EVALUATING GROUP EXERCISE LEADER PERFORMANCE

PERFORMANCE APPRAISAL TOOL - GROUP EXERCISE LEADER (GEL)

Name of GEL _____   Name of Supervisor_____

Date of Class Observation _____   Name of Class _____

Number of participants attending _____   Date/Time of Class _____

Reason for Appraisal: Introductory _____   Follow-Up _____   Regular Interval _____

Rate the performance as I, M, E, or NA as follows:

I - Improvement is needed; performance standard is not met

M - Meets performance standard

E - Exceeds performance standard

NA - Not Applicable

Note: **Explanation** sections are available to describe any particular rating.

SECTION 1: IN-CLASS EVALUATION

Behavior-Based Performance	I	M	E	NA
Criterion #1 - Pre-class Conduct				
1. Arrives prior to class time	____	____	____	____
2. Sets up equipment	____	____	____	____
3. Greets participants as they arrive	____	____	____	____
Explanation: _____				
Criterion #2 - Beginning of Class Conduct				
1. Starts class on time	____	____	____	____
2. Introduces self and class format	____	____	____	____
3. Welcomes everyone	____	____	____	____
4. Makes announcements, *e.g.,* anything related to today's class	____	____	____	____
5. Encourages participants to exercise at own level	____	____	____	____
Explanation: _____				
Criterion #3 - Safe Instruction				
Warm-Up				
1. Teaches warm-up which is specifically appropriate for the class	____	____	____	____
2. Incorporates appropriate duration of warm-up	____	____	____	____
Stimulus				
3. Teaches appropriate intensity given fitness levels of participants	____	____	____	____
4. Incorporates proper progression of intensity	____	____	____	____
5. Incorporates proper progression of complexity	____	____	____	____
6. Monitors intensity by having participants take their heart rates	____	____	____	____
7. Monitors intensity by having participants rate via RPE	____	____	____	____
8. Observes each participant for signs of overexertion	____	____	____	____
9. Takes proper action if a participant appears to be overexerted	____	____	____	____
10. Incorporates appropriate duration of stimulus	____	____	____	____
11. Gradually decreases the intensity of exercises prior to cool-down	____	____	____	____
Cool-Down				
12. Incorporates appropriate stretching in the cool-down	____	____	____	____
13. Incorporates appropriate duration of cool-down	____	____	____	____

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	I	M	E	NA
Safe Instruction throughout Class				
14. Teaches and demonstrates proper form and execution of exercises	____	____	____	____
15. Corrects improper form/execution of exercises	____	____	____	____
16. Demonstrates modifications given various levels of fitness	____	____	____	____
17. Teaches exercises in an appropriate sequence and progression	____	____	____	____
18. Avoids contraindicated exercises	____	____	____	____
19. Avoids patterns/combinations that can contribute to balance/coordination problems	____	____	____	____
20. Incorporates appropriate number of sets/reps when teaching muscle strength/endurance exercises	____	____	____	____
21. Incorporates exercises that utilize a variety of muscle groups	____	____	____	____
22. Incorporates exercises that provide muscle balance	____	____	____	____
23. Incorporates exercises to address muscles that are commonly tight and/or weak	____	____	____	____
24. Incorporates safe transitions, *e.g.,* standing to non-standing	____	____	____	____

Explanation: _____
_____
_____

Criterion #4 - Effective Teaching Methods

	I	M	E	NA
1. Uses simple, command or cue words	____	____	____	____
2. Incorporates proper timing of command or cue words	____	____	____	____
3. Provides verbal encouragement/positive feedback	____	____	____	____
4. Utilizes appropriate voice quality including projections, volume, and enunciation	____	____	____	____
5. Utilizes appropriate nonverbal communication	____	____	____	____
6. Moves around the room while teaching	____	____	____	____
7. Uses appropriate music volume	____	____	____	____
8. Uses appropriate music tempo	____	____	____	____
9. Selects appropriate music	____	____	____	____
10. Teaches to the beat of the music; demonstrates proper rhythm	____	____	____	____
11. Utilizes room space effectively	____	____	____	____
12. Teaches exercise concepts/principles	____	____	____	____

Explanation: _____
_____

Criterion #5 - Class Management

	I	M	E	NA
1. Comes to class prepared	____	____	____	____
2. Demonstrates control and command of the class	____	____	____	____
3. Uses class time effectively	____	____	____	____

