

**Sport and Exercise Science  
Teaching Feedback**

Date: \_\_\_\_\_ Name: \_\_\_\_\_ Grade/School: \_\_\_\_\_

Content/Skill \_\_\_\_\_ Start/stop time: \_\_\_\_\_ Number of Students \_\_\_\_\_

**1= not observed; 2 = variable part of teaching; 3 = some problems, but basically consistent; 4 = adequate; 5 = consistent part of teaching**

1	2	3	4	5	Criteria
					<b>Task Presentation</b>
					1. Did activity start within 2 minutes (transitions/directions <2min.)?
					2. Were tasks clear (orient, sequence, examples, personalize, repeat, draw on experience, check for understanding)?
					3. Was a quality teacher/ student demonstration used?
					4. Were accurate/specific learning cues used and were they clearly presented?
					5. Did students know what to do, how to practice and the goal orientation of the task?
					Comments:
					<b>Management</b>
					1. Were expectations structured clearly enough?
					2. Were expectations reinforced?
					3. Was a productive learning environment maintained?
					4. Were tasks paced appropriately?
					5. Were good signals used?
					6. Was off task behavior not permitted?
					7. Was all equipment spread out ahead of time?
					Comments:
					<b>Communication and Technology</b>
					1. Did the teacher speak clearly?
					2. Did the teacher speak loudly enough (were all students able to hear)?
					3. Did the teacher have the attention of all students?
					4. Was technology used to enhance the learning experience?
					Comments:
					<b>Learning Experience Design</b>
					1. Was there a clear intent to improve motor performance?
					2. Were there ample practice tries and maximum activity?
					3. Were the tasks presented appropriate for the experiential level of students?
					4. Was at least one rich learning experience provided?
					Comments:

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1	2	3	4	5	Criteria
					<b>Content Development</b>
					1. Was the content extended appropriately?
					2. Was there an emphasis toward quality (refinement)?
					3. Was application added when skills were developed?
					4. Was sufficient time allotted for each phase of the progression?
					Comments:
					<b>Assessment, Literacy and Math</b>
					1. Was formative assessment included:
					In the cognitive domain?
					In the psychomotor domain?
					In the affective domain?
					2. Was summative assessment included?
					3. Were students given the opportunity to develop literacy skills?
					4. Were students given the opportunity to develop math skills?
					Comments:
					<b>Opportunity for Student Involvement</b>
					1. In choice of content?
					2. Cognitive process?
					3. Affective process?
					4. Organizational arrangements?
					Comments:
					<b>During Activity</b>
					1. Was the teacher able to observe all students (as opposed to managing)?
					2. Was feedback given to:
					Individuals?
					Groups?
					3. Were tasks modified up or down for students on an individual basis?
					4. Did the teacher move around the space?
					<b>Overall</b>
					1. Was teacher obviously prepared?
					2. Did teacher draw close connections to UNC discussions and goals?
					3. Was the teacher enthusiastic and professional?
					Comments:

Additional Comments: