Observation form for teaching and learning processes in Lower Saxony

Niedersächsisches Landesinstitut für schulische Qualitätsentwicklung

Date:	Time: ❑ **Beginning** ❑ **Middle** ❑ **End**	Name of inspector:	Form-No:
Group:	**Course:**	**Mixed age group** ❑ yes ❑ no	**Room:**

Subject: _____	**Number of students in class-room:** _____ delayed _____	**Staff** ❑ teacher ❑ 2nd teacher ❑ teacher in training ❑ special needs teacher ❑ supporting staff ❑ other

Used lesson material:	**Seating arrangement:**

Used lesson material:
- ❑ blackboard
- ❑ interactive whiteboard
- ❑ exercise book
- ❑ textbook
- ❑ worksheets
- ❑ computer
- ❑ internet
- ❑ media for presentations (Beamer, OHP, Poster, …)
- ❑ demonstration props, models, maps and charts, calculator, tools, machines
- ❑ disability aids
- ❑ games for learning
- ❑ other

The lesson material is

❑ of good technical quality

❑ adapted to the level and the experience of the students

❑ used purposefully

Seating arrangement:
- ❑ U-shaped or similar
- ❑ rows or similar
- ❑ group arrangements
- ❑ other

Environment:

❑ classroom ❑ science, art,… ❑ group ❑ other

❑ appropriate room size
❑ structured functional
❑ current results presented
❑ clean and well maintained

Activities:

More teacher-oriented

1. organization (including disciplinary action etc)
2. instruction (explanation/introduction)
3. teacher's lecture/presentation
4. teacher-class dialogue

More student-oriented

5. reading/reading aloud/writing/calculating
6. checking homework or tasks
7. practicing/repeating/consolidating
8. investigating
9. evaluating/interpreting information
10. producing/configuring
11. creating (painting, doing handicraft, singing)
12. student's lecture/ presentation
13. sports

14. planning/forming hypotheses/designing
15. carrying out experiments/comparing/categorizing
16. analyzing/considering/interpreting
17. exchanging (information, results, arguments…)
18. explaining/annotating/giving reasons/commenting
19. reflecting on results/providing feedback
20. "learning by teaching"
21. other

Teaching organization

❑ learning circle, study workshop

❑ daily-/weekly schedule

❑ long-term projects (assignment, term paper, ...)

❑ learning diary, free work, …

Level (AFB = **A**nforderungs**b**ereich > requirement-level)

AFB 1 **basic knowledge/basic competencies** (reproduction)
AFB 2 **developed context knowledge** (recognising and applying context knowledge)
AFB 3 **generalisation and reflexion** (structuring problems, developing strategies, judging)

Special observations

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		yes	no
	Classroom management	**yes**	**no**
1.	The teacher ensures efficient classroom management.	□	□
2.	The learning time is used efficiently.	□	□
3.	The lesson runs well-regulated.	□	□
	Safe and stimulating learning climate	**yes**	**no**
4.	The teacher treats the students appreciatively.	□	□
5.	Students behave respectfully.	□	□
6.	The teacher motivates for the teaching contents and the tasks.	□	□
	Transparency of targets and structural clarity	**yes**	**no**
7.	Learning targets are clearly communicated.	□	□
8.	The lesson is structured transparently.	□	□
9.	Tasks are understandable and explained.	□	□
	Consolidation	**yes**	**no**
10.	The results are saved (so that students can use them).	□	□
11.	Students reflect on their actions and their results.	□	□
	Professional competencies	**yes**	**no**
12.	Students work on problem-oriented tasks.	□	□
13.	The lesson fosters the extension of professional competencies.	□	□
	Learning strategies/interdisciplinary competencies	**yes**	**no**
14.	The lesson supports the acquirement of learning and working skills.	□	□
15.	Students organise their working process autonomously.	□	□
16.	The lesson supports media competence.	□	□
	Linguistic competencies	**yes**	**no**
17.	The teacher acts as a linguistic model.	□	□
18.	The teacher takes care of the students' linguistic performance.	□	□
19.	The teacher fosters the students' communicative skills.	□	□
	Diversity/Individualisation	**yes**	**no**
20.	The teacher supports individual students offering selective help..	□	□
21.	There is a prepared choice of different tasks	□	□

time and quantity	level of difficulty	different learning types considered	theme / content
□	□	□	□

08.05.2014

Categories of learning interaction

	Individual learning		**Yes** ☐	**Time portions in minutes**			
				☐	☐	☐	☐
				3 to 5	5 to 10	10 to 15	15 to 20

Activities (max. four) and assigned levels											
A1:			**A2:**			**A3:**			**A4:**		
AFB 1	AFB 2	AFB 3	AFB 1	AFB 2	AFB 3	AFB 1	AFB 2	AFB 3	AFB 1	AFB 2	AFB 3

		Yes	No
22.	Individual learning is a suitable method for reaching the target.	☐	☐
23.	The teacher keeps his own activities to the minimum.	☐	☐

	Cooperative learning		**yes** ☐	**Time portions in minutes**			
	Partner work	**Group work**		☐	☐	☐	☐
	☐	☐		3 to 5	5 to 10	10 to 15	15 to 20

Activities (max. four) and assigned levels											
A1:			**A2:**			**A3:**			**A4:**		
AFB 1	AFB 2	AFB 3	AFB 1	AFB 2	AFB 3	AFB 1	AFB 2	AFB 3	AFB 1	AFB 2	AFB 3

		Yes	No
24.	Cooperative learning is a suitable method for reaching the target.	☐	☐
25.	Students use the basic elements of cooperative learning self-directed.		
26.	The teacher keeps his own activities to the minimum.	☐	☐

	Plenary teaching and learning		**Yes** ☐	**Time portions in minutes**			
				☐	☐	☐	☐
				3 to 5	5 to 10	10 to 15	15 to 20

Activities (max. four) and assigned levels											
A1:			**A2:**			**A3:**			**A4:**		
AFB 1	AFB 2	AFB 3	AFB 1	AFB 2	AFB 3	AFB 1	AFB 2	AFB 3	AFB 1	AFB 2	AFB 3

	☐ to 25 %	☐ to 50 %	☐ to 75 %	☐ > 75 %
Teacher's ratio in speaking	☐ to 25 %	☐ to 50 %	☐ to 75 %	☐ > 75 %
ratio of active students	☐ to 25 %	☐ to 50 %	☐ to 75 %	☐ > 75 %

		Yes	No
27.	Plenary teaching and learning is a suitable method for reaching the target.	☐	☐
28.	There is student interaction.	☐	☐
29.	The conversation is adapted to the situation.	☐	☐