



Student Teacher Observation Form Department of Music

Student Teacher: _____ Date: _____
 Begin Time: _____ End Time: _____
 School Name: _____ School District: _____ Grade Level: _____
 Mentor Teacher: _____ University Liaison: _____
 Individual Completing This Form: _____

Lesson Plan for Today's Lesson:	<u>Presented prior to class beginning:</u> <input type="checkbox"/>
	<u>Lesson complete and accurately presented:</u> <input type="checkbox"/>
<u>Notebook / Evidence of a collection of previous lesson plans presented:</u>	<input type="checkbox"/>

- 4: Exceptional Level of Performance
- 3: Proficient Level of Performance
- 2: Acceptable Level of Performance
- 1: Unsatisfactory Level of Performance
- N: Not Applicable

Equity in Excellence for All Learners					
4	3	2	1	N	Models and encourages respect for all students
4	3	2	1	N	Promotes development of a positive self-concept in students emphasizing knowledge and skills for a lifetime of music appreciation
4	3	2	1	N	Fosters climate and implements curriculum for diverse learners that encourages students to participate in music activities and performance
Comments:					
Learner-Centered Knowledge					
4	3	2	1	N	Exhibits strong working knowledge of content area
4	3	2	1	N	Presents information accurately and clearly, and models when appropriate
4	3	2	1	N	Organization of a well planned lesson is evident with appropriate materials and equipment ready at the beginning of class
Comments:					

					Learner-Centered Communication
4	3	2	1	N	Demonstrates effective oral and written communication, including “teacher voice” when necessary
4	3	2	1	N	Demonstrates effective and appropriate nonverbal skills, including conducting, hand signs/gestures, and “teacher/conductor look” as needed
4	3	2	1	N	Guides students to perform to the best of their abilities and assists students when needed
4	3	2	1	N	Incorporates questioning techniques that elicit different levels of thinking and participation
Comments:					
					Learner-Centered Instruction
4	3	2	1	N	Objective and/or Goal of the lesson is stated, displayed and level-appropriate
4	3	2	1	N	Lesson plan is comprehensive and detailed
4	3	2	1	N	Lesson presented effectively for students of diverse backgrounds and varied musical abilities
4	3	2	1	N	Modifications and accommodations are evident for ELL, ESL, SPED, GT and musically challenged
4	3	2	1	N	Provides encouragement, praise and proper support for all students
4	3	2	1	N	Uses both individual and group activities, including competitive and non-competitive in positive ways
4	3	2	1	N	Appropriate pace and sequencing is evident within the lesson including warm-up and TEKS
4	3	2	1	N	Identifies and redirects off-task behavior
4	3	2	1	N	Classroom management: procedures and routines are evident and effective
4	3	2	1	N	Effective use of technology is used to enhance instruction
4	3	2	1	N	Authentic evaluation and on-going assessment is in place to give students immediate and specific feedback
4	3	2	1	N	Closure of lesson is deliberate with: Summary of Lesson, Preview of Future Lessons & Class Reminders
Comments:					
					Learner-Centered Professional Development
4	3	2	1	N	Exhibits professionalism
4	3	2	1	N	Establishes positive, productive relationships with administration, faculty, staff, parents and students
4	3	2	1	N	Engages in reflective analysis and self-evaluation
4	3	2	1	N	Responds positively to supervision and makes correction(s) for improvement

Comments:	
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Three commendable aspects of the lesson presentation:

Suggestions on three issues related to the observation:

Debriefing Conference

Resident signature below indicates that s/he has reviewed this completed observation in a debriefing conference with the University Liaison which occurred:

Date: _____ Begin Time: _____ End Time: _____

Evaluator Signature University Liaison / Mentor

Date

Resident's Signature