



Faculty Publications


2008

A Teacher Self-Appraisal Checklist for Physical Educators to Assess Instructional Performance

Robert S. Christenson

David C. Barney
david_barney@byu.edu

Follow this and additional works at: <https://scholarsarchive.byu.edu/facpub>

 Part of the [Educational Assessment, Evaluation, and Research Commons](#), and the [Health and Physical Education Commons](#)

Original Publication Citation

Christenson, R., & Barney, D. (2008). A teacher self-appraisal checklist for physical educators to assess instructional performance. *OAHPERD*, XLIV, (3), 23-27.

BYU ScholarsArchive Citation

Christenson, Robert S. and Barney, David C., "A Teacher Self-Appraisal Checklist for Physical Educators to Assess Instructional Performance" (2008). *Faculty Publications*. 1887.
<https://scholarsarchive.byu.edu/facpub/1887>

This Peer-Reviewed Article is brought to you for free and open access by BYU ScholarsArchive. It has been accepted for inclusion in Faculty Publications by an authorized administrator of BYU ScholarsArchive. For more information, please contact ellen_amatangelo@byu.edu.

A Teacher Self-Appraisal Checklist for Physical Educators to Assess Instructional Performance

Robert S. Christenson, Ed. D.
 Assistant Professor
 College of Education
 Health and Human Performance –
 Physical Education
 Oklahoma State University
 Stillwater, Oklahoma

David Barney, Ed. D.
 Associate Professor
 College of Education
 Health and Human Performance –
 Physical Education
 Oklahoma State University
 Stillwater, Oklahoma

Many of the instructional challenges physical education teachers are confronted with today are very different from even those of our recent past. Advances in educational practices have found different ways to reach students, respond to their activity needs, and provide more interesting, effective, safe, as well as, novel ways to approach the teaching-learning process. Exploration into "Best Practices", instructional methods, and teaching effectiveness over the past three decades has brought about numerous changes that have focused on enhancing the quality of the teaching-learning experience in physical education. Student assessment, teaching effectiveness and instructional accountability are just a few of the concepts "BUZZing" throughout the halls, offices and classrooms, including making their way into the gymnasium. Toward this end, and certainly with an eye on creating a positive impact on instruction, the authors have put together a list of instructional elements. Each of these instructional elements are presented with the idea of motivating the individual teacher to think about each of their classes as an critical experience in the development of each and every student, and plan a presentation of lessons in physical education that will have a positive effect immediately and help to set a firm foundation for future lessons to build upon. The ultimate goal is to provide a solid foundation with skills and knowledge that will serve to draw students into activity throughout their adult life.

Revisiting "A Teacher Performance Self-Appraisal for Physical Education" Instrument

In March 1988, Dr. James Bateski (1988) introduced a self-appraisal "tool" to help teachers identify the occurrence of instructionally important tasks that would impact performance using a five-element scale to recognize the frequency (always, frequently, sometimes, rarely and never). This self-appraisal instrument would also serve as an ongoing tool to facilitate instruction, as well

as, to impact in a positive way, the teaching-learning process. Dr. Bateski's (1988) article referenced many of the current instructional trends (Mosston, Hunter, Rosenshine, Siedentop, Pangrazi and Darst) and provided a rating scale attached to 40 instructional characteristics. The self-appraisal checklist was divided into five "trait or task" categories (planning, lesson execution, lesson evaluation, data-based goals and personal qualifications) with each category having four or more elements. Bateski was clear that there should not be an expectation for each element to occur in each lesson. He suggested that instructors take a more global look at their performance, "focus on consistency" and be cognizant of each happening "happening habitually in my teaching repertoire" over time. Bateski did identify "feedback and re-evaluation" as areas that should be visited on a regular basis, along with "teacher development being an ongoing, dynamic process." While the article "tease" suggested his self-appraisal tool could be used to improve annual performance reviews, as a focus for evaluation, or as an instrument to teach other administrators about physical education, the focus was still for teachers to look at their own instruction.

Over the years, there have been several physical education content specific national programs, such as Physical Best, Fitness for Life (2005) (2007), SPARK, NASPE - Appropriate Practices Guidelines (2000) (2004) (2005) (2008) and others that have been introduced to change the course of instruction in a positive manner. These instructional initiatives, along with different methodologies, such as Sport Education, Adventure Education, Tactical Games, Teaching Games for Understanding, Teaching Responsibility Through Activity and many other creative methods, have been joined by several interdisciplinary programs, along with technology, to interest students in engaging in physical activity. In 2007, the National Association for Sport and Physical Education (2007) introduced a much more comprehensive, yet cumbersome, "Physical Education Teacher Evaluation Tool" with the intent of providing administrators, curriculum specialists and physical education teachers with an opportunity to impact the instructional infrastructure related to instruction within the physical education venues (opportunity to learn... curriculum, instructional practices, classroom management, student assessment and teacher evaluation). This effort was an attempt to provide insight into teaching K-12 physical education from a variety of vantage points by providing a check-list of instructional benchmarks and encouraging a "meaningful, ongoing assessment and evaluation" effort. Each of the 67 components is placed into one of five categories and is recognized with a ranked number as part of the evaluation process, with a

five level rubric expressing any of four evaluations which respond to the component. To support the evaluation, a reference guide is included to explain, as well as, amplify the component. As the explained intent is as an evaluation tool, in the introduction the "Evaluation Principles" are defined and explained in an effort to establish ground-rules in support of a fair review.

In developing this 2008 Self-Appraisal Checklist, a review of the literature revealed that the NASPE characteristics of a "Highly Qualified Physical Education Teacher" identify four key elements to help make a positive impact and strengthen the instructional process. Kyrgridis (2006) identified 10 elements of great importance that are essential for the "improvement of teaching" and creating a clear path that will lead to effective teaching in physical education. When reviewing the most commonly acknowledged elements associated with instructional practices, the author identified: planning of/for instruction; a positive-supportive learning environment; feedback; teaching methodology/strategies; instructional interactions; personal characteristics, and organization/administration. Eldar reported and then used the elements of Cohen's (1987) work when he identified the three main types of criterion for evaluating teaching as: predictive criteria (content knowledge, intelligence, communication skills, motivation, responsibility level), product-based (student achievements) and process-based (instructional characteristics, teacher-student interactions, problem solving ability, flexibility/improvisations). He further expanded and clarified the characteristics in each of these categories to acknowledge the personal traits of physical education teachers that impact and distinguish quality teaching. Graham (2000), in developing a profile for a "Master Teacher", identified the characteristics, as well as, presented the techniques and skills that contribute to the maturity and strengthening of an effective physical education teacher. In addition, Graham identified elements essential to an effective presentation that would "reach" the students engaged in the K-12 physical education teaching-learning process. Included were his suggestions for minimizing non-instructional distractions, as well as, creating a positive environment that would invite, welcome, support and protect students (physically and psychologically) while each individual is engaged in activity. The sketch of a "Master Teacher" then brings closure to the profile by challenging each physical education professional (with the obvious extension to future professionals) to become an enthusiastic teacher who prepares to have a life-long impact on the life of each student.

Individually, each of the previous instructional tools has embraced the most current teaching trends while blending local, state, regional and national trends into the instrument. The development of each instructional tool has

served to contribute to reform efforts, whether designed as a "top-down" supervisory effort or as a "bottom-up" course of action to strengthen the skills, knowledge, in-and-out of school activity experiences or the development of such areas as character and problem-solving abilities. In addition, as new curricular thrusts, educational initiatives and laws are introduced, these too are included into the evaluation jumble. These efforts, each looking to impact the quality of the learning experience, have launched and been blended into programs in an effort to establish instructional standards as a means of impacting the quality of instructional physical education programs, both in actual change, but also to keep physical education moving forward along with all the other subject areas that have their learning measured by standardized tests.

Different Times Require Special Considerations and a New Tool

This 2008 version of a Self-Appraisal Checklist for physical educators has several very significant changes, as well as additions that have been designed to facilitate the self-appraisal process. The underlying objective of this venture is to facilitate a positive instructional impact on practicing professionals and provide guidance, as well as, lesson structure to the future-professional physical educators. The intent of this appraisal instrument is to provide practicing professionals, and future professionals, with a guide for planning and a tool for reflective analysis to measure how individual lessons and/or groupings of classes (units), met their learning objectives.

This new document embraces component parts of the current NASPE "Standards", "position papers", and the appropriate practices for physical education series that have been created to lead the physical education profession to a stronger, more respected, position in the educational community. It must also be acknowledged that teaching, as viewed by the author, is much more of an "art" than merely acknowledging the frequency of an event as would a technician. It is the thoughtful preparation, biomechanically correct demonstrations, clear explanations with high performance expectations, sensitive interaction, numerous authentic practice opportunities, frequent and substantive individual feedback, along with a caring attitude, that when blended craftily, transforms the technician into an ever-challenging artist in the gymnasium.

Evaluation or assessment, even self-appraisal is an ominous task that is difficult, humbling and, more often than not, humiliating as a direct result of the personal investment in the effort. The individual conducting the self-appraisal does not always get a clear view of the instruction events and interactions when looking through their own glasses. This Self-Appraisal Check-List has been designed to provide an individual teacher/future

professional with four areas identified as a foundation for instruction. It should be used in the development of lessons/units as well as a reflective instrument to document the occurrences of planned events and the absence of intended instructional opportunities. As with Batesky's tool, while considering each instructional element is a product of intuitive teaching, each and every element need not be planned nor occur in every lesson...but the opportunity for inclusion when planning to meet the learning objectives of the experience should be considered.

About this Self-Appraisal Instrument

This instrument is designed to help individual teachers in the preparation of upcoming teaching-learning experiences, as well as, reflect on what has happened during lessons. This current instrument includes six major categories (pre-class organization; instructional presentation; student assessment, Post Lesson Reflective Self-Appraisal and Reflective Self-Appraisal - Growth Opportunities), each having no less than three descriptive elements that can be further sub-divided depending on the instructional circumstances. Depending on the focus of the program, the instructional objectives, and the learning level of the students, the teacher may add elements to either a grouping or further delineate a specific element to clarify addressing, as well as, achievement of an instructional focus/objective. The responsibility for analysis, in each of the categories, belongs to the individual teacher who is empowered to conduct the review fairly and objectively in an effort to strengthen the teaching-learning process. Each of the elements of the Self-Appraisal instrument is included in an effort to provide physical education teachers with an opportunity to consider the purpose, as well as, the impact addressing these fundamental elements of instruction will have on the planning and execution of each instructional presentation.

Using the Teacher Performance Self-Appraisal "Checklist"

1. Start by reading each of the 50 elements so that you have an idea of intent of the elements in each of the categories. Then reread each of the categories so you can develop a clear understanding during your lesson preparation on how you can include the element in the design of a lesson.

2. Reflect on the instructional significance of the elements and why it is positioned in a category.

3. Review the process by which you have worked to develop a past series of lessons and compare and note completion of the elements in a category. You should also begin to make notes on how to include elements and focus on areas which will strengthen your lessons.

4. Review and reflect on the changes you have noted for inclusion in your lesson.

5. Draft a new activity unit and address each

of the elements in the first category, then the second and third. You need not over-subscribe yourself, as including one or two new elements in a lesson may be enough to strengthen your lesson.

6. Review and reflect on the changes you have noted for inclusion in your lesson.

7. Review the learning objectives in the completed lesson plan along with learning experiences (practice activities, drills, modified games, etc), as well as those elements that you have acknowledged being addressed. Create an image as to how the new elements will blend into the new lesson.

NOT all elements need be addressed in every lesson but should be included somewhere within a series

[Column 1- Element Number] so you are able to identify which element(s) you are addressing.

[Column 2- Active] is so you can acknowledge that you are addressing this element in the lesson

[Column 3, 4, 5- I, G, C] is so you can indicate to whom you are addressing with an instructional element. (I= individual; G= Group; C= Class)

[Column 6- Element Identification] explains the instructional nature of the element.

[Column 7, 8, 9, 10, 11, 12- Reflective Ranking] allows for the teacher in the self-appraisal process to rank the effort that was made in the lesson. (S- superior, O- outstanding, G- good, ME- meets expectation, NI- needs improvement, U- unsatisfactory)

8. Following a lesson, reflect how each element was addressed and make notes on how you can strengthen the presentation. It is these notes that will help you to bring more instructional accountability to your lessons as you measure learning along with the growth in your students. Make notes of your modifications, teachable situations and the Q & A that was a part of your checking-for-student-understanding for future use with the activity. Check how your intended performance matched your real behavior, including how you directed instruction, demonstrated activities and explained concepts. Make notes of your successes and specifically detail where your work needs to be strengthened.

9. Review your student assessments as both a measuring-stick on your teaching and their learning of the instructional topic. Record student's achievement on the summative assessment as a measure of learning. Complete your self-appraisal by ranking your performance on each of the elements you acknowledged during preparation. Provide feedback as well as record where progress has been short of the goal. Store your notes in a place where they are accessible and use them to prepare your next lessons, as well as the same unit when offered again.

10. Feel good about strengthening your instructional lessons and tell a colleague of your successes.

References

- Adams, T.M., & Brynteson, P. (1995) The effects of Two Types of Required Physical Education Programs on Attitudes and Exercise Habits of College Alumni. *The Physical Educator*, 52, 203-210.
- Anderson, W. (1980) *Analysis of Teaching Physical Education*. St. Louis, Mo: Mosby.
- Recreation and Dance, 73(6), 32-35
- Belka, D. (2002) A Strategy for Improvement of Learning-Task Presentations. *Journal of Physical Education, Recreation and Dance*, 73(6), 32-35.
- Batesky, James (1988) *Teacher Performance SELF APPRAISAL for Physical Educators, Strategies*. National Association for Sport and Physical Education, American Alliance for Health, Physical Education, Recreation and Dance. Reston, VA., March.
- Buck, M., Lund, J., Harrison, J. & Blakemore-Cook, C. (2007) *Instructional Strategies for Secondary School Physical Education*. New York, NY: McGraw-Hill Higher Education Companies, Inc.
- Cohen, A. (1987) Teaching Skills – between Prediction and Evaluation, in Eldar & Talmor (2006) *Sport, Education and Society*, Vol 11, No. 1, 55-72.
- Corbin, C., Le Masurier, G. & Lambdin, D. (2007) *Fitness for Life – Middle School*. Champaign, IL: Human Kinetics.
- Corbin, C. & Lindsey, R. (2005) *Fitness for Life – 5th Edition*. Champaign, IL: Human Kinetics.
- Eldar, E. & Talmor, R. (2006) Characteristics of Outstanding Student Teachers. *Sport, Education and Society*, Vol 11, No. 1, 55-72.
- Graham, G. (2008) *Teaching Children Physical Education - 3rd Edition – Becoming a Master Teacher*. Champaign, IL: Human Kinetics
- Gryphon, M. (2006) *Business Week*, October 16, 2006, Issue 4005
- Lambert, L. (2003) *Standards-based Program Design: Crafting a Congruent Guide for Student Learning in Physical Education*. Champaign, IL: Human Kinetics.
- Kyrgyridis, P., Vassiliki, D. & Kioumourtzoglou, E. (2006) Factors That Contribute To Effective Teaching in Physical Education: A Review. *Inquiries in Sport & Physical Education*, Vol. 4(3), 409-419.
- NASPE. (2005) *Moving Into The Future: National Standards for Physical Education*, 2nd Edition. National Association for Sport and Physical Education, AAHPERD. Reston, VA.
- NASPE Assessment Task Force. (2008) *PE Metrics: Assessing the Standards, Standard 1 Elementary*. National Association for Sport and Physical Education, AAHPERD. Reston, VA.
- NASPE. (2000) *Appropriate Practices for Elementary School Physical Education*, National Association for Sport and Physical Education, AAHPERD. Reston, VA.
- NASPE. (2004) *Appropriate Practices for High School Physical Education*, National Association for Sport and Physical Education, AAHPERD. Reston, VA.
- NASPE. (2001) *Appropriate Practices for Middle School Physical Education*, National Association for Sport and Physical Education, AAHPERD. Reston, VA.
- NASPE. (2000) *Appropriate Practices in Movement Programs for Young Children Ages 3-5*, National Association for Sport and Physical Education. AAHPERD. Reston, VA.
- NASPE. (2008) *Comprehensive School Physical Activity Programs: A Position Statement From The National Association For Sport and Physical Education*. National Association for Sport and Physical Education. AAHPERD. Reston, VA.
- NASPE. (2007) *Physical Education Teacher Evaluation Tool*. National Association for Sport and Physical Education. AAHPERD. Reston, VA.
- Podesta, J. (2007) *Boosting Quality In The Teaching Profession*. Congressional Testimony: Statement presented to the Committee on House Education and Labor. May 11, 2007, Washington, District of Columbia.
- Rink, Judith. (2006) *Teaching Physical Education for Learning*, 5th Edition. New York, NY. McGraw-Hill Higher Education Companies, Inc.
- Rosenfeld, M. and Rosenfeld, S. (2008) *Developing Effective Teacher Beliefs about Learners: The Role of Sensitizing Teachers to Individual Learning Differences*. *Educational Psychology* Vol. 28, No. 3 May, 245 – 272.
- Scheeler, M. (2008) *Generalizing Effective Teaching Skills: The Missing Link in Teacher Preparation*. *Journal of Behavior Education*, 17:145-159.
- Scheeler, M., Ruhl, K. & McAfee, J. (2004) *Providing Performance Feedback to Teachers: A Review*. *Teacher Education and Special Education*, 27, 396 – 407.
- Stuart, C., & Thurlow, D. (2000) *Making It Their Own: Pervasive Teachers' Experiences, Beliefs and Classroom Experiences*. *Journal of Teacher Education*, 51, 113 – 121.
- Toppo, G. (2007) *What Makes a Teacher 'Effective'?* USA Today February 14, 2007.
- United States Department of Health and Human Services (1996) *Physical Activity and Health: A Report to the Surgeon General Executive Summary*. Printed: Washington, DC.