

CATCH Lesson Observation Tool

Site:	Date:
All Grades Served at Site: <input type="checkbox"/> Pre-K <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	
Total Site Reach: (<i>Unduplicated # of students participating in CATCH at site during the reporting year</i>) _____	
Setting: <input type="checkbox"/> School <input type="checkbox"/> Early Care and Education (ECE) <input type="checkbox"/> Before/After School <input type="checkbox"/> Other: _____	
Lesson Delivered By:	<input type="checkbox"/> Educator or <input type="checkbox"/> Extender
Date received CATCH training (mm/dd/yyyy): <small>Click here to enter a date.</small>	Form Completed By:
How long has the educator/extender been implementing CATCH: _____ months or _____ years	Length of CATCH Lesson Observed: _____ minutes
CATCH Cards Used (specify numbers):	Number of Students: _____ students
Grade(s) Observed: <input type="checkbox"/> Pre-K <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	

INSTRUCTIONS: This checklist was designed to assess the delivery of facilitated CATCH lessons and identifies useful feedback for educators and CATCH Champions to support high quality physical activity education practices. *Note: This tool can be used by supervisors to observe educators and/or educators to observe CATCH champions, by the UC CalFresh State Office during site visits, and/or educators can ask their peers to review their CATCH lesson facilitation for informal feedback to support professional development.*

Question	Description	Yes	No	Comments
1. Did students participate in a warm-up activity?	Score “Yes” for warm-up if at least 2-minute preparation period was allocated to students before they were required to do vigorous movements during the lesson	<input type="checkbox"/>	<input type="checkbox"/>	
2. Were students active right from the start?	Students begin being physically activity at the start of the	<input type="checkbox"/>	<input type="checkbox"/>	
3. Were the boundaries well established?	Activity area was clearly defined and students played within the designated space.	<input type="checkbox"/>	<input type="checkbox"/>	
4. Was the start/stop signal clear?	Students understood and could follow management and instruction tasks.	<input type="checkbox"/>	<input type="checkbox"/>	
5. Were the instructions clear and concise?	Students understood and could follow management and instruction tasks.	<input type="checkbox"/>	<input type="checkbox"/>	
6. Was equipment distributed efficiently?	Students are active and engaged while equipment is distributed and collected.	<input type="checkbox"/>	<input type="checkbox"/>	
7. Was the student: equipment ratio adequate?	The provision of adequate amounts of equipment provided students with opportunities to be active and learn skills. Preferably, the student/equipment ratio should not exceed 3 to 1 during skill practice and 10 to 1 during game play.	<input type="checkbox"/>	<input type="checkbox"/>	
8. Were management and transition times minimal?	Students are active and engaged such as “hitting the track” during management and transition times.	<input type="checkbox"/>	<input type="checkbox"/>	
9. Students appeared to enjoy the activities?	Students laughed, smiled, and appeared happy while engaging in lesson activities.	<input type="checkbox"/>	<input type="checkbox"/>	

Question	Description	Yes	No	Comments
10. Were all students involved?	Activities support consistent involvement for all student such as using re-entry tasks and no elimination games.	<input type="checkbox"/>	<input type="checkbox"/>	
11. Were group sizes appropriate to activity?	Appropriate sized groups permitted ample opportunities for students to be active and learn skills. Group sizes may be inappropriate if students are waiting in line for extended periods.	<input type="checkbox"/>	<input type="checkbox"/>	
12. Were students encouraged to be physically active during class?	Students received prompts or encouragements to be physically active (i.e. engage in high intensity activity or increased their physical activity levels) from the teacher during the lesson. Do not include instructional prompts for skill topography (i.e. skill form)	<input type="checkbox"/>	<input type="checkbox"/>	
13. Students received praise for their active participation?	Students received praise or positive feedback about their physical activity levels or activity engagement during the lesson from the teacher.	<input type="checkbox"/>	<input type="checkbox"/>	
14. Were students prompted to engage in out-of-class physical activity?	Students received prompts, rewards, or praise from the teacher about engaging in physical activity during non-PE class time (e.g. before, during, or after school and on weekends). Prompted events could be any physical activities, including individual events, team sports, and family engagement.	<input type="checkbox"/>	<input type="checkbox"/>	
15. Was feedback provided to help the learner understand their progress?	Students received positive prompts and recognition from the teacher highlighting and reinforcing their progress and achievements in skill development and fitness level (e.g. more reps, improved technique/time).	<input type="checkbox"/>	<input type="checkbox"/>	
16. Was the teacher enthusiastic about the activities?	Teachers model and facilitate inclusive physical activities with a positive tone and enthusiastic energy to engage and motivate students to try their best and have fun.	<input type="checkbox"/>	<input type="checkbox"/>	
17. Did students participate in a cool-down activity?	Score "Yes" for cool-down if at least 2-minute period was allocated during the lesson following vigorous movements.	<input type="checkbox"/>	<input type="checkbox"/>	
18. Were students involved in moderate to vigorous physical activity at least 50% of lesson time?	Students are actively engaged in physical activities that make their hearts beat faster and make them breath harder than normal for at least half of the total lesson/ class time.	<input type="checkbox"/>	<input type="checkbox"/>	
19. Implemented at least one GO FITNESS/ ACTIVITY card?	GO FITNESS cards develop and maintain adequate levels of health-related fitness, such as cardiovascular efficiency, muscular strength, flexibility, and nutrition. GO ACTIVITY cards develop and maintain appropriate levels of skill mastery (skill development and direct time on task) through fun games incorporating physical activity.	<input type="checkbox"/>	<input type="checkbox"/>	

Areas done well: (CATCH best practices delivered consistent and ongoing throughout entire lesson)

Areas that could be improved: (CATCH best practices occurred sporadically/infrequently during a minority of lesson time)

Action items needed: (examples - training needs, additional equipment, etc.)