

International Congress  
"New International Perspectives on Future Teachers' Professional  
Competencies" (ProfaLe)  
Hamburg, 21. - 23. September 2017

**PROMOTING THE PLANNING AND COACHING COMPETENCE OF STUDENT  
TEACHERS AND MENTORS IN VOCATIONAL TRAINING  
DEVELOPMENT AND EVALUATION OF AN INNOVATIVE TRAINING SETTING  
(PROFALE)**

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When asked about their university education teachers often state that in practice they rarely orient themselves to theories they had developed during their studies (Blömeke, Gustafsson and Shavelson, 2015). In order to provide a teacher education that enables the transition from knowledge to action and does not run the risk of producing 'inert knowledge' (Renkl, 1996) the state funded project 'ProfaLe'<sup>1</sup> focuses on intensifying the cooperation between students, mentors and university-based supervisors at Universität Hamburg. Both teachers and students shall develop their professional competence based on common reflections.

Therefore this sub-project (focusing on teacher education in vocational training) attempts to answer and confirm the following research question:

*How can the lesson planning and coaching competence of student teachers and their mentors be supported within joint training settings?*

Accordingly an innovative seminar concept was developed to limit the discrepancies between theory and practice as well as to promote the planning and coaching competence (referring to the PID-model) of master students and their mentors (Carter et al., 1988; Van Es & Sherin, 2002; Sherin, Jacobs & Philipp 2011; Erickson, 2011; Neuweg, 2011). Thus the treatment incorporated theoretical approaches to content-focused coaching (Kreis, Staub, 2009), an individual research question regarding a concrete facet of lesson planning, the implementation of planned teaching units and annotated video portfolios (Cho, Huang, 2014).

The evaluation concept combines a mix of quantitative as well as qualitative instruments including:

- a specially developed video-based test focusing on the planning and coaching competence within the lesson planning process
- a questionnaire on personal data and items regarding: reflection and discourse ability, relation of knowledge and skills as well as learning opportunities
- the qualitative evaluation of annotated video portfolios, recorded and transcribed lesson planning sessions and final course session
- general feedback on the course setting.

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<sup>1</sup> 'Professional teacher actions to promote subject-related learning under changing social conditions'

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To determine changes in the planning and coaching competence of students and mentors, approaches to qualitative content analysis and the evaluation of complex teaching and learning arrangements, were adopted to analyze the generated data (Kuckartz 2013, Siemon, 2003).

First analysis of the data generated by the video-based test shows:

- a greater number of perceived critical incidents shown in the video sequences
- a positive change regarding criteria such as: broader scope of answers, greater usage of keywords, more frequent recourse to didactic theories in interpretations, a greater number of formulated action alternatives (with regard to own experience from lesson planning and implementation)

General feedback showed:

- a very high interest of students and mentors to focus more on lesson planning in terms of content-focused coaching, to work on a common research question concentrated on concrete aspects of lesson planning and to analyse own video material
- a positive rating on the exchange among university lecturer, students and mentors

Currently, these first results are more specifically analysed.

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