

1 Lesson planning				
<b>1a</b>		<b>Teacher perspective:</b> I <u>consult</u> my accompanying teacher for lessons plans (connection to School Educational Plan, a thematic plan, previous teacher and pupils' work).		
0	1	2	3	Comments, evidence:
<b>1b</b>		<b>Teacher perspective:</b> When planning a lesson, I take into account the possibilities of specific pupils - I individualize and differentiate the teaching plan (also based on IEP, ESP, SEP <sup>1</sup> ).		
0	1	2	3	Comments, evidence:
<b>1c</b>		<b>Teacher perspective:</b> I formulate educational aims and objectives (cognitive and / or affective and / or psychomotor) and think about their interconnection with the curriculum, teaching methods, organizational forms, i.e. with the overall concept of teaching. I plan ways to verify the fulfilment of goals.		
0	1	2	3	Comments, evidence:
<b>1d</b>		<b>Teacher perspective:</b> I do a didactic analysis of the curriculum (key <u>concepts</u> , <u>learning tasks</u> ) concerning a set goal; I plan adequate teaching <u>methods</u> and organizational forms.		
0	1	2	3	Comments, evidence:
<b>1e</b>		<b>Teacher perspective:</b> I prepare a <u>time plan</u> for my lesson procedure.		
0	1	2	3	Comments, evidence:
2 Teaching conditions				
<b>2a</b>		<b>Pupils perspective:</b> Pupils do not feel threatened, unreasonable fears, fear of failure, boredom in lessons.		

<sup>1</sup> IEP – Individual Educational Plan, ESP – Educational Support Plan, SEP – School Educational Plan

	<b>Teacher Perspective:</b> I support classroom safety (positive atmosphere).			
0	1	2	3	Comments, evidence:
<b>2b</b>	<b>Pupils perspective:</b> Pupils know mutual expectations and boundaries, they can rely on rules that help prevent problems, allow solutions and are not self-restrictive.			
	<b>Teacher perspective:</b> I solve discipline problems (I work as needed with established rules or I negotiate them with pupils; I appraise pupil positive behaviour).			
0	1	2	3	Comments, evidence:
<b>2c</b>	<b>Pupils perspective:</b> The communication manner assures pupils of teacher interest and keeps their attention.			
	<b>Teacher perspective:</b> I keep "live contact" with pupils (through verbal and non-verbal communication, addressing pupils by their first name...).			
0	1	2	3	Comments, evidence:
<b>2d</b>	<b>Pupils perspective:</b> Pupils are not overlooked by the teacher, they are not frustrated by his requirements and manner of communication.			
	<b>Teacher perspective:</b> I respond with respect to the pupils needs (social, physiological) in the classroom.			
0	1	2	3	Comments, evidence:
<b>2e</b>	<b>Pupils perspective:</b> The lesson is not monotonous; pupils have a chance to relax.			
	<b>Teacher perspective:</b> Creating space for relaxation (I work with atmosphere changes, I respond to signs of fatigue, fluctuations of attention, I show a sense of humour, I include interesting facts and my own experience in presentations...).			
0	1	2	3	Comments, evidence:
<b>2f</b>	<b>Pupils perspective:</b> Pupils have an opportunity to experience success.			
	<b>Teacher perspective:</b> I create an opportunity for all pupils to experience success.			

0	1	2	3	Comments, evidence:

<b>2g</b>	<b>Pupils perspective:</b> Pupils do not notice “deaf places” during a lesson.			
	<b>Teacher Perspective:</b> I make effective use of teaching time (in relation to my plan, class situation and the understanding of the curriculum).			

0	1	2	3	Comments, evidence:

**3 Teaching support**

<b>3a</b>	<b>Pupil perspective:</b> Pupils have the opportunity to learn to perceive the curriculum as meaningful.			
	<b>Teacher perspective:</b> I discuss the meaning of the curriculum and its <u>meaningfulness</u> with pupils.			

0	1	2	3	Comments, evidence:

3b	<b>Pupil perspective:</b> Pupils can explain what is the aim of their work. Pupils are aware of the ways how to reach their learning objectives and learn to monitor their achievements.		
	<b>Teacher perspective:</b> I set and facilitate (if convenient considering the method) appropriate <u>teaching goals</u> (common, individual). I verify the achievement of learning objectives and evaluate them.		
0	1	2	3
Comments, evidence:			
3c	<b>Pupil perspective:</b> A pupil understands what he learns.		
	<b>Teacher perspective:</b> I facilitate <u>content</u> and instructions clearly with regard to individual educational needs and the age of pupils.		
0	1	2	3
Comments, evidence:			
3d	<b>Pupil perspective:</b> Pupils learn factually correct information appropriate to their age and schooling.		
	<b>Teacher perspective:</b> I mediate the curriculum properly.		
0	1	2	3
Comments, evidence:			
3e	<b>Pupil perspective:</b> Pupils can integrate the curriculum into their thought structure, they are to connect it with their previous curriculum or experience.		
	<b>Teacher perspective:</b> I explain the curriculum using the previous pupils' knowledge and experience		
0	1	2	3
Comments, evidence:			
3f	<b>Pupil perspective:</b> Pupils understand how the selected teaching methods and organizational forms help to achieve the aim.		
	<b>Teacher perspective:</b> I use teaching methods and organizational forms that support learners' learning and lead to achieving the aim.		
0	1	2	3
Comments, evidence:			
3g	<b>Pupil perspective:</b> Pupils have the opportunity to work together and learn from each other.		
	<b>Teacher perspective:</b> I support cooperation and mutual learning.		
0	1	2	3
Comments, evidence:			
3h	<b>Pupil Perspective:</b> Pupils are not afraid to make a mistake and draw attention to their own mistake. They have the opportunity to understand and use it in learning.		

	<b>Teacher Perspective:</b> I work meaningfully with the pupil's mistake and take it as an opportunity for development.
0   1   2   3	Comments, evidence:
<b>3i</b>	<b>Pupil Perspective:</b> Pupils naturally use ICT in their teaching. <b>Teacher Perspective:</b> I use meaningful information technology (ICT) to support learners' learning.
0   1   2   3	Comments, evidence:
<b>4 Feedback and assessment</b>	
<b>4a</b>	<b>Pupils Perspective:</b> Pupils know how to recognize whether or not they have achieved the lesson objective: they have specific information about their learning, know the criteria and understand them. They understand individual differences in the assessment. <b>Teacher Perspective:</b> I provide students with <u>continuous feedback</u> using descriptive language and criteria with respect to their individual needs.
0   1   2   3	Comments, evidence:
<b>4b</b>	<b>Pupil Perspective:</b> Pupils have the opportunity to reflect on their own procedures and results. <b>Teacher Perspective:</b> I lead pupils to reflect on their own achievements and progress in learning (self-assessment) and to provide feedback to others (classmates and teachers).
0   1   2   3	Comments, evidence:
<b>4c</b>	<b>Pupil Perspective:</b> Pupils receive several sources and types of feedback from the teacher than grades. <b>Teacher Perspective:</b> I use a variety of forms of assessment and diverse indicators of learning outcomes and pupil progress.
0   1   2   3	Comments, evidence:
<b>5 Reflective teaching</b>	
<b>5a</b>	<b>Teacher Perspective:</b> <i>I reflect the course of teaching (possibly also preparation for teaching).</i>

0	1	2	3	Comments, evidence:
<b>5b</b>	<b>Teacher Perspective:</b> I set adequate goals for my professional development, put into practice the steps to achieve them and evaluate them (within the current or next semester).			
0	1	2	3	Comments, evidence: