

Educating for Physical Literacy Checklist

The Educating for Physical Literacy Checklist is an assessment tool to assist with improving instruction to develop physical literacy in children and youth. The checklist can be used by instructors for self or peer assessment based on observations for constructive feedback, reflection and professional development. The checklist is structured around four critical components of effective teaching: planning, environment, instruction and professionalism.

A: Planning (Organizing for Student Learning)

- Am I using a variety of appropriate teaching methods?
- Am I implementing suitable progressions?
- Am I applying relevant concepts to the lesson content?
- Am I connecting learning to the past, present and future?
- Am I being developmentally appropriate and minimizing public comparisons?
- Am I articulating clear and appropriate learning objectives?

B: Environment (Creating an Environment for Student Learning)

- Am I creating a fair, respectful and holistically safe climate?
- Am I exhibiting rapport and a caring disposition?
- Am I appropriately enthusiastic, participatory and energetic?
- Am I fostering authentic and optimally challenging learning experiences?
- Am I maintaining consistent standards of classroom behaviour?
- Am I stimulating maximum participation and academic learning time for all?

C: Instruction (Teaching Strategies and Skills for Student Learning)

- Am I fostering students' motivation to participate in physical activity in or out of school?
- Am I managing equipment, space, transitions and groups?
- Am I maintaining optimal pace and making necessary adaptations?
- Am I utilizing technology and non-verbal aids?
- Am I monitoring learning and providing appropriate feedback?
- Do I engage in professional growth and development?

D: Professionalism (Personal Qualities for Motivation and Instruction)

- Am I clear (e.g., critical cues, avoiding slang and vulgarity)?
- Do I have the necessary requisite knowledge and ability?
- Do I appear self-efficacious, poised and confident?
- Do I appear professional (e.g., attire, hygiene, promptness)?
- Am I demonstrating mature self-reflections of my teaching?
- Am I applying valid and reliable assessments for learning?