



lehramt süd-ost

Student Teaching Practice

Short info for students

ENGLISH



Dear students,

You have signed up for one of the student teaching practica and are soon going to slip into your new role as a teacher. In order to profit most from this experience at school, read the following information and start your practicum well prepared.



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Elisabeth Pölzleitner, 10. 9. 2017

Student Teaching Practica (PPS1,2,3)

Getting ready

Materials you will need

- A practicum diary (notebook or folder for your observations and lesson planning)
- This brochure for possible observation tasks and guidelines
- Your EPOSTL, including any reflections or self-assessment that you have done so far.
- Your “Praxisportfolio” (to be used in connection with your EPOSTL and other reflections)
- The “Leitfaden für PPS”. There you will find detailed information about the number of hours and workload for each practicum. Download the Leitfaden from the homepage of the Institut für Praxislehre und Praxisforschung:

<https://www.phst.at/praxis/paedagogisch-praktische-studien/pps-sekundarstufe-ab/>

Direkter link zum Leitfaden: <https://tinyurl.com/leitfaden-phst>
- Any other observation guidelines or tasks provided by the lecturers of the accompanying Fachdidaktik courses

Goal-setting and expectations

Before your first meeting in school, look through your EPOSTL and see what areas of teaching you feel most confident about and where you would like to get some help from your mentor. Depending on the main focus of your practicum (PPS1: general, PPS2: differentiation, PPS3: assessment), consider specific areas where you would like to develop your competences.

Take some notes of these +/- areas. This could be your first entry in your practicum diary and your final report (Praktikumsbericht).

In the first meeting with your mentor, discuss the following basic issues:

Organization and practical issues:

- What should you know about specific school rules that will apply during your lessons?
- Discuss the timetable and timeframe of the practicum (check the official PH Leitfaden). At what time are you expected to be in school?
- Exchange contact information in case one of you has to cancel a class. (Telephone, e-mail)

Content issues:

- What are your expectations of the practicum? What would you like to see and learn? What would you like to try out? What are your worries?
- How is this this practicum related to the content of your Fachdidaktik courses? Which of the ideas from the course(s) would you like to try out?
- Suggest 5-10 descriptors from your EPOSTL that you would like to focus on during your practicum. These can still be changed in the next few weeks. Your mentor might not have heard about the EPOSTL. In this case, show him/her the resources for mentors on the Fachdidaktik homepage and show him/her what you have done with your EPOSTL and your Praxisportfolio so far.

Introductions

The first thing you need to do in your new school is to introduce yourself to all the people you meet. Don't be shy and hide away in the staffroom or at the back of a classroom. By introducing yourself to the teachers and students and briefly sharing your aims and wishes for this practicum, you will become part of the school, rather than being an anonymous figure. Think of and plan a one-minute introduction of yourself that you can use in the different classes that you are going to observe. Ask your mentor to give you a chance to introduce yourself in this short way in each new class that you visit. By doing this, you are showing the students that you are actively in charge, that you are a person like them – not an anonymous figure sitting at the back of the class. When it's your turn to teach them, they will cooperate rather than test your limits.

The main goals of the practica

Focus of PPS1 (see course descriptions at Uni and PH)

- To encourage you to see observation as an active process
- To familiarize you with various classroom observation tools
- To support you in developing your own criteria of observation for the language classroom
- To facilitate an appreciation of the role of lesson planning
- To critically analyze the use of language teaching materials (e.g., course books)
- To design tasks to complement classroom materials such as set course books
- To design lesson plans and co-teaching sequences (where applicable)
- To familiarize you with classroom language (language of instruction)

Focus of PPS2

- To enhance your professional skills for lesson observation and lesson planning
- To familiarize you with differentiation techniques and strategies for the inclusive language classroom

Focus of PPS3

- to support you in planning and evaluating a sequence of lessons
- to familiarize you with various online tools and their efficient use in communicative language teaching
- to reflect on assessing learners' language progress and level of proficiency
- to learn to use digital tools for language teaching and learning

Lesson observations

The best way to keep track of all your impressions and new insights in this practicum is to keep an informal diary where you note down what you see in each lesson. You might use a thin notebook with a margin and take lots of notes of all the little things that are going on in the classroom. Use the margin for any questions you might want to ask your mentor later in your discussion and analysis sessions.

