

Teacher: _____

Lesson: _____

Date: _____

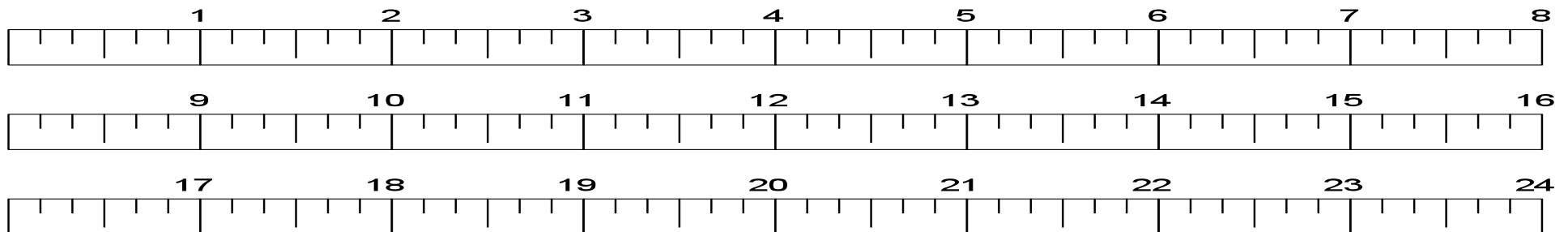
Observer: _____

of Students: _____

Observation Number: _____

(4) Exceeds Standard (3) Meets Standard (2) Progressing Toward Standard (1) Significantly Below Standard Teach Score ____ LP/R Score ____

PLANNING (and Preparation) for INSTRUCTION		ENGAGING Students in Planned Learning Activities	
Was the lesson plan well thought out?		Communicated Anticipatory Set/Objective	
Did it incorporate components of a lesson plan model?		Invites immediate safe activity with equipment & Uses Praise/Positive FB	
Was content developmentally appropriate with modifications for learners?		Used smooth and efficient transitions throughout lesson	
Did student teacher demonstrate an accurate understanding of subject matter?		Length of instructions were appropriate for lesson content & sections	
Did student teacher bring "Teaching Card" & any A/V materials needed		Student teacher checked for understanding effectively	
Was equipment placed out for easy distribution & collection?		Used concise instructional cues to emphasize key points	
ESTABLISHING a Classroom Climate Conducive to Learning		EVALUATING/ASSESSING student progress	
Consistent start & stop signals AND Scans/waits & gives FB after Freeze		Effectiveness of activities was monitored - pace & content adjusted as needed	
Consistent prompt to wait for "Go"		Majority of students were active during lesson	
Back to the wall during instructions		Uses specific skill feedback to reinforce and correct technique/process	
Moves through area and give FB during practice		Guided students toward meaningful self-assessment	
Uses students' first names AND Interacts with most students		Uses questions to assess student learning (during lesson and/or closure)	
Monitors pupil conduct & acts/takes appropriate positive actions		Cues, Prompts, Feedback focused on /directly connected to Objective/Outcome	
PROFESSIONAL Behavior, Ethics, and Values			
Strong TEACHER presence (poise, authority, confidence)		Respects school policies/practices and cultural patterns/expectations in school	
Professionally dressed		Interact constructively with colleagues, administrators, supervisors, etc.	
Shows enthusiasm while teaching AND Is actively involved		Exhibits energy, drive, & determination to create best situation for teaching and learning	
Models desired movements (i.e., hustle, fitness, home position for equipment)		Relates to outside of school activity	



Observer Comments	Planning	
	Establishing Climate	
	Engaging Students	
	Evaluating & Assessing	
Student Teacher Key Area for Development	Professional Behavior	

MS-PETE: Student Teaching Lesson Plan Evaluation

EVALUATION OF LESSON PLAN	
Student Objectives/Outcomes for Fitness & Skill Development (5/5 = .5 pts.)	
	Objectives are observable and measurable (required)
	Psychomotor objective: task, situation, criteria
	Cognitive objective: task, situation, criteria
	Social/Behavioral objective: task, situation, criteria
	Logical Standards & Benchmarks are identified for each of the fitness and skill development student outcomes
Content (5/5 = .5 pts.)	
	Briefly describes student learning activities for each section to be taught
	Skills/Tactics to be taught are listed with key elements for students learning
	Content/Progressions obviously link to Student Objectives/Outcomes
	Assessment strategies (informal and/or formal) area specifically described and align to planned objectives/outcomes
	Literacy is included with enough detail to show link to objectives & to see how literacy is incorporated
Organization/Management/Safety (for all sections to be taught on Lesson Plan - 5/5 = .5 pts.)	
	Arrangement of students (i.e., scattered, groups, lines)
	Arrangement of equipment for distribution/collection/home position
	Transition directions for moving students into new lesson sections
	Transition directions for equipment distribution and immediate activity for each new lesson section
	Safety issues specific to content is identified at the point it is introduced – REQUIRED
Other (5/5 = .5 pts.)	
	Anticipatory Set and Closure are planned in writing and written at the point in lesson where they are introduced/taught
	Equipment is listed including audio and visual
	Pre-Lesson activities described briefly
	Assessment Focus is complete and links to content
	Time approximation listed including Time for Transitions – Instructions & Practice
Written Reflection (5/5 = .5)	
	1. Content: Describe the strengths & weakness of this lesson.
	2. What Content will you change in your next lesson as a result of this lesson?
	3. Did you achieve the objectives of the lesson? How did you measure this?
	4. Describe your teacher deliver skills: teacher movement, use of signals, first names, short specific directions, etc.
	5. What teacher delivery skills will you focus on in your next lesson?

Event Recording Form

Beh. 1	Beh. 2	Beh. 3	Beh. 4
Total:	Total:	Total:	Total:
Rate**:	Rate:	Rate:	Rate:

****Rate = total freq/length of Obs. In min.)** *NOTE: Skill Feedback totals should be divided by the total time spent in Activity time*

Beh. 1 def.:

Beh. 2 def.:

Beh. 3 def.:

Beh. 4 def.:

Teacher Name: _____
 Date of class: _____
 Date of Obs.: _____
 Lesson Focus: Wu _____
 Fitn. _____
 Skill _____
 Game _____
 Length of obs.: _____
 Observation: ____ of ____

Complete the answers to the questions on the back of the coding form BEFORE you go on to the next observation.

Time Analysis Form

1	2	3	4	5	6	7	8
9	10	11	12	13	14	15	16
17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32

	Total (secs.)	Percent		
Management: _____	_____	<div style="background-color: #cccccc; width: 20px; height: 15px; margin: 0 auto;"></div>	Note: Only report data from the shaded box in your report	Teacher Name: _____
Information: _____	_____	<div style="background-color: #cccccc; width: 20px; height: 15px; margin: 0 auto;"></div>		Observer: Name: _____
Activity: _____	_____	<div style="background-color: #cccccc; width: 20px; height: 15px; margin: 0 auto;"></div>		Date of Lesson: _____ Date of Obs: _____ Practice Focus: _____

Activity: Time devoted to having students actually engage in skill practice, scrimmage, game play, fitness or other motor activities related to the lesson's objective

Management: Time devoted to organizational activities as well as class business unrelated to the lesson (i.e., taking roll, organizing for practice, choosing teams, transitioning from one place to another, changing equipment within a lesson).

Information/Instruction: Time devoted to transmitting information – directions, organizational information, descriptions of skills, plans for drills, lectures about safety, or descriptions of a game.

Teacher Movement Observation/Event Recording Form

Use of FIRST names: _____
Positive Behavior Feedback: _____
Positive General Skill Feedback: _____
Positive Specific Skill Feedback _____
Corrective Specific Skill Feedback _____

Coding symbols:
I = Instruction
T = Transition
FB = Feedback

Supervision Notes

Teacher:	School:	Lesson Plan Submitted:	Date:
Observer:	Lesson Content:		
Grade:	Time Begun:	Finished:	# in class # part.

Teacher Movement

First Names:

Total _____	Rate/Min. _____
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Behavior Feedback

Positive General	Positive Specific	Corrective Spec.

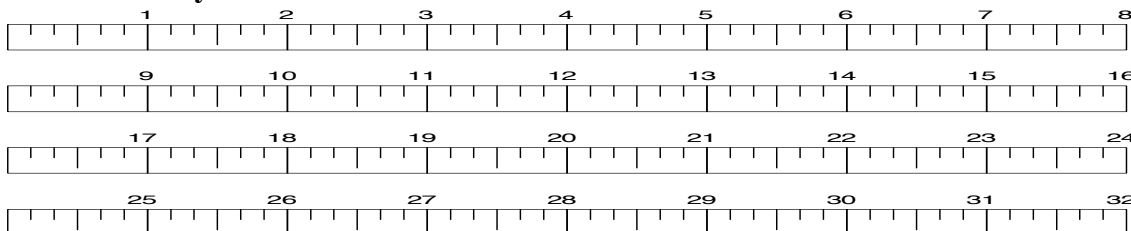
Total _____ _____ _____
Rate/Min. _____ _____ _____

Skill Feedback

Positive General	Positive Specific	Corrective Spec.

Total _____ _____ _____
Rate/Min. _____ _____ _____

Time Analysis:



% Transition _____

% Instruction _____

% Practice _____