

Focus and criteria of observation

Focus of observation	Criteria of observation
1. Teacher attitude	<ul style="list-style-type: none"> • empathy • reliability • fairness • consistency • willingness to reflect and ability to correct • enjoyment in communicating and teaching
2. Learning environment	<ul style="list-style-type: none"> • classroom management (presence, efficiency, prevention of and intervention in classroom disruptions) • strengthening self-concepts • implementing a learning culture (openness, respectful and cooperative interaction, ability to take criticism, constructive approach to making mistakes)
3. Level of academic and practical musical competence	<ul style="list-style-type: none"> • factual accuracy (substantiation of information and use of technical language) • subject-specific reliability and flexible availability of expertise • applicability and adaptability of the content for students • ability and confidence in performing music
4. Structuring the learning process	<ul style="list-style-type: none"> • subject-specific objectives appropriate to the group • transparency of the lesson structure • establishing the context of meaning and subject matter (clarification of meaning: what-how-why) • consistent structure and organization of transitions between learning sections • balance of objective>content>method • securing results

Abbreviations: P=practicum student, M=mentor, F= subject didactician

<p>5. Communication</p>	<ul style="list-style-type: none"> • leading a conversation (presentation, giving input to steer a discussion, presenting arguments, moderation) • feedback • facial expressions/gestures, body language • use of the (class)room • language-conscious manner of expression (in the sense of being understood and actively promoting language competence) • voice
<p>6. Internal differentiation</p>	<ul style="list-style-type: none"> • differentiation of learning outcomes in terms of subject, language and method • sensory channels for learning and learning styles • aptitudes • learning pace • didactic principle of activity and high-quality tasks • participation • individual attention and support • management of the learning space • preparation of material

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<p>7. Classroom music-making</p>	<ul style="list-style-type: none"> • distribution of voices/parts in the arrangement • practicing and assembling parts of the arrangement • musical arrangement • organization of the group performance (conducting, rules, giving input) • reflection (listening skills, critical evaluation) • use of the (class)room • preparation of material
<p>8. Organization of the learning process</p>	<ul style="list-style-type: none"> • preparation • goal-oriented, comprehensible and systematic task instructions • time management • use of media (efficiency, clarity, stimulation)

Sources: Hilbert, M. (1987). *Unterrichts Methoden. II: Praxisband*. [Teaching Methods II. Practical Volume]. Cornelsen // Kress, K. (2016). *Binnendifferenzierung in der Sekundarstufe. Das Praxisbuch*. [Internal differentiation in secondary school. The practical book]. Auer-Verlag // Krumwiede, F., Schneider J. & Wickner, M.-C. (2014). *Mündliche und praktische Leistungen bewerten. Das Praxisbuch Sekundarstufe*. [Evaluating oral and practical performance. The practical book for secondary school] .Auer-Verlag // Landesinstitut für Schule und Medien Berlin-Brandenburg (2012). *Bewertungskriterien Referendariat Brandenburg* [Evaluation criteria for traineeship in Brandenburg]. (unpublished) // Spychiger, M. (2017). Das musikalische Selbstkonzept als vermittelnde Variable musikalischer Lern- und Entwicklungsprozesse. Erläuterungen und Implikationen für Unterricht und Forschung. [The musical self-concept as a mediating variable in musical learning and development processes. Explanations and implications for teaching and research]. In J. Buschmann & B. Jank (Eds.), *Belcantare Brandenburg – Jedes Kind kann singen! Ein Singprojekt zur Fortbildung für musikunterrichtende Grundschullehrerinnen und Grundschullehrer im Land Brandenburg* [Belcantare Brandenburg – Every child can sing! A singing project for primary teachers who teach music in the state of Brandenburg]. (pp. 45-67). Universitätsverlag Potsdam.

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