Rather than just watching what the teacher does, switch your focus of observation to the students and see what they are doing during the lesson. You will soon see that unfocused observations are not very helpful if all you can say after a lesson is “the students were noisy” or “the teacher taught the past tense.” In order to get a more detailed view of the interactions going on in the classroom, use the checklists and observation tasks in the appendix of this package and try to relate your experiences to the EPOSTL descriptors that you have chosen. Use the questions on the checklists to help you focus your attention on certain aspects of **methodology, classroom management, interaction with the learners, classroom atmosphere and discipline**. Focus on a few specific things each lesson – you won't be able to see the important things if your focus is too wide. Your course lecturers at university or the PH might also supply you with specific observation tasks related to the main focus of the course. They will guide your attention to areas that might otherwise go unnoticed.

Remember: “Telling is not teaching.” See what the learners DO, how they act and react to the teacher's instructions. This can be very valuable information for your own teaching.

Lesson evaluation with your mentor

Arrange regular feedback and analysis sessions with your mentor where you can discuss your observations and get answers to all the questions that might have come up during the lessons. In these sessions also discuss and refine your choice of EPOSTL descriptors that you are going to use for your final report.

IMPORTANT: EPOSTL descriptors are not yes/no questions. When discussing the EPOSTL descriptors, **always rephrase them as questions:**

Example: “I can encourage learners to use the target language in their activities.” ➡ “How can I encourage....”

Collect your own ideas, see how your mentor does it or get your mentor’s advice on these issues. Use your collected findings in your final report later.

Planning your own lessons

After observing a few lessons, ask yourself in which of the classes you would like to do your own teaching. Find out what topics your mentor has planned for the near future and see what you can contribute to these topics. If you have planned any lessons in one of your methodology courses at the university, you might want to try them out now. See if they fit in.

As soon as you have agreed on a class, a topic and a timeframe, start planning your lesson(s). Use the checklists and planning guidelines in the appendix to help you plan your lessons. Send your lesson plan and materials to your mentor early enough to get some feedback and revise them if necessary.

For PPS2 and PPS3, you will be asked to try out specific ideas discussed in the accompanying Fachdidaktik courses. Discuss these with your mentor and try to include at least some of the aspects in your teaching. If your mentor does not allow you to try any of the approaches/ideas in their classes, you will have to plan these lessons anyway, even if you cannot actually teach them. In this case, get your mentor’s opinion on your lesson plan. Your plan and your mentor’s arguments will be discussed in your FD course.

Your practicum report and portfolio

If you have taken good notes according to the instructions on the “EPOSTL observation activities” and the checklists in this package, writing your report won’t be difficult. Write detailed reflections about each of the EPOSTL descriptors that you have chosen for this practicum (approximately 5-8 for PPS 1, 10-15 for PPS 2 and 3). In your reflections, include anything you have learned and realized during the lesson-observations, your own teaching or any other ideas and solutions that you have come across elsewhere. You are not expected to have perfect solutions for each of the problems. Show that you have given the matter a good deal of thought and that you have explored several aspects and possibilities and that you are on the right track. Check the expected activities and assignments for each individual practicum in the “Leitfaden” or on p. 12. of this package and include evidence of these in your report. Have a look at the ample reflections on the following pages to get a first idea.

Your practicum-report should include the following parts

- EPOSTL Reflections
- Any other reflections about specific aspects of teaching and learning (e.g. differentiation, assessment...)
- Final reflections about your experience
 - What have I learned/noticed/realized in this practicum?
 - Which of my expectations have been fulfilled, what was new?
 - What strengths have I noticed in my own teaching. What went really well?
 - What areas of my teaching or personality would I like to develop next?
- Lesson plans (including reflections after the lessons)
- Teaching materials (worksheets, handouts, games, online resources)

Portfolio

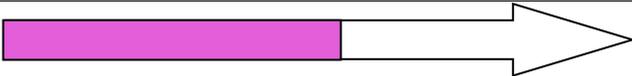
Your “Praxisportfolio” and your EPOSTL will accompany you through all the practica. Collect your reflections and reports, your lesson plans and teaching materials and any other evidence of your work and experience. Keep in mind that a portfolio is not an unstructured collection of materials, but a conscious selection of evidence that shows your skills and understanding of relevant concepts and ideas. A well-kept portfolio may be a valuable asset when applying for a job.



