### Field Experience Observation – HPED

**Health Education**

*T = Target (3 points), A = Acceptable (2 points), U = Unacceptable (1 point)*

#### 1. Domain One: Planning and Preparation

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| 1.1 Notebook (well organized) | 1.1.1 Teacher has notebook  
1.1.2 Contains all required components and demonstrates quality  
1.1.3 Well organized | |
| 1.2 Lesson Plan (coherent instruction, meaningful objectives, appropriate assessment) | 1.2.1 Appropriate format  
1.2.2 Aligns with state and national standards  
1.2.3 Meaningful and appropriate objectives that address the needs of all students  
1.2.4 Assessment of objectives  
1.2.5 Addresses transitions, grouping and equipment/materials  
1.2.6 Evidence of content knowledge  
1.2.7 Supplemental material | Student Performance Domain One: ___ |

#### 2. Domain Two: The Classroom Environment

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| 2.1 Physical environment (welcoming, informative, inclusive, supportive) | 2.1.1 Visually inviting  
2.1.2 Helps communicate goals, instructional information  
2.1.3 Behavior expectations clearly posted or stated  
2.1.4 Includes all students  
2.1.5 Uses physical environment to support learning activities | Student Performance Domain Two: ___ |
| 2.2 Climate (rapport, respect, culture for learning) | 2.2.1 Students are greeted  
2.2.2 Teacher demonstrates respect when speaking with students  
2.2.3 Teacher teaches, reinforces and encourages appropriate behavior  
2.2.4 Learning skills highlighted  
2.2.5 Students are engaged, challenged, successful, and enjoy activity  
2.2.6 Students are respectful when speaking with teachers and other students  
2.2.7 Safety standards are evident in environment and activity | |

#### 3. Domain Three: Instruction

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| 3.1 Class management (efficient, equitable, effective) | 3.1.1 Instant activity – students are engaged immediately  
3.1.2 Classroom set-up is conducive to learning for all students  
3.1.3 Obvious routines make grouping and equipment distribution efficient  
3.1.4 Transitions are organized and efficient  
3.1.5 Teacher monitors students during group/partner activity  
3.1.6 Universal design ensure all students feel success and are engaged  
3.1.7 Teacher has an effective behavior management plan and uses it as needed | |
| 3.2 Instruction (connected, concise, aligned) | 3.2.1 Lesson objective is clearly stated, rationale provided  
3.2.2 Teacher’s voice projects across the learning space with energy and enthusiasm  
3.2.3 Information is concise, correct and cross-curriculum  
3.2.4 Feedback is appropriate and related to core health concepts and skills  
3.2.5 Criteria for evaluation is clearly explained  
3.2.6 Uses a variety of instructional strategies to engage all students in learning  
3.2.7 Obvious progression in lesson, lesson appears part of a larger progression  
3.2.8 Lesson includes introduction, activity, check for understanding and closure  
3.2.9 Learning reviewed/tomorrow previewed/compliments given | Student Performance Domain Three: ___ |
| 3.3 Activity time (appropriate, engaged) | 3.3.1 Instant activity and introduction are appropriate and worthwhile  
3.3.2 Where appropriate each student has his/her own instructional aids/materials  
3.3.3 Tasks allow students to work at different levels  
3.3.4 Each student gets appropriate practice time to learn health concepts and skills  
3.3.5 Each student is actively engaged in a learning activity at least 50% of time | |

#### 4. Domain Four: Professional Responsibilities

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| 4.1 Growth and Development (reflect, adapt) | 4.1.1 Reflected on teaching  
4.1.2 Demonstrated growth and development | |
| 4.2 Professional Behavior (appropriate language and dress) | 4.2.1 Demonstrated professional behavior  
4.2.2 Used appropriate grammar and formal language in all forms of communication  
4.2.3 Showed professionalism in appropriate attire  
4.2.4 Worked cooperatively with other professionals | Student Performance Domain Four: ___ |