

## Internship Extension Phase (2.4): Mid-term review

Student:	
Responsible practice teacher/coach:	
other practice teachers	
Date:	
Internship location / school building	

### Formal criteria

The student...	passed	failed
reliably adheres to tasks and deadlines in compliance with agreements and specifications.	<input type="checkbox"/>	<input type="checkbox"/>
Maintains attendance time and overall workload.	<input type="checkbox"/>	<input type="checkbox"/>
conscientiously utilizes the vessels of cooperation.	<input type="checkbox"/>	<input type="checkbox"/>
can accept feedback and implement it appropriately.	<input type="checkbox"/>	<input type="checkbox"/>

### Internship-specific objectives

The student...	clearly recognizable	mostly recognizable	not sufficiently recognizable	Development-oriented commentary
<b>Diagnosis and assessment:</b> - can plan and carry out a variety of assessment occasions (formative and summative).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Designing lessons:</b> - can analyze, evaluate and further develop lesson planning from a didactic perspective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Dealing with heterogeneity:</b> - can analyze, evaluate and further develop lesson plans from a subject-didactic perspective with regard to heterogeneous prerequisites of the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Interdisciplinary skills:</b> - can include interdisciplinary learning objectives in his/her lesson planning and justify, implement and evaluate them in terms of didactics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Communication and collaboration:</b> - can conduct subject-didactically justified discussion occasions (especially feedback discussions) in a differentiated and addressee-oriented manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Digital skills:</b> - can use digital media, communication and collaboration channels adequately, also in terms of didactics, in order to support the learning processes of the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Learning and teaching:</b> - can plan a teaching unit over several lessons in such a way that it meets current didactic and educational quality criteria.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Personal development goal</b> (please enter):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Reasons and/or further feedback: