

Lead Observer Peer Assessment of Teaching Performance Instrument

Department of Health, Leisure, and Exercise Science

Please rate all questions on the Peer Assessment of Teaching Performance Instrument using the following scale:

- 5 = Superior,
- 4 = Above Average,
- 3 = Average,
- 2 = Needs work,
- 1 = Needs a lot of work
- NA not observed

Observers and Instructors

Instructor: Mike Kernodle
Lead observer: Alan Utter
Second observer: Robert McKethan

Management of Instructional Time Questions (MITQ)

- A. Teacher has materials, supplies and equipment ready at the start of the lesson or instructional activity.
- B. Teacher gets the class started quickly.
- C. Teacher uses available time for learning and keeps students on task.

5	4	3	2	1	NA
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments on Management of Instructional Time

Excellent

Management of Student Behaviors Questions (MSBQ)

- A. Teacher stops inappropriate behavior promptly and consistently, yet maintains the dignity of the student
- B. Teacher analyzes the classroom environment and makes adjustments to support learning.

5	4	3	2	1	NA
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment on Management of Student Behaviors (denote letter of question for referencing)

Instructional Feedback Questions (IFQ)

- A. Teacher provides feedback on the correctness or incorrectness of in-class work to encourage student growth.
- B. Teacher affirms a correct oral response appropriately and moves on.
- C. Teacher provides sustaining feedback after an incorrect response by probing, repeating the question, giving a clue, or allowing more time.
- D. Teacher uses knowledge of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

5	4	3	2	1	NA
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments on Instructional Feedback (denote letter of question for referencing)

Instructional Monitoring Questions (IMQ)

- | | 5 | 4 | 3 | 2 | 1 | NA |
|--|-----------------------|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| A. Teacher poses questions clearly and one at a time. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| B. Teacher uses student responses to adjust teaching as necessary. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Comments on Instructional Monitoring (denote letter of question for referencing)

Sometimes the delivery of questions was done in a quick manner

Communication in an Educational Environment Question (CEEQ)

- | | 5 | 4 | 3 | 2 | 1 | NA |
|---|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Teacher treats all students in a fair and equitable manner. | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Comments on Communication in an Educational Environment

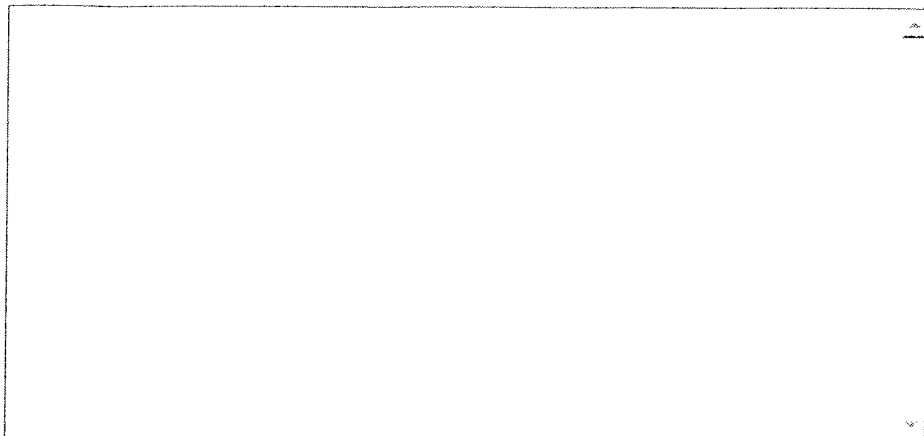
Instructional Presentation Question (IPQ)

- | | 5 | 4 | 3 | 2 | 1 | NA |
|---|----------------------------------|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| A. Teacher links instructional activities to prior learning. | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| B. Teacher understands the central concepts, tools of inquiry, and structures of the discipline (s) he or she teaches and creates learning activities that make these aspects of subject matter understandable and meaningful for students. | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| C. Teacher speaks fluently and precisely. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| D. Teacher provides relevant examples and demonstrations to illustrate concepts and skills. | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| E. Teacher engages students intellectually through discussion. | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| F. Teacher conducts the lesson or instructional activity at a brisk pace, slowing presentations when necessary for student understanding but avoiding unnecessary slowdowns. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| G. Teacher makes transitions between lessons and instructional activities within lessons effectively and smoothly. | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| H. Teacher makes sure that assignments are clear. | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I. Teacher uses instructional strategies that are adapted to diverse learners. | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| J. Teacher uses instructional strategies that encourage the development of critical thinking, problem solving, and performance skills. | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| K. Teacher uses technology to support instruction. | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| L. Teacher encourages students to be engaged in and responsible for their own learning. | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Comments on instructional presentation (denote letter of question for referencing)

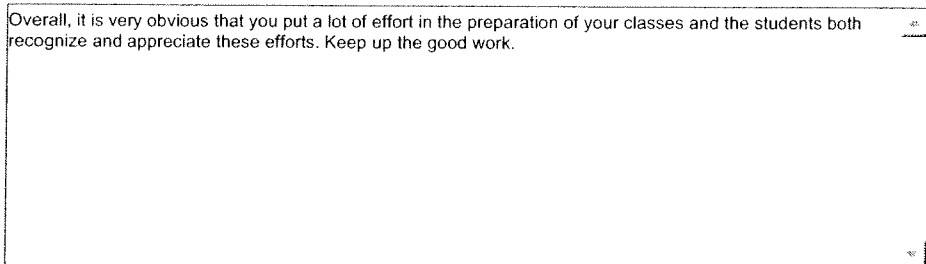
Speed quiz, great idea, really got students engaged.
 Quick feedback on the quiz was good.
 Asks a lot of questions and students are not afraid to respond, good sign.
 Knows students names, excellent.
 Slides are well prepared and easy to follow, students have slides before class.
 Provides in-class activities and bonus question, all of which keep the students engaged.
 Interacts well with students during the in-class activities.
 Good practical examples of theories, i.e. Hollified.

In the space below, please describe other teacher or student behaviors observed in class.



What feedback would you like to give about this faculty member?

Overall, it is very obvious that you put a lot of effort in the preparation of your classes and the students both recognize and appreciate these efforts. Keep up the good work.



Was the class I just observed a typical class for _____?

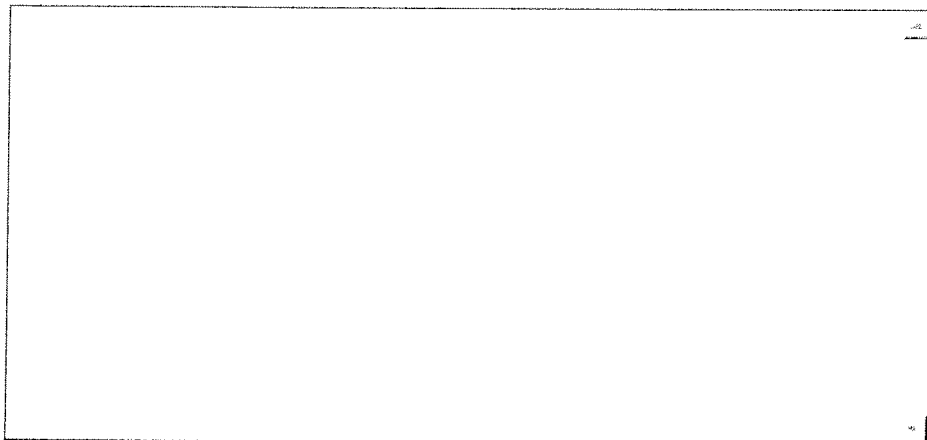
☐ Yes

☐ No

Comments



Additional student comments



Second Observer Peer Assessment of Teaching Performance Instrument

Department of Health, Leisure, and Exercise Science

Please rate all questions on the Peer Assessment of Teaching Performance Instrument using the following scale:

- 5 = Superior,
4 = Above Average,
3 = Average,
2 = Needs work,
1 = Needs a lot of work
NA not observed

Observers and Instructors

Instructor
Lead observer
Second observer

Management of Instructional Time Questions (MITQ)

- A. Teacher has materials, supplies and equipment ready at the start of the lesson or instructional activity.
B. Teacher gets the class started quickly.
C. Teacher uses available time for learning and keeps students on task.

5	4	3	2	1	NA
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments on Management of Instructional Time

High level of student engagement demonstrated by students. Facilitated by speed quizzes, lecture, question and answer and paired students completing a worksheet requiring recall and recognition behaviors.

