Appendix H
LESSON PLANNING AND DATA COLLECTION FORMS

TASK ANALYSIS WITH PROMPT RECORDING

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

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

KHP – Peer Teaching Assessment Form

Name _____ Date _____

Activity _____ Course _____

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

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 = .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 _____

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 _____ %