

TEACHER OBSERVATION FORM – PHYSICAL EDUCATION

Teacher: _____ Date: _____
 Grade Level: _____ Unit of Instruction: _____

1 = Not present 2 = Needs attention 3 = Good 4 = Excellent

Instructional Planning

1. Class is started quickly and efficiently	1	2	3	4
2. Objectives are well defined and stated	1	2	3	4
3. Equipment is ready and sufficient for maximized learning	1	2	3	4
4. Lesson is sequential and developmentally appropriate	1	2	3	4
5. Environment is safe and conducive to learning	1	2	3	4
6. Written and well developed lesson plans are provided	1	2	3	4

Instructional Presentation

1. Clear and straight forward directions are given	1	2	3	4
2. Critical thinking and problem solving are encouraged	1	2	3	4
3. Relevant examples and brief demonstrations are offered	1	2	3	4
4. Practice time is provided; assistance offered as needed	1	2	3	4
5. Appropriate lesson pace and smooth transitions are evident	1	2	3	4
6. Skill correction, as well as encouraging feedback offered	1	2	3	4
7. Students are actively learning and participating	1	2	3	4
8. Assessment occurs and is based on class objectives	1	2	3	4
9. Lesson closure occurs and relates to class objectives	1	2	3	4

Student Management

1. Rules of conduct and routine procedures are evident	1	2	3	4
2. Instructional opportunities are adapted to diverse learners	1	2	3	4
3. All students are treated in a fair and equitable manner	1	2	3	4
4. Social skills are developed through the physical activities	1	2	3	4
5. Student behavior is monitored and corrected as necessary	1	2	3	4

Additional Comments:

Performance Descriptors Related to Teacher Observation Form - Physical Education

Evaluation criteria	What it looks like in Physical Education
Class is started quickly and efficiently	Students are instantly active as they enter the classroom. Warm-ups and instant activities are provided and students understand the procedure to begin class. The lesson focus is quickly delineated. Attendance is efficiently checked. Minimum organization is necessary to start movement/learning.
Objectives are well defined and stated	The skill/concepts to be learned are stated at the beginning of the lesson. The objective is put into a context appropriate to the student learning level.
Equipment is ready and sufficient for maximized learning	All available class time is used for learning and not for setting up/getting out of equipment. There is enough equipment to insure maximum participation and student learning.
Lesson is sequential and developmentally appropriate	Skills/concepts are appropriate for the level of the learner and are presented in a logical format. Skills are broken down into learnable segments. Drills and lead-up activities are appropriate to the development of the skill/concept. Rules and game space are modified to increase learning and skill development.
Environment is safe and conducive to learning	The teaching space is free from clutter, unused equipment and other safety hazards. Activities are organized to minimize the chance of injury. The space is adequate for the activities selected.
Written and well developed lesson plans are provided	A written lesson plan is offered and demonstrates planning to achieve student learning. Plan is based on lesson objectives and related state/national standards.
Clear and straight forward directions are given	Instruction time is minimized so that learning time is maximized. Rules/strategies are introduced throughout the class instead of all at once. Drills and activities are clearly understood by the students.
Critical thinking and problem solving are encouraged	Students are given opportunities to generate strategies, create sequences, and/or incorporate cognitive processes.

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Relevant examples and brief demonstrations are offered	Effective and active demonstrations are provided. Appropriate cues for skill development are offered. Skill is connected to prior and future skill development.
Practice time is provided; assistance offered as needed	Practice time is provided. Time students wait in line for available equipment or to perform the task is minimal. Practice is observed and corrective feedback is offered.
Appropriate lesson pace and smooth transitions are evident	The pace of the instructed activities keeps the students engaged. All students are challenged by the lesson. The transition from one activity to another is smooth and relevant. Students are not confused and time is not wasted. Necessary adaptation of the lesson plan occurs with little frustration.
Skill correction, as well as encouraging feedback are offered	Corrective feedback on performance is offered. Alternate learning cues are given to help to students achieve. Negative comments or cutting remarks are not seen.
Students are actively learning and participating	Students appear motivated and are willing to take risks in attempting new skills. Games where elimination occurs are not seen. Small teams are used and equipment for each student (or at least for every two students) is available. Few students venture off-task or cause disruptions.
Assessment occurs and is based on class objectives	Consistent verbal interactions occur and with proximity. Students are provided information on their performance. Active monitoring occurs during the lesson to assess student understanding of skill/concept. Student work and assessments are available upon request.
Lesson closure occurs and relates to class objectives	A closure of the lesson includes a cool-down period, as well as a review/discussion/summary of the skills/concepts learned.
Rules of conduct and routine procedures are evident	Students understand behavior expectations and consequences. Students are rewarded for following the rules. Procedures for getting equipment, forming teams, aligning starting points, etc. are apparent.
Instructional opportunities are adapted to diverse learners	Instructional strategies and expectations are adjusted based on individual differences and needs. Accommodations and modifications are made for students with disabilities or varied learning styles. All students are included.
All students are treated in a fair and	Interactions between the teacher and the students

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equitable manner	are respectful and courteous. The teacher is positive, enthusiastic, and compassionate with the students. Students seem to want to please the teacher.
Social skills are developed through the physical activities	Groups/partners are changed often to allow for social interaction and involvement of all students. Students demonstrate concern for fellow students while performing. Good sportsmanship and cooperative behaviors are promoted.
Student behavior is monitored and corrected as necessary	Behavior is monitored by proximity, as well as from across the court/field. Appropriate behavior is acknowledged. Inappropriate behavior is quickly stopped.