OTA Instrument for Teacher Observation and Reflection (version 1.2)

Observe the following actions; please circle the answer appropriate to the level

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

Minimum requirements for bachelor teaching degree:	
	Year 1: PPA - no minimum requirements. PD1B (resit) - A lesson observation by the supervisor is not required.
	Year 2: no immediate development required in domains 1 and 2 (a score or 3 or 4 in these skills)
	Year 3: no immediate development required in domains 1, 2 3 and 4 (a score or 3 or 4 in these skills)
	Year 4: no immediate development required in domains 1, 2, 3, 4 and 5 (a score or 3 or 4 in these skills)

Domain		Indicators: *The teacher...*	Level	Examples of good practice (this is not a checklist): *The teacher...*
1. Safe and supportive learning environment	**1.1**	**... demonstrates involvement with the students**	1 2 3 4 n/a	... takes the initiative to interact with the students, either verbally or non-verbally
				... demonstrates an interest in students' private life and wants to know more about them
				... is patient and friendly towards the students
				... shows warmth and affection in their interactions with the students
				... is positive and appreciative towards the students (stimulates a positive self-image)
				... is open and approachable for the students
	1.2	**... demonstrates respect for the students**	1 2 3 4 n/a	... 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	**... demonstrates empathy for the students**	1 2 3 4 n/a	... shows empathy and understanding in their interactions with students
				... responds to students' verbal or non-verbal signals (responsiveness)
				... encourages students to share their feelings and thoughts with them
				... effectively uses questions to determine the student's specific need
				... responds to students' negative emotions (e.g. with regard to academic performance)
	1.4	**... promotes social cohesion in the classroom**	1 2 3 4 n/a	... encourages tolerance among students with regard to gender, ethnicity, culture and sexual orientation
				... encourages students to support and help one another and to give each other feedback (e.g. by means of joint activities)
				... ensures that class interactions are respectful and inclusive ('everyone is part of the group')
				... encourages students to share their feelings or emotions with their peers
				... ensures that students remain respectful of each other's opinions ('agree to disagree')
				... takes action when students are being bullied (anti-bullying protocol)
	1.5	**... creates a relaxed atmosphere in the classroom**	1 2 3 4 n/a	... directs activities in the classroom in a friendly and relaxed way
				... uses humour in their interactions with the students
				... does not raise their voice unnecessarily
				... keeps control of their emotions in interactions with the students
				... is able to constructively handle students' feedback
	1.6	**... maintains order by establishing clear rules and procedures**	1 2 3 4 n/a	... has clear rules about how students are expected to behave in class (e.g. how they should enter or leave the classroom, interact with each other, use materials, mobile phones, etc.)
				... has agreed clear procedures with the students (regarding e.g. asking for help/being late for class)
				... discusses the rules and procedures with the students where necessary and also explains why they have been adopted
				... checks whether students are still familiar with the agreed-upon rules and procedures
				... does themself not violate the agreed-upon rules and procedures
				In the context of online education: the teacher follows a clear protocol regarding the use of microphones and cameras and the possible recording of the education activities
	1.7	**... effectively handles disturbances**	1 2 3 4 n/a	... is fair and consistent when it comes to enforcing rules and procedures
				... responds swiftly and accurately to every form of classroom disruption
				... refers to the agreed-upon rules and procedures when maintaining order
				... uses appropriate interventions when dealing with disruptive behaviour
				... implements a clear progression of interventions when dealing with disruptive behaviour
				... is able to use both verbal and non-verbal communication when maintaining order in the classroom
				... shifts between individual and group level actions when enforcing rules and procedures
2. Effective organisation of education activities	**2.1**	**... ensures that the teaching materials are in order**	1 2 3 4 n/a	... ensures that the materials and/or IT resources are ready to be used
				... ensures that all the teaching materials align with the syllabus, learning objectives and testing format
				... ensures that the processing assignments connect with the content and instruction provided
				... has assignments or activities for students who have finished their work
				... makes effective use of the classroom space and the facilities present on location
				In the context of online education: the teacher uses tools and an online environment that are suited to the different instruction and learning activities
	2.2	**... structures the education**	1 2 3 4 n/a	... uses clear lesson stages and discusses them with the students (e.g. instruction, guided practice, processing and evaluation)
				... ensures that the lesson stages and assignments combine to form a logical and cohesive lesson
				... orders the stages and assignments in a sequence that runs from simple to complex
				... indicates when the lesson is moving from one stage/activity to the next
	2.3	**... ensures that learning time is used effectively**	1 2 3 4 n/a	... ensures that the lesson starts and ends on time
				... prevents the lesson from being interrupted too often, either by themself or by the students
				... makes swift and smooth transitions from one lesson stage to the next
				... uses effective and efficient teaching activities in their lesson
				... uses planning and pacing to ensure sufficient time remains for each lesson stage (including instruction, processing and evaluation)
				... adheres to the (lesson) planning, potentially in collaboration with the students

