

**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.

**Appendix H**  
**LESSON PLANNING AND DATA COLLECTION FORMS**

**TASK ANALYSIS WITH PROMPT RECORDING**

Student: _____	Observation Dates and Prompts Used		
Name of Task: _____			
<b>Task Steps</b>			
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

**Key to prompt types:**

Natural Cue.....N	Direct Verbal Prompt.....DV
Gestural Prompt.....G	Minimal Physical Prompt.....MP
Indirect Verbal Prompt.....IV	Partial Physical Prompt.....PP
Modeling.....M	Full Physical Prompt.....FP
Symbolic (pictorial or Written) Prompt .....S	

## KHP – Peer Teaching Assessment Form

Name \_\_\_\_\_ Date \_\_\_\_\_

Activity \_\_\_\_\_ Course \_\_\_\_\_

0	1	2	3	4	5
<i>Demonstrates an inaccurate, unacceptable level of content knowledge for teaching performance expectations.</i>	<i>Demonstrates a deficient level of content knowledge for teaching performance expectations.</i>	<i>Demonstrates a developing but inconsistent level of content knowledge for teaching performance expectations.</i>	<i>Demonstrates an average level of content knowledge for teaching performance expectations.</i>	<i>Demonstrates a proficient level of content knowledge for teaching performance expectations.</i>	<i>Demonstrates an advanced, exemplary level of content knowledge for teaching performance expectations.</i>

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*)

- \_\_\_\_\_ 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. ( $60 * 45 = 2700$ )
- 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  $106 * 15 = 1590$ . This means that 1590 seconds represents time spent in the area of activity.

- Lastly, divide the total number of seconds for each category by the total number of seconds in the lesson. Example:  $1590 / 2700 = .588$ ; 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** \_\_\_\_\_

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	33	34	35
36	37	38	39	40
41	42	43	44	45

Instruction \_\_\_\_\_ \* 15 = \_\_\_\_\_ / 3000 = \_\_\_\_\_ %  
Management \_\_\_\_\_ \* 15 = \_\_\_\_\_ / 3000 = \_\_\_\_\_ %  
Activity \_\_\_\_\_ \* 15 = \_\_\_\_\_ / 3000 = \_\_\_\_\_ %  
Waiting \_\_\_\_\_ \* 15 = \_\_\_\_\_ / 3000 \_\_\_\_\_ %  
Off Task \_\_\_\_\_ \* 15 / 3000 \_\_\_\_\_ %