

KENTUCKY MOTORCYCLE RIDER EDUCATION PROGRAM

RANGE PEER OBSERVATION FORM

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

Range Observation/Notes

Directions: Refer to the Guide, Student Workbook and Range Cards when completing the report. Two range exercises can be recorded on this report. Note the lead instructor and co-instructor for each exercise. Please designate the proper role for each exercise. Each instructor observation must last for at least 3 exercises.

Directions for computer disk report:

1. In the "Observer Comments" space, please provide specific examples from the unit or exercise to support your comment. Report the facts and minimize reference to your opinions.
2. For the major numbered items 1-22, if the observation notes for each unit or exercise are the same for all units or exercises observed, make one statement that is applicable to all units or exercises. If there are different observation notes for different units or exercises clearly identify the unit or exercise for which the information applies.

Exercise #	Instructor 1 _____
	Instructor 2 _____
Exercise #	Instructor 1 _____
	Instructor 2 _____

1.	Completed exercises within appropriate time (<i>Record total exercise time</i>).				
	Ex #: _____	Starting Time: _____	Ending Time: _____		
	Ex #: _____	Starting Time: _____	Ending Time: _____		
2.	Accomplished components of exercise within appropriate time.				
		Instructor 1	Instructor 2	Instructor 1	Instructor 2
	Ex. #				
	Objectives thru range setup-Record minutes:				
	Provide instructions-Record minutes:				
	Provided demonstration-Record minutes:				
	Conduct simulated practice-Record minutes:				
	Conducted exercise-Record minutes:				
	Debrief exercise-Record minutes:				
	Debrief exercise-Record minutes:				
	Total exercise time-Record minutes:				
	Total range card time allotted-Record minutes:				

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Check applicable box					
Exercise was conducted within allotted time:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exercise was conducted within 10 % of allotted time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exercise was conducted in more or less than 10 % of allotted time:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observer Comments:					
3.	Stated objective of exercise (<i>Lead instructor only</i>)				
	1) The objective as stated on the range card was read verbatim to the students.				
Observer Comments:					
4.	Gave clear and precise instructions (<i>Lead Instructor only</i>)				
	1) The instructions were correctly and clearly stated so that all students understood; 2) Range card diagram was effectively used with the students as a visual aid; 3) Evaluation points were covered as part of the instructions; 4) Instructor displayed thorough knowledge of the range card content and/or used the document effectively; 5) Instructor delayed student questions until after the demonstration;				
Observer Comments:					
5.	Demonstrated exercise and simulated practice demo correctly and provided signals (<i>The Lead instructor and Co-instructor are both observed. The lead must ensure that the demonstrations are done correctly and is therefore observed on all aspects of the demonstration. The co-instructor must correctly ride the demonstration and is therefore observed on all aspects of the demonstration.</i>)				
	1) The demonstration began and ended in or near the staging area, or in or near the starting gate when designated on the range cards; or in a safe and effective location for the exercise; 2) Co-instructor put on all riding gear before mounting; used correct mounting procedure; used FINE-C starting procedure; used all four fingers when covering or squeezing the clutch and brake levers; the correct riding posture; 3) Demonstration was conducted using the proper riding technique(s) for the exercise; 4) Demonstration was conducted using the speed(s) at which students should ride (generally toward the low end of the speeds listed for the exercise); 5) Co-instructor used the correct engine-shut-down procedure (thumb/key/valve); 6) Co-instructor used the correct dismounting procedure; 7) Co-instructor removed riding gear only after dismounting.				
Observer Comments:					

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6.	<p>Pointed out evaluation points during demonstration (<i>Lead instructor only</i>)</p> <ol style="list-style-type: none"> 1) If teaching alone, the Instructor identified the proper riding techniques (evaluation points listed on the range cards) before the demonstration, and briefly reviewed them again after the demonstration; 2) Students were positioned in the Instructor position or staging area for the demonstration so they could easily view the key evaluation points; 3) The instructor synchronized the explanation of the technique and key evaluation points with what the Co-Instructor was actually doing at the time; 4) After the demonstration, the instructor introduced coaching signals that have not been used before; 5) Before directing students to mount the motorcycles, the instructor asked 3- 5 review questions to ensure student understanding.
Observer Comments:	
7.	<p>Provide simulated practice</p> <p>Simulated Practices were conducted according to the range cards</p> <ol style="list-style-type: none"> 1) Each student demonstrated correct technique during the practice; 2) Corrective feedback was provided when necessary
Observer Comments:	
8.	<p>Assumed appropriate position to control/evaluate students (<i>Lead and co-instructor</i>)</p> <ol style="list-style-type: none"> 1) Entire range was in view of at least one Instructor at all times; 2) Instructor(s) maintained visual contact with each rider at all times; 3) Instructor position(s) as indicated on the range cards were used when helpful to student performance. If the instructor did not use the position(s) listed on the range cards for the exercise, the selection of position(s) was effective 4) If the range card indicates multiple instructor positions, the instructor moved to the next position after the objective(s) for the first position were met. If the instructor did not use the position(s) listed on the range cards for the exercise, the selection of position(s) was effective. 5) When giving individual remedial feedback, the instructor maintained a position that allowed for talking to the student and observing the range and other riders in the exercise 6) Instructor adapted to the exercise position(s) that were most helpful to student performance throughout the exercise
Observer Comments:	
9.	<p>Conducted coaching activities to enhance individual student performance during the exercise. (<i>Lead and co-instructor</i>)</p> <ol style="list-style-type: none"> 1) Utilized coaching by command (use hand signals and/or verbal instructions to command riders to do a particular thing at a particular time, such as "speed up", "slow down", "look"); 2) Utilized coaching by simulation during the exercise, if helpful to a student or students (use examples to show a rider when and how to use particular controls, such as coaching a rider to use the brakes at a specific point); 3) Utilized coaching by correction by correcting riders' errors after the fact (such as stopping, swerving, or selecting a safe turning speed); 4) Utilized coaching by correction between exercises; 5) Utilized coaching by correction by pulling a rider aside during an exercise; 6) Utilized coaching by correction by using hand signals to correct basic riding posture (cover the clutch, head up, etc.); 7) Good coaching is short, clear and positive; 8) Prioritized coaching by assessing individual student needs; 9) When coaching by correction - coached no more than the one or two most important errors and then sent the rider on; 10) When using coaching by correction, the instructor avoided using hand signals or simulations during the students turn (except to signal the rider to "slow down" if the approach speed was excessive); 11) The instructor demonstrated thorough knowledge of the curriculum as evidenced by use of effective coaching throughout the exercise.
Observer Comments:	

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10.	<p>Demonstrated ability to evaluate performance and identify student errors. <i>(Lead and co-instructor)</i></p> <ol style="list-style-type: none"> 1) Demonstrated use of the “Head, Shoulders, Hands, Knees, Feet” evaluation sequence; 2) Demonstrated ability to prioritize by evaluation student performance in each exercise and individualizing feedback; 3) Identify student errors based on exercise evaluation points.
Observer Comments:	
11.	<p>Recommended appropriate action to correct student errors. <i>(Lead and co-instructor)</i></p> <ol style="list-style-type: none"> 1) Demonstrated ability to explain to the student how to perform correctly rather than just stating what not to do (such as stating “use less pressure on the rear brake pedal next time” rather than “don’t skid the rear tire”); 2) Demonstrated ability to provide effective remedial instruction verbally; 3) Demonstrated ability to provide effective remedial instruction non-verbally; 4) Demonstrated ability to provide positive reinforcement (smile, clap, thumbs up, “nice job”, “well done”, etc.); 5) Demonstrated ability to provide feedback to students on an individualized basis. This includes providing no feedback when appropriate to allow “trial and error” as part of the adult learning principles.
Observer Comments:	
12.	<p>Coordinated activities with the other instructor <i>(Lead and co-instructor)</i></p> <ol style="list-style-type: none"> 1) Verbal and hand signal communication between the Instructors were planned, organized and effective, allowing for a well-coordinated exercise; 2) Proper demonstrations, instructor positions, reversals, changes in instructor positions, loading and unloading activities and the regroup were well planned and conducted between the instructors; 3) Advanced preparation was evidenced by smooth, efficient communication using a minimum amount of instructional time; 4) Inappropriate activity was corrected appropriately so students understood expectations; 5) Range communication devices were effectively used to enhance time management, range management, and student feedback.
Observer Comments:	
13.	<p>Maintained safe learning environment <i>(Lead and co-instructor)</i></p> <ol style="list-style-type: none"> 1) The exercises were managed simply and effectively while maintaining student safety; 2) The range safety rules were enforced; 3) Students and instructors wore all protective gear when riding; 4) The range was set up correctly for each exercise; 5) Equipment was safely placed off range; 6) Obstacles/Hazards were handled before the exercise began; 7) Maintained minimum required buffer zones for student safety during the exercise; 8) During single path exercises (stopping, swerving, cornering), the instructor(s) ensured that the area was clear before signaling the next rider; 9) During straight line braking exercises, the instructors communicated and coordinated the release of riders so that two riders were not meeting and turning down the center of the range together; 10) When providing remedial feedback to individual students during an exercise, the instructor ensured the student was located in a safe position out of the path of travel; 11) The instructor demonstrated thorough knowledge of the range cards and/or IG as evidenced by appropriate enforcement of safety rules and concepts throughout the exercise.
Observer Comments:	
14.	<p>Presented professional appearance <i>(Lead and co-instructor)</i></p> <ol style="list-style-type: none"> 1) Attitude was positive, encouraging and professional; 2) Teaching style of the instructor was appropriate; 3) Wore all protective gear when riding or mounted on a motorcycle; 4) Clothing was clean and neat;