EPOSTL sample reflections written by previous students

Classroom Management

1. I can take on different roles according to the needs of the learners and requirements of the activity (resource person, mediator, supervisor etc.) (p.42)



When I started my practicum I only thought about lessons from the teacher’s point of view. I saw the teacher in the center of the action, directing everything. Now I am aware of the fact that this is not always the case and that it is not always necessary to play this role. I have learned to look at the lesson from the learner’s point of view and I have come to realize that I must focus on what the learners are doing and what is happening in their brains when I plan a lesson.

This experience has helped me see that it is ok if I am not in the center all the time, if I just walk around and help learners during group-work, or if I am not busy at all because they do not need me for some time. At first, I worried about such times in a lesson – but now I see that actually this is an important phase and I can relax in this new role as a resource person who is only active when needed.

I can only guess what the role of a mediator might be in a classroom. I have seen my Mentorin interfere a few times when groups of children were fighting or insulting one another – I guess this is another role that is not directly related to the teaching of the language – but it is also important so students feel taken seriously and feel comfortable in class. If someone is treated badly or excluded, they cannot learn well because these personal issues get in the way.

2. I can create opportunities for and manage individual, partner, group and whole class work. (p.42)



I have seen in my Practicum that learners can work very efficiently in groups when they have clear instructions and materials. I guess the learners I have seen in my Practicum have got a lot of practice with this type of work. They get a task-sheet (like a Wochenplan) with all the instructions for the project. The teacher explains the main tasks very briefly, sets out the materials (worksheets, games...) and from then on, the students work in small groups, pairs or on their own. Only a small number of activities are organized as whole class activities, usually at the beginning of a lesson or when the teacher wants to introduce a new topic. Many students work in the hallways or on the floor – it can get quite noisy but I was surprised by the intensity of the students’ work and by the good results at the end.

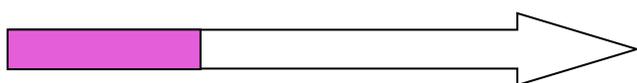
I have also seen that double periods are really useful because the learners are not interrupted as much and can keep working on one topic in a more focused way.

When I organized my own project (ghost stories) I made sure that the learners would be very active and speak a lot. Therefore, I planned several information-gap exercises (info about ghosts... cut up story...) so they had to walk around and share and exchange the information. The lesson looked very chaotic (I was worried about the noise) but I realized that it was actually very effective because they were all talking in English and using the language from the cards. Nevertheless, it was necessary to sum up the story in the end to make sure that all the students had fully understood it.

Group work: When planning group-work I need to provide the learners with clear instructions, otherwise they waste a lot of time before getting started. The instructions should also be written down for the learners (to allow them to re-read the instructions and to keep an overview). When learners are working in groups I give them individual feedback as well as whole group feedback and steer them in the right direction.

Grammar

4. I can evaluate and select grammatical exercises and activities, which support learning and encourage oral and written communication. p. 27



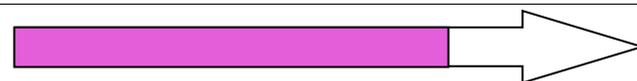
When choosing exercises for a present perfect tense grammar workshop, the most difficult thing in the beginning was to select exercises that were appropriate for the notions that had been introduced (e.g. duration, general experience etc.). I found a game that I was sure the pupils would enjoy but then I realized that it didn't fit any of the notions. I decided against it because it would only have confused the pupils. I learnt that each exercise should be clearly connected to a notion and that I shouldn't mix several notions (unless the students are really advanced and are revising things).

By practicing one notion at a time the learners can develop a clear picture of how this tense is used in real life. In the workshop the class practiced "Duration" for a whole hour by playing different games (What are the oldest items in this room? How long have you had all these things?) The learners were always using the same tense form for the same notion and just got used to it.

When watching them I noticed that they were getting more and more used to this form and it seemed to sound more normal and automatic to them to use the pres.perf. tense here (rather than the present tense as we would do in German.)

It is still difficult for me to find such exercises. I learned that I can use the "communicative use" tips in the Newby grammar and make-up activities around them. This still seems difficult for me.

3. I can make and use resources efficiently (flashcards, charts etc.). (p.42)



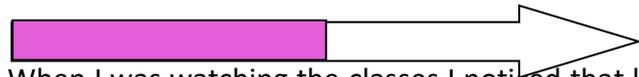
I have to design the handouts very carefully. They should be structured clearly so that the learners can use them easily and effectively. I should always make a good master copy that I can keep for later use. Therefore, I have to put a lot of effort into the materials because the learners should see that I do my work in a responsible way. As a consequence, they should handle their own work in a responsible way as well.

Teaching materials such as cards for specific exercises should be printed on good paper so that the learners can use them effectively (thin paper might tear). In that way, I can also use them again (I have to make sure to get them back after the activity). It is also clever to laminate cards that will be used often.

A little technical tip that I learned in my Practicum is to use different colors for each set of a card game so I can easily put lost cards back into the right pile. Simple, but helpful!

Classroom Language (p. 43)

1. I can encourage learners to use the target language in their activities.



When I was watching the classes I noticed that learners tend to speak German in groups when they get into hot discussions about a topic. In role-plays or information gap activities it was easier for them to keep speaking English because they used the English prompts and that seemed to get them started the right way.

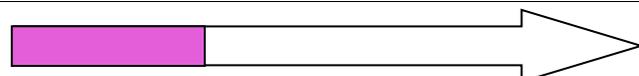
I have also seen the idea of using some form of language police in group work (one learner makes sure that everybody speaks English). The “language police” received a badge (printed and laminated) from the teacher and was responsible that his/her group would speak English in this lesson.

I also noticed that my Mentorin never used any German in class, even when the learners addressed her in English. When young students answered complex things in German she just summed up their request or reply in simple English. She uses lots of gestures with young learners – to help them understand what she is saying. With more advanced learners who address her in German she just answered “We speak English here” in a very factual tone. The students accepted it like a law of nature and switched back to English.

I also noticed that the teacher hardly ever corrected the students’ mistakes when they tried to express something difficult in English. They made lots of mistakes – the teacher let them finish and then just summed up the request/ or comment in correct English. It sounded something like “*Oh, I see, so you couldn’t do your homework because your internet connection wasn’t working and you couldn’t watch the video on Moodle. ...*” The students never felt embarrassed about their mistakes -- it seemed very natural and they felt that they had communicated their ideas successfully. I think this is really important, otherwise the learners will not want to speak in front of the class.

Interaction with learners

2. I can keep and maximize the attention of learners during a lesson. (p.41)



This was one of the most difficult things for me in my first teaching hours. It helped me a lot to use name-cards for the students because I could call their names if somebody wasn’t working. I also noticed that it is difficult to interrupt a class when they are working in groups. This can get quite noisy and I didn’t want to shout into the class in order to be heard. My teacher used a little harmonica for this purpose. She played a very simple tune that means “Please listen to me.” and raised one arm. The students know that this means that they should stop whatever they are doing in order to get some short instructions or information. Whoever notices this also raises their arm and spreads the information. It worked really well and within half a minute everybody seemed to be listening.

I also noticed in upper school in a literature discussion that the students were all interested and paying attention because the teacher seemed excited about the text and writer herself. This positive energy easily spread to the learners and they had lots of questions

In one of my lessons the students had just had a Spanish test before and were all excited. The teacher gave them an extra five-minute break, opened the windows and allowed them to eat their snacks. Afterwards, they were more relaxed and I could teach my lesson in a focused way. I see that such important needs of the learners need to be taken seriously in order to work efficiently afterwards.

Appendix: Observation sheets and planning tools



In the following pages, you will find a variety of useful tools for planning and observing lessons. To profit most from your observations, focus on specific aspects of teaching and learning. Decide BEFORE the lesson what you want to focus on. Use the provided checklists and rubrics to guide your focus and to notice small things that might make a big difference. There is always more than one truth in teaching. Do not look for quick recipes but ask lots of questions and discuss them with your mentor.

- How can I ...?
- Why did you...?
- How did the learners react? Why?
- How else could I/you have done it?
- What are the pros and cons of this method?

General planning and observation tools for all practica

Methodology

Use this sheet to guide your observations and/or for reflecting upon your own lessons. Which of the following skills have been/will be practiced in the lesson? Check the EPOSTL descriptors for the most relevant skill(s) and choose a few that seem most important for a specific lesson. How did the teacher put these into practice? // How are you going to put these into practice? Remember: Do not choose too many descriptors but deal with a few in detail. You will need more space than this.	EPOSTL page nr. 20-29
Speaking/Spoken Interaction	21
Writing /Written Interaction	23
Listening	25
Reading	26
Grammar	27
Vocabulary	28
Culture	29

EPOSTL Observation Activities

Date:

Class:

