

TO: Dr. Betty Keane
Chair, HPE Department

DATE: October 29, 2010

c.c.: [REDACTED]

FROM: [REDACTED]
Professor, HPE Department

SUBJECT: Observation Report for Professor [REDACTED]
Visitation of PED 206 on Friday, October 22nd

Observation report: [REDACTED]
Friday, October 22nd, 2010
PED 206; 1200- 100 in Room 217
(I observed class from 1200 -1 00 in Classroom; Class scheduled for 1200-200;
Second hour class went to Murray Center Gymnasium)

1. Professor [REDACTED] delivered a set of her plans to me a couple of days prior to the scheduled observation. She was obviously very prepared for class. She was in class early, and collected homework from the students. Clearly at ease and comfortable, Professor [REDACTED] as a result, went about her teaching tasks with a crisp, business-like style. The presentation of material appeared to be organized so as to emphasize each part to the greater whole (e.g., locomotor movements; non-locomotor movements).
2. Professor [REDACTED] started by reviewing several items: the students' comparative paper due November 22nd. The specific rubric for this assignment was discussed; questions about this assignment; The BCI requirement and related issues were discussed. Assignments posted on Blackboard were discussed.
3. Professor [REDACTED] was very clear in all of her directions and her instructions throughout the portion of the class observed. She reminded students that a "B-" was required in PED 206 to continue in the program. Throughout the 60 minute observation period students showed no visible evidence or confusion that could be attributed to the teacher's presentation, directions, or instructions. As a result each of Professor [REDACTED]'s planned activities were very effective.
4. It was very obvious from my visit that Professor [REDACTED] is fully knowledgeable about the content of motor development, motor learning, characteristics of young children, etc. She has sufficient knowledge to answer questions and place developmentally appropriate material before the class.

5. Professor [REDACTED]'s use of technology and a variety of materials was impressive. This supporting material added much to the lesson and helped maintain the attention of the class. Impressive use of video clips, still photos, and Blackboard options.

6. Professor [REDACTED] varied her instructional delivery and methodology. She easily transitioned from brief information giving, consistently interjecting both open-ended and narrowly focused questions, planned for a short quiz, and some student group work during my visit (all of which were engaged the students in a positive manner). A major part of Professor [REDACTED]'s repertoire is her constant smile, pleasant demeanor (even when delivering mild "stingless" reprimands!!) and her constant enthusiasm and seemingly boundless energy. These latter points assisted Professor [REDACTED] in here efforts, I believe, to deliver a quick-paced lesson.

7. Students responded well to all activities: engaged, focused, and apparently enjoying the lesson. Students spent the majority of class time on learning directed, task-oriented activities. Students were given plenty of opportunities to learn the material presented. The activities were helpful, pertinent, and supported by the actions of the professor.

8. Professor [REDACTED] at times, used questions to draw info from the students. Professor [REDACTED] employed this strategy at the outset and during her initial efforts when presenting another topic. I would suggest that Professor [REDACTED] consider employing this tactic more frequently during her lessons to enhance the mental/intellectual/cognitive engagement of all students. The quick pace to the lesson apparently seemed to limit Professor [REDACTED]'s options here. She might want to consider slowing down paced of lesson at meaningful, selected moments in order to engage more students in discussion topics, or simply to increase the length of class discussion on pertinent topics.

9. Classroom management/behavioral concerns were not an issue in this apparently highly motivated group of students. Students remained focused and engaged throughout the observation period.

10. I really liked Professor [REDACTED]'s efforts to make reference to prior learning and prior experiences (e. g., lab work, homework, handouts, worksheets, etc.) to reinforce the new material presented today.

It is quite obvious to me that Professor [REDACTED] is an effective and efficient instructor. She is confident, pleasant, enthusiastic, energetic, inviting, and highly supportive of students. Knowledgeable, assertive yet not punitive in her demeanor, she is quite a positive and encouraging instructor-leader in the classroom. She makes effective use of her time, yet maintains a high level of responsiveness and sensitivity to all of her students. She continually conveys high expectations for all students in terms of

completing their assignments and comprehension of the main concepts of the class, Professor [REDACTED] continues to contribute much to students and thereby to the working of the HPE Department.

The Department of Health and Physical Education is fortunate to have access to her services, and I would hope that it continues to ensure that this highly skilled, competent, and effective teacher remains in our unit for many years to come.

Without a moment of hesitation, I would commend Professor [REDACTED] and her teaching ability. She is performing at a high level, as such, contributes much to both the faculty and the students of this department.

Respectfully submitted,

[REDACTED]

Dr. [REDACTED]
10/29/10