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Observer Comments:	
15.	Exhibited professional skills in communication (<i>Lead and co-instructor</i>) <ol style="list-style-type: none"> 1) Used eye contact; 2) Distinct speech; 3) Projected voice adequately; 4) Avoided slang/offensive words and profanities; 5) Used appropriate body language; 6) Demonstrated enthusiasm for subject; 7) Provided an effective and dynamic presentation; 8) Used proper hand signals on a case-by-case basis to the benefit of each student; 9) Hand signals clearly and consistently communicated the response required; 10) Hand signals were appropriately animated and exaggerated; 11) Hand signals were well timed; 12) Coaching by simulation hand signals were provided on a case-by-case basis to the benefit of the student; 13) Touching of students occurred with student consent and for coaching purposes only.
Observer Comments:	
16.	Achieved minimum objectives of exercise(s) <i>Students demonstrated an understanding of riding techniques required for the exercise. Remember, perfection is not expected.</i> <ol style="list-style-type: none"> 1) Students achieved the objective for the exercise; 2) Students achieved other evaluation points, time permitting.
Observer Comments:	
17.	Conducted the exercise correctly (<i>Lead and co-instructor</i>) <ol style="list-style-type: none"> 1) The range was set-up according to the range cards; 2) The exercise was conducted using the range card instructions including path-of-travel; 3) All components of the exercise were included; 4) No more than the allowable number of students participated during "repeated split" exercises; 5) The instructor demonstrated thorough knowledge of the range cards as evidenced by correct conduct of the exercise from beginning to end; 6) The range was painted according to the IG specifications.
Observer Comments:	
18.	Reversal or change of direction activities <ol style="list-style-type: none"> 1) The lead instructor initiated the reversal; 2) The co-instructor was in the correct position before the reversal was initiated. 3) A "strong" rider was selected to lead the group onto the new path of travel; 4) The instructor signaled the riders to "spread out" or "bunch up" as needed to ensure safety during the wedging.
Observer Comments:	

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19.	<p>Staging activities</p> <ol style="list-style-type: none"> 1) At the beginning of the exercise, the co-instructor was in position to control the perimeter or to route the riders to starting points; 2) At the beginning of the exercise, the instructor used the "ready" or neutral signal to be sure all riders were ready; 3) At the beginning of the exercise, start the riders one at a time, working from side to side across each row; 4) At the end of the exercise, gave the "regroup" signal to the riders; 5) During Level (I) exercises, the co-instructor gave the "regroup" signal to the first rider after the lead instructor was in position at the staging area to direct parking; 6) During staging, the riders were not allowed to "bunch up". The instructor directed student(s) to ride an extra lap on the perimeter, if needed, to spread students out and provide a safe gap prior to staging; 7) During staging, the riders were signaled to park row-by-row, working from side to side across each row, working from inside to outside; 8) During staging, as the riders stopped at the designated spot, the instructor signaled them to shut off their engines ("clutch and engine cut off"); 9) During staging, the instructor never allowed a motorcycle to get behind them with the engine running; 10) During staging, after all riders were safely parked, they were directed to dismount; 11) For modified ranges, the instructor(s) effectively implemented the appropriate procedures for the exercise
Observer Comments:	
20.	<p>Debriefed the students regarding the performance of the exercise. <i>The Assistant Instructor was given an opportunity to either critique the class' performance or provide the lead instructor with the information.</i></p> <ol style="list-style-type: none"> 1) The lead instructor provided a debriefing that focused on the exercise objective; 2) If needed, group feedback was provided on evaluation points; 3) The lead instructor provided a debriefing that focused on general student performance; 4) The lead instructor obtained feedback from the co-instructor to include in the debriefing; 5) The debriefing lasted less than one minute; 6) The co-instructor contributed new information (did not repeat previously stated comments) related to the objective or evaluation points; 7) The co-instructor contributed with performance-based comments; 8) The co-instructor repeated previously stated comments or did not participate in the debriefing.
Observer Comments:	
21.	<p>Other observation items</p> <p><input type="checkbox"/> The instructor had in their possession and readily referred to the range cards.</p> <p><input type="checkbox"/> For modified ranges, the instructor(s) possessed documentation</p>
Observer Comments:	
22.	<p>Debriefing with Observed Instructor (Select the one that applies and delete the others.)</p> <p><input type="checkbox"/> Debriefing held at course site.</p> <p><input type="checkbox"/> Debriefing completed over the telephone after the observation.</p> <p><input type="checkbox"/> Debriefing not completed at the request of the observed instructor.</p>
Observer Comments:	