

Kentucky Motorcycle Rider Education Program

Classroom Observation

Instructor Name:	Co-Instructor:
Number of Students:	Observation Date:
Course Site:	Peer Observer:

Classroom Observation/Notes

Directions: Refer to the Instructor Guide and Rider Handbook when completing the report.

Directions for computer disk report:

1. In the “Observer Comments” space, please provide specific examples from the exercise to support your comments. **Report the facts and minimize reference to your opinions.**
2. For the major numbered items 1-16, if the observation notes for each exercise are the same for all sub-headings or exercises observed, make one statement that is applicable to all sub-headings or exercises. If there is different observation notes for different sub-headings or exercises clearly identify the unit or exercise for which the information applies.

The observation will cover a 2 – 2 1/2 hour block of time.

Classroom Target Areas: *(Check appropriate box)* Hour 2 & 3 or Hour 3 & 4

Observation Starting Time:	Observation Ending Time:
-----------------------------------	---------------------------------

1.	<p>Accomplished objectives within appropriate time.</p> <ol style="list-style-type: none"> 1) All the material covered within the time listed as recommended; 2) All the material covered within 10% of the time listed in the IG. (ex: 60 minute unit conducted in 61 - 66 minutes); 3) All the material covered taking more than 10% over the time listed in the IG. (ex: 60 minute unit conducted in 67+ minutes); 4) The unit was conducted within the recommended listed, but some of the material was omitted; 5) The material was covered in less than the time listed in the IG by 20% or greater, and some of the material was omitted, and student involvement was restricted or limited.
<p>Observer Comments: <i>Identify reason(s) for the unit being completed in more or less time than listed:</i></p>	
2.	<p>Provided a topic or unit setup at beginning of each new topic or unit.</p> <ol style="list-style-type: none"> 1) The instructor provided an effective topic or unit setup at the beginning of each new topic or unit. This assists the Instructor and the students in staying focused on the material; 2) The instructor provided an acceptable topic or unit setup at the beginning of each new topic or unit; 3) The topic or unit setup(s) were omitted or presented late in the presentation.
<p>Observer Comments:</p>	

Kentucky Motorcycle Rider Education Program Classroom Observation

3.	Utilized audio-visual aides and classroom equipment correctly.
	<p>Videotape and TV/VCR</p> <ol style="list-style-type: none"> 1) The TV/VCR/DVD was available; 2) The TV/VCR/DVD was in working order; 3) The TV/VCR/DVD was correctly used; 4) All students could adequately see the screen;
Observer Comments:	
3a.	<p>Chalkboard/Flip chart</p> <ol style="list-style-type: none"> 1) Chalkboard/whiteboard/flip chart was available; 2) Chalkboard/whiteboard/flip chart was in working order; 3) Chalkboard/whiteboard/flip chart was correctly used; 4) All students could adequately see; 5) The instructor's handwriting was legible; 6) Chalkboard/whiteboard was erased at the end of the unit
Observer Comments:	
3b.	<p>Classroom Setup</p> <p>Tables and chairs were setup in a manner conducive to small group work.</p>
Observer Comments:	
4.	<p>Presented information in proper sequence with no omissions (except "Ohio omits")</p> <ol style="list-style-type: none"> 1) All the material in the Rider Handbook was presented in the correct order; 2) Knowledge test information was presented without being identified as test questions 3) The instructor demonstrated knowledge of the classroom content through correct use of the Rider Handbook 4) The instructor utilized the questions at the back of the student workbook 5) The instructor utilized chunking and used student-centered activity (preferred).
Observer Comments:	

