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The possibilities of the room are used optimally.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The organization of the room/use of the room is well thought out.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Changes of location take place quickly and smoothly.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>For students: My personal development goal in terms of "Media and Space"</b>					
<b>For mentors: other remarks</b>					




## Teacher Language

<b>M 27 Teacher Language 1</b>		<input type="checkbox"/> Self-Assessment		<input type="checkbox"/> External Assessment	
Time, date:	Topic:	Subject:			
Grade:	Teacher:	Observed by:			
Verbal Language Components	Comment	Does apply completely		Doesn't apply	
					
Word choice and sentence structure are age appropriate. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teacher speaks in a way that is comprehensible. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teacher articulates clearly. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Irony and cynicism are strictly avoided. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fillers and phrases (e.g. "uhh", "so") are avoided. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teacher avoids unnecessary speaking.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teacher speaks vividly, using comparisons and images.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teacher speaks in an interesting way.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>For students: My personal development goal in terms of "Verbal Language Components"</b>					
<b>For mentors: other remarks</b>					

<b>M 28 Teacher Language 2</b>		<input type="checkbox"/> Self-Assessment		<input type="checkbox"/> External Assessment	
Time, date:	Topic:	Subject:			
Grade:	Teacher:	Observed by:			
<b>Paraverbal Language Components</b>	Comment	Does apply completely		Doesn't apply	
					
The volume is appropriate. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teacher varies the speaking volume. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The pace of speech is appropriate. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The speaking tempo is varied. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pitch (intonation) is varied in a lively manner. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teacher uses pauses for tension. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teacher can use vocal means to create attention/tension. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The tone of voice is pleasant. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>For students: My personal development goal in terms of „Paraverbal Language Components“</b>					
<b>For mentors: other remarks</b>					


<b>M 29 Teacher Language 3</b>		<input type="checkbox"/> Self-Assessment		<input type="checkbox"/> External Assessment	
Time, date:	Topic:	Subject:			
Grade:	Teacher:	Observed by:			
<b>Non-Verbal Language Components</b>	Comment	Does apply completely		Doesn't apply	
					
The teacher uses silent stimuli. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teacher has intensive eye contact with all students.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The gestures used support communication. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The facial expressions used support communication. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The body language used supports communication. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The position in the room is varied appropriately.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical contact with the students is appropriate.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teacher can use non-verbal language to create attention and tension. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>For students: My personal development goal in terms of „Non-Verbal Language Components“</b>					
<b>For mentors: other remarks</b>					

<b>M 30 Teacher Language 4</b>		<input type="checkbox"/> Self-Assessment		<input type="checkbox"/> External Assessment	
Time, date:	Topic:	Subject:			
Grade:	Teacher:	Observed by:			
<b>Task Assignment<sup>20</sup></b>	<b>Comment</b>	Does apply completely		Doesn't apply	
					
The tasks are clearly formulated in terms of content. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tasks are formulated with operators (such as name, explain, compare, discuss). *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The tasks are presented in different ways (auditory, visual, communicative). *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral and written tasks are meaningfully linked ("double coding"). *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Both the scope and the form of presentation of expected student performance are specified. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teacher provides sufficient time for learners to engage with the assignment. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teacher allows for queries. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>For students: My personal development goal in terms of "Task Assignment"</b>					
<b>For mentors: other remarks</b>					

<sup>20</sup> Leisen, Josef: Handbuch Sprachförderung im Fach. Sprachsensibler Fachunterricht in der Praxis, Ernst Klett Sprachen, Stuttgart, 2020. See „Operatoren-Listen“ der jeweiligen Bildungsministerien des Landes (Deutschland) bzw. des BMUKK (Österreich)


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<b>M 31 Teacher Language 5</b>		<input type="checkbox"/> Self-Assessment		<input type="checkbox"/> External Assessment	
Time, date:	Topic:	Subject:			
Grade:	Teacher:	Observed by:			
<b>Questioning Technique<sup>21</sup></b>	<b>Comment</b>	<b>Does apply completely</b>		<b>Doesn't apply</b>	
					
