

PRACTICE TEACHING OBSERVATION FORM

Carnegie Mellon Music Education

Student name
Dora Lukacevic

Grade level/Subject 5th Grade General Music

Supervisor Adrienne Kelly

School Poff Elementary(Hampton SD)

Date 11/11/2020

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	3.5	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, 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	3.5	2	1	CLASSROOM MANAGEMENT: appropriate proactive and in-class communication, organized entry and exit, reward system
4	3.5	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	3.5	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:

- ♪ Overall great class! I loved the *Extra Beat, Take A Seat!* Change the placement of the body percussion to different parts of the body. Too much clapping becomes redundant---try thighs, shoulders, feet, chest, head.....

The following is a summary of the debrief following the observation:

- ♪ Once you really get to know the students you will build relationships with them.
- ♪ Make sure to move around the room, change up your proximity to the students. Don't remain in one place ("the throne") the entire period. If a student is exhibiting inappropriate behavior, try to move closer to that student.
- ♪ Give more verbal positive reinforcement. Use a model student to get the other students to raise the bar.
- ♪ Work on your nonverbal signals.
- ♪ Make classes a little more competitive. Rows 1 & 2 vs. Rows 3 & 4. Boys vs. girls.