**College and Cooperating Teacher Observation Report**

**(Instrumental and Vocal Music)**

Student Teacher: School: Session:

Cooperating Teacher: College Supervisor: Professor R. Ohm

First Visit: Classes Observed:

Second Visit: Classes Observed:

Third Visit: Classes Observed:

**Fourth Visit (optional): Classes Observed:**

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| **Personal** (**Discuss how each of the following is evident each visit)** |
| Professionalism (appearance, mannerisms): |
| Initiative: |
| Self-confidence/Leadership: |
| Relationship with others (supervisors, staff, parents): |
| Acceptance and implementation of constructive criticism: |
| Oral communication (articulation, usage, volume): |
| Written communication (mechanics, usage, clarity): |
| Enthusiasm and stamina (rate as 1-10): |
| Organizational skills: |
| Has a positive attitude toward music and the ensemble: |
| Strives for excellence in performance: |

Descriptors: 1:Not Evident 2: Developing 3: Satisfactory/Proficient 4: Strong 5: Exemplary

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| **Teaching** | **Visit****1** | **Visit****2** | **Visit****3** | **Visit****4** |
| Content knowledge: |  |  |  |  |
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| Willing and able to increase background knowledge through research: |  |  |  |  |
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| Quality of lesson plans (components evident): |  |  |  |  |
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| Deadlines for lesson plans, block plans, reflective writings: |  |  |  |  |
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| Evidence of appropriate preparation (subject matter, materials): |  |  |  |  |
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| Lesson delivery mirrors the lesson plan: |  |  |  |  |
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| Assessments & assignments appropriate for the objectives: |  |  |  |  |
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| Questioning : Variety of levels is appropriate for content: |  |  |  |  |
| Wait time: |  |  |  |  |
| Distribution of questions to students: |  |  |  |  |
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|  Has good command of standard conducting gestures: |  |  |  |  |
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|  Is expressive and compelling in conducting gestures: |  |  |  |  |
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|  Integrates Christian truths into music education lessons when appropriate: |  |  |  |  |
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|  Chooses sacred repertory that reflects the Law and Gospel: |  |  |  |  |
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|  Chooses repertory that is interesting and challenging: |  |  |  |  |
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|  Provides timely feedback to students on the quality of their performance: |  |  |  |  |
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|  Detects errors in technique and performance: |  |  |  |  |
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|  Is able to correct errors in technique and performance: |  |  |  |  |
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| Student engagement in lessons: |  |  |  |  |
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| Creativity/Resourcefulness (prepares own materials, evidence of variety): |  |  |  |  |
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| Uses vocabulary that is age-appropriate: |  |  |  |  |
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| Christian viewpoint is intentional in planning and evident in delivery: |  |  |  |  |
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| Physical and emotional stamina: |  |  |  |  |
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| Understands/applies principles of adolescent development in planning activities: |  |  |  |  |
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| Use of technology in the classroom for teaching and assessing learning: |  |  |  |  |
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| Written communication is legible: |  |  |  |  |
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Descriptors: 1: Not Evident 2: Developing 3: Satisfactory/Proficient 4: Strong 5: Exemplary

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| **Management** | **Visit****1** | **Visit****2** | **Visit****3** | **Visit****4** |
| Current with correcting, grading, recording: |  |  |  |  |
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| Organizational skills: (personal, classroom): |  |  |  |  |
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| Awareness of student behavior (quick scan): |  |  |  |  |
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| Classroom control: States expectations clearly (proactive vs. reactive): |  |  |  |  |
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| Consistently enforces expectations: |  |  |  |  |
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| Uses appropriate management strategies for the age level: |  |  |  |  |
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| Time management and Transitions (time on task vs. off task): |  |  |  |  |
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| Management willing to extend beyond classroom setting: |  |  |  |  |
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| Flexibility (able to adjust schedules and routines when needed): |  |  |  |  |
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| Relationship with students continuum (buddy-aloof): |  |  |  |  |
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|  Makes efficient use of rehearsal time: |  |  |  |  |
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