Appendix G
QUALITY INDICATORS: LESSONS, TEACHING AND PROGRAM

Student Teaching
Daily Lesson Plan Content
Department of KHP, Cal Poly, Pomona

Daily planning for teaching is a vital aspect of any successful teaching experience. Certain elements must be contained in each lesson therefore making the content of the student teachers lesson very improvement. However format is not important and is left up to the student teacher to work out with the approval of their master teacher and university supervising teacher.

Content of a daily lesson includes the following when appropriate:

1. Lesson date
2. Period/class
3. Time of actual teaching
4. Location of class
5. Unit theme
6. Daily theme/skill
7. Daily objective(s)
8. Teaching style
9. Equipment needs
10. Things to look for
11. Organizational arrangements
   Opening
   Skill introduction
   Practice of skill
   Playing of games
   Closing
12. Class activity – what teacher and students will be doing
   Opening
   Skill introduction
   Practice of skill
   Playing of game
   Closing
13. Alternative activities (rainy day activity or if lesson needs some quick changes)
14. Evaluative procedures
   By self
   By master teacher
   By students
15. Gathering lesson feedback
16. Assessing the selected teaching style.

Note: All statutory citations apply to the California Education Code unless otherwise stated.
ADAPTED PHYSICAL EDUCATION GUIDELINES
**Appendix H**

**LESSON PLANNING AND DATA COLLECTION FORMS**

**TASK ANALYSIS WITH PROMPT RECORDING**

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<tr>
<th>Student: ___________________________________________</th>
<th>Observation Dates and Prompts Used</th>
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**Key to prompt types:**
- Natural Cue...................................................N
- Gestural Prompt.............................................G
- Indirect Verbal Prompt.................................IV
- Modeling......................................................M
- Symbolic (pictorial or Written) Prompt ......S
- Direct Verbal Prompt......................DV
- Minimal Physical Prompt....................MP
- Partial Physical Prompt....................PP
- Full Physical Prompt.........................FP

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ADAPTED PHYSICAL EDUCATION GUIDELINES
KHP – Peer Teaching Assessment Form

Name ___________________________________ Date _______________________________

Activity _________________________________ Course _____________________________

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<td>Demonstrates an inaccurate, unacceptable level of content knowledge for teaching performance expectations.</td>
<td>Demonstrates a deficient level of content knowledge for teaching performance expectations.</td>
<td>Demonstrates a developing but inconsistent level of content knowledge for teaching performance expectations.</td>
<td>Demonstrates an average level of content knowledge for teaching performance expectations.</td>
<td>Demonstrates a proficient level of content knowledge for teaching performance expectations.</td>
<td>Demonstrates an advanced, exemplary level of content knowledge for teaching performance expectations.</td>
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Each of the following areas of teaching performance will be assessed on a 0 - 5-point scale.

____ Planning and Preparation of Objectives and Lesson Content (TPE #'s 1, 7, 9, 13)

____ Establishes Safe and Challenging Expectations (TPE #6)

____ Knowledge of Subject Matter, Skill, Demonstrations, Activity/Game (TPE #'s 1, 4)

____ Teaching Addresses California State Model Content Standards (TPE #'s 1, 4, 13)

____ Establishes Procedures and Routines (TPE #10)

____ Appropriate Amount of Instructional Time (TPE #'s 2, 10)

____ Lesson Introduction / Closure (TPE #'s 2, 4, 5, 6)

____ Students Engaged in Moderate to Vigorous Activity (TPE #5)

____ Voice Projection / Inflection (TPE #4)

____ Lesson Follows an Appropriate Developmental Progression (TPE #2)

____ Appropriate Amount of Practice Time in Defined Skill Areas (TPE #'s 2, 4)

____ Instruction Within the Psychomotor Domain (TPE #'s 1, 2)

____ Instruction Within the Cognitive Domain (TPE #'s 1, 2, 7)

____ Instruction Within the Affective Domain (TPE #'s 1, 2, 6, 11, 12)

____ Ability to Identify Students Needing Additional Instruction (TPE #8)

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ADAPTED PHYSICAL EDUCATION GUIDELINES
Time Management \((TPE \# 2, 10)\)

Class Behavioral Management \((TPE \# 2, 10, 11)\)

Development and Implementation of Assessment Mechanism \((TPE \# 3)\)

Interpersonal Interaction and Rapport with Students \((TPE \# 11)\)

Professionalism \((TPE \# 12)\)

Peer Teaching: ______ Out of 100 Points Possible

Systematic Observation – Interval Recording

**I = Instruction:** Time when students being observed are receiving information about how to perform a skill, (e.g., watching a demonstration, listening to instruction on how or where to move).

**M = Management:** Time when students being observed are involved in class business that is unrelated to instructional activity, (e.g., transition between activities; retrieving or returning equipment; listening to behavior rules, roll call, school announcements).

**A = Activity:** Time when students being observed are appropriately involved in physical movement, (e.g., catching a ball, throwing at a target, dribbling a basketball, etc.).

**W = Waiting:** Time when students being observed are waiting for instruction, waiting to retrieve equipment, waiting for a turn in practice, or waiting for an opportunity to perform a skill.

**O = Off Task:** Any student behavior that differs from the lesson content or what students have been instructed to do.

**Time Analysis Calculation**

- First, determine the total number of minutes in the lesson.
- Then, determine the total number of seconds in the lesson. Example: A 45-minute lesson will have 2700 total seconds. \((60 \times 45 = 2700)\)
- Next, determine the total number of intervals recorded for each category. Example: Activity was recorded in a total of 106 intervals.
- Then, multiply the total number of intervals recorded for each category by the duration of each interval. Each interval is 15 seconds in duration. Example: Activity was recorded in a total of 106 intervals. So you will multiply 106 \times 15 = 1590. This means that 1590 seconds represents time spent in the area of activity.

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ADAPTED PHYSICAL EDUCATION GUIDELINES
Lastly, divide the total number of seconds for each category by the total number of seconds in the lesson. Example: \( \frac{1590}{2700} = 0.588 \); therefore, 59% of time was spent in the area of activity.

Developed by the Department of Kinesiology and Health Promotion Pedagogy Committee at California State Polytechnic University, Pomona

**Interval Recording – Learning Time Analysis**

Teacher: ____________________ Observer ____________________ Grade Level ____________

Activity ____________________ School __________________________________

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