

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

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

Guided instruction and learning focus

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

Criteria	Comments
Practice time is provided; assistance offered as needed <ul style="list-style-type: none"> • Reduced wait time • High percentage of on task time 	
Appropriate lesson pace and smooth transitions are evident	
Feedback and skill correction offered <ul style="list-style-type: none"> • Self-reflection, peer feedback and teacher feedback 	
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
Assessment occurs and is based on learning intentions	
Lesson is concluded and learning intentions revised and discussed <ul style="list-style-type: none"> • Cool down and review of skills and concepts learnt 	

Management and organisation

Criteria	Comments
Expectations and routines are clear and consistently applied <ul style="list-style-type: none"> • Positive reinforcement used 	
Instructional opportunities are adapted to diverse learners <ul style="list-style-type: none"> • 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 	

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