

MUSIC FIELD EXPERIENCE EVALUATION

Brandon University
Music Education Department

Student Teacher _____

Cooperating Teacher _____

School _____

Date _____

This form is for use with Brandon University music student teachers at the completion of each music placement. Please complete it for submission to the Faculty Supervisor during the student's final week. It is expected that it will be discussed with and signed by the Student Teacher prior to his/her departure from the school.

Please make allowances for the level of the field experience being assessed – it is anticipated, for instance, that students in their first placements will require improvement or considerable improvement in many or most areas. The reference group for the final (01.475) assessment is the population of first-year music education professionals.

- 5 = exceptional, outstanding
- 4 = strong
- 3 = room for improvement
- 2 = needs considerable improvement
- 1 = weak
- NA = *does not apply*

MUSICAL SKILLS AND KNOWLEDGE

1. Detection of musical errors in rehearsals/classroom music

1 2 3 4 5

2. Sensitivity to discrepancies between score and actual performance

1 2 3 4 5

3. Theoretical and historical understanding of the music being taught

1 2 3 4 5

4. Musical modeling (voice, keyboard, wind/percussion instrument)

1 2 3 4 5

5. Musicality

1 2 3 4 5

6. Interpretation of musical scores

1 2 3 4 5

7. Conducting

1 2 3 4 5

8. Musical results of students (i.e. discernible musical improvement?)

1 2 3 4 5

9. Technical knowledge (fingerings, articulation, tone, etc.)

1 2 3 4 5

10. Knowledge of the principles of pronunciation of appropriate languages

1 2 3 4 5

11. Stylistic accuracy/awareness

1 2 3 4 5

12. Stylistic and rehearsal approaches

1 2 3 4 5

PLANNING AND EVALUATION

13. Lesson objectives (as distinct from activities) clearly stated

1 2 3 4 5

14. Provision for sequencing, review, individualization, and evaluation in lesson plans

1 2 3 4 5

15. Level/Age-appropriateness of lesson plans

1 2 3 4 5

16. Detail of lesson plans (specification of required materials, equipment, musical resources:
Might the plan be used by another teacher?)

1 2 3 4 5

17. Appropriate, imaginative lesson “warm up”

1 2 3 4 5

18. Engagement of students in self-assessment activities

1 2 3 4 5

19. Provision for continuity between short, mid-range, and long-term plans

1 2 3 4 5

20. Provision for smooth, efficient transitions between activities

1 2 3 4 5

21. Provision for lesson closure

1 2 3 4 5

22. Focus on instructional strategies, not just activities

1 2 3 4 5

23. Awareness of relationship between stated objectives and actual results

1 2 3 4 5

24. Provision of assignments that reinforce lesson skills & concepts

1 2 3 4 5

25. Planning and execution of assessment strategies

1 2 3 4 5

TEACHING STRATEGIES

26. Re-directs or re-teaches appropriately and effectively

1 2 3 4 5

27. Paces lessons appropriately for the age group and the subject/type of class

1 2 3 4 5

28. Uses a variety of instructional strategies to assure student engagement

1 2 3 4 5

29. Adapts lesson plans where necessary

1 2 3 4 5

30. Uses logical, sequential approaches to musical skill development (e.g., developing rhythm & tonal 'readiness')

1 2 3 4 5

31. Facilitates active, creative learning situations for the pupils

1 2 3 4 5

32. Is familiar with and draws upon professional literature in music education

1 2 3 4 5

33. Uses instructional methods appropriate to the task and development level at hand

1 2 3 4 5

34. Uses of singing voice effectively in teaching

1 2 3 4 5

35. Is prepared to teach general music (i.e., music for the general student)

1 2 3 4 5

36. Develops appropriate vocal tone production (choral and elementary only)

1 2 3 4 5

37. Directs learning on classroom instruments (elementary only)

1 2 3 4 5

38. Demonstrates comfort with electronic media

1 2 3 4 5

39. Individualizes instruction

1 2 3 4 5

40. Provides specific, constructive and appropriate feedback to students

1 2 3 4 5

41. Maintains a positive learning environment

1 2 3 4 5

42. Uses positive reinforcement where appropriate

1 2 3 4 5

CLASSROOM MANAGEMENT

43. Security and confidence as a conductor or classroom leader

1 2 3 4 5

44. Variety in motivational strategies

1 2 3 4 5

45. Fairness and consistency in dealings with students

1 2 3 4 5

46. Effectiveness maintaining classroom control

1 2 3 4 5

47. Appropriate, professional relationships with students

1 2 3 4 5

48. Non-verbal communication skills

1 2 3 4 5

49. Verbal communication skills

1 2 3 4 5

PROFESSIONAL DEVELOPMENT/RESPONSIBILITIES

50. Self-analysis of teaching (i.e. consistent, critical, reflective, effective)

1 2 3 4 5

51. Professional relationship with cooperating teacher (including effort to seek advice, feedback)

1 2 3 4 5

52. Involvement in school duties (hall or recess duty, parent meetings, after-school rehearsals)

1 2 3 4 5

53. Willingness to accept critical feedback

1 2 3 4 5

54. Interactions with students, parents, and general public (i.e. prompt, courteous, emphatic, etc.)

1 2 3 4 5

55. Professional interactions with faculty, staff and administration

1 2 3 4 5

56. Appropriateness of attire

1 2 3 4 5

57. Awareness of school policies and procedures

1 2 3 4 5

58. Punctuality and consistency in attendance

1 2 3 4 5

59. Consistency and thoroughness of daily preparation

1 2 3 4 5

60. Organization (materials, work area, etc.)

1 2 3 4 5

Which best describes this student's progress while working with you this term?

_____ Initially weak, progressed to average

_____ Initially weak, progressed to above average

_____ Initially weak, remained weak throughout

_____ Average throughout

_____ Initially average, progressed to above average

_____ Initially above average, continued to develop throughout

Compared to other student teachers I have known, I would rank this student in the:

_____ Top 25%

_____ Middle 50%

_____ Lower 25%

Before beginning to teach, this student teacher would benefit from additional preparation in:

This student's strengths are:

Please use this page to elaborate on your ratings and observations, or to comment on the student teacher's abilities more generally.

Cooperating Teacher _____ Date _____

Student Teacher _____ Date _____