Kentucky Motorcycle Rider Education Program

Classroom Observation

5.	<p>Made sure that technically accurate information was presented</p> <ol style="list-style-type: none"> 1) The information presented by the student(s) was technically correct; and if not, the instructor guided the discussion until the correct information is presented. 2) The information presented by the instructor was technically correct; 3) Instructor opinions were not presented as fact (and were clearly identified as being an opinion); 4) Key points were effectively reinforced.
Observer Comments:	
6.	<p>Involved students whenever possible:</p> <ol style="list-style-type: none"> 1) Instructor stimulated student involvement with questions/answers; 2) Instructor stimulated student involvement with discussions; 3) Instructor used the “pause” technique for effect, and to allow students time to formulate their answers; 4) Instructor stimulated student involvement by asking for a “show of hands”; 5) Instructor stimulated participation by “asking for an example”; 6) Instructor “acknowledged students for their comments” by using their name and restating or re-emphasizing key points they made.
Observer Comments:	
<p>How to Guide a Successful Discussion <i>(The instructor demonstrated an ability to be the Guide on the Side rather than the Sage on the Stage by using the techniques below)</i></p> <ol style="list-style-type: none"> 1) Instructor stimulated student involvement with role-playing. <i>(Not required)</i> 2) Instructor sat with the group rather than standing in front of the group; 3) Instructor used the student workbook questions or student-centered activity to initiate discussion; 4) Instructor used the “deflect the question” technique to involve more students; 5) Instructor asked “open questions” that require reflection, thought and analysis and that have more than one answer; 6) Instructor “listened” to the students and guided the discussion on the issue raised; 7) Instructor used “closed questions” to get back to the point when the discussion went astray. 	
Observer Comments:	
7.	<p>Evaluated student's acquisition of knowledge and skills</p> <ol style="list-style-type: none"> 1) Student involvement was analyzed correctly to assure students were learning what was presented; 2) Involved all students.

Kentucky Motorcycle Rider Education Program

Classroom Observation

Observer Comments:	
8.	Allowed time for student questions
	<ul style="list-style-type: none"> 1) Students were encouraged to ask questions on topic areas; 2) The Instructor's response was positive, encouraging and non-threatening.
Observer Comments:	
9.	When appropriate, the instructor provided demonstrations in a clear and graphic manner. (Not required. Indicate n/a if not used.)
	<ul style="list-style-type: none"> 1) Helmet Fit; 2) Hand Signals – Left turn, right turn, and stop; 3) Passengers; 4) Other – Please identify.
Observer Comments:	
10.	Presented professional appearance:
	<ul style="list-style-type: none"> 1) The attitude was positive, encouraging and professional. 2) The teaching style of the instructor was appropriate. 3) The clothing was clean and neat. 4) MO shirt was worn. 5) The clothing was clean and neat. 6) The clothing was not clean and neat and/or inappropriate clothing was worn.
Observer Comments:	
11.	Exhibited professional skills in communication:
	<ul style="list-style-type: none"> 1) Used eye contact; 2) Distinct speech, voice tone and clarity; 3) Avoided offensive words and profanity; 4) Used appropriate body language; 5) Demonstrated enthusiasm for subject; 6) Provided an effective and dynamic presentation; 7) Used correct terminology (roll, squeeze, lift, ease, press).
Observer Comments:	

Kentucky Motorcycle Rider Education Program Classroom Observation

12.	Use of small groups: <ol style="list-style-type: none"> 1) Managed the groups so that all students participated; 2) Used effective techniques to change groups for variety and improved student involvement; 3) Did not change groups but maintained acceptable student involvement; 4) Techniques to change groups were not helpful; 5) Did not change groups and some students were bored or not involved much.
Observer Comments:	
13.	Achieved minimum objectives: <ol style="list-style-type: none"> 1) Students demonstrated an understanding of the topics covered by participating in the lesson; 2) Instructor managed material and student participation so that students could meet the 3) objective(s); 4) Students correctly answering questions (either the assigned student or another student); 5) Instructor correctly answering questions rather than deferring to the students.
Observer Comments:	
14.	Used relevant anecdotes versus war stories. If an example meets the following criteria, it is a relevant anecdote: <ol style="list-style-type: none"> 1) Supported a topic listed in the unit; 2) Was brief ... 1 minute or less; 3) The students gained from hearing it? 4) The instructor enjoyed telling it, but the story wasn't relevant to the unit? 5) Did not cause instructor to delete or shorten other curriculum material.
Observer Comments:	
15.	Debriefing with Observed Instructor (Select the one that applies and delete others.)
	<input type="checkbox"/> Debriefing held at course site.
	<input type="checkbox"/> Debriefing completed over the telephone after the observation.
	<input type="checkbox"/> Debriefing not completed at the request of the observed instructor.