PRACTICE TEACHING OBSERVATION FORM

Carnegie Mellon Music Education

Student name -Dora Lukacevic   Grade level/Subject --3rd Grade   General Music
                                                                                        Virtual Class

Supervisor-Adrianne Kelly   School- Poff Elementary School (Hampton SD)   Date – 12/08/2020

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   **3.5**   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   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   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, Eurthymics, 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 **3.5** 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   CLOSING: assessment of rehearsal; summarizes learning goals; organized
exit of students; next steps; practice assignments
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4 3 2 1   OVERALL EFFECTIVENESS OF CLASS/REHEARSAL:
Did teacher meet his/her objectives?

<u>Summary of evaluation/commendations/suggestions for improvement:</u>

Did you send the entire lesson plan to me? It's missing Assessment, Learning Tasks and Teacher Notes.

- ♫ Students began class with a call-response exercise, "What Did You Do This Weekend"? Students were to respond by <u>singing</u> their answer. When the first couple of students responded, they did not sing their responses. When the next student actually did it correctly, give that student a great deal of positive reinforcement. After that, the rest of the class will put more effort forward to respond correctly.
- ♫ Great job with the slides! Very nice!
- ♫ Make sure to observe the students to see if they are fully engaged. You can then monitor and adjust your instruction.
- ♫ Always make sure to pitch songs in a higher key for young voices.
- ♫ Overall, great lesson.