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## Observation

**Teacher's name:** Laura Murillo Arboleda

**Observer's name:**

Jacob de Ruiter

**Teacher's email:**

laura.murilloarboleda@student.hu.nl

**Role of observer:**

Professional Development tutor (HU) ▾

**What educational form does the teacher follow?**

part-time ▾

**Observer's email:**

jacob.deruiter@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?**

Nova College

**Class name?**

ZWJAM023A

**What year is the class in?**

1 ▾

**What is the education level of the class?**

mbo level 4 ▾

**How many students are there?**

7

**Which subject is being taught?**

Spanish

**Date lesson visit:**

04-06-2024

**Time of observation:**

End of the morning (10-12pm) ▾

### 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**

☐ 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

Laura has a friendly way to lead the lesson. She is clear and the students seem willing to work with her.

**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

ppt and lesson up are ready, and have all the necessary information.

**2.2 The teacher structures the education**

☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ n/a

☐ View Examples

▶ Comments

review of what was learned and then Laura adds new information.

**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

Laura checks understanding (learning) all the time. At the end of the lesson Laura goes over the lesson goals and asks if students know and what they have learned.

▶ 3. Effective instruction

**3.1 The teacher effectively structures instruction**

☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ n/a

☐ View Examples

► Comments

Frequency adverbs are presented in a sentence (not in context). Then there is time to practice.

**3.2 The teacher activates the students' existing knowledge**

☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ n/a

☐ View Examples

► Comments

Very quickly, and she does most of the work.

**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

Laura makes sure tht all the students participate and are working.

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

☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ n/a

☐ View Examples

► Comments

A lot of Spanish and for the rest a mix of English and Dutch.

► 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

Laura checks what students know before providing new information.

**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

Students who don't have the material have to write on a piece of paper. This takes some time to get done.

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

☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ n/a

☐ View Examples

▶ Comments

Laura gives quite a lot of compliments.

▶ 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:**

Laura starts on time. Unfortunately only 7 of the 17 students are present. This is one of the only two classes these students have today, and many apparently decided not to come. Laura uses a lot of Spanish and the students try to participate. Laura takes time to allow the students to answer. On the ppt, Laura has the lesson in Spanish and translated into Dutch. As such a good and active lesson in which the students learned.

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

Try not to put the translations on the board. If you do that, the students will only read the Dutch. The frequency adverbs are practiced with activities from the work book. The answers are not checked discussed and if it wasn't finished it's homework. The lesson up checked a lot of things. if today's learning goals are frequency adverbs, I would have expected that as quiz. Obviously the rest was also in the previous lessons and the students did quite well. As such the lesson is formS based, i.e. it is a grammar/vocabulary lesson. How can you make this more communicative? These kids are obviously willing to learn. Take advantage of that.

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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