Teaching Assessment for ☐   ____Self-evaluation   ___Peer evaluation

Visiting Ensemble - Teaching Evaluation Form

Magnitude

	1	2	3	4	5	

No eye contact with group
Voice not audible or expressive
Little variety in energy, facial expression
Does not move from podium

Some sporadic eye contact
Voice audible but not expressive
Energy fluctuates, face sometimes changes
Some movement toward group

Eyes constantly survey the group
Lots of inflection in speaking voice
High energy, expressive face
Moves around room as needed

Communication

	1	2	3	4	5	

Directions unclear
Musical comments inaccurate
Negative interactions

Directions mostly clear
Musical comments mostly accurate
Less interaction

Clear directions
Musical comments accurate and focused
Positive interactions

Pacing

	1	2	3	4	5	

Students rarely perform
Pacing interrupted in transitions
Comments often long, rambling

Students frequently performing
Pacing slows in transitions
Comments not always concise

Students continually performing
Rehearsal flows even in transitions
Rapid play-talk-play or sing-talk-sing

Conducting

	1	2	3	4	5	

Eyes constantly in score
Gesture unclear
No clear prep breath/gesture
No cues   Some cuing of large groups

Eyes up at times
Gesture clear but mechanical
Prep breath/gesture inconsistent
Timely and accurate cues

Eyes up constantly
Gesture clear and expressive
Clear expressive prep gesture/breath

Instructional Techniques

	1	2	3	4	5	

No use of modeling
Musical ideas inappropriate for style
No inst/choral techniques employed

Some use of modeling
Musical ideas mostly fit the style
Uses some techniques

Frequent modeling of ideas
Musical ideas clarify and enhance style
Consistently uses techniques to solve
  problems

Monitoring & Feedback

	1	2	3	4	5	

Cannot identify performance problems
Repetition without reasons
No specific corrective feedback
No positive feedback

Identifies some performance problems
Offers some suggestions
Some specific corrections
Some general positive feedback

Identifies major performance problems
Offers a variety of suggestions
Very specific corrective feedback
Specific positive feedback

Achievement

	1	2	3	4	5	

No clear focus to rehearsal
Sequence not clear or logical
No student improvement

Parts of rehearsal are focused
Some sequential teaching
Some specific improvements

Clear focus throughout rehearsal
Logical sequence to all activities
Overall improvement in performance

Other Comments:

Question 1. Identify two musical objectives of this lesson. (Self-evaluators should list two objectives around which they designed their lesson. Peer evaluators should identify two objectives that were suggested by the teacher's actions.) How successfully did the ensemble achieve these objectives? Describe two specific musical achievements made by the ensemble during this lesson.

Question 2. How much time did the ensemble remain actively engaged in music-making activities? Calculate the percentage of the lesson that the students spent playing, singing, etc.

Question 3. Describe two aspects of this lesson that you felt were particularly strong. Explain clearly and give specific examples where appropriate.

Question 4. For self-evaluators, identify one aspect of this lesson to which you would like to give further attention in your future practica. For peer evaluators, make one suggestion that you feel would improve some aspect of this lesson.