

Internship Evaluation Form Professional Development 4B – FT & PT – 2023-2024

BASED ON LEARNING OUTCOMES

To be completed by the student/teacher-in-training and internship mentor

Introduction:

During Professional Development 4B, your performance as a (prospective) teacher at your internship location are assessed.

The assessment of your internship is substantiated in this evaluation form. The form consists of two parts:

I. Conditions for the assessment of Professional Development 4B

With this checklist, your internship mentor indicates if you meet the required conditions in order to be assessed.

II. Performance at the internship school year 4

On this form, you complete the first column yourself before then asking your internship mentor to complete the second column and the **evaluation advice** including a mark for the teacher-in-training's performance during the internship.

You will upload the **Internship Evaluation Form** completed by yourself and your mentor, along with the other required documents, to **OnStage** under the tab: **"Module B: Upload final product(s) including Internship Mentor's recommendation for evaluation."**

III. Completion of PD4B

If both the Internship Evaluation Form Parts I and II *and* the lesson observation are **complete and at or above the required level** then your internship supervisor will enter as assessment of 'Pass/Complete' in OnStage and Osiris.

I. Conditions for the assessment of Professional Development 4B

Date	22/06/2024
Name of the student (teacher-in-training) and student number	Laura Marcela Murillo Arboleda – SN: 1782405
Name of the school	Nova College Haarlem
Name and signature of the internship mentor	Jaime Pérez Tapia

To be completed by your internship mentor:

	fulfilled	not fulfilled
The student has been at the internship location for a sufficient length of time for their development, knowledge, skills and attitude to be reliably evaluated (1 day = ± 7 hours): - full-time: 4 days per week (block-schedule) or 2.5 days per week (year-schedule) - part-time: at least 20 days (spread over at least 6 weeks)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The teacher-in-training observes the agreed hours.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The teacher-in-training has communicated well about any absence or late arrival.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The teacher-in-training has undertaken the agreed activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The teacher-in-training has prepared and carried out at least enough classes/coaching hours: - full-time: 10-12 per week (block-schedule) or 6-8 per week (year-schedule) at least 50% of which in their own subject and chosen specialisation (GSE / VE) - part-time: at least 40 of which 100% should be in their own subject and at least 50% in their chosen specialisation (GSE / VE)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Prior to the classes, the teacher-in-training provided detailed class plans.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The teacher-in-training has evaluated their activities and classes with the mentor on a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The teacher-in-training demonstrably learns from their experiences and/or the feedback they have received.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Any comments or explanation:		

II. Performance at the internship school - year 4

Instructions for completion

1. This form about the performance of the teacher-in-training during their internship will be completed twice during the year by the teacher-in-training themselves and by the internship mentor (IM):
 - a. upon completion of Professional Development 4B (halfway through year 4) in the form of **development-oriented advice**.
 - b. upon completion of Professional Development 4B (at the end of year 4) in the form of **evaluation advice**.
2. The teacher-in-training should fill the form in first (digitally) using the steps below, followed by the mentor in the same way.
 - a. The grey rows in the table below indicate a category and learning outcome. Under each learning outcome there are one or more rows with statements in bold and example indicators (i.e. descriptions of the sort of knowledge and behaviour expected from teachers-in-training at this level). For each of the statements in bold, reflect on whether you feel you/the teacher-in-training is functioning at the correct level for year 4; the example indicators can provide support with this.
Each statement in bold (i.e. not the example indicators underneath) should be given a score of:
 - **NY: not yet at the required level** – you/the teacher-in-training do/es not yet demonstrate this behaviour consistently in situations which require it, attention to development required
 - **AT: at the required level** – you/the teacher-in-training consistently demonstrate/s this behaviour
 - **AB: above the required level** – you/the teacher-in-training have/has mastered this behaviour, and are/is developing/demonstrating behaviours fitting the next level.
 - b. In addition, you/the teacher-in-training describe what, in your opinion, are points for attention. Then describe what you/they have shown at the required level and possibly on which points you/they feel you/they exceed the required level.
3. Afterward the form has been completed by both the teacher-in-training and their mentor, the mentor should fill in the evaluation and development advice.
The following final evaluation guidelines apply at the end of the B-module:
 - **Not yet at the required level** – the teacher-in-training has scored **NY on 6 or more** categories
 - **At the required level** – the teacher-in-training has score **fewer than 6 NY**
 - **Above the required level** – the teacher-in-training has scored **fewer than 6 NY PLUS 10 or more AB**.
4. The teacher-in-training and mentor should review the completed form together, and discuss any noticeable similarities, differences and the areas for development.

