

# Physical Education – Teacher Observation Guide

Use the following list as a guide for observing and providing feedback on a Physical Education lesson.

Lesson details:

## Planning

| Criteria                                                                                                                                                                                                                               | Comments |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Class is started quickly and efficiently <ul style="list-style-type: none"><li>• On time</li><li>• Multi-tasking to increase student activity time</li><li>• Clear routines</li></ul>                                                  |          |
| Objectives are well defined and shared with students                                                                                                                                                                                   |          |
| Equipment is ready and sufficient for maximised learning <ul style="list-style-type: none"><li>• Adequate learner to equipment ratio</li><li>• Equipment is appropriate for the activities and the abilities of the learners</li></ul> |          |

| Criteria                                             | Comments |
|------------------------------------------------------|----------|
| Lesson is sequential and developmentally appropriate |          |
| Environment is safe and conducive to learning        |          |

### Guided instruction and learning focus

| Criteria                                                                                                                                                                                                                                         | Comments |
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| Directions are clear, succinct and understood by students                                                                                                                                                                                        |          |
| Relevant examples and brief demonstrations are offered <ul style="list-style-type: none"> <li>• Use of appropriate cues</li> <li>• Skills, tactics and movement patterns are connected to prior learning and future skill development</li> </ul> |          |

| Criteria                                                                                                                                                                 | Comments |
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| Practice time is provided; assistance offered as needed <ul style="list-style-type: none"> <li>• Reduced wait time</li> <li>• High percentage of on task time</li> </ul> |          |
| Appropriate lesson pace and smooth transitions are evident                                                                                                               |          |
| Feedback and skill correction offered <ul style="list-style-type: none"> <li>• Self-reflection, peer feedback and teacher feedback</li> </ul>                            |          |
| Students are actively learning and participating                                                                                                                         |          |
| Lesson incorporates opportunities for cognitive processes and skill development, including critical thinking, decision making and problem solving                        |          |

| Criteria                                                                                                                                                               | Comments |
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| Assessment occurs and is based on learning intentions                                                                                                                  |          |
| Lesson is concluded and learning intentions revised and discussed <ul style="list-style-type: none"> <li>Cool down and review of skills and concepts learnt</li> </ul> |          |

### Management and organisation

| Criteria                                                                                                                                                                                                                                                                                                                                                      | Comments |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Expectations and routines are clear and consistently applied <ul style="list-style-type: none"> <li>Positive reinforcement used</li> </ul>                                                                                                                                                                                                                    |          |
| Instructional opportunities are adapted to diverse learners <ul style="list-style-type: none"> <li>Instructional strategies and expectations are adjusted based on individual differences and needs</li> <li>Accommodations and modifications are made for students with disabilities or varied learning styles</li> <li>All students are included</li> </ul> |          |

| Criteria                                                                                                                                                                                                                                                                 | Comments |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <p>All students are treated in a fair and equitable manner</p> <ul style="list-style-type: none"> <li>• Interactions between students and between teacher and students are respectful and courteous</li> <li>• Positive and enthusiastic attitude is apparent</li> </ul> |          |
| <p>Opportunities for social skills development are apparent throughout the lesson</p> <ul style="list-style-type: none"> <li>• Use of different formations to mix students in groupings</li> <li>• Use of students as leaders where appropriate</li> </ul>               |          |
| <p>Student behaviour is monitored and corrected as necessary</p> <ul style="list-style-type: none"> <li>• Positioning allows for behaviour monitoring by proximity</li> </ul>                                                                                            |          |