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## STANDARDS AND INDICATORS FOR THE DEVELOPMENT OF SKILLS IN TEACHER EDUCATION

### Content

<b>Introduction.....</b>	<b>1</b>
<i>Jutta Mägdefrau</i>	
<b>Development of Standards for Practical Work Phases during Teacher Training.....</b>	<b>4</b>
<i>Jutta Mägdefrau, Sabrina Kufner &amp; Barbara Hank</i>	
<b>Standards and Indicators for Teacher Training .....</b>	<b>12</b>
<i>Jutta Mägdefrau, Hubert Kainz, Andreas Michler, Hans Mendl, Bettina Lengdabler &amp; Franz Karpfinger</i>	
<b>Appendix:</b>	
<b>References .....</b>	<b>52</b>

### Introduction

**Jutta Mägdefrau**

Which skills may student teachers be expected to have, after all, after having completed their first period of practical training at school? After three to six semesters of studying and a six-week long period of practical training at school, what may be expected from them when it comes to those professional skills as being expected from professional teachers? Which skills may they be expected to have in their fifth semester of studying, at a stage when, in the context of their studies, student teachers in Bavaria are doing their subject-related periods of practical training? And what may a trainee teacher be expected to have achieved at the end of his or her teaching training? Finally, which skills may professional teachers be expected to have which may not be expected from trainee teachers?

Questions like these give expression to a problem a team of professors, lecturers and responsible school supervisors has dedicated their efforts to. The overall objective of the collaboration was to define skills and indicators that describe developing processes between the beginning of studies and being a professional teacher. For this purpose, one reached back to current empirical findings from the field of pedagogical and psychological teaching quality research. Generally, due to the fact that pedagogical work focuses on achieving certain objectives, it is always normative. Usually empiricists hesitate when it comes to deductively deriving normative skills from the findings of quality research, even more as the data situation concerning certain sub-dimensions is rather contradictory. But still: in the course of an individual, biographical professionalization process, teacher training aims at providing each individual with abilities that will make him/her a good teacher or allow for “high-quality” teaching. Everybody working in the field of teacher training is aware of the fact that, when it comes to the practical aspects of teacher training, general formulations

require concrete action. An illustrative example is the individual counselling of students or trainee teachers: After having given a lesson, each student and his/her tutor reflect on positive and less positive aspects by reaching back to quality criteria. And this is exactly what this paper is about: It tries to offer an advisory tool for students, trainee teachers, teachers, school administrations and school supervising authorities, by providing information about which concrete skills may be expected at a defined stage of professionalization and how these skills can be identified.

This paper is the result of a two-year collaboration; its release is meant to contribute to a debate on the topic among a larger public. Following the introductory remarks, in the first section of the paper Mägdefrau, Kufner and Hank present the theoretical basis: The criteria for selecting the dimensions of qualities of teaching as well as the spiral-curricular structure of the standards given in Section II are explained. Furthermore, there are some brief comments on possible practical applications.

Then in Sections II and III the standards of the collaborating authors are presented. Section II presents the standards according to the chosen dimensions of teacher behavior. That is, the reader will find the respective skills and indicators for the four phases of the Bavarian teacher education system (period of practical training at school, subject-didactic period of practical training, traineeship, and professional teacher training) in sequence. The first two phases refer to the university phase, the third to the training phase at school after graduating, and the fourth describes the skills teachers should have at their disposal and continually develop through teacher trainings. (For an overview, see Figure 1.) This juxtaposition allows for easily pursuing the skills development process supposed to be achieved phase by phase for each dimension and sub-dimension. Then section III once again gives an overview of the standards according to the four phases, so that e. g. students in their first semester may see at first sight what skills they are expected to have after their first period of practical training at school.

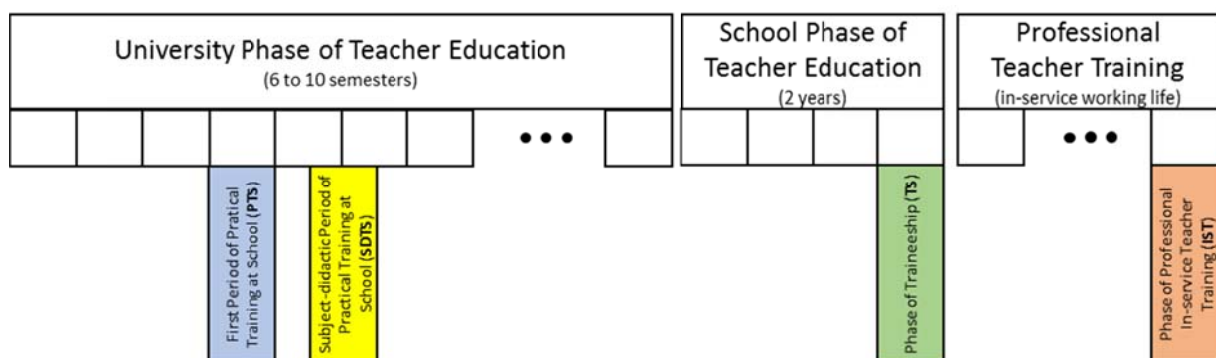


Figure 1: Teacher Education System and entry points of respective skills and indicators

The paper is currently being tested with selected participants at schools and at the University of Passau. We are curious whether the standards and indicators will be helpful for reflection processes and for counselling situations. By a further step it must be evaluated whether the described development of professional teaching skills can indeed be empirically proven.

Finally I like to take this opportunity to express my thanks to the members of the “Kompetenzentwicklung in der Lehrerbildung” team for the great collaboration and the long productive discussions about the standards: Hubert Kainz representing the Passau school

authority, Franz Karpfinger representing the government of Lower Bavaria, my university colleagues Andreas Michler, and Hans Mendl and finally Bettina Lengdobler, the latter having acted as the seminar principal for the second phase of teacher training. Together with me, Sabrina Kufner and Barbara Hank started the development of the standards for the first block period of practical training at school and, in cooperation with the teachers who acted as tutors for the periods of practical training as well as with Christian Sobotta from the board for periods of practical training at `Realschulen´(middle track junior high schools) in Lower Bavaria, they explained their readiness to support me with explaining the theoretical considerations for Section 1 of this contribution. My warmest thanks also to them. Many thanks at last to Matthias Böhm, who revised the first English translation of this paper and invested a lot of time and effort in the diagram and the translation of specialist terminology.

Jutta Mägdefrau

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## Development of Standards for the Practical Phases of Teacher Education

Jutta Mägdefrau, Sabrina Kufner & Barbara Hank

“Within one week at school I have learned more than within a whole semester at university“, this enthusiastic quote by a student who had just returned from his first period of practical training at school was the starting point for the opening presentation by Tina Hascher at the conference for empirical researchers in the field of teaching and learning in Klagenfurt in 2011. However, as shown by various studies on the actual and the subjectively perceived success of periods of practical training at school, often students overestimate the success of the lessons they have given (see Arnold et al. 2011, p. 74). The experience of giving lessons, of being a vital part of school life and the teaching staff and of having the opportunity to watch professional teachers during their lessons and of being treated as equals is believed to result in actual learning processes, but this is not necessarily the case. Hascher reports that students often unreflectingly imitate their tutors. This either because theoretical knowledge acquired at university cannot be put into practice (it stays passive) or is not considered to be relevant at all for practical work (“At university I don’t learn practical stuff”). As a result, this knowledge is not used for necessary reflecting processes and thus supported skill acquisition processes. Not seldom, there is a tendency of overestimating one’s own teaching skills (“I did well and my tutor praised me”). Back at university, such an attitude of inflated self-esteem may be an obstacle for further learning processes or may even prevent them. Students during their periods of practical training often lack criteria according to which they might realistically judge on their own skills, based on the demands of the respective training phases. Parallel, tutors often lack suitable criteria according to which they might advise or evaluate their trainees.

Thus, periods of practical training in the context of teacher training are often only insufficiently used to advance the professional development. Against this background considerations on the development of standards concerning the achievement of skills during periods of practical training phases in the context of studies, during traineeship and beyond were made.

### 1. What is meant by ‘standards for teacher training’?

In the course of the reform of teacher training in the sense of skills orientation, for the sake of quality assurance, educational standards were defined both at the national and the international level. The relevant guidelines in the German-speaking countries are the final report by the Standing Conference of the Ministers of Education and Cultural Affairs - “Perspektiven der Lehrerbildung in Deutschland” by Terhart (2000, 2002) – and the Swiss research report “Die Wirksamkeit der Lehrerbildungssysteme” by Oser and Oelkers. Oser’s very comprehensive catalogue of standards provides concrete target orientations for teacher training and thus a criterion for quality evaluation and skill diagnosis (see Oser 2001). He defines the following four main criteria for the formulation of professional standards for teacher training:

- a) Theoretical reference: Standards are linked to empirical knowledge, thus allowing, by way of if-then sentences, for diagnostic and prognostic connections between application and effect.
- b) Empirical evidence: Standards refer to empirically gained knowledge which may basically be falsified.
- c) Quality features: Based on empirical findings, standards must be evaluable by way of descriptions of good and bad practice.
- d) Operating traditions: Standards must consist of activities, which exist in real and are practically representable and repeatable (see Oser 2001, p. 217).

Thus, standards are theoretically and empirically secured without neglecting their relation to reality. In sum, a professional standard of teacher-training can be described as a complex behavior pattern which is adjusted to context and contents and can furthermore be based on a variety of theories and empirical findings against the backdrop of various research results (see Oser 2001, p. 225).

By formulating the standards for teacher training (2004), the Standing Conference of the Ministers of Education and Cultural Affairs launched, for the first time in Germany, generally binding regular standards for institutions of teacher training. Therefore, there have been increased efforts to evaluate the performance of teacher training institutions, and simultaneously large-scale research programs were started, with the goal of evaluating possibilities of skills measurement and the modelling of skills (e.g. DFG-Schwerpunktprogramm; for details see Klieme & Leutner 2006). However, the methodical problems turned out to be enormous. Many vital elements of competent action are not visible at all: much happens only in the actors' minds. For a start, one tried to solve the problem by analyzing that what could be measured: Knowledge. Thus, numerous tests were designed for the evaluation of teachers' knowledge (e.g. TEDS-M: Blömke et al. 2010; MT21: Blömke et al. 2008). These studies could not provide any view at concrete action situations, that is situations from which pupils might benefit. The focus is on the teacher training system with its, due to Germany's education-political federalism, different federal state-specific structures and educational effects.

Practitioners at schools face a different problem: they want to be able to give students, trainee teachers or educated teachers feedbacks concerning their educational behavior, for example in the context of staff reports. Thus, they must be able to refer to defined skills which can either be observed (as a performance) or be concluded from remarks made by the tutored person during feedback talks. The big challenge in formulating skill models and finally their measurement, however, is to do justice to the contextual nature of skills while at the same time considering specific staff and situational aspects. Consequently, this requires the description of skills by their nature and according to levels, to be capable at all to perceive their more or less successful implementation (see Klieme & Leutner 2006, p. 883). In everyday business at school, this confronts supervising teachers with almost impossible demands.

These considerations lead to the joint elaboration of this paper of standards (see Sections II and III) which attempts to give a spiral-curricular description of a professional development. The idea was to make the quality of teacher performance visible by way of indicators.