Classroom management and interaction with the learners		
Use the following questions to guide your lesson observations. You need not answer all the questions. Focus on relevant aspects of the lesson and take extensive notes on an extra sheet.		
<i>Teacher:</i>		<i>Learners:</i>
How does the teacher get the students' attention at the beginning of the lesson? What does she/he say? What mimes or gestures does he/she use?	1	What are the learners doing when the teacher arrives? How do the learners (re)act?
How does the teacher open the lesson? Does the teacher explain his/her plan and objective(s) to the learners?	2	Are the learners aware of the objective of the lesson? What are they doing at this stage?
Are there any organizational tasks that are done by the teacher?	3	Are there any organizational tasks that individual pupils do?
Which stages of the lesson can you identify?	4	
Which organizational forms are used? frontal groupwork /pairwork presentations individual work	5	
Does the teacher give the students any choice concerning the order of tasks/ partners/ places/ activities/ topics/ reading...?	6	How do the learners decide what to do next? Do they need any help?
Transitions: How does the teacher lead from one activity to the next? Is the lesson organized step by step or as a workshop?	7	How do the students move from one activity to the next? How much time is lost for transitions?
How does the teacher react to learners' mistakes?	8	Are the learners worried about making mistakes?
(How) does the teacher announce homework? How is the homework related to the activities in class?	9	Do the students have a clear understanding of the homework tasks and any materials they will need?
How does the teacher close the lesson?	10	

Class atmosphere and discipline

Teacher	Learners
How does the teacher create a positive learning atmosphere?	Do the learners seem to be interested? Do they seem at ease and taken seriously?
How does the teacher encourage learners to use the target language?	Are the learners using the target language?
How does the teacher manage to get everybody involved?	Are all the learners actively involved?
How does the teacher respond to misbehavior or inattention?	Do they find group mates easily?
Does the teacher use any special words, symbols, gestures to help the learners understand or to get their attention?	Are there any noticeable cliques? Are there any outsiders?
What else did you notice?	Are there any noticeable individual pupils? Are there any learners who seem easily distracted/ very gifted/ very fast or slow?

What I want to remember:



Planning checklist for student teachers

Do I know enough about the class? <ul style="list-style-type: none"> • Language needs, expectations and interests • Language proficiency level • Learners' personalities • Interpersonal relationships • Preferred learning styles and activities • Learners' names • Other relevant information (possible distractions, problems...) 	EPOSTL Page Nr.
How am I going to establish a good first rapport with the class? <ul style="list-style-type: none"> • How am I going to introduce myself? • What opening activity will I do? • How can I create a friendly, cooperative atmosphere? 	 39 21
Learning Objectives <ul style="list-style-type: none"> • What are my objectives for this lesson or project? • How will I see that the learners have reached them? (What will they be able to DO after this lesson?) • How am I going to present my objective(s) to the class and show that they are important/relevant? 	34
Lesson Content <ul style="list-style-type: none"> • Are the items I have chosen relevant to the learners' needs? • Are the items interesting, challenging and personally involving? • Do I know enough about these topics? • Do the items/topics link up with any previous or following items? How will I refer to and make use of this previous knowledge? 	35
Lesson Organization and Conducting a Lesson <ul style="list-style-type: none"> • What organizational forms am I going to use? (frontal, individual, pair, group work) • Why am I going to use these organizational forms? • What resources and media am I going to use? How can I manage these efficiently? • Are my instructions and explanations clear and simple? • How can I ensure smooth transitions between activities and tasks? • How long will the activities take? • What will I do if they take longer/shorter? • How am I going to finish off my lesson in a focused way? • Will there be any homework? 	 37 42 39 35, 39 39 46
Interaction with Learners <ul style="list-style-type: none"> • How will I keep and maximize the learners' attention span during the lesson? • How will I encourage learner participation whenever possible? • Which discipline problems might occur? • How will I deal with discipline problems? 	41
Classroom Language: ENGLISH <ul style="list-style-type: none"> • How am I going to encourage learners to use English in their activities? • How can I help the learners to understand the instructions and explanations in the target language? 	37, 43

