

Presence

1	2	3	4	5
Low magnitude Directions Unclear Does not move from podium		Magnitude varies Directions mostly clear Some movement toward group		High magnitude Clear Directions Moves around room

Engagement

1	2	3	4	5
Students rarely perform Pacing is halting throughout Comments often long, rambling Negative interactions		Students frequently performing Pacing slows in transitions Comments not always concise Less interaction		Students continue to perform Rehearsal flows Rapid play-talk- Positive interactions

Musicality

1	2	3	4	5
Eyes in score, gesture mechanical No use of modeling Musical ideas inappropriate for style.		Eyes up, gesture not consistent Some use of modeling Musical ideas mostly fit the style		Eyes up, gesture consistent Frequent modeling Musical ideas clear

Feedback

1	2	3	4	5
Repetition without reasons No specific feedback No inst/choral techniques employed		Offers some suggestions Some specific corrections Uses some techniques		Offers a variety of suggestions Specific corrections Uses inst/choral techniques problems

Achievement

1	2	3	4	5
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Question 2. How much time did the ensemble remain actively engaged in music-making activities? Calculate the percentage of the lesson 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 possible.

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