Explanation: _____

Criterion #6 - Professionalism

	I	M	E	NA
1. Dresses appropriately	____	____	____	____
2. Demonstrates professional conduct and attitude	____	____	____	____
3. Supports policies and procedures of the facility	____	____	____	____
4. Handles equipment properly	____	____	____	____

Explanation: _____

	I	M	E	NA

Criterion #7 - Interaction with Participants

1. Uses an appropriate approach when correcting form/execution ____ ____ ____ ____

2. Shows maturity when dealing with difficult participants ____ ____ ____ ____

3. Encourages a noncompetitive atmosphere ____ ____ ____ ____

4. Establishes a positive rapport ____ ____ ____ ____

5. Incorporates humor appropriately ____ ____ ____ ____

6. Demonstrates enthusiasm ____ ____ ____ ____

7. Creates an enjoyable class ____ ____ ____ ____

8. Welcomes late comers and encourages them to warm-up ____ ____ ____ ____

Explanation: _____

Criterion #8 - End of Class Conduct

1. Ends class on time ____ ____ ____ ____

2. Thanks participants ____ ____ ____ ____

3. Gives positive feedback ____ ____ ____ ____

4. Makes announcements, *e.g.,* promotes other classes/upcoming events ____ ____ ____ ____

5. Available to address participant questions/comments ____ ____ ____ ____

Explanation: _____

Criterion #9 - Post-class Conduct

1. Puts away equipment ____ ____ ____ ____

2. Leaves classroom on time ____ ____ ____ ____

3. Follows procedures, *e.g.,* turning off lights, locking door, etc. ____ ____ ____ ____

Explanation: _____

SECTION 2: OUT-OF-CLASS-EVALUATION

Behavior-Based Performance

Criterion #1 - Behavior Outside the Classroom

1. Demonstrates dependability regarding teaching responsibilities ____ ____ ____ ____

2. Makes prior arrangements for class when absent ____ ____ ____ ____

3. Attends required in-service trainings regarding emergency plan ____ ____ ____ ____

4. Attends required in-service trainings and meetings ____ ____ ____ ____

5. Maintains current CPR/AED certification ____ ____ ____ ____

6. Maintains current First-Aid certification ____ ____ ____ ____

7. Maintains current GEL certification ____ ____ ____ ____

8. Available to substitute classes for other instructors ____ ____ ____ ____

9. Responds to phone/email messages in a timely manner ____ ____ ____ ____

Explanation: _____

Trait-Based Performance

Criterion #1 - Communication Traits

1. Demonstrates appropriate interpersonal communication ____ ____ ____ ____

2. Responds to constructive criticism appropriately ____ ____ ____ ____

Explanation: _____

	I	M	E	NA
Criterion #2 - Professional/Personal Traits				
1. Demonstrates a positive attitude	____	____	____	____
2. Demonstrates an unbiased attitude	____	____	____	____
3. Exhibits creativity	____	____	____	____
4. Shows a desire to learn	____	____	____	____
5. Takes responsibility for actions	____	____	____	____
6. Demonstrates self-motivation	____	____	____	____

Explanation: _____

Results-Based Performance

Criterion #1 - Accomplishments Related to Participants	I	M	E	NA
1. Obtained high attendance adherence in classes taught	____	____	____	____
2. Obtained positive participant evaluations	____	____	____	____

Explanation: _____

Criterion #2 - Accomplishments Related to Program/Facility	Yes	No	In Progress
1. Created a new program or class	____	____	_____
2. Improved an operational procedure(s)	____	____	_____
3. Developed skills to teach another class or perform another job	____	____	_____

Explanation: _____

Criterion #3 - Professional Accomplishments	Yes	No	In Progress
1. Obtained additional degree or certification	____	____	_____
2. Obtained an award or recognition	____	____	_____
3. Attended conferences/workshops for continuing education	____	____	_____

Explanation: _____

SECTION 3: PERFORMANCE APPRAISAL FEEDBACK

Discussion/Feedback Date _____ (Discussed self-performance appraisal, supervisor performance appraisal and developed an action plan).

Action Plan: (Steps to address performance standards rated "I" with a projected timeframe)

General/Positive Feedback:

GEL Signature _____ Date: _____

Supervisor Signature _____ Date: _____

Copy of written Performance Appraisal Tool given to GEL and original placed in GEL Personnel File on _____ (date).