

# PRACTICE TEACHING OBSERVATION FORM

Carnegie Mellon Music Education

Student name Dora Lukacevic

Grade level/Subject HS Choir

Supervisor Dr. Robert Dell

School – Allderdice HS

Date: Oct. 15, 2020

4 = Highly effective 1 = Unsatisfactory

\*Middle-School and Secondary

4	3.5	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	3.5	2	1	FLOW: are students actively and positively engaged?
4	3	2	1	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	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	3.5	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		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:

Commendations:

1. Demonstrates an excellent rapport with students. Encouraging, understanding, warm, positive.
2. Is at ease and comfortable with technology in this remote setting. Able to assist students who need assistance in connecting remotely
3. Conveys an attitude of "you can do this" to students who are at times reluctant to participate.
4. Properly focused vocal technique on variables such as posture, breathing, cheeks/lips/tongue placement (embouchure)
5. Very appropriate vocal demonstrations by you provides a standard for your students.
6. Extraction of a short challenging excerpt from the music allows students to isolate and improve on troublesome passages.
7. Your pacing improved significantly from the first time I observed you as you seemed to scale back on trying to do too much in a short period of time.
8. Having students respond(sing) individually allows you to assess their instructional needs as young vocalists and to offer immediate corrections.
9. Your ability, under these extraordinary circumstances, to negotiate all the technical challenges and still remain excited and energized about teaching is a huge plus.
10. You have settled in nicely in your situation and made the most of the opportunities given you. The students have responded in a more relaxed and confident manner and, as a result, have progressed educationally under your guidance.
11. You have handled the, at times, stressful relationship with Mr. Schreiber professionally and with respect. You are leaving with the proper perspective of which experiences you might wish to duplicate and those you might wish to discard. And yet treated them all as learning experiences.

Suggestions:

1. Generally in a class like this, especially since it is taught remotely, try to do all you can to keep students engaged in the learning process. You might try: Having students essentially critique themselves, or each other, after they have performed a short excerpt individually. Such phrases as "Now that you have sung that once, tell me something you liked about your performance." "If you sang it again, what do you think you could do to even make it better?"
2. Students critiquing each other example: "Now that we have heard Aniyah sing, who can identify something that she did really well?" Have each student respond. Keeps all listening and engaged.
3. At the beginning of class, you might ask for a volunteer to be a "teacher for a minute." Have a volunteer demonstrate verbally and physically the proper way to sit, hold your head, form your lips/mouth etc. in order to produce a proper vocal tone. You might even have volunteers lead the group in a couple of your warmup vocal exercises.
4. The music they rehearsed has a great deal of teaching material. In order to assure that students are gaining a fundamental understanding of the "language" of music aside from just singing it, I would suggest you isolate an element of the music in each rehearsal. In this piece you could easily focus on: 6/8 rhythms, accidentals (what does a sharp do to a note?), phrasing (what makes a phrase?, How long are they traditionally?, What does that mean to a vocalist?), interval relationships ("How many steps between an F and an A?"), melodic contour ("which direction does the music go, up or down?" "Does it change direction? I wonder why?")
5. While you did not have the opportunity to pursue the above suggestions in this short term student teaching assignment, these are ideas that might be valuable for you down the road when you have your own choir.
6. You might find a quality recording of Lift Every Voice and Sing and play it for the choir. Assign students a task while listening to the recording. (ie. Tell me whether the dynamics change a lot, or a little throughout this piece. And if they do change, why?" "What is the biggest difference between how you sing this piece and how they sing it?"

7. Before beginning to sing a piece, have students tell you what they need to be thinking about in order to sing it as accurately as possible.(posture, embouchure, proper vowel and consonant production, dynamic contrast, tempo, etc.)
8. Try an exercise where students must evaluate your singing. But when you demonstrate, do something incorrect and have students try to figure out what you have done wrong.
9. Take advantage of these opportunities in being exposed to all the technological platforms (Microsoft Teams, Schoology, etc.) to make some valued judgments regarding which ones seem to work best for you AND THE STUDENTS). You will may have the opportunity in the future to choose the best technologies. Having had this experience will assist you in making those decisions.

Summary: Dora, it has been a pleasure observing you and following your progress these past few weeks. Although the student teaching experience was not the one we had traditionally drawn up, you made the most of a challenging situation and ultimately emerged from it as a better teacher and person (as evidenced by your weekly reflections). I commend you for your perseverance and professional attitude. You may not fully realize the value of this experience until a few years down the road when you have established your own program and are able to reflect back on the influences that have shaped you as an effective educator. I applaud you for your effort and implore you to continue your quest for professional self development as you embark on your final student teaching phase at the elementary level. I expect to hear great things from you moving forward.

Grsde: A