**PE Lesson Observation**

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|  **Instruction** |  |  |
| **Evidence Notes** | **Instruction** | **Scores** |
| The learning objectives were for students to work together and to communicate effectively using active listening, use positive language, communication, and cooperation. Sub-objectives were mostly aligned as students were familiar with what it took to effectively communicate as they were able to explain what was needed in order to communicate and cooperate. The teacher also provide for some opportunities for students to make connections as to how effective communication and cooperation skills would apply in their lives. “Where would you uses these real world skills in your life?” Students responded that they might use these skills in class, to communicate with employees, in the lunchroom. The teacher ensured that students were aware by modeling the expectations for the lesson during the beginning of the lesson. Although it was unclear if all students mastered the objective, most students were able to accomplish the task of “get over here” as groups tried various solutions to moving the equipment across the gym.  | **Standards and Objectives** | 3 |
| The teacher organized the content of this lesson so that it was personally meaningful for students by making connections to how these cooperation and communication skills would be used by students currently, in their own lives, and in the future. The lesson included activities that were engaging for students from the “get over here” activity to the discussion groups used during the closure part of the lesson. Students were engaged throughout the lesson. Students had to question and explore various ways to move the equipment across the gym floor. The teacher consistently reinforced and rewarded students’ efforts. For example, the teacher said, “Very good job! That’s a great idea? “Ok, all right. I like it! Group two, I like where you’re thinking at, I like the thinking!”  | **Motivating Students** | 4 |
| The teacher used visuals during the lesson to assist students with establishing the purpose of the lesson. He provided students with a demonstration at the beginning of the lesson to show students the expectations for working cooperatively and communicating effectively during the lesson. The teacher asked, *“What does it look like? What does an active listener look like? A student responded, “You’re looking at the person who is talking.” You’re bringing their ideas into the discussion.”*  The teacher said, *What would it sound like to use positive language?*  Student responds *“encouragement.”* Teacher expanded on the students words by saying “*Encouragement, so using encouraging words, like* “I like that” or Good job!” The teacher provided students with specific examples/scenarios to further illustrate what strong teamwork might look like using Chase, Daniel and Xavier as an example working on a paper airplane. The lesson was logically sequenced, beginning with a model of his expectations, some very explicit examples, (model airplane) questioning to ensure students understand, and then allowed students to engage in the “get over here” activity. At the end of the lesson, students didn’t have as much time to thoroughly elaborate on what they learned. | **Presenting Instructional Content** | 3 |
| The started promptly with the teacher providing students with a preview of what they would be learning about in the lesson. *“You’re going to create a plan of action to accomplish a given task that I’m going to tell you about once we get into our activity.”* The teacher went on to provide an explanation of some of the team work skills that students would be using throughout the day’s lesson. Students were engaged in applying their communication and cooperation skills during the “Get Over Here” activity which was followed by opportunities to reflect and make connections to what they had learned. Pacing was appropriate for most students during the beginning and middle of the lesson. As groups finished the “Get Over Here” activity, the teacher challenged them to sharpen their skills by taking away a piece of equipment and try getting across the gym. This allowed for other groups to continue to work to complete the activity. During the end of the lesson, during the reflection/discussion activities, some students were rushed to reflect. The teacher said, “All right guys, 45 seconds is off the clock. Listen, just one quick thing. This does not have to be a paragraph. …Okay, just tell me where, you don’t have to tell me why or anything like that, just tell me where you would use it, all right? Just boom, hit it and get it.” Routines were efficient as little time was wasted between activities. The teacher used cards to indicate which groups of students would move into and students moved quickly from one activity to the next.  | **Lesson Structure and Pacing** | 3 |

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| The activities selected for this lesson supported the lesson objectives… The learning objectives were for students to work together and to communicate effectively using active listening, use positive language, communication, and cooperation. The Get Over Here activity required students to practice team work, cooperation and communication as teams developed plans for getting across the gym and made adjustments when their plans failed. This activity was game-like in that teams were in competition with each other to see which team could reach the other side of the gym first. This motivated students as evidenced by their cheers when reaching the finish line. This was challenging for the teams and required them to analyze and create new action plans in order to get across the gym floor as quickly as possible. Due to the complexity of the activities in the lesson, most students were engaged throughout the lesson. Students had choices as to how they would manipulate the equipment in order to reach the goal – getting to the other side of the gym. There were many opportunities for student to student interaction – during the Get Over Here activity to the reflection/connection groups at the end of the lesson.  | **Activities and Materials** | 4 |
| The teacher asked a variety of questions during the lesson. For example, “What does an active listener look like? Why would it be important that we make eye contact with them? Why would it be extra important to make eye contact with them? What would positive language sound like? What would it sound like though? What would it sound like? Students responded to the teacher’s questions which helped to clarify the expectations during the lesson. The teacher continued asking questions throughout the activities such as “What are you changing this time? Why wouldn’t it work? What change did you make that’s making you be more successful? Some wait time was provided for students to respond. However, during the reflection/connections groups at the end of the lesson, students didn’t have the time to elaborate or extend their thinking. For example, some students express some frustration when they were not allowed time to express their ideas. At one point in the lesson, the teacher said, *“Wrap it up in three, two, one, time. Switch, new person. New person. Des, where you’re at. Go ahead. Last person share out. You’re okay, you’re okay Des, and you’re fine.”* Students did not generate questions that lead to further inquiry and self-directed learning.  | **Questioning** | 3 |
| During the lesson, the teacher provided oral feedback to students that focused on completing the activity as well as some feedback directed to cooperation and communication - the objectives of the lesson. For example, the teacher told one group, *“Shanti, what’s your idea, what have you thought of? Think now, what do you think will get you over there… okay, okay, but what about your other people? How are they gonna get over there? Think about it. You have a minute and a half. After this minute and a half, you will be able to begin attempting to get across.” The teacher reminded students to give each other feedback and asked “What else could you do? Talk to each other. Don’t talk to me, talk to each other.”* Although the teacher instructed students to cooperate and communicate, students did not have the opportunity to revisit their action plan and practice effective communication and cooperation. The teacher monitored to support engagement and redirected students as needed.  | **Academic Feedback** | 3 |
| The instructional grouping arrangements adequately enhanced student understanding of the lesson objectives. For example, the teacher began the lesson in the whole group setting and discussed, modeled and checked the students’ understanding regarding what they would be doing in the lesson. The students worked in teams/smaller groups as they engaged in practicing cooperation and communication in the Get Over Here activity. The grouping dynamics changed at the end of the lesson so that students could reflect and make connections to how communication and cooperation is needed in all parts of their lives. There was accountability built into the grouping structures as all students were responsible for working together to move the equipment across the gym. Likewise, during the grouping activities at the end of the lesson, students were required to respond to the questions and jot responses during the Round Table grouping structure. Although there were opportunities for students to develop a plan of action for Get Over Here activity, there was little time to reflect on their goal and thoroughly evaluate their learning due to the fast pace of the lesson. | **Grouping Students** | 3 |
| The teacher utilized a variety of subject-specific strategies during the lesson as students were physically engaged during the team work portion of the lesson and had the opportunity to practice/apply motor skills and movement… along with practicing cooperation and communication skills. Through the reflection activities at the end of the lesson, the teacher posed questions that helped students make connections as to how they would use positive language, active listening to collaborate and make decisions in their current role as students, in their personal life and in the future. *(Did not rate higher on this indicator because students were not give sufficient time to extend and expand on the connections… The teacher did not provide opportunity – in terms of sufficient time – for students to extend their learning and make more powerful connections.)*  | **Teacher Content Knowledge** | 3 |
| The teacher anticipated learning difficulties as evidenced by the extensive discussion/model/explanations provided at the beginning of the lesson to ensure that students understood what was meant by communication and cooperation. He also grouped students strategically as he had already planned for how students would be grouped for each part of the lesson. The teacher also provided an additional activity for fast finishers in the Get Over Here activity. Furthermore, the Get Over Here activity was game-like for students which created interest in a fun, yet competitive way for kids as evidenced by the level of engagement that was exhibited throughout the lesson.  | **Teacher Knowledge of Students** | 3 |
| In this lesson, students had to use **analytical** thinking as they thought about how they might be able to move the equipment across the gym floor, and had to consistently evaluate the progress that they were making. Students were able to think **creatively** when they were able to identify various ways to move the equipment across the gym floor without letting their feet touch the floor. Students were effectively able to come up with creative solutions to try and the teacher assisted their thinking by posing questions that assisted these types of thinking - like*…“What are you changing this time? Why wouldn’t it work? What change did you make that’s making you be more successful?* Although there was some evidence of practical thinking in the last portion of the lesson, students struggled to make connections regarding how cooperation and communication could be used in real-life. The teacher said, “*Where would you use these real world skills in your life?* For example, if I’m sitting in my group, I may write I would use these skills today in a meeting with my teachers… Jasmine might say I might use these skills in my first job.” As students work, the teacher says, *“I give the examples I don’t want you to use mine so I don’t want to keep giving you examples.* “ While the teacher provided some opportunities for students to generate ideas and analyze problems from other perspectives during all activities but because of the fast pacing of the last portion of the lesson, time was limited so that students couldn’t fully benefit from the multiple perspectives and viewpoints of their classmates.  | **Thinking** | 4 |
| During the *Get Over Here* activity, students were required to cooperate and communicate as they developed and implemented a plan to get the equipment from one side of the gym to the other. This required students to **generate ideas** (coming up with several ways to utilize the equipment in order to move it across the gym), **observe and experiment**,(by actually working through the ideas – trying it out and experimenting) and **improve solutions**. Students were given a short amount of time before beginning the activity to generate ideas on how they might approach the task. However, due to the limited time provided to develop the plan, there was not opportunity for the groups to fully create and design a complete action plan. For example, the teacher said... *“Shanti, what’s your idea, what have you thought of? Think now, what do you think will get you over there… okay, okay, but what about your other people? How are they gonna get over there? Think about it. You have a minute and a half. After this minute and a half, you will be able to begin attempting to get across.”* Students observed other teams that seemed to be successful in moving across the gym, and applied those ideas to their own efforts. Because of the design of the task, teams had to improve their solutions by going back to the start point and adjust their efforts based on what they learned had worked and not worked in previous efforts. This tasks/activity is where the majority of problem solving occurred within the lesson.  | **Problem Solving** | 4 |