## 2. Theoretical Starting Point for the Paper on Standards: Results of Education Quality Research

Recent research in classroom offers a wide range of empirical findings on effective teaching and learning processes, providing a suitable basis for the evaluation of teaching behavior in concrete classroom situations. Helmke's **utilization of learning opportunities model** (Angebots-Nutzungs-Modell), for example, relates the six dimensions of "teacher's features", "class and subject-related context", "teaching", "individual prerequisites", "mediation processes" and "students' learning activities" as predictors of the effects of teaching to each other (see Helmke 2007, p. 41 ff.). According to this model, teaching (i. e. the "offer") does not immediately produce effect, but the students' learning activities (i. e. making use of the offer) have a crucial influence on the learning success. However, what is relevant for considerations preceding the development of standards is particularly aspects concerning the teaching person and his/her expertise as well as teaching offers: subject-scientific, subject-didactic, diagnostic and classroom management expertise as well as a teacher's personal features such as values, goals, professional orientations and beliefs about teaching and learning also affect teaching (the "offer") (see Helmke 2007, p. 42-43). The offer itself becomes visible in the classroom situation and can be observed and evaluated from the outside. Another aspect of the model is of particular relevance for the development of standards: Teaching behavior is said to be dependent on the expertise gained in the course of studies. Accordingly, advanced students may be supposed to be able to reach back to extended subject related and didactic knowledge, which should also become obvious by their teaching "offers", e. g. by the quality of their teaching materials or their efficient classroom management.

Also, the effectiveness components model by Seidel and Shavelson (2007) provides empirically based factors for effective teaching and learning processes. This model originates from a components-model for lifelong and self-regulated learning by Bolhuis (see Bolhuis 2003). By way of their meta-analysis Seidel and Shavelson (2007) could confirm the influence of these components on effective learning: "To the degree that these components are present in teaching, student learning is expected to increase" (Seidel & Shavelson 2007 p. 461). Also, here, factors are taken into consideration which influence the students' actual learning processes in different ways. The factors of domain orientation (e.g. subject), classroom management, classroom atmosphere and the available time for learning are defined as rather remote components of the learning process. There embedded are proximal factors. They are e. g. goals and goal orientations as well as evaluation, the performance of learning activities and the field of (self-) regulation, (self-) monitoring and (self-) control which provides the link to the four components. The performance of learning activities in the form of social interaction as well as basic and domain-specific information processing form the actual learning process influenced by these components (see Seidel & Shavelson, p. 460-461).

The development of standards for the periods of practical training for teachers presented by Mägdefrau et al. (see Section III) is based on these models as well as on results provided by the research of teaching quality and on the KMK-standards (Resolution of the Standing German Conference of Ministers of Education and Cultural Affairs) providing a normative description of the intended results of teacher training. None of these models describes the professional development as such, i. e. answers the question of how the acquisition of the necessary skills for a good teaching practice in the course of a professional biography could

be described and made visible for observation and feedback talks. Making learning processes visible, as demanded by Australian researcher Hattie, does not only concern students but also teachers (see Hattie: "Visible Learning for Teachers" 2012).

### **3. Which Expectations Are Connected to the Development of Standards and Indicators?**

Empirically proven quality criteria describe features that make successful teaching more likely. For practitioners, they thus represent a catalogue of requirements for one's own professional development. At the end of the traineeship and after having become an in-service teacher lessons should meet many of these quality criteria, if possible. Even if classroom research is far from being completed here, nevertheless current research results provide some reliable indications. The findings provide criteria both at the macro-level, such as for general conditions, the teacher's role etc., and on the micro-level, such as for methods and questioning techniques.

If the empirically proven elements of high-quality teaching can be processed in a way as to allow for a description of how those skills as being necessary for its step by step realization, the actors themselves would at each level be provided with a tool for counselling and reflecting.

For the time being, the available models do not give an answer to the question of what can be expected at all from teachers at the different stages of their training. From the point of view of practitioners, a lot of quality features often remain abstract and do not reach implementation status. What teachers as well as those working in the field of teacher training for the professional counselling of future teachers need is a scientifically based answer to the question of what teachers do, for example, when offering good, individualizing teaching, thus which indicators make these quality criteria visible.

Precisely this is the starting point for the here presented paper on standards, in order of making empirically proven quality criteria spiral-curricularly applicable by help of indicators for the counselling and reflecting practice.

Members of the "Skill Development in Teacher Training" team connect the following expectations to the development of standards:

1. Improved cross-over of university teaching and periods of practical training at school (structural goal)
2. Improved adjustment of educational and didactic study contents (structural goal)
3. Development of a transparent catalogue of requirements for students, trainee teachers and teachers (goal: guidance)
4. Development of a counselling tool for teachers working in the field of teacher training (goal: improvement of counseling quality)
5. In the medium run, possibly contributing to the development of a tool for the measurement of processes of skills development in teacher training (scientific goal)

#### *Cross-over of university teaching and periods of practical training at school*

The federal state-specific though in Germany on the whole distinctive and clear separation of the stages of teacher training (called "institutional segmenting"; see Gröschner 2008;

Terhahrt 2000) makes it difficult for students to acquire flexible and applicable practical knowledge. The knowledge gained at universities proves to be “inflexible” because in practice it cannot be implemented one-to-one. Thus, the cross-subject educational effects of study contents are often misunderstood and rejected for being “useless”. Although increased practical relevance of university studies seems to be much desirable on the one hand, on the other it would be as problematic if the call for increased practical relevance pushed back the acquisition of subject-related knowledge, thus reducing the education of teachers to the *training* of teachers. A standards-based description (as well as the empirical research) of the acquisition of skills in the course of studies *and* practical work might be a first step towards the development of new and interrelated processes and structures of teacher training. Thus, the focus of interest in the context of formulating the now presented standards was on achieving cross-institutional agreements on a certain level of teacher skills to which both institutions, schools offering periods of practical training and universities, might contribute by providing their specific learning opportunities. Thus, those skills as being defined by standards and indicators and proven at each educational stage - (1) block period of practical training, (2) didactic period of practical training, (3) traineeship, (4) in-service teacher training – mark the end of each stage of training including the learning opportunities provided at university and school. Advanced teacher training is understood as an open-ended process during the course of a teacher’s career.

#### *Coordination of Educational-Scientific and Didactic Study Contents*

The debate on standards at the University of Passau started with the introduction of the Educational-Didactic Period of Practical Training at School I. In Bavaria, this period of practical training happens by two block periods and is connected to a binding catalogue of reflections, covering issues of general didactics in the first phase and subject-related didactical issues in the second. The question of which teaching skills, after all, students may be expected to have acquired after having completed their periods of practical training at school resulted in a close exchange among the colleagues from the didactical field and those educationalists as being in charge of educational aspects. This resulted in the formulation of common requirements, and it turned out that at this stage didactic specialization and concrete standards are not yet necessary, even more as at that time the latter cannot be substantiated by appropriate didactic study contents. In Bavaria, this first period of practical training at school is commonly done after the second semester. Accordingly, there was the agreement that for the time being the standards should be implemented in this unspecific manner for all subjects. Only after the completion of the didactic period of practical training (alongside studies) – in Bavaria this is about after the 5<sup>th</sup> semester – there may be sufficient basic didactic knowledge to make concrete subject specifications reasonable. These specifications would then have to be worked out in the context of another paper on standards which then would probably look different for each subject.

#### *Transparent Requirements for Students, Trainee Teachers, Teachers and Lecturers at Universities*

One of the main purposes of developing the paper was to relate learning opportunities at university to those at school, by way of making visible via standards and indicators which knowledge students may be expected to have and how this knowledge would be reflected by skillful practical behavior. For the students, this results in a catalogue of requirements by help of which they can reflect on what they have learned during their periods of practical



training. At the same time, to make things easier for them, they are informed about the skills level expected from them and thus implicitly about what they are not yet expected to be capable of. The paper on standards can be used for self-reflection, but also as a basis for feedbacks by tutors at school and university. However, it is not at all a validated measuring instrument and therefore, during this first test phase of being implemented in counselling contexts, it should not be used for the evaluation of teachers.

#### *Counselling Tool for Teachers and University Lecturers Working in the Field of Teacher Training*

Teachers doing their periods of practical training, tutors and seminar teachers as well as university lecturers e. g. during feedback talks on portfolios of periods of practical training may do their counselling based on these standards: the standards can be helpful for structuring such talks and, by informing about the required skills level, they may hint at the shortcomings and strong points of the counselled students and may serve as a basis for discussion. Each indicator represents a possible observable point of discussion. It is important to point out that the indicators may not be interpreted as a complete list but only as examples by way of which the realization of the respective standard might be made visible. However, this paper on standards is not at all meant as an evaluation sheet.

#### *Development of an Instrument for Measuring Skill Development Processes in the Field of Teacher Training*

The starting point for our research was the successfully applied and proven standards and indicators for the first accompanied period of practical training (Paedagogic Didactic Internship in Bavaria; for details see below). From the researcher's perspective, it was an interesting question how the professional development would have to be continued in order to have acquired the necessary basis for professional performances after the first and second phase of teacher training. Thus, the aim of formulating regular standards was to make quality visible by way of indicators, thus providing a description of the curricular development. For the time being, these indicators have only been partly empirically researched. In the medium run, this description could serve as a basis for testing whether the skills development of future teachers could be scientifically described by help of such standards. These endeavors are part of several current studies on the measurement of teacher skills going beyond the recording of knowledge and trying to collect data of professional skills. Which study structures support the development of skills and which do less so? Which students in which ways make use of the learning opportunities provided by the institutions, and what are the results? How do professional teaching skills develop step by step, and by which levels or steps does the acquisition of competences happen, and what would be the perfect support for these steps? These are crucial questions of the research of teacher training, a field in which in recent years the question of the learning effectiveness of periods of practical training have more and more come into the focus of interest (see for example Arnold et al. 2011).

Now, after having presented the goals of the development of standards, in the following our considerations when working out the standards shall be described, the standards themselves shall be presented, and finally their possible implementation shall be explained.

#### **4. The “Standards and Indicators for Periods of Practical Teacher Training” Paper**

The paper is structured as follows: Dimensions 1 to 6 depict topically essential central competence fields of professional teachers. They are differentiated by the regular standards in the form of “ability” formulations, and each of them is substantiated by the list of possible indicators by way of which it can be observed or stated if the respective standard has been achieved (e.g. standard: students can describe the significance of an expected teacher behavior; indicator: being able to name the features of the role norms for teachers). The standards are based on the KMK- standards for teacher training which define four dimensions of high-quality teacher performance as well as several sub-dimensions for each of them (D1: teachers as experts of teaching and learning, D2: execution of the task of education, D3: execution of the task of assessment, D4: further development of one’s own competences) (see KMK Lehrerbildungsstandards 2004). When it comes to the development of standards, in particular the question of the levels of the skills to be acquired is challenging: At which level do the learners start their learning process, which level shall be expected from them/are they capable of achieving at a certain stage of their training, and what cannot yet be expected from them?

In practical work, the planning of skills-oriented teaching processes always starts at the end of the teaching and learning processes, i. e. there is the question: Which competences shall finally be acquired and proven? Concerning teacher training, this means that there must be clearly defined information stating which skills a fully trained teacher usually has (which is not meant to say that one may not become even more professionalized by way of constant further training).