Lesson planning with a GOAL in mind



Student Teacher		Date:	
Teacher		Class:	
School:		Student co-teacher:	
1. Unit Topic			
2. Long-term goals, main ideas and concepts (and reference to the curriculum /CEFR/BIST) 			
3. Teaching objectives 			
<p>What should your basic learners</p> <ul style="list-style-type: none"> • know (recall/remember/recognize) • understand • use/apply/do <p>What should your advanced learners be able to</p> <ul style="list-style-type: none"> • analyze /compare/contrast • evaluate/judge/support/criticize • synthesize/combine/create/develop/hypothesize <p>Think of</p> <ul style="list-style-type: none"> • communicative objectives • linguistic objectives • social objectives 			
4. Differentiation: How will you support different types of learners? How will you “hook” all learners?			
<ul style="list-style-type: none"> • Consider multiple intelligences and learning styles: • Interests • Gender • Levels of readiness 			
5. Assessment / Evaluation			
How do you know / check whether the learners have reached the goals/objectives?			
6. Lesson plan			
What? (name of activity)	Teaching methods		Estimated time
	What does the teacher do/say? ...	What will the students be doing? (Try to maximize student activity)	
7. Attachments and materials			
8. Reflection			
After each lesson, a reflection about how the lesson went is required in English . What went well? What would you change if you taught the topic again? What have you learned/realized?			

Observation activities for PPS 2: Differentiation and Inclusion

Kriterien für Diversität und Heterogenität im Unterricht nach der 3-R- Methode

Klasse	Lehrkraft
Datum/Stunde	Beobachter
Bitte beobachten Sie folgende Merkmale	
<u>Repräsentation</u> Wie ist der Anteil der Burschen und Mädchen in der Klasse ? <ul style="list-style-type: none">○ Schätzen Sie den Anteil der SchülerInnen mit Migrationshintergrund ein.○ Gibt es SchülerInnen mit besonderen sozialen und/oder Lernbedürfnissen?○ Charakterisieren Sie das Rollenverhalten von einzelnen SchülerInnen / Gruppen in der Klasse.	
<u>Ressourcen</u> <ul style="list-style-type: none">○ Werden die SchülerInnen gleichmäßig im Unterricht angesprochen ?○ Beteiligen sich die SchülerInnen gleichmäßig am Unterricht ?○ Wie viel Aufmerksamkeit bekommen stille oder zurückhaltende SchülerInnen ?○ Wie viel Aufmerksamkeit bekommen SchülerInnen mit Migrationshintergrund bzw. besonderen Bedürfnissen?○ Wie beteiligen sich die SchülerInnen an Aufgaben außerhalb der Lehrstoffvermittlung (Tafellöschen, technische Betreuung...) ?	
<u>Realität</u> <ul style="list-style-type: none">○ Warum bekommen SchülerInnen unterschiedlich viel Aufmerksamkeit?○ Wie kommt es zu unterschiedlichem Verhalten der SchülerInnen?○ Welche methodischen Ansätze für die beobachteten Situationen kennen Sie?	
Quelle: adaptiert nach: https://gender-mainstreaming.rlp.de/de/gender-mainstreaming/instrumente-und-methoden/die-3-r-methode	

Fragebogen zum Thema Gender und Diversität

Wer nimmt sich wie viel Raum?

Wer ist wann laut?

Wer übernimmt die Führung in Kleingruppen?

Wer löscht die Tafel?

Wer löst technische Probleme im Klassenraum?

Worüber werden Witze gemacht?

Wie wird Akzeptanz in der Gruppe sichtbar?

Wodurch sind AußenseiterInnen in der Klasse charakterisiert?

Was tun Mädchen und Buben, um als solche erkennbar zu sein?

Welche Sprache nutzen Mädchen und Buben, welche Zuschreibungen gibt es (z.B. wer kichert, tratscht, kreischt, sitzt mit überkreuzten Beinen, lackiert sich die Nägel, redet laut, macht aktiv auf sich aufmerksam, wirft Dinge herum, rauft, stößt sich, zeigt körperliche Dominanz etc.)?

Welche Tendenzen in Bezug auf die Inszenierung von Weiblichkeit und Männlichkeit in der Klasse können Sie erkennen?

Welche Peergroups gibt es in der Klasse und welche Auswirkungen haben diese auf das Klassenklima?

Welche Merkmale verbinden diese Peergroups, welche trennen sie?

Wie werden Schülerinnen und Schüler, die sich nicht zu dominanten Verhaltensweisen zuordnen lassen, von weiteren Schülerinnen und Schülern behandelt? Welche Verhaltensweisen zeigen sie im Vergleich zu den „anderen“?

More resources to focus on diversity

- Classroom Observation Form based on Tomlinson: <https://tinyurl.com/Tomlinson-observation-form>
- Differentiated Instruction Observation Look-Fors (Tomlinson) <https://tinyurl.com/tomlinson-look-fors>
- Differentiated Instruction Checklist (Univ. of Texas) <https://tinyurl.com/texas-checklist>
- Diagnoseinstrumente zur Gender und Diversitätskompetenten Unterrichtsreflexion. Handreichung des BMB <https://tinyurl.com/gender-BMB>

You will be provided with additional observation tasks and rubrics in your Fachdidaktik course. Try out different methods and approaches to notice new aspects of teaching and learning.

**DIFFERENTIATED INSTRUCTION
CLASSROOM OBSERVATION FORM**

School: _____ Grade: _____ Subject: _____ Period/Time: _____
 Teacher: _____ Date: ____/____/____ Observer: _____

I. CONTEXT/GOAL SETTING	Strong	Some	None
1) Established clear learning goals (knowledge, understanding, skills).			
2) Linked new subject matter to prior learning and/or experience .			
3) Most students appear aware of and understand the learning goals.			
4) Provided rubrics or other guides to focus students on goals.			
5) Closed the class with a focus on goals/meaning of lesson.			
Comments:			

II. STUDENT ASSESSMENT	Strong	Some	None
1) Implemented & used results of pre-assessment to adjust the lesson.			
2) Implemented assessment during lesson to gauge understanding.			
3) Attended to student questions/comments during lesson.			
4) Implemented assessment at end of lesson to gauge student learning.			
Comments:			

III. ATTENTION TO INDIVIDUALS/BUILDING COMMUNITY	Strong	Some	None
1) Talked with students as they entered/exited class.			
2) Connected with individual students during class.			
3) Helped develop awareness of one another's strengths/contributions .			
4) Involved whole class in sharing/planning/evaluating .			
Comments:			



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DIAGNOSEINSTRUMENTE ZUR GENDER- UND DIVERSITÄTSKOMPETENTEN UNTERRICHTSREFLEXION

Differentiated Instruction Observation Look-Fors
Drawn from observation tools created by Tomlinson & Hockett (2007), Tomlinson & McTighe (2008), and Hockett (2010)

Background: This is a tool for gathering evidence of certain sights and sounds that are hallmarks of responsive classrooms environments. Neither differentiation nor good teaching in general is a "checklist," and no classroom, teacher, or lesson manifests all of these look-fors during a single observation. Directions: Check a box if there is evidence of the "look-for" during the observation.

LEARNING ENVIRONMENT

- The teacher and students respect one another.
- The teacher shows interest in students as individuals.
- There is active participation by a broad range of students.
- Students seem comfortable with one another.
- The teacher creates collaborative learning experiences.
- There is an emphasis on *student growth* toward important goals versus on *student competition*.
- There are routines and rituals in place that help students feel they belong and are valued.

Comments:

LEARNING GOALS

- There is clarity about what students should know, understand, and be able to do.
- Students examine big ideas, essential questions, concepts, and/or principles.
- Students explore knowledge (e.g., facts, terms) and skills in context (e.g., of ideas, of real-world situations).
- The teacher connects learning goals to students' interests and experiences.
- All students are working toward common learning goals.

Comments:

Differentiated Instruction Checklist

Teacher: _____ Date/Time: _____
 Comprehensive Reading Instruction: _____ Intervention: _____ Observer: _____

+ / -	Observed	Comments
	Instructional Delivery Direct, explicit instruction Systematic instruction Modeling Scaffolding Adequate time/tasks for practice Immediate corrective feedback to student Multiple opportunities for student response Student engagement	
	Grouping: Grouping formats observed during lesson (Circle) Whole group _____ Small group (teacher-led) _____ Small group (students) _____ Pairs _____ One-on-one _____ Students working independently _____ Students grouped for instructional purpose (e.g., one-on-one, pairs, small group) _____ Students grouped based on same-ability need _____	Time Allotted _____ _____ _____ _____ _____ _____ _____
	Instructional/Intervention Time Time allotted for activity: ___ appropriate? ___ Time for student practice adequate: _____ Time for management/redirection: _____	

Observation tasks for PPS 3: Assessment

Allgemeiner Beobachtungsbogen zum Assessment

		stimme nicht zu	stimme eher nicht zu	stimme eher zu	stimme zu
1	Die Lehrkraft geht mit Fehlern verständnisfördernd um	①	②	③	④
2	Die Lehrkraft geht mit Fehlern so um, dass diese eine Lernchance bieten	①	②	③	④
3	Die Lehrperson setzt am Schluss einer Unterrichtsphase Methoden ein, um den Lernerfolg zu sichern und zu kontrollieren	①	②	③	④
4	Die Lehrperson setzt Feedbackmethoden ein, um den Unterricht und das Lernverhalten der SchülerInnen zu reflektieren	①	②	③	④
5	Die Lehrperson unterstützt die SchülerInnen bei der Selbstbeurteilung und Selbsteinschätzung	①	②	③	④
6	Das Erreichen der Lernziele wird überprüft	①	②	③	④
7	Die SchülerInnen erhalten differenzierte Rückmeldungen zu ihren individuellen Beiträgen und Leistungen	①	②	③	④
8	Die SchülerInnen werden dazu angeregt, den eigenen Lernprozess und die eigenen Lernstrategien zu reflektieren	①	②	③	④
9	Bewertungen werden nachvollziehbar begründet	①	②	③	④
10	Die Lehrkraft traut den SchülerInnen Leistungsvermögen zu	①	②	③	④
11	Die Kriterien der Leistungsbeurteilung sind transparent	①	②	③	④
12	Lern- und Leistungssituationen werden getrennt	①	②	③	④
	Anmerkungen, Kommentare:				

Quelle: IQES online – Instrumente für die Qualitätsentwicklung und Evaluation von Schulen

Overview of the official timeframe

Bachelor

Orientierungspraktikum: 50h (2ECTS)

16h	Auseinandersetzung mit Basisliteratur zum Konzept der NMS
12h	Praxiserfahrungen gewinnen, Berufsfeld erkunden in NMS
4h	Besprechungen
8h	wöchentliche Reflexion unter Einbeziehung der Basisliteratur
10h	Reflexionsbericht

PPS 1: 50h (2ECTS)

Variante AHS/BMHS		Variante NMS	
11h	Hospitation	4-6h	Praxiserfahrungen sammeln, Berufsfeld erkunden
4h	selbständiger Unterricht	11-9 h	selbständiger Unterricht
8h	Besprechungen	15h	Besprechungen
27h	persönliche Vorbereitungs- und Reflexionstätigkeit inkl. Reflexionsbericht	20h	persönliche Vorbereitungs- und Reflexionstätigkeit inkl. Reflexionsbericht

PPS 2: 75h (3ECTS)

Variante AHS/BMHS		Variante NMS	
10h	Hospitation	2-5	Praxiserfahrungen sammeln, Berufsfeld erkunden
8h	selbständiger Unterricht	10-13 h	selbständiger Unterricht
10h	Besprechungen	15h	Besprechungen
47h	persönliche Vorbereitungs- und Reflexionstätigkeit inkl. Reflexionsbericht	45h	persönliche Vorbereitungs- und Reflexionstätigkeit inkl. Reflexionsbericht

PPS 3: 75h (3ECTS)

Variante AHS/BMHS		Variante NMS	
10h	Hospitation	2-5	Praxiserfahrungen sammeln, Berufsfeld erkunden
8h	selbständiger Unterricht	10-13 h	selbständiger Unterricht
10h	Besprechungen	15h	Besprechungen
47h	persönliche Vorbereitungs- und Reflexionstätigkeit inkl. Reflexionsbericht	45h	persönliche Vorbereitungs- und Reflexionstätigkeit inkl. Reflexionsbericht

Master (not yet official)

PPS 4: 200h (8ECTS)

	selbständiger Unterricht im Block
	Besprechungen und Feedback
	persönliche Vorbereitungstätigkeit (Lernmaterialerstellung, etc)
	Erstellen eines Leistungsbeurteilungskonzeptes für eine Praktikumsklasse
	Lehrbuchvergleich und Materialanalyse für eine Klasse Erstellung einer Monatsplanung für die Praktikumsklassen
	variabel nach Fach: Erstellen einer Leistungsfeststellung für eine Praktikumsklasse (Schularbeit, Test, praktische Leistungsfeststellung, etc.)
	Nachbereitung/ Reflexion und Reflexionsbericht (Klassenanalyse etc)
	Korrekturarbeiten, Leistungsbeurteilung und Feedback
	Planung und Durchführung von Förderunterricht bzw. Begabtenförderung

What makes a good teacher? My ten commandments of good teaching

Use this page to write down the most important things you have learned in this practicum.

What I want to remember!!!

