

Peer / Self Teaching Evaluation Form

	1	2	3	4	5	
Magnitude						_____
	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 and Pacing						_____
	Directions unclear Musical comments inaccurate Comments often long, rambling Pacing interrupted in transitions		Directions mostly clear Musical comments mostly accurate Comments not always concise Pacing slows in transitions		Clear directions Musical comments accurate and focused Rapid play-talk-play or sing-talk-sing Rehearsal flows even in transitions	
Conducting						_____
	Eyes constantly in score Gesture unclear No clear prep breath/cues Gesture disconnected from musical ideas		Eyes up at times Gesture clear but mechanical Prep breath/cues inconsistent Gesture connects to some musical ideas		Eyes up constantly Gesture clear and expressive Clear expressive prep gesture/cues Gesture supports musical ideas	
Sequence						_____
	No clear focus to rehearsal Sequence not clear or logical No rehearsal frames		Parts of rehearsal are focused Some sequential teaching Rehearsal frames incomplete		Clear focus throughout rehearsal Logical sequence to all activities Complete successful rehearsal frames	
Monitoring & Feedback						_____
	Cannot identify performance problems No <u>specific</u> corrective feedback No positive feedback		Identifies tangential problems Some <u>specific</u> corrections Some general positive feedback		Identifies major performance problems Very <u>specific</u> corrective feedback Specific positive feedback	
Instructional Techniques						_____
	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 techniques inappropriate to problems		Frequent modeling of ideas Musical ideas clarify and enhance style Uses techniques appropriate to problems	
Student Achievement						_____
	No ensemble improvement No individual/section improvement Students demonstrate negative attitude		Limited specific improvements Individual/section improvement inconsistently demonstrated Students not engaged in rehearsal		Overall improvement in performance Individual/section improvement clearly demonstrated Students demonstrate positive attitude	

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

Name of teacher: _____

Name of evaluator: _____