

## Internship Extension Phase (2.4): Attestation and Accounting

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"/>	

### The internship is...

- passed.** (all criteria are mostly recognizable / clearly recognizable or passed)  
 **failed.** (at least 1 criterion is not sufficiently recognizable / failed)

Reasons and/or further feedback: (if failed: mandatory to fill in)

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Acknowledged by the student (signature): \_\_\_\_\_

Responsible practice teacher (signature): \_\_\_\_\_

### Evaluation of the internship in the final interview

The evaluation is based on the final discussion between the practice teacher and the student. For this purpose, the students bring the completed assessment grid (final evaluation /self-assessment) to the interview. The practice teacher relies on the notes from the internship and on the assessment grid (final evaluation/external assessment) that has also been completed.

1. The most important experiences and findings from the internship regarding developed / not yet developed competencies are:

Developed competencies:

Competencies not yet developed:

2. The following key areas of the student's development for the further extension internship or the consolidation phase are identified:

**After signing, students immediately place the document on their personal portfolio (OneNote) in the "Internship documentation" section and send the document to the administration of PH FHNW ([praxis.sek1.ph@fhnw.ch](mailto:praxis.sek1.ph@fhnw.ch)).**