

## Practicum 6 - Teaching Evaluation Form

### 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 as needed	

### 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 continually performing Rehearsal flows even in transitions Rapid play-talk-play or sing-talk-sing 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 supports musical goals Frequent modeling of ideas Musical ideas clarify and enhance style	

### 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 corrective and positive feedback Uses inst/choral techniques to solve problems	

### 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 activities Overall improvement in performance	

**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 practice. For peer evaluators, make one suggestion that you feel would improve some aspect of this lesson.

*Name of teacher:*