2.4	**... deals with the learning objectives formulated for the education programme**	1 2 3 4 n/a	... explains and/or illustrates what the students will be learning
			... explains what they expect of the students, and why
			... ensures that the learning objectives are both clearly structured and clearly delineated for the students
			... discusses the relevance of the learning objectives for the students
			... challenges students to identify the learning objectives themselves
2.5	**... checks whether the learning objectives have been achieved**	1 2 3 4 n/a	... invites the students to determine their own progress with the learning objectives during assignments
			... evaluates by asking the students to repeat the key concepts/terms dealt with within the lesson and/or syllabus
			... engages in a plenary discussion with the students to determine which learning objectives have and have not been achieved
			... uses assignments or formative tests to determine the students' progress
			… encourages the students to connect the current subject matter to the over-arching knowledge

3. Effective instruction

3.1	**... effectively structures instruction**	1 2 3 4 n/a	... presents the subject matter in logical, manageable steps
			... does not deal with too much (new) subject matter in a single session
			... rounds off each step in the lesson before moving on to the next step
			... makes sure that there is enough time to actively practice together with the students (guided practice)
			... makes sure that the students have time to practice after each step in the lesson
			... helps students to organise and structure the acquired knowledge (offers a knowledge structure)
3.2	**... activates the students' existing knowledge**	1 2 3 4 n/a	... repeats previously learned terms, concepts and procedures at the start of the instruction stage
			... uses visuals to connect the subject matter with material that has previously been dealt with (e.g. chart, timeline, mind map, etc.)
			... uses hints or targeted questions to encourage students to identify existing knowledge
			... uses a teaching activity or exercise to activate students' existing knowledge
			... discusses an example or story that connects to the new subject matter at the start of the lesson (sneak peek)
3.3	**... explains the subject matter in a clear way**	1 2 3 4 n/a	... discusses the relationships between relevant subect matter (coherence)
			... uses a variety of instruction strategies (e.g. identify differences and similarities, summarise, take notes, etc.) during the instruction stage
			... 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	**... checks whether the students understand the subject matter**	1 2 3 4 n/a	... uses questions during the instruction stage to check whether the students have understood the subject matter
			... asks students to explain out loud how they arrived at a specific answer
			... asks students to explain terms that are specific to the lesson or subject
			... gives students an active assignment during the instruction stage
3.5	**... clearly explains the educational assignments**	1 2 3 4 n/a	... discusses with the students what the assignment involves
			... checks whether all students understand what they're expected to do for the assignments
			... identifies the criteria for giving a 'good answer' during an assignment or provides a good example
			... links assignments to the learning objectives pursued in the lesson
			... ensures that students know which materials and resources they can use during the assignments
			... ensures that students know how much time they have been allocated for the assignments
			... ensures that students know what to do when they have finished working on their assignments
3.6	**... ensures that all students are involved in the lesson**	1 2 3 4 n/a	... is able to keep students' attention by communicating with the class as a whole (all students)
			... starts the instruction stage with a captivating introduction (e.g. statement that takes the students by surprise, challenging puzzle, interesting example, etc.)
			... generally maintains a brisk pace when discussing the syllabus or tasks, without losing the students' attention (pacing)
			... keeps the students focussed on the subject matter and educational assignments
			... also involves students who don't put up their hands when asking the class questions
			... lets students write down answers to questions before the correct answer is given
3.7	**... tailors their use of language to the students' needs**	1 2 3 4 n/a	... uses words and sentences that students understand (connecting to their frame of reference)
			... explains terms and subject-related phrases that are new or unclear to the students
			... is able to rephrase subject-related words, concepts or ideas, where required, so they are understood by the students
			... explicitly uses words or sentences which are suitable within a specific context (language modelling)
			... ensures that they speak at an appropriate volume and pace, and articulates clearly
			... uses appropriate gestures and facial expressions when speaking
			In the context of preparatory secondary vocational education (VMBO)/senior secondary vocational education (MBO): the teacher uses language that connects to the students' vocational practice

4. Activating and stimulating

4.1	**... shows enthusiasm about the subject and the subject matter**	1 2 3 4 n/a	... shows a positive interest in the subject and the field of study
			... verbally and non-verbally communicates their pleasure in teaching the subject
			... energetically presents the syllabus and learning strategies
			... shows a commitment to teaching the subject and the lesson materials
4.2	**... uses activating teaching methods and assignments**	1 2 3 4 n/a	... makes appropriate use of contemporary digital teaching materials, teaching resources and IT
			... uses varied teaching activities and assignments that allow students to take an active role (e.g. live polls, games, competitive elements, etc.)
			... uses (relatively) open assignments that encourage students to use their creativity, insight, critical faculties and ability to solve realistic problems (challenging)
			... uses material and examples from the news and students' daily lives to illustrate the subject matter (meaningful)

