

MOST – ASSESSMENT DOCUMENT PROJECT YEAR 2005-2006

PRACTICE ASSESSMENT

Assessment of pedagogical practice skills is based on competence requirements and their attendant assessment criteria.

Practice involves three phases: pre-practice (first week), actual practice at schools (second – fourth week) and post-practice (fifth week). All students must participate in all phases.

During the practice students will have formal meetings with mentors once a week.

During the practice students prepare portfolio of competences containing their own written self-assessments, mentor assessments, direct and indirect confirmations and evidence of competencies.

During all practice students write diary of practice. They may choose the method of double diary.

Assessment criteria for competences:

I. Class level

- **language of instructions**

Shows proficiency in the language of instruction

- **lesson planning / preparation**

Designs tidy, orderly and clear lesson preparations which mention correctly the references of the used material and which are based on students knowledge and understanding

Uses a range of resources

Provides differentiated learning activities for individuals and groups on the basis of pupils' varying attitudes

- **implementation**

Shows mastery of subject content

Demonstrates the capability to think out a functional organization and classroom arrangement

Sets about the lesson personally and creatively

Is able to teach in an enthusiastic, relaxed and inspiring manner

Demonstrates willingness and ability to use and try out a variety of teaching and organizational methods

- **learning environment**

Alongside pupils, contributes to a productive learning environment and good learning experiences

- **communication**

Communicates and works together with children and young people

Demonstrates willingness and ability to understand and contribute to conflict resolution among pupils

- **assessments and evaluation**

Demonstrates willingness and ability to use and try out a variety of assessment methods and types of examination

Demonstrates ability to critically reflect on own and others' teaching

Develops professional knowledge by reflecting upon subject knowledge and knowledge of teaching with different persons in the practice arena

II. School-community level

- **communication**

Demonstrates willingness and ability to listen to, understand and take account of other people's views and perspectives

Demonstrates willingness and ability to understand and contribute to conflict resolution among adults

- **school organization**

Alongside colleagues, contributes to a productive learning environment and good learning experiences
Participates actively in school life and participates constructively in subject meetings and class councils
Plans, carries out, assesses and reflects on teaching and learning with different persons in the practice arena

III. Society level

- **educational system**

Demonstrates willingness and ability to participate in discussions concerning various views of teaching and learning

Bases teaching decisions on national and local curricula and on legal requirements