

## PE CHECKLIST

Please print this form before observing

TEACHER		DATE	
OBSERVER(S)		NO. OF STUDENTS	
SPORT / TOPIC		SEQUENCE (L1 of 4..)	
LESSON PLAN SIGHTED		SUBJECT/YEAR LEVEL	

LESSON FOCUS \_\_\_\_\_

PREPARATION PHASE	Observed	Not observed	Not applicable	Comments/ evidence
Risk assessment (or ref to unit plan)				
Equipment planned				
Set tasks for students not doing practical (injured out of uniform)				
ENTRY PHASE	Observed	Not observed	Not applicable	Comments/ evidence
Oversee entry into lesson				
Valuables (RE- school policy)				
Roll marked				
Injured participants identified				
Uniform breaches addressed				

INTRODUCTION	Observed	Not observed	Not applicable	Comments/ evidence
Learning intention(s) clearly articulated				
Success criteria clearly articulated				
Establish teaching tasks/activities				
Warm-up activity explained				
Warm-up activity is demonstrated				
Teacher checks for understanding (initiate, respond, feedback)				
Students ask questions				
Warm-up links to learning intention				
Cues less than 5				
Encouragement for effort is offered (teacher uses names)				
Encouragement for achievement is offered (teacher uses names)				
All students participate in the warm-up				
Skill assessment				
BUILDING PHASE	Observed	Not observed	Not applicable	Comments/ evidence
Whistle to cue 'stop play'				
Organise equipment and space				
Teacher or student demonstration of skill				
Teacher or student demonstration of drill				
Different skill options are given				

Different drill options are given				
Teacher groups students on ability				
Students are given choice on skill or drill to practise				
Transition time - less than 5mins				
Peer assessment				
Peer coaching				
Teacher assessment				
Skills relate to learning intention				
Drills relate to learning intention				
Feedback is on content (knowledge)				
Feedback is on process (skills)				
<b>GAME PLAY PHASE</b>	<b>Observed</b>	<b>Not observed</b>	<b>Not applicable</b>	<b>Comments/ evidence</b>
Explanation of rules				
Explanation of tactics				
Appropriate positioning of class				
All students participate in the game				
Modified game				
Teacher adapts rules, space, players.				
Students adapts rules, space, players.				
Feedback is on content (knowledge)				

Feedback is on process (skills)				
Encouragement for achievement is offered (teacher uses student names)				
Encouragement for effort is offered (teacher uses student names)				
<b>SUMMARY</b>	<b>Observed</b>	<b>Not observed</b>	<b>Not applicable</b>	<b>Comments/ evidence</b>
Refers back to learning intention				
Student(s) articulate what they have learnt				
Teacher summarises what they have taught				
Student(s) demonstrate what they have learnt				
Teacher gives explicit feedback to students (Using student names)				
Link to next lesson				
<b>POST LESSON</b>	<b>Observed</b>	<b>Not observed</b>	<b>Not applicable</b>	<b>Comments/ evidence</b>
Evaluate/reflect on lesson				
Plan for next lesson				
Post Lesson Questions in the T3				

## Post Lesson Discussion Guide Questions

QUESTIONS TO THE TEACHER BEING OBSERVED	RESPONSE TO QUESTIONS
1. <b>What did you notice</b> after reviewing the data collected in the T3 observation record? What is <b>interesting</b> ? Do you see any <b>patterns</b> in the data?	
2. How did the lesson go? <b>Which elements</b> of the lessons worked? <b>How</b> do you know?	
3. What <b>evidence did you collect</b> ? What <b>conclusions</b> can you draw from this evidence? Did your students learn the objectives /LI based on the success criteria?	
4. Which elements of the lesson would you <b>change</b> next time? <b>Why</b> ?	
5. What is the <b>focus</b> for the next lesson? <b>Where to</b> from here?	
6. What <b>strategies</b> could you use? Does <b>research</b> and <b>theory</b> have anything to offer here?	
7. How <b>useful</b> is this T3 feedback tool? How did it <b>support</b> your learning?	
8. If you collected <b>student feedback</b> about this lesson, how will this <b>inform your future teaching</b> ?	

**NOTES (reflection /follow up/strategies)**