

PRACTICE TEACHING OBSERVATION FORM

Carnegie Mellon Music Education

Student name
Dora Lukacevic

Grade level/Subject
HS TS 3 Chorus

Supervisor
Dr. Robert Dell

School
Allderdice HS

Date
Sept. 24, 2020

4 = Highly effective 1 = Unsatisfactory

*Middle-School and Secondary

4	3	2	1	LESSON PLAN: includes all components of lesson plan; utilizes clearly defined objectives and procedures; establishes realistic goals according to students' needs; anticipates areas with potential student learning challenges
4	3	2	1	INTRODUCTION: opening comments; welcoming and positive; are the learning goals for the class/rehearsal clearly stated?
4	3	2	1	PACING: does lesson move without unnecessary hesitation?
4	3	2	1	FLOW: are students actively and positively engaged?
4	3	2	1 NA	WARM UP: includes appropriate warm up/game-play to achieve objectives
4	3	2	1 NA	CONDUCTING*: clear patterns with appropriate size, style, tempi; conveys expressive musicianship; demonstrates appropriate eye contact
4	3	2	1	ERROR DETECTION & CORRECTION*: detects problem areas and suggests appropriate solutions
4	3	2	1 NA	INSTRUMENTAL PEDAGOGY* (instrumental): demonstrates knowledge of fingerings, ranges, transpositions, playing positions, balance, tone
4	3	2	1	VOCAL PEDAGOGY* (choral): demonstrates breath management, vowels/consonants, tone/resonance, balance

4	3	2	1	NA	ELEMENTARY METHODS: interactive teacher modeling, cooperative activities, appropriate musical activities/game play; clear and active instructional strategies; demonstrates effective knowledge in elementary music methodology (Orff, Kodaly, Eurhythmics, other)
4	3	2	1		MUSICAL CONTENT KNOWLEDGE: demonstrates acceptable aural skills, ability to sing musical lines at sight, modeling performance skills, musical terminology/symbols, score analysis techniques
4	3	2	1		CLASSROOM MANAGEMENT: appropriate proactive and in-class communication, organized entry and exit, reward system
4	3	2	1		COMMUNICATION: communicates clearly; provides appropriate feedback to students; provides effective guidance
4	3	2	1		PROFESSIONALISM: develops warm and positive rapport with students; demonstrates consistency and fairness; models responsible and professional behavior, including punctuality and appropriate dress
4	3	2	1		STUDENT ASSESSMENT: demonstrates student evaluation techniques; utilizes technology to enhance and assess learning; uses feedback appropriately; encourages student self-reflection and evaluation
4	3	2	1		TECHNOLOGY: demonstrates effective in-class digital techniques; utilizes technology to enhance, assess, promote learning
4	3	2	1	NA	CLOSING: assessment of rehearsal; summarizes learning goals; organized exit of students; next steps; practice assignments
4	3+	2	1		OVERALL EFFECTIVENESS OF CLASS/REHEARSAL: Did teacher meet his/her objectives?

Summary of evaluation/commendations/suggestions for improvement:

This class was taught in a remote setting using Microsoft Meet as the platform.

An approximate 15 minute session was taught in the middle of the class period with a focus on rhythmic and solfege skills and ear training.

Commendations:

1. A very comfortable and inviting learning environment was established which had the benefit of allowing students to be confident in their efforts to sing and recite individually in front of this remote class.
2. The lesson was well planned with appropriately written objectives and learning strategies which reflected diversity and a student centered focus.
3. Having students develop their aural and sightreading skills is crucial to imparting an understanding that music is a language and as such needs to be taught as an important component of a comprehensive education.
4. As students recited, clapped or vocalized individually, the feedback from you was appropriate and constructive and delivered in such a way that kept students engaged and willing to participate.
5. The progression of the lesson from simple (quarter notes and eighth notes in pairs) to more complex (rests and half notes in measures) was effective.
6. Vocal and rhythmic modeling created an opportunity for students to mimic and accurately repeat examples and set the stage for personal individual responses.
7. The Powerpoint creation was perfect for this class as it created a visual representation of that which was being taught.
8. Your positive and encouraging style of delivery is very inviting for students and creates an atmosphere where all are willing to participate.

Suggestions for improvement:

1. I know that you were operating in a short time frame and my sense of it was that the students just needed more guided practice in order to "get it." They seem to be capable of producing quality work and just need some more time to achieve the objectives.
2. I am thinking that you might have divided the class topics up by isolating on rhythmic skills during one class period and melodic skills during the next.
3. Regarding extensions to the rhythmic objectives: I would demonstrate on a wind instrument (recorder would be fine) so as not to confuse students with the difference between a half note on one hand and a quarter note and quarter rest on the other. I think this would be an appropriate place to introduce the concept of Tempo. Define the difference between Tempo and Rhythm and then have them apply their rhythmic clapping skills to different tempos. Challenge them to clap accurately a given rhythmic pattern. It would be fun and educational. Also, think about adding a word phrase to an appropriate rhythmic pattern. Perhaps a homework assignment. Then have each student demonstrate their creation for the class and have the classmates critique and perhaps vote on the one that best seems to fit the rhythmic pattern. Relate it to songwriting. Developing these rhythmic skills creates a solid foundation for rhythmic understanding down the road and as such deserves the time needed to have them master these basics before moving on. You could also reinforce the concept that music is defined as the organization of SOUND and SILENCE. Students tend to ignore the silence part of it to the point that they don't count rests. Particularly in an ensemble setting. Here is a fun activity that they will like: Establish a tempo and then begin clapping quarter notes in that tempo. At one point STOP clapping and have students try to keep a pulse in their heads while there is silence. Begin clapping again and ask students how many beats were included in the rest.
4. Regarding extensions to the melodic skills objectives: I applaud your focus on ear training and sightreading. There is a really good You Tube video of Bobby McFerrin teaching the Pentatonic

Scale in which he leads an audience in singing the notes while he literally jumps from one note to the next. I'll bet your students would love it and it would be a great segue into teaching a Pentatonic scale down the road.

5. I would continue your exercise of having students translate solfege syllables to notes on a staff. You could then give them notes and have them translate the notes to solfege syllables. For ear training, try playing Do and one other note (Ex. Do – Sol, Do – Mi, etc.). Have each student determine the interval. These types of exercises require guided practice which also allows you to interject corrections as needed in a low stress environment.
6. It would suggest after every lesson you teach to self evaluate the lesson by asking yourself this question: If I were to teach this lesson again, would there be anything I would change or do differently? In that way, you are constantly developing your skills as an effective teacher and discovering new and creative ways to reach your students. You might even write your thoughts down for future reference. The next question you ask is: What is a logical next step to achieve these objectives? Do I have to review anything? Should I reteach anything? Should I use a different approach? Were the students all engaged in learning? Were my students motivated to learn? Answering these questions will keep your lessons fresh, both for you and your students.

Summary: You have done a remarkable job of adapting your instruction and your attitude to create a positive and productive learning experience for your students. Your students have benefitted from your understanding and adaptability to this remote learning model. Their comfort level is apparent and, given time, they will respond with levels of achievement that will inspire you and make you proud.

Thank you for your effort and willingness to engage so enthusiastically both with Mr. Schreiber and your students. I will be anxious to follow your progress in the next few weeks and invite you to contact me anytime for assistance in gaining as much out of this experience as you can.

It was a pleasure observing you today. I hope you will find some of my suggestions helpful. Keep up the good work. Please reach out to me if you have any questions.

GRADE: A -