				... uses examples offered by students (during the lesson) to illustrate the subject matter
				In the context of online education: the teacher has selected appropriate online tools to activate the students (padlet, lessonup, socrative, EdPuzzle, chat, etc.)
	4.3	... asks questions that stimulate the students to reflect on the subject matter	1 2 3 4 n/a	... asks questions that students understand and which are relevant
				... uses questions that focus on facts (lower order) and questions that require students to apply, analyse or evaluate information (higher order)
				... uses both questions with a single good answer (closed) and questions that can be answered in a number of different ways (open-ended)
				... uses both questions that focus on a solution (product-oriented questions) and questions that focus on procedures, processes and rules (process-oriented questions)
				... gives students sufficient time to come up with an answer to a question (easy, around 3 seconds; difficult, around 15 seconds)
	4.4	... organises interactive education	1 2 3 4 n/a	... asks students to share their solutions, ideas or thoughts with each other
				... encourages students to ask each other questions and explain which approach they have taken
				... ensures a pleasant pace of interaction between the students and themself
				... uses questions and comments to conduct short or on-going dialogues with the students about the subject matter
				... ensures that a substantial share of the lesson time is devoted to meaningful interaction (between the students and themself)
	4.5	... makes use of cooperative teaching methods	1 2 3 4 n/a	... uses working forms in which learners interact and collaborate (e.g. think-share-exchange, check in pairs, etc.)
				... lets students work on their assignments in pairs or small groups and collectively present the results
				... lets students read each other's work and discuss the contents
				... encourages students to reflect on the subjects in small groups and engage in discussion
				... ensures that group-based activities result in positive mutual dependence (working towards a shared objective)
				... uses small, flexible and heterogeneous groups in the cooperative learning process
				... strikes an effective balance between individual and group-based activities during class assignments
	4.6	... demonstrates flexibility in their educational activities	1 2 3 4 n/a	... provides students with opportunities to contribute to their education (asks for feedback)
				... allows space for students' input regarding their education and efficiently incorporates this into the lesson
				... is able to smoothly deviate from the lesson plan if the current teaching situation calls for this
				... adapts their teaching activities in response to students' answers to questions (e.g. repeats specific parts of the subject matter or proceeds to the next part during instruction)
	4.7	... encourages the students by complimenting their work and behaviour	1 2 3 4 n/a	... compliments a student when they have worked well on an assignment
				... praises students for good behaviour in the classroom
				... also explains why they are complimenting a student
				... connects students' success to their efforts and competence (not to the results per se)
				... is consistent and systematic when it comes to praising students
				... compliments students who are authentic and spontaneous
	5.1	... has high and appropriate expectations of the students	1 2 3 4 n/a	... conveys their belief that all students have it in them to learn and achieve results in class
				... chooses objectives that are both challenging and realistic for individual students (zone of proximal development)
				... explicitly sets out the chosen objectives and expresses the expectation that all students will achieve them (mastery learning)
				... stimulates students to connect their current results to previously achieved results rather than comparing themselves to other students
				... makes students aware of their own responsibility when it comes to the results that they achieve
	5.2	... stimulates students to do the best they can	1 2 3 4 n/a	... makes it clear that they expect students to make a real effort and persevere when executing a class assignment
				... encourages students to keep working on their assignments when they start to lose focus
				... encourages students to keep working on an assignment until they have successfully rounded it off
				... urges students to hand in work that corresponds with their individual level
				... asks students questions about their work or behaviour that encourages them to reflect or try harder
				... shares examples that show students how they can achieve their objectives by making a serious effort
	5.3	... promotes an environment in which it's okay to make mistakes	1 2 3 4 n/a	... responds sympathetically to students who have the wrong idea about something or have made a mistake
				... identifies which steps in the student's line of reasoning are correct, even if their answer is wrong
				... discusses the positive role played by mistakes and failure in the learning process (mistakes are an opportunity to learn)
				... ensures that students aren't ridiculed or criticised by their peers when they happen to give an incorrect answer
				... freely admits to students when they have made a mistake themself
	5.4	... provides insight into the students' academic progress	1 2 3 4 n/a	... asks students reflective questions that stimulate them to define what they can and cannot do (yet)
				... actively observes (observe-wait-listen-question sequence) student groups and offers feedback
				... uses formative tests to make students aware of their existing knowledge and skills
				... allows students to evaluate their own work and that of their peers (based on clear criteria)
				... offers students examples of work that do or don't satisfy the evaluation criteria
				... asks students to predict their performance and compare this prediction to the actual (test) result or grade
	5.5	... provides the students with effective feedback	1 2 3 4 n/a	... clearly indicates what students have done well in an assignment and where there is still room for improvement
				... explains why a student's answer is correct or incorrect (informative)
				... determines in consultation with the student which follow-up steps they need to take to progress (feed forward)
				... provides feedback on both the task, the process and students' degree of self-regulation
				... clearly explains and demonstrates how students can tackle the next step in their assignment (modelling)
				... uses feedback as scaffolding (offering suggestions for improvement, not the complete solution)
				... gives students feedback based on test results, be it oral or written, with suggestions for further development

4. Activating and stimulating education

5. Promotion of a learning-oriented culture: focus on learning and achievements

	5.6	**... links the subject matter to the world beyond the classroom (transfer)**	1 2 3 4 n/a	... illustrates the purpose and practical possibilities of specific knowledge and skills for the students
				... discusses with the students how the subject matter relates to other learning domains
				... invites the students to come up with examples of how the subject matter relates to their own experiences
				In the context of preparatory secondary vocational education (VMBO)/senior secondary vocational education (MBO): the teacher links the subject matter with practice-based learning
				In the context of preparatory secondary vocational education (VMBO)/senior secondary vocational education (MBO): the teacher pays attention to the integration of theory and practice
6. Differentiation	**6.1**	**... adapts their instruction to the differences between students**	1 2 3 4 n/a	... ensures that instruction is tailored to the students' different levels (e.g. low, intermediate and advanced level students)
				... allows students who require less information to start on their assignment while the rest are instructed further
				... offers extra, adapted instruction to students who need this (extended instruction)
				... uses instruction material that takes account of different student levels
				... prepares students, where necessary, for the plenary instruction (by assigning homework, for example) (pre-teaching)
				... offers students room to determine for themselves which instruction group fits their needs best
	6.2	**... adapts assignments to the differences between students**	1 2 3 4 n/a	... ensures that the assignments are tailored to the students' different levels (e.g. low, intermediate and advanced level students)
				... offers assignments in a variety of sizes to the students
				... allows students to work on assignments at their own pace (pace differentiation)
				... offers extra practice assignments to students who require them
				... gives talented students assignments that are geared towards exploratory, investigative and inquisitive learning (enriched curriculum)
				... arranges for talented students to be assigned in-depth subject matter instead of the standard programme (curriculum compacting)
	6.3	**... adapts guidance and support to individual students' needs**	1 2 3 4 n/a	... gives feedback to students who require this (regarding how to approach a given assignment, for example)
				... arranges one-on-one guidance and support for students who require extra assistance
				... uses peer tutoring to support students who require help
				... supports students who find it difficult to plan their own work
				... arranges language support for students with language deficiencies (e.g. language development objectives, vocabulary lists, feedback on language, etc.)
7. Support the development of learning skills	**7.1**	**... gives students control over their own learning process**	1 2 3 4 n/a	... lets students formulate their own learning objectives for a given subject (e.g. on the basis of formative tests or previous assignments)
				... lets students translate learning objectives into assignments and activities
				... allows students to prioritise and plan their assignments as much as possible
				... allows students to check their own work based on the appropriate evaluation criteria
				... encourages students to solve problems they encounter during tasks themselves
				... includes 'learning to learn' as a learning objective within the curriculum
	7.2	**... encourages students to use (cognitive) learning strategies**	1 2 3 4 n/a	... 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	**... promotes students' awareness of their own learning process (metacognitive knowledge)**	1 2 3 4 n/a	... 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	**... promotes students' ability to monitor their own learning process (metacognitive skills)**	1 2 3 4 n/a	... 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	**... promotes students' self-regulation of their motivation to learn**	1 2 3 4 n/a	... encourages students to keep believing in themselves (by inviting them to think back to previous successes, for example)
				... teaches students to become aware that they have themselves to thank for their success (by highlighting the link between effort and results, for example)
				... encourages students to recognise the purpose or importance of a specific assignment (asking students to offer examples of how the acquired knowledge may prove useful, for example)
				... raises students' awareness of their personal drivers for working on an assignment or subject (for example, which aspects do you like, and why?)
				... encourages students to see the learning objectives for the lesson as their personal learning objectives as well
				... encourages students to reward themselves after correctly completing an assignment
	7.6	**... encourages students to engage in critical thinking**	1 2 3 4 n/a	... encourages students to have an open mind towards subjects that still need to be dealt with
				... encourages students to substantiate their opinions with (subject-related) arguments and/or evidence
				... asks students to gather, order and structure information from (digital) sources

| ... encourages students to ask each other questions and reflect on the evidence provided for a given theory, interpretation or conclusion |
| ... encourages students to analyse, synthesise and evaluate ideas |
| ... discusses with students how they can check the relevance and reliability of information from (online) sources |

Comments & feedback

Room for comments and feedback: