

TO: [REDACTED]
Chair, HPE Department

DATE: November 5, 2010

c.c.: Professor [REDACTED]

FROM: [REDACTED]
Professor, HPE Department

SUBJECT: Observation Report for [REDACTED]
Visitation of PED 206 on Monday, November 2nd, 2010

Observation report: Professor [REDACTED]
Tuesday, November 2nd, 2010
PED 206; 1200- 100 in Room 217
(I observed class from 1000 -11:00 in Classroom; Class scheduled for 1000-1200;
Second hour class went to Murray Center Gymnasium)

1. [REDACTED] was in class ahead of time and prepared her materials and welcomed students. She was obviously very prepared for class. She was in class early, and chatted with students as they walked in. 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., organizational challenges; teaching strategies).
2. Professor [REDACTED] started by reviewing several required items -- e. g., the students' assessment artifact, "lifestyle" project due, etc. Professor [REDACTED] collected materials and artifact due in class today, including chapter notes.
3. [REDACTED] was very clear in all of her directions and her instructions throughout the portion of the class observed. 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. At selected points in her presentation, Professor Pepin referred to activities planned for the gym later in the class. As a result each of [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 the teaching strategies and class formations typically employed in elementary physical education classes. She has sufficient knowledge to answer questions and place developmentally appropriate material before the class.

5. [REDACTED] varied her instructional delivery and methodology. She easily transitioned from brief information giving, consistently interjecting both open-ended and narrowly focused questions, and some student group work during my visit (all of which engaged the students in a positive manner). A major part of [REDACTED]'s repertoire is her constant smile, pleasant demeanor and her consistent enthusiasm. These latter points assisted [REDACTED] in her efforts, I believe, to deliver a quick-paced lesson.

6. 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. The small group, seat work assignment was a fine follow up to the materials presented earlier in the class (i.e., analysis of pros and cons of the various direct or indirect teaching styles). Students then had a few minutes to present the results of their analysis to the class.

7. [REDACTED] at times, used questions to draw info from the students. [REDACTED] employed this strategy at the outset and during her initial efforts when presenting another topic. I would suggest that [REDACTED] consider employing this tactic more frequently during her lessons to enhance the mental/intellectual/cognitive engagement of all students. Professor Pepin might want to encourage students to "carry the ball" more often, and call on them as "future teachers of America."

8. Classroom management/behavioral concerns were not an issue in this class. Students remained focused and engaged throughout the observation period. A major aspect of this item relates to Professor [REDACTED]'s fine presence in the classroom.

It is quite obvious to me that Professor Pepin is an effective and efficient instructor. She is confident, pleasant, enthusiastic, energetic, inviting, and highly supportive of students. Knowledgeable, and assertive in her demeanor, she is quite a positive and encouraging 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.

The Department of Health and Physical Education is fortunate to have access to her services, and I would hope that it continues to ensure access to this effective teacher. Without a moment of hesitation, I would commend Professor [REDACTED] and her teaching ability. She is performing at an effective level.

Respectfully submitted,

[REDACTED]

Dr. [REDACTED]
11/5/10