Different forms of questions are used (open to closed). *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teacher avoids redundant questions. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The questions are clearly formulated in terms of content. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teacher provides enough time for the learners to deal with the question. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teacher allows for questions. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>For students: My personal development goal in terms of "Questioning Technique"</b>					
<b>For mentors: other remarks</b>					

<sup>21</sup> Meyer, Hilbert: Unterrichts-Methoden. II: Praxisband, Cornelsen Verlag, Berlin, 2010<sup>13</sup>, p. 205ff.


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<b>M 32 Teacher Language 6</b>		<input type="checkbox"/> Self-Assessment		<input type="checkbox"/> External Assessment	
Time, date:	Topic:	Subject:			
Grade:	Teacher:	Observed by:			
<b>Technical Language<sup>22</sup></b>	Comment	Does apply completely		Doesn't apply	
					
The teacher uses technical terms accurately and correctly. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The choice of words is thematically precise and correct. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The choice of words ties in with the students' previous knowledge. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New terms are clearly explained or defined. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teacher provides the students with aids for the acquisition of technical language. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teacher corrects the students' choice of words or technical language. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>For students: My personal development goal in terms of "Technical Language"</b>					
<b>For mentors: other remarks</b>					

<sup>22</sup> Leisen, Josef: Handbuch Sprachförderung im Fach. Sprachsensibler Fachunterricht in der Praxis, Ernst Klett Sprachen, Stuttgart, 2020.

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## Content-Based Instruction in German


<b>M 33 Content-Based Instruction in German</b>		<input type="checkbox"/> Self-Assessment		<input type="checkbox"/> External Assessment	
Time, Date:	Topic:	Subject:			
Grade:	Teacher:	Observed by:			
<b>Language-Sensitive Work<sup>23</sup></b>	Comment	Does apply completely		Doesn't apply	
					
Various forms of representation are used (representational, pictorial, linguistic, symbolic, and mathematical). *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teacher's choice of words is appropriate to the students' language level. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teacher motivates students to speak German. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In written language, nominalizations and compound nouns are avoided whenever possible. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teacher offers simplifications or strategies for text comprehension. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teacher provides language aids (word lists, phrasing aids) for the preparation of the learning product. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teacher provides structuring aids (procedures, protocol guidelines) for the completion of the learning product. *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teacher provides differentiated feedback on the learning products.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>For students: My personal development goal in terms of "Language-Sensitive Work"</b>					
<b>For mentors: other remarks</b>					

<sup>23</sup> Leisen, Josef: Handbuch Sprachförderung im Fach. Sprachsensibler Fachunterricht in der Praxis, Ernst Klett Sprachen, Stuttgart, 2020.

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## Behavior Guidance

<b>M 34 Behavior Guidance</b>		<input type="checkbox"/> Self-Assessment		<input type="checkbox"/> External Assessment	
Time, Date:	Topic:	Subject:			
Grade:	Teacher:	Observed by:			
<b>Discipline<sup>24</sup></b>	<b>Comment</b>	Does apply completely		Doesn't apply	
					
The teacher contributes to a good, constructive working atmosphere.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Desired behavior is positively reinforced.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teacher can motivate the students effectively and persistently.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teacher appears present, "omnipresent".		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The dynamic of the lesson encourages constructive cooperation from the students.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teacher recognizes rule violations immediately.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teacher uses non-verbal stop signals.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teacher consistently demands compliance with the rules.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>For students: My personal development goal in terms of "Discipline"</b>					
<b>For mentors: other remarks</b>					

<sup>24</sup> Nolting, Hans-Peter: Störungen in der Schulklasse. Weinheim und Basel 2002.

Schlegel, Clemens M. (Hg.): Schulpraktika begleiten. © Dr. Josef Raabe Verlags-GmbH 2019.

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