As mentioned before, currently we make this statement based on empirical findings on high-quality teaching in the context of which predictors have been proven which are essential for the pupils’ learning success (see Helmke 2007, Lipowski 2006, Seidel & Shavelson 2007, Hattie 2003). Being aware of those good lesson predictors and thinking the process of competence achievement backwards, the main question is what future teachers may be expected to prove during the various periods of practical training in the context of their studies and at the end of traineeship? Thus, for the actual formulation of the standards, which are here understood as regular standards, the following questions were guiding:

What can be expected from students who have been studying at university for two semesters and have then completed their first period of practical training at school? What can be expected from students who have been studying at university for five semesters, have already completed their first period of practical training at school and have also completed their second, more intensively university-accompanied, period of practical training at school?

In a way, the learning opportunities taken until each stage of the training provide the framework for defining the standards. This is to say that usually those concerned may be expected to meet these demands after having completed the respective stage of the training.

The paper does not differentiate between types of schools. Also, it does not include specific subject-specific standards concerning the subject-related aspects of the studies. It is meant in a general-didactic way and, concerning the didactic aspects, it requires didactic concretizations during the university phase of teacher training after the second period of

practical training at school at the latest. This has not been a topic of this first paper. Instead, it describes pedagogical skills in selected dimensions. The authors are perfectly aware of the fact that not all dimensions of successful teaching are covered, for example the important aspect of pedagogical counselling is not yet included. The latter (as well as further aspects) shall be added by a further step if the standards should prove their worth for practical work.

## **5. The Paper on Standards in Practical Work**

The regular standards for the pedagogic-didactic period of practical training have already been tried out in practice. The indicators were formulated in cooperation with practical training tutors at middle track junior high schools in Lower Bavaria. During a first trial run with the trainees of the 2011/2012 cohort the standards were tested in practice and then reworked. Feedbacks from teachers were predominantly positive when it came to student counselling by help of the tool. Particularly the students' reaction to the tool was overwhelmingly positive. They shared it even beyond their respective type of school and gave the feedback that it was helpful to be provided with some guidelines informing about which skills they were supposed to develop and, thus derived, what they were supposed to learn at all.

Thus, how could such a tool be profitably put into practice? This may be exemplarily illustrated by the PD period of practical training: Students and tutors are provided with the paper. It would be beneficial if the students had acquired some knowledge of empirically proven dimensions of high-quality teaching already during their studies, as then they find it easier to understand both the standards themselves and the indicators. Given that they would understand the standards and indicators more easily, this could serve as the basis for a profession-related, reflective cross-over of theory and practice. At the University of Passau this period of practical training at school is completed by making a portfolio, a file serving as a guideline for the individual learning processes by setting obligatory and optional portfolio tasks. These tasks are, for example: working out lesson concepts (or parts of concepts) or reflecting on certain experiences made during lessons.

The paper has not been developed as an assessment tool. Rather, it is meant as a common basis for orientation and counselling. The team intends to use this paper as a basis for the development of sheets for self-evaluation and evaluation by others.

In the following, the standards are listed in different ways: In Section II the individual standards are given. This way the skills levels become obvious. For each dimension, the reader is provided with information about which skills can be expected at which stage of the teacher training process. Then in Section III the standards are listed for each level, thus allowing for topical goal orientation for each training stage.

## II. Standards and Indicators for Practical Phases in Teacher Education – Each Competency Dimension displayed separately

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Dimension 1: Acting as a Teacher – Teacher’s Role			
	Content	Standards	Possible Indicators
PTS	Teacher’s role	By way of their behavior the students show that they perceive their new position and are aware of being a role model.	<ul style="list-style-type: none"> <li>• Showing basic behavior patterns (e.g. punctuality, appropriate clothing, appropriate social manners, having all necessary and required materials and documents ready)</li> <li>• Keeping appropriate distance to pupils</li> <li>• Showing engagement and commitment</li> </ul>
SDTS		By way of their behavior the students show that they are aware of being a role model for the pupils. They are able to describe the significance of the behavior expected from a teacher and are able to reflect on their way towards developing their own teaching personality. They take the opportunity of testing first strategies in order to develop their own teacher’s personality.	<ul style="list-style-type: none"> <li>• Being able to state features of teacher behavioral norms</li> <li>• Being able to depict differences between the roles of teachers and pupils and to reflect on them</li> <li>• Being able to keep role-appropriate distance</li> <li>• Being able to describe situations in which they failed with appropriately filling their new role and to reflect on possible reasons</li> <li>• Being able to critically and constructively reflect on one’s own professional development or one’s own stage of development when it comes to fulfilling the role of a teacher</li> <li>• Being able to keep to a behavioral code for pupils and teachers</li> </ul>

TS	<p>The individual teaching personality is further developed and reflected on by comparing it to common role norms and role models. Based on theory and practical experiences, she/he has developed her/his own strategies for her/his role as a teacher, is able to critically reflect on effects and to adjust her/his behavior to the given situation. They know strategies for coping with occupational psychological strains and apply them.</p>	<ul style="list-style-type: none"> <li>• An individual role norm has been developed and finds expression by e.g. clothing, (body-) language, interaction with pupils...</li> <li>• Being able to verbalize personal strengths and weakness of their teaching personality when reflecting upon one's own teaching personality</li> <li>• Being able to evaluate the suitability of her/his role model in comparison to common role norms</li> <li>• Having knowledge of psycho-hygienic well-being methods and their application for maintaining her/his own health</li> </ul>
IST	<p>The teacher is able to critically reflect on the effects of her/his personality on pupils and to adjust if necessary. She/he is able to put self-developed and proven behavior patterns and strategies into practice according to the given situation. She/he shows an authentic teaching personality that offers a role model for pupils but is also open to critical discussion. She/he knows useful everyday strategies for coping with occupational stress and applies them.</p>	<ul style="list-style-type: none"> <li>• Can apply own personality strengths purposeful (e.g. voice modulation capability, sense of humor, movements and facial expressions...)</li> <li>• Can manage pupils and provide guidance by being a teaching role model (e.g. use of blackboard, questioning behavior, enthusiasm for learning...)</li> <li>• Shows the willingness to develop her/his personality (e.g. supervision, collegial advice and lesson attendance)</li> <li>• Shows knowledge and individual use of psycho-hygienic well-being methods for maintaining her/his own health</li> </ul>

PTS = First Period of Practical Training at School; SDTS = Subject-didactic Period of Practical Training at School; TS = Phase of Traineeship;  
IST = In-service Teacher Training

**Dimension 2: School as an Environment for Living and Learning**

**2.1 School as an Organisation**

	<b>Content</b>	<b>Standards</b>	<b>Possible Indicators</b>
PTS	School as an organization	Students know their training school and are able to describe it as an example of an organization.	<ul style="list-style-type: none"> <li>• Knowledge of the school building</li> <li>• Knowledge of the school's media equipment</li> <li>• Being able to give the organizational features of school to and to explain it in detail by the example of their training school (e.g. full-time schools, staff structure, time structure, rights and obligations...)</li> </ul>
SDTS		The students are able to name basic elements of organizational structures of their training school. They are able to explain and give reasons to them and to take them into consideration for their own activities.	<ul style="list-style-type: none"> <li>• Being able to describe and explain organizational regulations such as the time when classes begin, full-day care, rhythm of school life...</li> <li>• Knowledge of the necessity of an organized coordination of subject room occupancies</li> </ul>
TS		The trainee teachers know and make use of the organizational structures of their seminar/training school.	<ul style="list-style-type: none"> <li>• Making use of organizational school regulations when organizing one's own lessons (making use of subject rooms, coordination with other subject teachers, rules for school breaks...)</li> </ul>
IST		The teacher acts according to agreed organizational structures. The teacher knows the organizational structures at her/his school and is therefore able to actively contribute to organizational developments.	<ul style="list-style-type: none"> <li>• Making use of available resources provided by the organizational frame of the school (e.g. optional/ obligatory full-day classes, combined classes, (extended) pupil-care over lunch time, lessons in the open, sports after 1 p.m., library...)</li> <li>• Making constructive and suitable proposals for new practical implementations and improvements while talking the actual situation of the school into consideration</li> </ul>

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2.2 Tasks for Teachers in every-day School Life			
	Content	Standards	Possible Indicators
PTS	Every-day school life	The students know the different phases of a school day for teachers. They are aware of their own responsibilities and the thus connected tasks of teachers as part of the school community.	<ul style="list-style-type: none"> <li>• Knowledge of essential lesson preparation activities and being able to put them into practice (researching, copying, preparing experiments, arranging seats...)</li> <li>• Knowledge of a teacher's tasks and duties during lessons and beyond</li> <li>• Being able to state the tasks of class teachers</li> <li>• Participating in selected school life activities (e.g. subject or class level conferences, types of school counseling, extracurricular seminars/courses, school festivities...)</li> <li>• Knowledge of formal and informal learning processes in everyday school life (lessons and school life)</li> </ul>
SDTS		The students autonomously take over first tasks in the field of school life organization, thus supporting their tutor. The students are able to independently take over individual phases of a teacher's day.	<ul style="list-style-type: none"> <li>• Active contribution to sub-fields from the task fields of teaching/educating and school life:</li> <li>• Active contribution to individualized activities/team-teaching</li> <li>• Supervising pupils in case of a short time absence of the teacher</li> <li>• Providing help with organizational matters for the preparation and realization of lessons</li> <li>• Independent organization of the opening quarter-hour before the actual lesson, religious morning activities, ...</li> <li>• Preparation of blackboard designs giving an overall summary</li> <li>• Designing a memory text/leaflet</li> <li>• Supervising discussion groups, e.g. story telling circles, weekly reviews</li> </ul>
TS		The trainee teachers are able to autonomously and successfully implement basic lesson and school life tasks required from teachers. Being part of the school's organizational framework, they have developed their own organization plans for their own or some other class (daily,	<ul style="list-style-type: none"> <li>• Responsibly handling administrative writing duties (lists of pupils and marks, daily/weekly/yearly plans, evidence for teaching, class curriculum) and fulfilling the additional administrative duties of a teacher (e.g. presence monitoring...)</li> <li>• Planning and realization of parent-teacher conferences</li> <li>• Independent participation in school festivities</li> <li>• Cooperation with external partners</li> </ul>

	weekly, yearly plans) and implement them in a critical and reflecting manner.	<ul style="list-style-type: none"> <li>• Planning and realization of class outings/excursions</li> </ul>
IST	The teacher knows quality standards in the different fields of her/his profession and is eager to meet them. She/he demonstrates her/his willingness to lifelong learning and continuous quality development. She/he shows commitment by stating ideas of how to improve and arrange school development issues.	<ul style="list-style-type: none"> <li>• The teacher autonomously and flexibly organizes her/his lessons as well as school life while maintaining close contacts to pupils, parents, colleagues, school manager, school supervisor as well as external partners at all levels</li> <li>• Participation in advanced teacher trainings and professional developments</li> <li>• Willingness to contribute her/his own competences to the SchiLF-project</li> <li>• Providing stimulations for school development processes and readiness to put innovations into practice</li> </ul>

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<b>Dimension 3: Lesson Observation and Evaluation</b>			
	<b>Content</b>	<b>Standards</b>	<b>Possible Indicators</b>
PTS	Lesson observation	The students know methods of professional class observation and put them reflectively into practice.	<ul style="list-style-type: none"> <li>• Being able to use simple standardized observation sheets in order to observe her/his own teaching</li> <li>• Being able to develop one's own observation sheet, if necessary</li> <li>• Being able to discuss and reflect on the observation process</li> </ul>
SDTS		The students know methods of professional class observation and analyze their own perceptions of teaching according to criteria.	<ul style="list-style-type: none"> <li>• Being able to use simple standardized observation sheets in order to observe her/his own class</li> <li>• Being able to develop one's own observation sheet, if necessary</li> <li>• Being able to discuss and reflect on the observation process while increasingly using expert language</li> </ul>
TS		The trainee teachers critically analyze their own and other teachers' lessons by way of professional class observation methods.	<ul style="list-style-type: none"> <li>• Being able to use standardized observation sheets for the observation of her/his own classes or those of other teachers</li> <li>• Being able to self-critically and constructively reflect on observation processes while increasingly meeting evaluative demands</li> <li>• Being able to use expert language</li> </ul>
IST		The teachers know methods of a technical and personal self-evaluation and evaluation of others and use them regularly.	<ul style="list-style-type: none"> <li>• Being able to use standardized observation and evaluation sheets for observing and analyzing their own and other teachers' lessons</li> <li>• Being able to (self-) critically reflect on the observation and evaluation process</li> <li>• Being able to reflect and to give feedbacks by using expert language</li> <li>• Making use of supervision offers or offers of collegial consultation</li> </ul>

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<b>Dimension 4: Plan, Give and Analyze Lessons</b>			
<b>4.1 Lesson Structure</b>			
	<b>Content</b>	<b>Standards</b>	<b>Possible Indicators</b>
PTS	Lesson structure	Students know about teaching being structured by phases.	<ul style="list-style-type: none"> <li>• Being able to identify phase structures of an observed lesson and showing reflective understanding</li> <li>• Being able to plan a lesson according to phases or a lesson which makes it possible to see that the structuring the lesson has been considered for the planning</li> </ul>
SDTS		Students know phase structures and care able to rudimentary reproduce them for their own/observed lessons.	<ul style="list-style-type: none"> <li>• Being able to discern the phase structure of an observed lesson and showing reflective understanding</li> <li>• Being able to independently give an appropriately structured lesson</li> </ul>
TS		The trainee teacher gives a clearly structured lesson and is able to reflect on structural planning decisions.	<ul style="list-style-type: none"> <li>• Being able to document lesson designs that give reasons for the chosen process structures</li> <li>• Being able to structure lessons in consideration of pedagogical, psychological and subject-didactic findings and additionally being able to create fluent transitions between each phase</li> </ul>
IST		The teacher has a profound procedural knowledge of structuring lessons and is able to make use of it by creating a diversified lesson for which she/he can give well-reflected reasons. She/he has a profound repertoire of different structuring possibilities.	<ul style="list-style-type: none"> <li>• Being able to explain and reflect on chosen structures of one's own lessons in consideration of pedagogical, psychological and subject-didactic findings</li> <li>• Knowing different possibilities of structuring one's own lesson and being able to make flexible use of them (no „monocultures“)</li> <li>• Showing the willingness to further develop structural decisions of her/his own lesson</li> </ul>

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4.2 Methods and Theories of Teaching			
	Content	Standards	Possible Indicators
PTS	Methods and theories of teaching	Students differentiate between teacher-centered and teacher-driven pupil-oriented teaching.	<ul style="list-style-type: none"> <li>• Being able to perceive and describe teacher-centered vs. teacher-driven teaching</li> <li>• Being able to design individual teacher-driven teaching phases as far as to one complete lesson by making use of phases of direct instruction as well as phases with a higher degree of the pupils' autonomous learning activities</li> </ul>
SDTS		Students differentiate between teacher-centered and teacher-driven pupil-oriented teaching and apply subject-specific principles when planning their own teaching.	<ul style="list-style-type: none"> <li>• Being able to perceive and describe teacher-centered vs. teacher-driven during observed lessons</li> <li>• Being able to basically implement subject-specific principles when planning one's own lessons</li> <li>• Being able to describe differences between periods of direct instruction and learner-centered lesson phases by their functionality for the learning process</li> </ul>
TS		The trainee teacher reflectively designs lessons and lesson units by paying attention to subject-related requirements, while taking specific didactical principles of teacher-driven, pupil-oriented lessons into consideration.	<ul style="list-style-type: none"> <li>• Being able to reflect on differences between direct instruction and teacher-centered periods of teaching by their functionality for the learning process and being able to implement them during his/her own lessons</li> <li>• Being able to name the action-guiding didactical principles of one's own teaching</li> <li>• Being able to design and to give professionally correct reasons to teaching units, based on subject-specific principles</li> </ul>
IST		The teacher reflectively designs teaching units while paying attention to subject-related requirements based on specific didactical principles as teacher-driven, pupils-oriented teaching. She/he integrates new teaching concepts into her/his own teaching.	<ul style="list-style-type: none"> <li>• Can reflect on different influencing factors which phases of direct instruction and teacher-centred phases have on learning processes and can put this knowledge into practice in own lessons</li> <li>• Can reflect on her/his own lessons in the context of central subject-related aims and principles and if necessary further develop them</li> <li>• Knows new, didactical concepts and shows the willingness to integrate them in her/his own concepts if necessary</li> </ul>

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4.3 Creating Learning Environments			
	Content	Standards	Possible Indicators
PTS	Creating learning environments	Students know different types of learning environments (e.g. open learning environment, cooperative learning environments) and (co-)arrange under the guidance of their tutors.	<ul style="list-style-type: none"> <li>• Being able to perceive and describe different learning environments in observed classes</li> <li>• Being able to (co-)organize different learning environments</li> </ul>
SDTS		Students know different learning environments and basically formulate theory-based reasons for their own teaching arrangements.	<ul style="list-style-type: none"> <li>• Being able to perceive and describe different learning environments in observed classes and being able to compare them with possible alternatives</li> <li>• Being able to (co-)organize various learning environments</li> <li>• Being able to basically arrange their own learning environments</li> <li>• Being able to refer to basic theoretical knowledge when justifying a selected learning environment</li> </ul>
TS		The trainee teacher arranges different theory-grounded learning environments and basically reacts to situative particularities.	<ul style="list-style-type: none"> <li>• Being able to arrange variable learning environments while referring to theoretical knowledge</li> <li>• Being able to select, plan, perform and connect various learning environments and to connect them to each other in a skills-oriented manner</li> <li>• Being able to reflect on deviations from the intended learning environment when talking about a teaching</li> </ul>
IST		The teacher gives theory based reasons for her/his choice, arrangement and connection of different learning environments, implements them and varies them in a situatively flexible manner	<ul style="list-style-type: none"> <li>• Being able to arrange learning environments in a flexible and variable way while referring to theoretical knowledge</li> <li>• Being able to arrange and optimize various learning environments in a way as to make individual competency acquisitions and increases identifiable</li> </ul>

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4.4 Time Management			
	Content	Standards	Possible Indicators
PTS	Time management	Students are aware of the necessity of school and personal time management.	<ul style="list-style-type: none"> <li>• Knowing different lesson planning levels and their individual elements (yearly plan, weekly plan, lesson planning including grading, graduation trips, curriculum division plans, homework plan...)</li> <li>• Being able to reflect on one's own time management during feedback talks with the tutor about the latter's time management</li> </ul>
SDTS		Students integrate their own teaching approaches into the different planning levels at school and are aware of the necessity of further developing their personal time management.	<ul style="list-style-type: none"> <li>• Being able to locate observed and one's own lessons within the school planning structure</li> <li>• Being able to reflect on various individual time management solutions when talking to fellow students, university teachers and tutors</li> </ul>
TS		In the context of implementing the curriculum, the trainee teacher plans her/his lessons autonomously the various planning levels. She/he has her own individual time management.	<ul style="list-style-type: none"> <li>• Being able to autonomously work out yearly/weekly and lesson plans while considering the features of the particular school</li> <li>• Being able to consider logically coherent, motivational, subject-integrative and cross-subject aspects when making a sequential planning</li> <li>• Being able to practice one's own individual time management</li> </ul>
IST		In the context of implementing the curriculum, the teacher plans time effective lessons at the various planning levels; she/he cooperates with colleagues and reacts flexibly to special situations. She/he has his/her own individual and efficient time management.	<ul style="list-style-type: none"> <li>• Being able to work out yearly/weekly as well as lesson plans while considering the features of the particular school in a way which provides enough time to react to class-specific conditions</li> <li>• The weekly plan indicates that the sequential planning is constantly based on logically coherent, motivational, subject-integrative and cross-subject aspects</li> <li>• Being able to plan and give efficient lessons according to a personalized working rhythm and being able to reflect on it</li> </ul>

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4.5 Means of Planning			
	Content	Standards	Possible Indicators
PTS	Means of planning	Students know helpful aids for lesson planning.	<ul style="list-style-type: none"> <li>• Being able to name individual levels of the official curriculum</li> <li>• Being able to explain the educational standards of their own subjects (as far as already available)</li> <li>• Being able to make use of the school's means of planning (textbooks...) for their own teaching attempts</li> </ul>
SDTS		Students know helpful aids for lesson planning and apply them exemplarily.	<ul style="list-style-type: none"> <li>• Knowing the individual levels of the official curriculum and being able to apply the subject-specific explanations to their own lessons</li> <li>• Being able to explain the educational standards for their own subjects (as far as already available)</li> <li>• Being able to make use of the school's means of planning (textbooks...) for their own teaching attempts and basically being able to work with them in a reflected way</li> </ul>
TS		The trainee teacher makes purposeful use of basics aids for lesson planning.	<ul style="list-style-type: none"> <li>• The goals pursued by teaching make clear that the student teacher knows the official curriculum for the studied subjects and the relevant class level</li> <li>• Being able to work out a class curriculum/syllabus by referring to the official curriculum for one's own subjects</li> <li>• Being able to critically assess the official textbooks and available materials for their subject-related correctness and being able to make purposeful use of them</li> </ul>
IST		The teacher makes purposeful use of the basic aids for lesson planning and assesses alternative planning concepts for their suitability for her/his own planning.	<ul style="list-style-type: none"> <li>• Being able to work out a class-specific, official curriculum-based curriculum/syllabus in cooperation with colleagues</li> <li>• The teacher's class curriculum/syllabus indicates that the general curriculum served as lesson planning tool that may be further developed</li> <li>• Being able to make well-reflected use of new concepts/models and to further develop one's own planning processes, if necessary (see current debate on competence-oriented planning)</li> </ul>

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4.6 Use of Media			
	Content	Standard	Possible Indicators
PTS	Use of media	Students identify different possibilities of using media for teaching and learning, describe them and try to critically reflect on them.	<ul style="list-style-type: none"> <li>• Being able to describe the use of media for teaching and learning and being basically able to reflect on its adequacy</li> <li>• Considering the school's media equipment for one's own lesson planning and teaching</li> <li>• Being able to make first attempts at using traditional and new media oneself</li> </ul>
SDTS		Students identify different possibilities of using media for teaching and learning, describe them and basically reflect on them critically. For their own own teaching attempts make well-reflected use of media for their own lesson planning.	<ul style="list-style-type: none"> <li>• Being able to name well-established sources and places where media are available and being able to make selective use of the offer</li> <li>• Being able to describe the use of media during observed lessons and being basically able to judge on its adequacy</li> <li>• Considering the school's media equipment for their own lesson planning and teaching</li> <li>• Being basically able to analyze the didactic suitability and subject-related correctness of a medium</li> <li>• Being able to select and try out for one's own teaching, to then be able to critically reflect on them</li> </ul>
TS		The trainee teacher makes purposeful use of media, describes individual strengths of the various media und reflects on their appropriate use.	<ul style="list-style-type: none"> <li>• Being able to make purposeful use of currently available media</li> <li>• Being able to reasonably describe one's own personal preferences of media use</li> <li>• Being able to assess media for to their subject-related correctness</li> </ul>
IST		The teacher makes purposeful use of media purposeful und tries out new media offers for her/his subjects.	<ul style="list-style-type: none"> <li>• Being able to make use of currently available media according to one's own priorities</li> <li>• Being able to analyze the didactic appropriateness and subject-related correctness of a medium</li> <li>• Being able to open-mindedly and critically try out new media</li> <li>• Being able to independently work out media for teaching (textbook work etc.)</li> </ul>

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4.7 Social Forms and Methods			
	Content	Standards	Possible Indicators
PTS	Social forms and methods	Students know different methods and social forms and show rudimentary approaches at reflecting on the reasons for particular didactic decisions.	<ul style="list-style-type: none"> <li>• Being able to identify social forms and methods during observed lessons</li> <li>• Being able to describe different ways of interaction during observed lessons</li> <li>• Being able to basically reflect on the use of different social forms and methods in the context of one's own teaching attempts</li> <li>• The student actively contributes to planning, organizing and implementing various social forms and methods</li> </ul>
SDTS		Students know different methods and social forms and apply them exemplarily and reasonably.	<ul style="list-style-type: none"> <li>• The student actively contributes to planning, organizing and implementing various social forms and methods in her/his tutor's lessons</li> <li>• Being able to plan social forms and methods for one's own teaching attempts and to reflect on their use</li> </ul>
TS		The trainee teacher makes purposeful and reasonable use of different social forms and methods.	<ul style="list-style-type: none"> <li>• Being able to plan and give lessons while considering social forms and methods and being able to reflect on them while taking alternatives into consideration</li> <li>• Being able to basically give reasons for the choice of the various social forms and methods in view of the pupils' needs</li> </ul>
IST		The teacher is provided with a wide range of didactic and methodical tools, she/he makes purposeful and efficient use of a broad variety of methods and social forms and is willing to try out new methods.	<ul style="list-style-type: none"> <li>• Being able to plan and give lessons while taking social forms and methods into consideration and being able to reflect on them while considering alternatives</li> <li>• Being able to make purposeful use of various social forms and methods while considering the pupils' needs</li> <li>• Being ready to try out new teaching methods and to reflect on them</li> <li>• Participating in working out the school's own method curriculum for the support of the pupils' methodological competence</li> </ul>

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4.8 Diversity Management			
	Content	Standards	Possible Indicators
PTS	Diversity management	Students know different dimensions of heterogeneous class constellations, identify measures of internal differentiation and basically implement them for their own teaching attempts.	<ul style="list-style-type: none"> <li>• Being able to name easily observable dimensions of heterogeneity and being able to refer them to individual classes</li> <li>• Being able to perceive internal differentiation measures (related to sex, interests, level of knowledge...) during observed lessons and being able to reflect on their use under guidance of their tutors</li> <li>• Being able to show first attempts of dealing a variety of learning conditions during their own lessons</li> </ul>
SDTS		Students know different dimensions of heterogeneous class constellations, identify taken measures of internal differentiation and basically implement them for their own teaching attempts in a substantiated way.	<ul style="list-style-type: none"> <li>• Being able to name observable heterogeneity dimensions and being able to refer them to the class</li> <li>• Being able to perceive internal differentiation measures (related to sex, interests, level of knowledge...) during observed lessons and being able to reflect on their use</li> <li>• Being able to show first skills of dealing differentiating with a variety of learning conditions (e.g. interest-differentiating working materials, heterogeneous working group constellations etc.)</li> </ul>
TS		The trainee teacher uses different methods for diagnosing different learning conditions. She/he has a repertoire of measures for internal differentiation and applies it in different ways.	<ul style="list-style-type: none"> <li>• Being able to analyze and didactically interpret the different learning conditions of the class</li> <li>• Being able to apply internal differentiation measures (related to sex, interests, level of knowledge...) and to reflect their use</li> </ul>

IST		<p>The teacher uses different methods for diagnosing different learning conditions. She/he has a broad repertoire of measures for internal differentiation and applies it in different ways. She shows readiness to deal with new ways and methods of differentiation.</p>	<ul style="list-style-type: none"> <li>• Being able to continuously analyze the various learning conditions of the class and to interpret them didactically</li> <li>• Being able to use internal differentiation measures (related to sex, interests, level of knowledge...) and to reflect on their use</li> <li>• Being open towards new ways of differentiation (e.g. inclusive school development processes, combined classes, flexible school entry phase, flexibilization year)</li> </ul>
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Dimension 5: Classroom Management			
	Content	Standards	Possible Indicators
PTS	Classroom management	<p>Students name various strategies for classroom management and identify them in observed lessons. Students recognize lesson disturbances.</p>	<ul style="list-style-type: none"> <li>• Being able to name different rules and rituals for a preventing disturbance classroom management, to recognize their use during observed lessons and being able to discuss them</li> <li>• Being able to describe pupil's disobediences to certain rules and lesson disturbances caused by teachers and external influences</li> <li>• Being able to describe observed disturbance interventions by teachers</li> <li>• Being able to compare experienced intervention measures during one's own time at school with observations and to reflect on their effectiveness</li> <li>• Being able to reflectively reach back to knowledge of class management theories acquired in the course of studies</li> </ul>
SDTS		<p>Students describe various classroom management strategies and identify them during observed lessons, try to basically implement disturbance preventing as well as interventional measures und reflect on their effects.</p>	<ul style="list-style-type: none"> <li>• Being able to identify and categorize pupils' disobedience and disturbances caused by teachers and external influences</li> <li>• Being able to name measures for disturbance prevention and being able to basically apply them</li> <li>• Being able to name measures for disturbance intervention and being able to basically implement them</li> </ul>

TS	<p>The trainee teacher gives theory-based descriptions of various classroom management strategies and analyses their effects. She/he develops first personal strategies for classroom management, implements a system of rules for her/his class, and analyses and categorizes strategies of other teachers.</p>	<ul style="list-style-type: none"> <li>• Being able to identify pupils' disobediences to certain rules and lesson disturbances caused by teachers and external influences</li> <li>• Being able to implement measures for disturbance prevention and interventions</li> <li>• Being able to work out and apply rules and first rituals in one's own classes</li> <li>• Being able to refer to classroom management theories when reflecting on the effect of implemented measures in one's own classes and those of other teachers</li> </ul>
IST	<p>The teacher has a broad repertoire of classroom management strategies for disturbance prevention as well as interventions. She/he makes flexible use of classroom management strategies in support of teaching and learning processes. She/he (self-) critically reflects on the effect of implemented measures, thus achieving rather smooth-running lessons.</p>	<ul style="list-style-type: none"> <li>• Obviously the class has been provided with rules and rituals regulating their behavior during various ways of teaching</li> <li>• The teacher uses different classroom management strategies according to the given situation and is able to reflect on the use and effect of her/his measures</li> <li>• The teacher is able to give reasons for his/her measures</li> </ul>

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Dimension 6: School Performance Measurement, Appraisal and Feedback			
	Content	Standards	Possible Indicators

PTS	School performance appraisal	<p>Students describe measures of performance measurement at school, grading and feedback with regard to learning processes and learning results. Under guidance of their tutors they actively contribute to performance measurement at school, grading and feedback.</p>	<ul style="list-style-type: none"> <li>• Knowing the appropriate terminology for performance measurement</li> <li>• Being able to observe individual pupils or groups with regard to their individual learning processes and to verbalize these observations</li> <li>• Being able to name and describe process- and result-related procedures of performance measurement at school and grading during observed lessons</li> <li>• Being able to identify and name various performance-differentiating measures for teacher and pupil feedbacks during observed lessons</li> <li>• Being able to constructively contribute to working out tests</li> <li>• Being able to contribute to the execution of performance measurement at school (under guidance of their tutors)</li> </ul>
SDTS		<p>Students know some typical process- and result-related ways and methods of performance measurement at school and basically reflect on them by reaching back to their theoretical knowledge. They know different methods of performance feedback at school. Under guidance of their tutors they develop their first own examples of performance measurement at school.</p>	<ul style="list-style-type: none"> <li>• Students are able to identify and describe typical process- and result-related ways and methods of performance measurement at school during observed lessons</li> <li>• They are able to name feedback methods for their own subjects and to basically use them (e.g. when accompanying group work)</li> <li>• Students know referent standards for performance measurement at school, are able to identify them and to describe their use during lessons given by others</li> <li>• Under guidance of their tutors they contribute to working out performance measurement at school or actively contribute to performance measurement by their tutors</li> </ul>

TS	<p>The trainee teacher knows numerous ways and methods of process- and result-related performance measurement at school and reflects on their use by reaching back to her/his theoretical knowledge.</p> <p>For her/his own teaching she/he makes appropriate and formally correct use of various ways of performance measurement at school, grading and feedback during her/his lessons.</p> <p>She/he interprets the performance of individual pupils and uses it for planning further lessons. She/he points out to individual learning paths.</p>	<ul style="list-style-type: none"> <li>• Being able to make independent use of different ways and methods of process- and result-related performance measurement at school, grading and feedback during her/his lesson without help.</li> <li>• Being able to give educationally reasonable and supportive performance feedbacks while basically applying individual reference standards and valid criteria</li> <li>• Being able to independently work out material for performance measurement and use - or independently work out - patterns for the observation of learning processes</li> <li>• Knowing about typical observation mistakes and being able to reflect on them concerning one's own performance measurement</li> <li>• Knowing and applying formal criteria for designing, implementing and correcting school performance assessments</li> <li>• Test corrections and school performance feedbacks happen on time and are done carefully and topically correct</li> <li>• Besides traditional methods of performance measurement, also alternative methods are used to some extent and in a subject-related way</li> </ul>
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IST		<p>The teacher makes flexible use of various methods of process- and result-related performance measurement at school, grading and feedback and is able to give reasons for her/his decisions. Educational principles are taken into account for school performance assessment and feedback. She/he interprets performance results and uses them for planning further lessons. She/he points out to individual learning paths.</p>	<ul style="list-style-type: none"> <li>• Making use of a broad repertoire of ways and methods of process- and result-related performance measurement Performance measurement and feedback happens while considering educational aspects</li> <li>• Being able to make flexible use of various standards</li> <li>• Being able to give explanations and reasons for applied methods in a way which is appropriate to the target group</li> <li>• Knowing typical observation mistakes and being able to reflect on them concerning one's own school performance assessments</li> <li>• Knowing and applying formal criteria for working out, implementing and correcting performance assessments</li> <li>• Test corrections and performance feedbacks happen on time and are done carefully and topically correct</li> <li>• Besides traditional methods of performance measurement, also alternative ways are used in a topically correct way</li> </ul>
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PTS = First Period of Practical Training at School; SDTS = Subject-didactic Period of Practical Training at School; TS = Phase of Traineeship;  
IST = In-service Teacher Training

### III. Teacher Training Standards according to Levels

#### Internship Standards: First Period of Practical Training at School (PTS)

<b>Dimension 1: Acting as a Teacher – The Teacher’s Role</b>		
<b>Content</b>	<b>Standards</b>	<b>Possible Indicators</b>
1 Teacher’s Role	The students’ behavior shows that they are aware of their new position and their function as role models.	<ul style="list-style-type: none"> <li>• Showing basic behavior patterns (e.g. punctuality, appropriate clothing, appropriate social manners, having all necessary and required materials and documents ready)</li> <li>• Keeping appropriate distance to pupils</li> <li>• Showing engagement and commitment</li> </ul>

<b>Dimension 2: School as a Learning and Living Environment</b>		
<b>Content</b>	<b>Standards</b>	<b>Possible Indicators</b>
2.1 School as an Organization	Students know their training school and describe it as an example of an organization.	<ul style="list-style-type: none"> <li>• Knowledge of the school building</li> <li>• Knowledge of the school’s media equipment</li> <li>• Being able to give the organizational features schools as an organization and being able to give details by the example of one’s training school (e.g. full-time school, personnel structures, time structures, rights and obligations...)</li> </ul>
2.2 Every-day School Life	Students know the different phases of a teacher’s day at school. They are aware of their responsibilities and the thus connected tasks of a teacher as part of the school community.	<ul style="list-style-type: none"> <li>• Knowing essential lesson preparation activities and being able to put them into practice (researching, copying, preparing experiments, arranging seats...)</li> <li>• Knowing a teacher’s tasks and duties during lessons and beyond</li> <li>• Being able to state tasks connected to classroom management</li> <li>• Participating in selected school life activities (e.g. subject or class level conferences, kinds of school counseling, extracurricular seminars/courses, school festivities...)</li> <li>• Knowing formal and informal learning processes in every-day life at school</li> </ul>

		(lessons and school life)
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<b>Dimension 3: Lesson Observation and Evaluation</b>		
<b>Content</b>	<b>Standards</b>	<b>Possible Indicators</b>
3 Lesson Observation	Students know methods of professional class observation and put them reflectively into practice.	<ul style="list-style-type: none"> <li>• Being able to use simple standardized observation patterns in order to observe one's own class</li> <li>• Being able to develop one's own observation pattern</li> <li>• Being able to reflect on the observation process</li> </ul>

<b>Dimension 4: Planning, Giving and Analyzing Lessons</b>		
<b>Content</b>	<b>Standards</b>	<b>Possible Indicators</b>
4.1 Lesson Structure	Students know phase structures of teaching.	<ul style="list-style-type: none"> <li>• Being able to identify phase structures of an observed lesson and showing a reflective understanding</li> <li>• Being able to plan teaching phases as far as to a complete lesson, thus making obvious that the aspect of lesson structure has been taken into consideration</li> </ul>
4.2 Methods and Theories of Teaching	Students differentiate between teacher-centered and teacher-driven pupil-oriented teaching.	<ul style="list-style-type: none"> <li>• Being able to perceive teacher-centered vs. teacher-driven teaching during observed lessons</li> <li>• Being able to work out individual teacher-driven teaching phases as far as to a complete lesson while using phases of direct instruction and those with a higher degree of the pupils' autonomy</li> </ul>
4.3 Creating Learning Environments	Students know different types of learning environments (e.g. open learning environment, cooperative learning environment) and co-arrange them under guidance of their	<ul style="list-style-type: none"> <li>• Being able to discern and describe different learning environments during observed lessons</li> <li>• Being able to co-organize various learning environments</li> </ul>



	tutors.	
4.4 Time Management	Students are aware of the necessity of school and personal time management.	<ul style="list-style-type: none"> <li>• Knowing various levels of lesson planning as well as individual elements (yearly planning, weekly planning, lesson planning including grading, graduation trips, curriculum division plans, test plans...)</li> <li>• Being able to discuss and reflect on the tutor's personal time management and one's time requirements</li> </ul>
4.5 Means of Planning	Students know lesson planning aids.	<ul style="list-style-type: none"> <li>• Being able to name individual levels of the official curriculum</li> <li>• Being able to explain the educational standards for one's subjects (as far as already available)</li> <li>• Being able to make use of the school's means of planning (textbooks...) for one's own teaching attempts</li> </ul>
4.6 Use of Media	Students identify various possibilities of media use in the context of teaching and learning, describe them and try to critically reflect on them.	<ul style="list-style-type: none"> <li>• Being able to describe media use in the context of teaching and learning and being basically able to reflect on its proper use</li> <li>• Taking the school's media equipment into consideration for planning and giving lessons</li> <li>• Being able to use traditional and new media for first teaching attempts</li> </ul>
4.7 Social Forms and Methods	Students know various methods and social forms and show rudimentary approaches of reflecting on reasons for particular didactic decisions.	<ul style="list-style-type: none"> <li>• Being able to identify social forms and methods during observed lessons</li> <li>• Being able to describe various ways of interaction during observed lessons</li> <li>• Being basically able to reflect on the use of different social forms and methods for one's own teaching attempts</li> <li>• The student actively contributes to planning, organizing and implementing various social forms and methods</li> </ul>
4.8 Diversity Management	Students know various dimensions of heterogeneous class constellations, identify measures of internal differentiation and implement them for their own teaching attempts.	<ul style="list-style-type: none"> <li>• Being able to name observable diversity dimensions and being able to refer them to the class</li> <li>• Being able to identify measures of internal differentiation (related to sex, interests, level of knowledge...) during observed lessons and to reflect on their use under guidance of their tutors</li> <li>• Being able to show first attempts of dealing with heterogeneous learning conditions during their own lessons</li> </ul>

<b>Dimension 5: Classroom Management</b>		
<b>Content</b>	<b>Standards</b>	<b>Possible Indicators</b>
5 Classroom Management	Students name various strategies of classroom management and identify them during observed lessons. Students recognize lesson disturbances.	<ul style="list-style-type: none"> <li>• Being able to name different rules and rituals for disturbance-preventing classroom management and to recognize and explain their use during observed lessons</li> <li>• Being able to describe pupil's disobediences to certain rules and lesson disturbances caused by teachers and external influences</li> <li>• Being able to describe observed disturbance interventions by teachers</li> <li>• Being able to compare experienced intervention measures during one's own time at school with observations and to reflect on their effectiveness</li> <li>• Being able to reach back to knowledge of class management theories acquired in the course of studies</li> </ul>

<b>Dimension 6: School Performance Measurement, Appraisal and Feedback</b>		
<b>Content</b>	<b>Standards</b>	<b>Possible Indicators</b>
6 School Performance Appraisal	Students describe measures of performance measurement, grading and feedback with regard to learning processes and learning results. Under guidance of their tutors they actively contribute to measures of performance measurement, grading and feedback.	<ul style="list-style-type: none"> <li>• Knowing the appropriate terminology of performance assessment</li> <li>• Being able to observe individual pupils or groups concerning their individual learning processes and to verbalize these observations</li> <li>• Being able to name and describe process- and result-related methods of performance measurements and grading during observed lessons</li> <li>• Being able to identify and name various performance differentiating measures for teacher and pupil feedbacks during observed lessons</li> <li>• Supportively contributing to the process of working out tests</li> <li>• Being able to contribute to the execution of school performance assessments (under guidance of their tutors)</li> </ul>

## Internship Standards: Subject-didactic Period of Practical Training at School (SDTS)

Dimension 1: Acting as a Teacher – a Teacher’s Role		
Content	Standards	Possible Indicators
1 Teacher’s role	The students’ behavior shows that they are aware of being a role model for pupils. They describe the significance of the behavior expected from a teacher and are able to reflect on their way towards developing their own teaching personality. They take the opportunity of testing first strategies on their way towards developing their own teaching personality.	<ul style="list-style-type: none"> <li>• Being able to state features behavioral norms for teachers</li> <li>• Being able to state differences between the roles of teachers and pupils and to reflect on them</li> <li>• Being able to keep role-appropriate distance</li> <li>• Being able to describe situations in which they succeeded or failed with taking over their new role and being able to reflect on possible reasons</li> <li>• Being able to critically and productively reflect on their own professional development as a teacher</li> <li>• Being able to keep a common behavioral code for pupils and teachers</li> </ul>

<b>Dimension 2: School as a Learning and Living Environment</b>		
<b>Content</b>	<b>Standards</b>	<b>Possible Indicators</b>
2.1 School as an Organization	Students are able to name first elements of the organizational structures of their training school. They are able to explain and give reasons to in the context of their own activities.	<ul style="list-style-type: none"> <li>• Being able to describe and explain organizational regulations such as the beginning of lessons, full-day care, rhythm of school life...</li> <li>• Showing knowledge of the necessity of organized coordination of subject room occupancies</li> </ul>
2.2 Every-day Life at School	Students autonomously take over first tasks in the field of school life organization, thus supporting their tutors. Students autonomously take over individual phases of a teacher's day.	<ul style="list-style-type: none"> <li>• Actively taking over certain duties from the fields of teaching/education and school life:</li> <li>• Actively contributing to differentiation measures/team-teaching</li> <li>• Supervising pupils in case of a short absence of the teacher</li> <li>• Providing organizational support in the context of preparing and realizing lessons</li> <li>• Autonomously organizing the opening quarter-hour before the actual lesson, religious morning activities,...</li> <li>• Preparation of blackboard designs presenting an overall summary</li> <li>• Working out a fact sheet/leaflet</li> <li>• Supervising conversational rounds, e.g. story telling circles, weekly reviews</li> </ul>

<b>Dimension 3: Lesson Observation and Evaluation</b>		
<b>Content</b>	<b>Standards</b>	<b>Possible Indicators</b>
3 Lesson Observation	Students know methods of professional class observation and additionally analyze observed lessons experiences according to criteria.	<ul style="list-style-type: none"> <li>• Being able to make use of simple standardized observation sheets for one's own observations during lessons</li> <li>• Being able to work out one's own observation sheet</li> <li>• Being able to discuss and reflect on the observation process while increasingly using professional language/terms</li> </ul>

<b>Dimension 4: Planning, Giving and Analyzing Lessons</b>		
<b>Content</b>	<b>Standards</b>	<b>Possible Indicators</b>
4.1 Lesson structure	Students know phase structures of teaching and are basically able to apply them to their own/observed lessons.	<ul style="list-style-type: none"> <li>• Being able to discern the phase structure of an observed lesson and showing a reflective understanding</li> <li>• Being able to independently give reasonably structured lessons</li> </ul>
4.2 Methods and Theories of Teaching	Students differentiate between teacher-centered and teacher-driven pupil-oriented teaching and apply subject-specific principles when planning their own lessons.	<ul style="list-style-type: none"> <li>• Being able to perceive and describe teacher-centered vs. teacher-driven teaching during observed lessons</li> <li>• Being basically able to implement subject-specific principles into when planning one's own lessons</li> <li>• Being able to describe the different functionality of phases of direct instruction and teacher-centered teaching phases for the learning process</li> </ul>
4.3 Creating Learning Environments	Students know different learning environments and formulate basically theory-grounded reasons for their own lesson arrangements.	<ul style="list-style-type: none"> <li>• Being able to identify and describe different learning environments during observed lessons and to compare them with possible alternatives</li> <li>• Being able to co-organize different learning environments</li> <li>• Being basically able to arrange one's own learning environments</li> <li>• Being able to refer to basic theoretical knowledge when justifying a selected learning environment</li> </ul>
4.4 Time Management	Students integrate their own teaching attempts into the different planning levels at school and are aware of the necessity of developing their personal time management.	<ul style="list-style-type: none"> <li>• Being able to locate observed and one's own lessons within the school's planning level</li> <li>• Being able to reflect on various time management solutions when talking to fellow students, university teachers and tutors</li> </ul>
4.5 Means of Planning	Students know aids for lesson planning and apply exemplarily.	<ul style="list-style-type: none"> <li>• Knowing the individual levels of the official curriculum and being able to apply the topical specifications to one's own lessons</li> <li>• Being able to explain the educational standards for one's own subjects (as far as already available)</li> <li>• Being able to make use of the school's means of planning (textbooks...) for one's own teaching attempts and being basically able to work with them in a reflective</li> </ul>

		way
4.6 Use of Media	Students identify different possibilities of using media for teaching and learning, describe them and basically reflect on them critically. For their own teaching attempts they reflectively reach back to the use of media for their own lesson planning.	<ul style="list-style-type: none"> <li>• Being able to name common sources and places where media are available and being able to make selective use of them</li> <li>• Being able to describe the use of media during observed lessons and being basically able to evaluate their proper use</li> <li>• Taking the school's media equipment into consideration when planning and giving one's own lessons</li> <li>• Being basically able to analyze the proper didactic appropriateness and topical correctness of used media</li> <li>• Can choose, apply and then reflect on traditional and new media in own lessons</li> </ul>
4.7 Social Forms and Methods	Students know different methods and social forms and make exemplary and reasonable use of them.	<ul style="list-style-type: none"> <li>• The student contributes to planning, organizing and implementing various social forms and methods during lessons of the tutor</li> <li>• Being able to plan social forms and methods for one's own teaching attempts and to reflect on their use</li> </ul>
4.8 Diversity Management	Students know various dimensions of heterogeneous class constellations, identify measures of internal differentiation and basically and reasonably apply them to their own teaching attempts.	<ul style="list-style-type: none"> <li>• Being able to name observable dimensions of heterogeneity and to apply them to the class</li> <li>• Being able to identify measures of internal differentiation (related to sex, interests, level of knowledge...) and being able to reflect on their use</li> <li>• Showing first skills of dealing with heterogeneous learning conditions in a methodically differentiated way (e.g. interests-differentiating working materials, heterogeneous work group arrangements etc.)</li> </ul>

<b>Dimension 5: Classroom Management</b>		
<b>Content</b>	<b>Standards</b>	<b>Possible Indicators</b>
5 Classroom Management	Students describe different classroom management strategies and identify them during observed lessons, basically implement disturbance-preventing as well as interventional measures und reflect on their effects.	<ul style="list-style-type: none"> <li>• Being able to notice and categorize pupils' disobedience and disturbances caused by teachers and external influences</li> <li>• Being able to name measures of disturbance prevention and being basically able to implement them</li> <li>• Being able to name measures of disturbance intervention and being basically able to implement them</li> </ul>

<b>Dimension 6: School Performance Measurement, Grading and Feedback</b>		
<b>Content</b>	<b>Standards</b>	<b>Possible Indicators</b>
6 School Performance Appraisal	Students know some typical process and result-related ways and methods of performance assessment at school and are basically able to reflect on the use by reaching back to their theoretical knowledge. They know various methods of performance feedback. Under guidance of their tutors they develop first own examples of performance measurement.	<ul style="list-style-type: none"> <li>• Students can identify and describe typical process and result related forms and methods of school performance appraisals in observed lessons</li> <li>• Can name feedback methods for own subjects and try to use them (e.g. professional help in group work)</li> <li>• Students know referent standards for school performance appraisals, can identify them and describe the use in lessons</li> <li>• They develop parts of school performance appraisals under guidance or actively participate in school performance appraisals of their supervising teacher</li> </ul>

## Teacher Education Standards: Phase of Traineeship (TS)

<b>Dimension 1: Acting as a Teacher – Teacher’s Role</b>		
<b>Content</b>	<b>Standards</b>	<b>Possible Indicators</b>
1 Teacher’s role	The individual teaching personality is developed and reflected by comparing common role norms and role models. Based on theoretical knowledge and practical experience She/he has developed her/his own strategies of fulfilling her/his role as a teacher, critically reflects on effects and adjusts her/his behavior to the given situation. She/he knows strategies of coping with work stress and applies them.	<p>The role norm has been individually developed and becomes obvious by e.g. clothing, (body-) language, interaction with pupils...</p> <ul style="list-style-type: none"> <li>• Being able to verbalize personal strengths and weakness of one’s own teaching personality in the context of reflecting on teaching behavior</li> <li>• Being able to evaluate the suitability of one’s own role models for adjusting to common role norms</li> <li>• Knowledge of psycho-hygienic methods of maintaining one’s own health their individual application</li> </ul>



<b>Dimension 2: School as a Learning and Living Environment</b>		
<b>Content</b>	<b>Standards</b>	<b>Possible Indicators</b>
2.1 School as an Organization	Trainee teachers know the organizational structures of their training school and take it into consideration.	<ul style="list-style-type: none"> <li>• Taking the school's organizational regulations into consideration when organizing one's own lessons (use of subject rooms, coordination with other subject teachers, rules for school breaks...)</li> </ul>
2.2 Every-day School Life	Trainee teachers autonomously and successfully implement a teacher's basic tasks in the context of teaching and school life. In the context of their school's organization they have developed their own organizational plan for their/a class (daily, weekly, yearly plans) and implement it in a critical-reflective manner.	<ul style="list-style-type: none"> <li>• Handling administrative writing duties in a responsible way (pupil and grade lists, daily/weekly/yearly plans, evidence for teaching, class curriculum) and fulfills additional administrative duties of a teacher (e.g. attendance check...)</li> <li>• Planning and carrying out parent-teacher conferences</li> <li>• Independent contribution to school festivities</li> <li>• Cooperation with external partners</li> <li>• Planning and realizing class outings/excursions</li> </ul>

<b>Dimension 3: Lesson Observation and Evaluation</b>		
<b>Content</b>	<b>Standards</b>	<b>Possible Indicators</b>
3 Lesson Observation	Trainee teachers critically analyze their own and other persons' lessons by way of professional class observation methods.	<ul style="list-style-type: none"> <li>• Being able to use standardized observation patterns for the observation of one's own or somebody else's teaching</li> <li>• Being able to (self-)critically and constructively reflect on observation processes while gradually increasing the evaluative demand</li> <li>• Being able to use professional language/terms</li> </ul>

<b>Dimension 4: Planning, Giving and Analyzing Lessons</b>		
<b>Content</b>	<b>Standards</b>	<b>Possible Indicators</b>
4.1 Lesson structure	The trainee teacher teaches in a clearly structured way and reflects on structural planning decisions.	<ul style="list-style-type: none"> <li>• Being able to produce written and reasonable lesson designs</li> <li>• Being able to structure lessons in consideration of pedagogical, psychological and didactic insights and being able to organize fluent transitions between individual phases</li> </ul>
4.2 Methods and Theories of Teaching	The trainee teacher reflectively designs lessons and teaching units while paying attention to subject-related requirements and based on specific didactical principles of teacher-driven, pupil-oriented teaching.	<ul style="list-style-type: none"> <li>• Being able to reflect on the different functionality of direct instruction and teacher-centered phases for learning processes and being able to flexibly implement them for one's own teaching</li> <li>• Being able to name the action-guiding didactic principles of one's own teaching</li> <li>• Being able to organize teaching units while giving topically correct reasons according to subject-specific principles</li> </ul>
4.3 Creating Learning Environments	The trainee teacher arranges different theory-grounded learning environments and basically reacts to situative particularities.	<ul style="list-style-type: none"> <li>• Being able to flexibly and reasonably arrange learning environments while referring to theoretical knowledge</li> <li>• Being able to select, plan, perform and connect different learning environments in a competence-oriented way</li> <li>• Being able to reflect on deviations from intended learning environments when talking about teaching</li> </ul>
4.4 Time Management	In the context of implementing the curriculum, the trainee teacher independently plans her/his teaching on different planning levels. She/he has her/his own time management.	<ul style="list-style-type: none"> <li>• Being able to autonomously work out yearly/weekly and lesson plans in consideration of the school's particular features</li> <li>• Being able to consider logically coherent, motivational, subject-integrative and cross-subject aspects for sequential planning</li> <li>• Being able to practice one's own individual time management solutions</li> </ul>
4.5 Means of Planning	The trainee teacher makes purposeful use of basics and aids for lesson planning.	<ul style="list-style-type: none"> <li>• The goals pursued in the context of teaching make obvious that the student teacher knows the official curriculum for the studied subjects and the relevant class levels</li> <li>• Being able to work out one's own class curriculum/syllabus based on the official curriculum for one's own subjects</li> </ul>

		<ul style="list-style-type: none"> <li>• Being able to check used textbooks and available materials for their topical correctness, to critically analyze them and to use them purposefully</li> </ul>
4.6 Use of Media	The trainee teacher makes purposeful use of media, describes the individual strengths of the respective media und reflects on their appropriate use.	<ul style="list-style-type: none"> <li>• Being able to make purposeful use of currently available media</li> <li>• Being able to reasonably describe one's own personal preferences of media use</li> <li>• Being able to examine media for their topical correctness</li> </ul>
4.7 Social Forms and Methods	The trainee teacher makes purposeful and reasonable use of various social forms and methods.	<ul style="list-style-type: none"> <li>• Being able to plan teaching and to teach while reflecting on social forms and taking alternative into consideration</li> <li>• Being able basically give reasons to the selection of different social forms and methods under consideration of the pupils' needs</li> </ul>
4.8 Diversity Management	The trainee teacher uses methods for diagnosing different learning conditions. She/he is provided with a repertoire of measures for internal differentiation and uses it in different ways.	<ul style="list-style-type: none"> <li>• Being able to analyze and didactically interpret different learning conditions within class</li> <li>• Being able to implement measures for internal differentiation (related to sex, interests, level of knowledge...) and to reflect on them</li> </ul>

<b>Dimension 5: Classroom Management</b>		
<b>Content</b>	<b>Standards</b>	<b>Possible Indicators</b>
5 Classroom Management	The trainee teacher gives theory-based descriptions of different classroom management strategies and analyzes their effect. She/He develops first personal strategies of classroom management, implements a system of rules in her/his class, and analyzes and categorizes the strategies of others.	<ul style="list-style-type: none"> <li>• Being able to identify pupils' disobediences to certain rules and lesson disturbances caused by teachers and external influences</li> <li>• Being able to implement measures of disturbance prevention and intervention</li> <li>• Being able to work out and implement rules and first rituals in one's own classes</li> <li>• Being able to refer to classroom management theories when reflecting on the effect of implemented measures in own classes and those of and colleagues</li> </ul>

### Dimension 6: School Performance Measurement, Grading and Feedback

Content	Standards	Possible Indicators
6 School Performance Appraisal	<p>The trainee teacher knows numerous ways and methods of process- and result-related performance assessment and reflects on their use by reaching back to her/his theoretical knowledge. For his own teaching she/he uses different topically and formally correct subject-appropriate kinds of school performance measurement, grading and feedback. She/he interprets school the performance of individual pupils and uses them as a basis for planning further lessons. She/he points out to individual learning paths.</p>	<ul style="list-style-type: none"> <li>• Being able to independently implement different ways and methods of process- and result-related performance measurement, grading and feedback for her/his teaching.</li> <li>• Being able to give a educationally reasonable and supportive feedback on school performance – in this context also the individual norm must be basically used apart from social criteria norms and criteria</li> <li>• Being able to independently work out material for performance assessment and to uses or work out patterns for the observation of learning processes</li> <li>• Knowing typical observation mistakes and being able to reflect on them concerning one’s own performance assessments</li> <li>• Knowing and applying formal criteria for working out, implementing and correcting performance assessments</li> <li>• Test corrections and performance feedbacks happen on time and in a careful and topically correct way</li> <li>• Besides traditional methods of performance measurement, alternative ways are used to some extent and in a topically reflected way</li> </ul>

## Teacher Education Standards: Phase of Professional In-service Teacher Training (IST)

<b>Dimension 1: Acting as a Teacher – a Teacher’s Role</b>		
<b>Content</b>	<b>Standards</b>	<b>Possible Indicators</b>
1 Teacher’s Role	The teacher critically reflects on the effects of her/his personality on pupils and adjusts it if necessary. She/he situatively adjusts self-developed and proven behavior patterns and strategies and implements them flexibly. She/he shows an authentic teaching personality that offers a role model for pupils but which is also open to critical discussion. She/he knows useful everyday strategies for coping with occupational stress and implements them.	<ul style="list-style-type: none"> <li>• Being able to purposefully apply one’s own personality strengths (e.g. voice modulation capability, sense of humor, gestures and facial expressions...)</li> <li>• Being able to guide pupils by being a role model as a teacher (e.g. writing on the blackboard, attitude when asking questions, enthusiasm for learning...)</li> <li>• Showing the willingness to further develop one’s own personality (e.g. by way of supervision, advice from colleagues and counselling)</li> <li>• Knowledge and individual use of psycho-hygienic measures for maintaining one’s own health</li> </ul>

<b>Dimension 2: School as a Learning and Living Environment</b>		
<b>Content</b>	<b>Standards</b>	<b>Possible Indicators</b>
2.1 School as an Organisation	The teacher acts according to agreed organizational structures. Based on exact knowledge of her/his school's organizational structures she/he actively contributes to organizational developments.	<ul style="list-style-type: none"> <li>• Making full use of available resources provided by the school's organizational frame (e.g. optional/ obligatory full-day classes, combined classes, (extended) care over lunch time, lessons in nature, sports after 1 p.m., library...)</li> <li>• Making constructive proposals concerning the use of available resources and improvements</li> </ul>
2.2 Every-day School Life	The teacher knows the quality standards in the different fields of her/his profession and is eager to meet them. She/He demonstrates her/his willingness for a life-long learning and continuous quality development. She/He makes proposals concerning the improvement and organization of the school's internal development.	<ul style="list-style-type: none"> <li>• The teacher independently and flexibly organizes both her/his lessons and as school life while maintaining intensive contacts to pupils, parents, colleagues, the principal, school supervisor as well as external partners</li> <li>• Making use of offers of further education</li> <li>• Readiness to contribute one's own competences to the SchiLF-project</li> <li>• Providing stimulations for the process of the school's further development and readiness to put innovations into practice</li> </ul>

<b>Dimension 3: Lesson Observation and Evaluation</b>		
<b>Content</b>	<b>Standards</b>	<b>Possible Indicators</b>
3 Lesson Observation	Teachers know methods of technical and personal self-evaluation and evaluation by others and make regular use of them.	<ul style="list-style-type: none"> <li>• Being able to make use of observation and evaluation patterns for observing and analyzing one's own and other teachers' teaching</li> <li>• Being able to (self-) critically reflect on the observation and evaluation process</li> <li>• Being able to reflect and give feedback by using professional language/terms</li> <li>• Making use of supervision offers or counselling offers from colleagues</li> </ul>

<b>Dimension 4: Planning, Giving and Analyze Lessons</b>		
<b>Content</b>	<b>Standards</b>	<b>Possible Indicators</b>
4.1 Lesson structure	The teacher has a profound procedural knowledge of how to structure teaching and is able to make use of it by creating interesting lessons for which she/he can give well-reflected reasons. She/he is provided with an extended repertoire of different structuring possibilities.	<ul style="list-style-type: none"> <li>• Being able to explain and reflect on the structure of one's own lessons under consideration of pedagogical, psychological and didactic insights</li> <li>• Knowing different possibilities of structuring a lesson and being able to make flexible use of them (no „monocultures“)</li> <li>• Readiness to further develop structural decisions concerning one's own teaching</li> </ul>
4.2 Methods and Theories of Teaching	The teacher reflectively designs lesson units by paying attention to subject-related requirements on the basis of specific didactic principles of teacher-driven, pupil-oriented teaching. She/he integrates new lesson concepts into her/his teaching.	<ul style="list-style-type: none"> <li>• Being able to reflect on the different functionality of phases of direct instruction and teacher-centered phases and being able to make use of them for one's own teaching</li> <li>• Being able to reflect on one's own teaching against the background of essential subject-related goals and principles and to further develop them, if necessary</li> <li>• Knowing new didactic concepts and showing the readiness to integrate them in one's own concept, if necessary</li> </ul>
4.3 Creating Learning Environments	The teacher gives theory-based reasons for her/his choice, arrangement and connection of different learning environments, puts them into practice and varies them flexibly according to the given situation	<ul style="list-style-type: none"> <li>• Being able to flexibly and variably arrange learning environments while referring to theoretical knowledge</li> <li>• Being able to arrange and optimize different learning environments in such a way as to make individual competency acquisitions and increases obvious</li> </ul>
4.4 Time Management	In the context of implementing the curriculum, the teacher	<ul style="list-style-type: none"> <li>• Being able to create yearly/weekly as well as lesson plans in consideration of the school's particular features in such a way as to have enough time to react to class</li> </ul>



	plans time-effective lessons on different planning levels; in this context she/he cooperates with colleagues and flexibly reacts to special situations. She/he has her own individual and efficient time management.	<p>specific conditions</p> <ul style="list-style-type: none"> <li>• The weekly plan makes obvious that logically coherent, motivational, subject-integrative and cross-subject aspects have continuously been taken into consideration for sequential planning</li> <li>• Being able to efficiently plan and give lessons according to a personalized working rhythm and being able to reflect on it</li> </ul>
4.5 Means of Planning	The teacher makes purposeful use of basics and aids of lesson planning and examines alternative planning concepts for their suitability for her/his own planning.	<ul style="list-style-type: none"> <li>• Being able to work out, in coordination with colleagues, a class specific class curriculum/syllabus on the basis of the subject-specific official curriculum</li> <li>• The teacher's class curriculum/syllabus shows that she/he uses curricula as a lesson planning tool that can be further developed</li> <li>• Being able to reflectively take up new concepts/models reflectively and, if necessary, to further develop one's own planning (see current debate on competence-oriented planning)</li> </ul>
4.6 Use of Media	The teacher makes purposeful use of media and tries out new media for her/his subjects.	<ul style="list-style-type: none"> <li>• Being able to make use of currently available media according to one's own priorities</li> <li>• Being able to analyze the didactic appropriateness and topical correctness of used media</li> <li>• Being able to critically and open-mindedly try out new media</li> <li>• Being able to independently work out one's own media for teaching (textbook work etc.)</li> </ul>
4.7 Social Forms and Methods	The teacher has a broad variety of didactic-methodical tools, makes purposeful and efficient use of a broad variety of methods and social forms and is willing to try out new methods.	<ul style="list-style-type: none"> <li>• Being able to plan, reflect on and implement social forms and methods while taking alternatives into consideration</li> <li>• Being able to make purposeful use of various social forms and methods in view of the pupils' needs</li> <li>• Being ready to try out new teaching methods and to reflect on them</li> <li>• Contributing to the development of the school's own internal method curriculum for the support of the pupils' methodical competency</li> </ul>
4.8 Diversity Management	The teacher uses different methods for diagnosing	<ul style="list-style-type: none"> <li>• Being able to continuously analyze and didactically interpret different learning conditions in class</li> </ul>

	<p>different learning conditions. She/he has a broad repertoire of measures for internal differentiation and makes use of it in different ways. She/he is ready to deal with new ways and procedures of differentiation.</p>	<ul style="list-style-type: none"> <li>• Being able to make use of measures for internal differentiation (related to sex, interests, level of knowledge...) and to reflect on their use</li> <li>• Being open-minded for new ways of differentiation (e.g. inclusive school development processes, combined classes, flexible school entry phase, flexible year)</li> </ul>
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<b>Dimension 5: Classroom Management</b>		
<b>Content</b>	<b>Standards</b>	<b>Possible Indicators</b>
<p>5 Classroom Management</p>	<p>The teacher has a broad repertoire of classroom management strategies both for disturbance preventions and interventions. She/he makes flexible use of classroom management strategies in support of teaching and learning processes. She/he (self-) critically reflects on the effect of applied measures, thus achieving a relatively smooth-running lesson.</p>	<ul style="list-style-type: none"> <li>• Obviously the class has its rules and rituals steering their behavior in the context of different kinds of teaching</li> <li>• The teacher uses different classroom management strategies according to the given situation and is able to reflect on the use and effect of her/his measures</li> <li>• The teacher is able to give reasons for the measures taken</li> </ul>

<b>Dimension 6: School Performance Measurement, Grading and Feedback</b>		
<b>Content</b>	<b>Standards</b>	<b>Possible Indicators</b>
6 School Performance Appraisal	The teacher makes flexible use of different ways of process- and result-related performance measurement, grading and feedback and is able to give reasons for this. For performance assessment and feedback she/he takes pedagogical principles into consideration. She/he interprets performance and uses it for planning her/his further teaching. She/he points out to individual learning paths.	<ul style="list-style-type: none"> <li>• Making use of a broad repertoire of ways and methods of process- and result-related performance assessment</li> <li>• Being able to assess performance and to give appropriate feedback in consideration of pedagogical aspects</li> <li>• Being able make flexible use of various norms</li> <li>• Knowing how to give explanations and reasons for applied methods in a way which is appropriate to the target group</li> <li>• Knowing typical observation mistakes and being able to reflect on them concerning one's own performance assessment</li> <li>• Knowing and applying formal criteria for working out, implementing and correcting performance assessments</li> <li>• Test corrections and performance feedbacks happen on time, carefully and topically correct</li> <li>• Besides traditional methods for performance measurement, alternative ways are used in a topically reflective way</li> </ul>

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