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Observation

Teacher's name: Nuha Speelman

Observer's name:

Teacher's email:
nuha.speelman@student.hu.nl

Role of observer:

What educational form does the teacher follow?

Observer's email: h.scholte@rocmn.nl

Year: Bachelor year 4

Course unit / Module(s): Studie & werk 4 / Professional Development 4

This observation instrument is intended to provide insight into the pedagogical and didactical skills of trainee teachers and to facilitate a development-oriented discussion with them. In the background data section, you need to fill in things about the context and background of the observed teaching. This is followed by seven different domains, each consisting of three to seven skills when expanded. You should observe and score the skills. Skills that you cannot or do not want to observe can be scored as `not applicable`. There is space at the bottom for comments and feedback.

You score the skills using the following answer categories:
1 = was not observed, even though the situation called for it
2 = observed to a limited degree
3 = observed to a sufficient degree
4 = extensively observed
n/a = not applicable

Background information

Name of the school?

Class name?

What year is the class in?

What is the education level of the class?

How many students are there?

Which subject is being taught?

Date lesson visit:

Time of observation:

1. Safe and supportive learning environment

1.1 The teacher demonstrates involvement with the students

1 2 3 4 n/a

View Examples

Comments

in answer to question students enthusiastically tell about an excursion they had earlier today

1.2 The teacher demonstrates respect for the students

1 2 3 4 n/a

View Examples

Comments

Nuha asks about their day, listens to their story, and clearly appreciates it.

The teacher..

... is even-handed in their treatment of the students

... listens to the students and does not interrupt them

... does not express any biases or make stereotyping comments

... shows an open mind towards students' diversity in terms of their gender, ethnicity, culture and sexual orientation in their interactions

... does not share any confidential information with the class (i.e. respects students' privacy)

... is open to students' opinions ('agree to disagree')

1.3 The teacher demonstrates empathy for the students

1 2 3 4 n/a

View Examples

▶ Comments

1.4 The teacher promotes social cohesion in the classroom

1 2 3 4 n/a

View Examples

▶ Comments

1.5 The teacher creates a relaxed atmosphere in the classroom

1 2 3 4 n/a

View Examples

▶ Comments

1.6 The teacher maintains order by establishing clear rules and procedures

1 2 3 4 n/a

View Examples

▶ Comments

She has done this earlier on in year

1.7 The teacher effectively handles disturbances

1 2 3 4 n/a

View Examples

▶ Comments

There are only three very motivated students

▶ 2. Effective organisation of education activities

2.1 The teacher ensures that the teaching materials are in order

1 2 3 4 n/a

View Examples

▶ Comments

2.2 The teacher structures the education

1 2 3 4 n/a

View Examples

▶ Comments

At the start of the lesson she presents the program of the day

2.3 The teacher ensures that learning time is used effectively

1 2 3 4 n/a

View Examples

▶ Comments

2.4 The teacher deals with the learning objectives formulated for the education programme

1 2 3 4 n/a

View Examples

▶ Comments

2.5 The teacher checks whether the learning objectives have been achieved

1 2 3 4 n/a

View Examples

▶ Comments

Students present the outcome of the reading and processing assignments

▶ 3. Effective instruction

3.1 The teacher effectively structures instruction

1 2 3 4 n/a

View Examples

▶ Comments

3.2 The teacher activates the students' existing knowledge

1 2 3 4 n/a

View Examples

▶ Comments

Using nearpod, Nuha activates existing knowledge

3.3 The teacher explains the subject matter in a clear way

1 2 3 4 n/a

View Examples

▶ Comments

The teacher...

... discusses the relationships between relevant subject matter (coherence)

... uses a variety of instruction strategies (e.g. identify differences and similarities, summarise, take notes, etc.) during the instruction phase

... uses interesting examples and visuals or refers to real-life implications when explaining the subject matter

... devotes additional time to the subject matter if it proves difficult or new for the students (e.g. extra explanation or more examples)

... explicitly describes correct and incorrect lines of reasoning when setting out a strategy (modelling)

... demonstrates their knowledge and professional expertise (e.g. knowledge of relevant concepts) in their interaction with students

3.4 The teacher checks whether the students understand the subject matter

1 2 3 4 n/a

View Examples

▶ Comments

Nuha asks if there any questions.

3.5 The teacher clearly explains the educational assignments

1 2 3 4 n/a

View Examples

▶ Comments

3.6 The teacher ensures that all students are involved in the lesson

1 2 3 4 n/a

View Examples

▶ Comments

3.7 The teacher tailors their use of language to the students' needs

1 2 3 4 n/a

View Examples

▶ Comments

Nuha speaks English in a clear and understandable way.

▶ 4. Activating and stimulating education

4.1 The teacher shows enthusiasm about the subject and the subject matter

1 2 3 4 n/a

View Examples

▶ Comments

The assignments Nuha presents show a positive interest in the field of study - Smart Building. The students respond to this by doing the assignment with a lot of enthusiasm.

4.2 The teacher uses activating teaching methods and assignments

1 2 3 4 n/a

View Examples

▶ Comments

4.3 The teacher asks questions that stimulate the students to reflect on the subject matter

1 2 3 4 n/a

View Examples

▶ Comments

Yes. The assignments and questions refer to the work field of the students which they appreciate

4.4 The teacher organises interactive education

1 2 3 4 n/a

View Examples

▶ Comments

4.5 The teacher makes use of cooperative teaching methods

1 2 3 4 n/a

View Examples

▶ Comments

Because there are only three students, they work individually, but they all explain what they have done.

4.6 The teacher demonstrates flexibility in their educational activities

1 2 3 4 n/a

View Examples

▶ Comments

4.7 The teacher encourages the students by complimenting their work and behaviour

1 2 3 4 n/a

View Examples

▶ Comments

▶ 5. Promoting a learning oriented culture: focus on learning and achievements

5.1 The teacher has high and appropriate expectations of the students

1 2 3 4 n/a

View Examples

▶ Comments

The assignments Nuha offers the class is quite high-levelled. It is not too difficult for these three (motivated) students. But keep also in mind that other students, also in this group, would struggle with the difficulty of the assignment - with the reading and comprehension assignments.

5.2 The teacher stimulates students to do the best they can

1 2 3 4 n/a

View Examples

▶ Comments

5.3 The teacher promotes an environment in which it's okay to make mistakes

1 2 3 4 n/a

View Examples

▶ Comments

5.4 The teacher provides insight into the students` academic progress

1 2 3 4 n/a

View Examples

▶ Comments

5.5 The teacher provides the students with effective feedback

1 2 3 4 n/a

View Examples

▶ Comments

5.6 The teacher links the subject matter to the world beyond the classroom (transfer)

1 2 3 4 n/a

View Examples

▶ Comments

▶ 6. Differentiation

6.1 The teacher adapts their instruction to the differences between students

1 2 3 4 n/a

View Examples

▶ Comments

6.2 The teacher adapts assignments to the differences between students

1 2 3 4 n/a

View Examples

▶ Comments

6.3 The teacher adapts guidance and support to individual students` needs

1 2 3 4 n/a

View Examples

▶ Comments

▶ 7. Support the development of learning skills

7.1 The teacher gives students control over their own learning process

1 2 3 4 n/a

View Examples

▶ Comments

7.2 The teacher encourages students to use (cognitive) learning strategies

1 2 3 4 n/a

View Examples

▶ Comments

The teacher..

- ... demonstrates to students how they can successfully memorise important information (e.g. by repeating parts out loud, memorising notes, etc.) (repetition)
- ... teaches students to establish links between the new subject matter and what they have previously learned (relating)
- ... teaches students to consciously apply acquired knowledge to other learning domains (application)
- ... instructs students on how to divide assignments into smaller tasks or steps (analysis)
- ... teaches students how to examine a problem one step at a time (analysis)
- ... demonstrates how students can gather, schematise and order information (for example, using a chart, timeline, summary, etc.) (structuring)
- ... ensures that the acquisition of (cognitive) learning strategies is always linked to subject matter (context-related)

7.3 The teacher promotes students` awareness of their own learning process (metacognitive knowledge)

1 2 3 4 n/a

View Examples

▶ Comments

The teacher..

- ... provides students with insight into the different types of educational assignments and problems
- ... encourages students to reflect on what they already know about an educational assignment or problem
- ... invites students to think about what they already do well in the context of an assignment or problem, and which aspects still pose a challenge
- ... ensures that students know which learning strategies they can implement
- ... ensures that students know under which conditions they can implement a specific learning strategy
- ... invites students to think about which learning strategies can be implemented in the context of a specific assignment

7.4 The teacher promotes students ability to monitor their own learning process (metacognitive skills)

1 2 3 4 n/a

View Examples

▶ Comments

The teacher...

... encourages students to find out what is expected of them in the context of an assignment, and what is required (orientation)

... teaches students to plan their work in terms of tasks, time and priorities (planning and prediction)

... encourages students to use introspection to monitor their progress during an assignment (for example, by asking themselves e.g. 'Have I chosen the right approach?', 'Did I make any mistakes?') (monitoring and checking)

... encourages students to adjust their approach if they notice that things aren't going according to plan (for example, by changing their strategy or correcting mistakes made earlier) (monitoring and checking)

... encourages students to evaluate the assignment/learning process and draw lessons from their findings (evaluation)

... ensures that the acquisition of metacognitive skills is consistently linked to the subject matter (context-related)

7.5 The teacher promotes students` self-regulation of their motivation to learn

1 2 3 4 n/a

View Examples

▶ Comments

7.6 The teacher encourages students` to engage in critical thinking

1 2 3 4 n/a

View Examples

▶ Comments

Space for comments during observation:

This was a very high-quality classthe way . The lesson objective fell well inside the interest of the students and they were very motivated to do the activities and assignments.

However, it must be said that a part of the group was absent due to the fact that they didn` t want to wait for the beginning of the lesson, so that the really motivated students were present.

But overall the assignments and lesson content were so well put together that this was a challenging and very informative lesson for all students.

Space for development-oriented feedback and advice for the future:

Keep in mind that the difficulty may be less motivating for students with a lesser knowledge and interest in English.

The class visit will **NOT** be graded if a student:

- follows the course Pedagogical practice or Methodological practice in the new curriculum;
- in the old curriculum follows the course Study & Work 2A, 3A or 4A.

Is this lesson visit part of the conclusion of the Study & Work module 2B, 3B or 4B? Click "Yes" in the question below and please enter the rating.

Is an assessment part of this lesson visit to conclude a module (e.g. part of an S&W B-module)?

Yes No

Minimum requirements for bachelor teaching degree

Year 1: no minimum requirements. A lesson observation by the supervisor is not required.

Year 2: a minimum score of 3 or 4 on the skills is required for domains 1 and 2

Year 3: a minimum score of 3 or 4 on skills is required for domains 1, 2, 3 and 4

Year 4: a minimum score of 3 or 4 on the skills is needed in the domains 1, 2, 3, 4 and 5

How does the observer assess the pedagogical-didactic behaviour of the student teacher during the lesson visit?

- The observed behaviour is not yet at the required level
- The observed behaviour is at the required level
- The observed behaviour is above the required level

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