1. Designing MFL-education		
<i>Defines MFL learning objectives and curriculum (learning outcome D1)</i>	4B trainee	4B mentor
<p>The MFL teacher-in-training designs curricula for their own subject and/or formulates learning objectives within curricula, based on current insights into subject teaching and related to the core objectives, attainment targets, examination programmes or qualification dossiers and cross-curricular themes.</p> <p>Example indicators: The teacher-in-training...</p> <ul style="list-style-type: none"> - formulates differentiated learning objectives and designs varied learning tasks that meet the educational needs of students - gives shape to the development of learning lines related to the core objectives, attainment targets, examination programmes or qualification dossiers for their discipline and is also able to develop themes that transcend disciplines. - demonstrates in their actions that they incorporate the theoretical knowledge gained during the course in their teaching practice (transfer) 	AT	AT
<i>Follows a systematic design cycle (learning outcome D2)</i>		
<p>The teacher-in-training goes through the full design cycle (analysis, design, implementation, evaluation, and adaptation) when designing a curriculum and develops contemporary or innovative teaching materials that are appropriate, effective, transferable and tailored to the needs of the individual student.</p> <p>Example indicators: The teacher-in-training ...</p> <ul style="list-style-type: none"> - makes adequate use of various design models in developing education - uses teaching materials and activities in a well-considered and effective manner - applies differentiation and develops materials or adapts existing educational materials accordingly - develops teaching material (together with colleagues) or adapts material on the basis of evaluations and ensures that this material is transferable - aligns their curriculum in with the educational concept of the school 	AB	AB
<p>The teacher-in-training can systematically evaluate teaching activities</p> <p>Example indicators: The teacher-in-training ...</p> <ul style="list-style-type: none"> - can evaluate lesson series with the aid of evaluation and reflection models - can use a learner monitoring system as part of evaluation and improvement - uses feedback from learners and supervisors in the evaluation and can demonstrably incorporate this feedback in the following lessons - can evaluate own education based on (formative) test results. 	AT	AT
Conclusion for 'Designing MFL-education'		
To be completed by the teacher-in-training	To be completed by the mentor	
<p>Points for attention:</p> <p>Continue working in learning how to accurately tests and access student's progress and knowledge.</p>	<p>Points for attention:</p>	
<p>Where has performance been above the required level?</p> <p>I feel this is an area where I really improved in this period. We tried different types of testing and I learned a lot, as wells as designing different activities to enrich the student's learning process.</p>	<p>Where has performance been above the required level?</p>	

2. Implementation of MFL-education		
<i>Guides the development of students' learning skills (learning outcome I1)</i>	4B trainee	4B mentor
The teacher-in-training employs strategies to develop learning skills, digital literacy, and self-regulation in students. Example indicators: The teacher-in-training... <ul style="list-style-type: none"> - promotes the independence of students and makes them responsible for their own learning process with attention to 21st century skills - gives constructive and purposeful feedback to the learners on process, product and person - identifies problems in the development of the self-regulating capacity of learners and provides feedback to them on self-regulation 	AB	AT
<i>Guides MFL-learning processes (learning outcome I2)</i>		
The teacher-in-training purposefully implements insights from didactics and methodology in order to support learners in acquiring the subject matter. Example indicators: The teacher-in-training... <ul style="list-style-type: none"> - helps students develop professional, learning and vocational skills - can flexibly and appropriately assume different teacher roles within a lesson - takes account in their didactic approach of differences between learners in terms of level, age, gender and cultural background - can adapt the learning process to the level of students' language development and encourages language and understanding development through interaction, context and language support - can adapt to the needs of the group and can deviate from the teaching method if necessary 	AT	AB
The teacher-in-training guides the learning processes of learners Example indicators: The teacher-in-training... <ul style="list-style-type: none"> - helps their learners develop learning strategies and study skills (learning to learn) - has high expectations of their learners - gives learners space and supports autonomy - makes the learning process and the learning result visible and creates meaningful learning situations in which learners can contribute their own learning objectives 	AT	AT
<i>Organises MFL-activities (learning outcome I3)</i>		
The teacher-in-training organizes their own educational activities Example indicators: The teacher-in-training... <ul style="list-style-type: none"> - sets an example - keeps the school administration up to date (e.g. absence, grades, homework in Magister) - monitors and evaluates the time planning for their own work - plans and carries out entire projects and/or series of lessons 	AB	AB
The teacher-in-training contributes to school activities Example indicators: The teacher-in-training... <ul style="list-style-type: none"> - participates in general educational tasks, such as team or section meetings - takes care of the environment (maintenance room) - supervises and initiates a role in the organization of school activities e.g. open days/sports days 	AB	AB
The teacher-in-training works together with colleagues Example indicators: The teacher-in-training... <ul style="list-style-type: none"> - takes initiatives and makes proposals for collaboration with colleagues, where possible cross-curricular - contributes to the implementation of educational innovation within the school - takes initiatives to improve education by proposing (subject) didactic innovations, shares knowledge with the team and learns from colleagues 	AB	AB

The teacher-in-training collaborates with their teaching context Example indicators: The teacher-in-training... <ul style="list-style-type: none"> - conducts (under the direction of their mentor) parent meetings and uses relevant conversation skills and techniques in doing so - uses the school's environment for applications in their own subject/area of learning and, where possible, incorporates subject content in extra-curricular activities - keeps in touch with persons/institutions who act as clients from outside the school (e.g. contact with a work placement company of learners) 	AT	AT
<i>Contributes to students' personal development and their development as global citizens (learning outcome 14)</i>		
The teacher-in-training contributes to the personal and civic development of their learners Example indicators: The teacher-in-training... <ul style="list-style-type: none"> - fosters an atmosphere of respect and interest in one another by treating learners as equals - recognises and acknowledges their own emotions and the emotions of others in relation to social issues - uses working methods that contribute to the personal development of learners and offers learners the opportunity to learn to express and substantiate their own opinions through, for example, dialogues and debates - sets clear boundaries and monitors them - can suspend their own judgement, giving learners the freedom to formulate their own answers 	AT	AT
<i>Deals with diversity and promotes inclusion (learning outcome 15)</i>		
The teacher-in-training is able to build a trusting relationship with learners, connecting with the learner's life experiences. Example indicators: The teacher-in-training... <ul style="list-style-type: none"> - establishes contact and builds up a sustainable relationship of trust with learners, both individually and in a group - recognises and names behavioural patterns of individual learners and groups and makes these transparent for learners. They know how they can improve these patterns if necessary - can justify how they deal with their groups and individual learners. In doing so, they make use of relevant theoretical and methodical insights. 	AB	AB
The teacher-in-training identifies development needs. Example indicators: the teacher-in-training... <ul style="list-style-type: none"> - takes account of learners with behavioural or learning problems within their education - can write and carry out treatment plans (under the guidance of the mentor) - recognises various forms of disadvantage and excellence in pupils and can take action in this respect 	AT	AT
<i>Promotes a safe school environment (learning outcome 16)</i>		
The teacher-in-training can promote a safe classroom and school environment Example indicators: The teacher-in-training... <ul style="list-style-type: none"> - sets rules and discusses these with the learners - ensures a safe learning environment in which mistakes can be made - can deal with rules flexibly and has alternatives for action at their disposal - is authentic in their contact with learners - works from their own pedagogical vision and can justify their pedagogic views and chosen approach 	AT	AT
The teacher-in-training can guide group processes and underlying mechanisms (emotions, interests and roles of individual students) Example indicators: The teacher-in-training... <ul style="list-style-type: none"> - stimulates students to think critically about their own behavior and group behavior and encourages students to communicate about this in the group - stimulates students to think critically about their own behaviour and group behaviour and encourages students to communicate about this in the group 	AT	AT

<ul style="list-style-type: none"> - addresses a group about group behaviour; validates, provides feedback and, confronts in the discussion of problems with individual and groups of students 			
The teacher-in-training is able to consolidate both their and the school's pedagogical vision Example indicators: The teacher-in-training... <ul style="list-style-type: none"> - uses (school) rules and procedures in the classroom in a consistent way - works within the framework of the school rules with their own pedagogical vision 		AB	AB
Conclusion for 'Implementation of MFL-education'			
To be completed by the teacher-in-training		To be completed by the mentor	
Points for attention: I am still improving my classroom management skills, to improve the students learning experience.		Points for attention: Continue working in your classroom management skills	
Where has performance been above the required level? This school year I paid special attention to working with colleagues, other schools and the community to develop activities that could motivate students to see and value the importance of the Spanish language.		Where has performance been above the required level? Luras work have been above expected levels regarding the implication with the school, the colleagues and with the students.	

3. Evaluating MFL-education			
Communicatively tests and determines students' learning progress (learning outcome E1)		4B trainee	4B mentor
The teacher-in-training designs tests, assesses the results, and analyzes and evaluates the aggregate of these assessments to systematically monitor the learning, behaviour and personal development of students. Example indicators: The teacher-in-training... <ul style="list-style-type: none"> - creates tests, including assessment models if permitted, in line with the school's testing policy - makes a considered choice of formative or summative testing - interprets test results and adapts teaching accordingly - develops (practice-oriented) tests based on a taxonomy including an assessment form at the right level and appropriate to the learning goals - shares test results transparently and appropriately with learners and colleagues - ask for support and regular feedback from the supervisor and learners on the above example criteria. 		AT	AT
Conclusion for 'Evaluating MFL-education'			
To be completed by the teacher-in-training		To be completed by the mentor	
Points for attention:		Points for attention:	
Where has performance been above the required level? This year together with my mentor, we develop different ways to test the students and the different language skills, the results were good and we also paid close attention to stay consistent with the topics and testing their students at their level.		Where has performance been above the required level? Laura has contributed in changing the structure of testing, with your help we have implemented a new and innovative way of testing the students, for example the Taal cafe, she has not limited herself of just trying the methods but also in the creation process of the test.	

4. Professional attitude and conduct		
<i>Engages in professional development (learning outcome P1)</i>	4B trainee	4B mentor
The teacher-in-training adopts a professional attitude and uses their own reflection and feedback from others to develop further Example indicators: The teacher-in-training... <ul style="list-style-type: none"> - can explain, justify and evaluate their actions based on a personal vision - can work together effectively - works on their development in a planned way and uses the framework provided by the school for this purpose - knows the limits of their own influence - will not take on more tasks than they are capable of - is self-directed in their development 	AB	AB
<i>Uses their research capabilities to improve MFL-education (learning outcome P2)</i>		
The teacher-in-training keeps track of developments and trends within their subject area and education in general Example indicators: The teacher-in-training... <ul style="list-style-type: none"> - reads professional literature - attends meetings on education at the study programme and the school - participates in professionalization activities within the school 	AB	AB
The teacher-in-training has information literacy skills Example indicators: The teacher-in-training... <ul style="list-style-type: none"> - independently searches for information in media library, databases, and the Internet to answer questions of their own - critically considers the information found - can apply the APA guidelines 	AB	AB
The teacher-in-training demonstrates a constructive critical attitude Example indicators: The teacher-in-training... <ul style="list-style-type: none"> - looks at an issue in practice from different perspectives and makes an inventory of different opinions - looks critically at existing practices and compares these with what is known from research - asks questions and collects data in a practice context to gain a better understanding of an issue before devising a solution 	AB	AT
The teacher-in-training acts in an ethical manner Example indicators: The teacher-in-training... <ul style="list-style-type: none"> - acts in line with the GDPR - considers what consequences the collection of data may have for learners and colleagues - describes a practical situation neutrally, without the student's own judgement and ensures anonymity of those involved 	AB	AB
<i>Develops their professional identity (learning outcome P3)</i>		
The teacher-in-training uses ethical considerations and a personal vision to guide their own actions in educational situations Example indicators: The teacher-in-training... <ul style="list-style-type: none"> - reflects on their own actions in professional moral dilemmas and is able to justify their actions to stakeholders and act appropriately as a result - is prepared to critically question their own moral views and those of others - is aware of their own cultural programming (cultural bias) and is therefore able to use their own intercultural or international experiences in their lessons 	AB	AB
<i>Communicates professionally (learning outcome P4)</i>		

The teacher-in-training's spoken and written communication in the target language is professional (at level C1 minimum) Example indicators: The teacher-in-training... <ul style="list-style-type: none"> - can write clear, well-structured texts for the target group (pupils, colleagues, parents) - can take notes so that they can also be used by others, reporting on conversations, lectures, etc - can express themselves fluently and spontaneously - can follow contributions by conversation partners and ensures that all interlocutors can follow the discussion (learners, colleagues, parents) - takes responsibility for the continued development of their language use and is aware that this takes time and effort - takes non-verbal aspects of communication into account 		AB	AB
Conclusion for 'Professional attitude and conduct'			
To be completed by the teacher-in-training		To be completed by the mentor	
Points for attention:		Points for attention:	
Where has performance been above the required level? This period I also gave a lot of attention to getting involve with the Spanish teaching world in the Netherlands and getting to know the teacher's network here, I joined multiple conferences and workshops, learned different techniques and materials, that helped me improve my own teaching.		Where has performance been above the required level? Laura has keep herself updated and motivated for participating in formative activities for teachers and promoting the Spanish language in the Netherlands.	

	Not yet at the required level	At the required level	Above the required level
Total			

The following final evaluation guidelines apply **at the end of the B-module**:

- **Not yet at the required level** – the teacher-in-training has scored **NY on 6 or more** categories
- **At the required level** – the teacher-in-training has score **fewer than 6 NY**
- **Above the required level** – the teacher-in-training has scored **fewer than 6 NY PLUS 10 or more AB**.

Evaluation advice at the end of Professional Development 4B:

Evaluation advice based on teacher-in-training's performance at the internship:

☐ **Not yet at the required level**
☐ **At the required level**
☒ **Above the required level**

Motivation for this advice:

This year I have seen a great development in Laura as a teacher in all the areas, her performance within the has been excellent. Last year her performance was already good, however this year she has shown maturity as a teacher, initiative, implication. As a colleague, she has shown also implication and compromise with the school and she has participated in the organization of different activities within the school program, and personally, as colleague in the Spanish department Laura has provided me a fresh vision, innovative and enthusiastic regarding education, she has also helped renew the structure of the Spanish lessons, especially regarding assessment and contents.

Areas for development:

Laura could continue working in her classroom management skills, and adapt the selection of materials according to the students level.



Signature of the internship mentor:

Date: 25-6-2024