Management of Student Behaviors Questions (MSBQ)

- A. Teacher stops inappropriate behavior promptly and consistently, yet maintains the dignity of the student
B. Teacher analyzes the classroom environment and makes adjustments to support learning.

5	4	3	2	1	NA
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment on Management of Student Behaviors (denote letter of question for referencing)

During speed quiz activity, students continued to talk after instructions not to talk.

Instructional Feedback Questions (IFQ)

- A. Teacher provides feedback on the correctness or incorrectness of in-class work to encourage student growth.
B. Teacher affirms a correct oral response appropriately and moves on.
C. Teacher provides sustaining feedback after an incorrect response by probing, repeating the question, giving a clue, or allowing more time.
D. Teacher uses knowledge of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

5	4	3	2	1	NA
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments on Instructional Feedback (denote letter of question for referencing)

During this lesson, there were a large number of questions. Some questions elicited choral responses, other in which individuals responded and questions, were certain students were called upon to respond.

sustaining feedback was a strength in the questioning. Doctor Kernodle consistently supported students' success by offering prompts to students who were hesitant to respond.

Doctor Kernodle used a variety of methods to support classroom interactions.

Instructional Monitoring Questions (IMQ)

A. Teacher poses questions clearly and one at a time.

5	4	3	2	1	NA
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B. Teacher uses student responses to adjust teaching as necessary.

5	4	3	2	1	NA
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments on Instructional Monitoring (denote letter of question for referencing)

All questions were asked clearly and one at a time. During this observation, no students asked that questions be clarified.

Communication in an Educational Environment Question (CEEQ)

Teacher treats all students in a fair and equitable manner.

5	4	3	2	1	NA
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments on Communication in an Educational Environment

Very pleasant disposition with students.
distributed questions to nearly all students (at least all students had an opportunity to respond).

Instructional Presentation Question (IPQ)

A. Teacher links instructional activities to prior learning.

5	4	3	2	1	NA
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B. Teacher understands the central concepts, tools of inquiry, and structures of the discipline (s) he or she teaches and creates learning activities that make these aspects of subject matter understandable and meaningful for students.

5	4	3	2	1	NA
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C. Teacher speaks fluently and precisely.

5	4	3	2	1	NA
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

D. Teacher provides relevant examples and demonstrations to illustrate concepts and skills.

5	4	3	2	1	NA
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

E. Teacher engages students intellectually through discussion.

5	4	3	2	1	NA
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

F. Teacher conducts the lesson or instructional activity at a brisk pace, slowing presentations when necessary for student understanding but avoiding unnecessary slowdowns.

5	4	3	2	1	NA
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

G. Teacher makes transitions between lessons and instructional activities within lessons effectively and smoothly.

5	4	3	2	1	NA
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

H. Teacher makes sure that assignments are clear.

5	4	3	2	1	NA
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

I. Teacher uses instructional strategies that are adapted to diverse learners.

5	4	3	2	1	NA
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

J. Teacher uses instructional strategies that encourage the development of critical thinking, problem solving, and performance skills.

5	4	3	2	1	NA
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

K. Teacher uses technology to support instruction.

5	4	3	2	1	NA
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

L. Teacher encourages students to be engaged in and responsible for their own learning.

5	4	3	2	1	NA
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments on instructional presentation (denote letter of question for referencing)

Following the speed quiz, Dr. Kernodle related the lesson to the previous lesson. Throughout the lesson, Dr. Kernodle referred to content and terminology from previous lessons.

In addition to previously described methods of varying instruction, Dr. Kernodle showed students a method for compartmentalizing concepts to foster success.

Critical Thinking was evident in the comparisons and contrasts between theorists, Adams and Schmidt.

Relevant example were used to illustrate critical points, e.g., Dick Fosbury and down hill skiing.

Dr. Kernodle provided a break for students at approximately 1/2 way point of the class. Students either got up and stretched or left the room to get water.

In the space below, please describe other teacher or student behaviors observed in class.

1. Students were clearly engaged in the material.
2. In addition, most students were prepared to be actively engaged in the class.
3. Encourages humor in the class (e.g., the crazy hats)

What feedback would you like to give about this faculty member?

Keep up the outstanding teaching.

Was the class I just observed a typical class for _____?

☒ Yes

☐ No

Comments

1. Good at keeping students updated on previously covered information
2. Quizzes keeps us studying (accountable). This helps us when we take tests.

Additional student comments