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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:

juliane.delooij@hu.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:

03-06-2025

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

1.2 The teacher demonstrates respect for the students

1 2 3 4 n/a

View Examples

▶ Comments

1.3 The teacher demonstrates empathy for the students

View

▶ Comments

1 2 3 4 n/a

Examples

1.4 The teacher promotes social cohesion in the classroom

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

1.7 The teacher effectively handles disturbances

1 2 3 4 n/a

View Examples

▶ Comments

▶ 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

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

▶ 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

3.3 The teacher explains the subject matter in a clear way

1 2 3 4 n/a

View Examples

▶ Comments

3.4 The teacher checks whether the students understand the subject matter

1 2 3 4 n/a

View Examples

▶ Comments

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

▶ 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

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

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

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

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

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

1 2 3 4 n/a

View Examples

▶ Comments

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

1 2 3 4 n/a

View Examples

▶ Comments

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:

Fijne laatste opdracht die ook enthousiast aangepakt werd door de studenten

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

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

Save

Check and close