**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 appropriate to jazz

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

1. 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

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

1 2 3 4 5

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

1 2 3 4 5

27. Adapts lesson plans where necessary

1 2 3 4 5

28. Uses logical, sequential approaches to musical skill development (e.g., developing rhythm & tonal ‘readiness’)

1 2 3 4 5

29. Facilitates active, creative learning situations for the pupils

1 2 3 4 5

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

1 2 3 4 5

31. Uses instructional methods appropriate to the task and developmental level at hand

1 2 3 4 5

32. Uses of singing voice effectively in teaching

1 2 3 4 5

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

1 2 3 4 5

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

1 2 3 4 5

35. Directs learning on classroom instruments (elementary only)

1 2 3 4 5

36. Demonstrates comfort with electronic media

1 2 3 4 5

37. Individualizes instruction

1 2 3 4 5

38. Provides specific, constructive, and appropriate feedback to students

1 2 3 4 5

39. Maintains a positive learning environment

1 2 3 4 5

40. Uses positive reinforcement where appropriate

1 2 3 4 5

**CLASSROOM MANAGEMENT**

41. Security and confidence as a conductor or classroom leader

1 2 3 4 5

42. Variety in motivational strategies

1 2 3 4 5

43. Fairness and consistency in dealings with students

1 2 3 4 5

44. Effectiveness maintaining classroom control

1 2 3 4 5

45. Appropriate, professional relationships with students

1 2 3 4 5

46. Non-verbal communication skills

1 2 3 4 5

47. Verbal communication skills

1 2 3 4 5

**PROFESSIONAL DEVELOPMENT/RESPONSIBILITIES**

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

1 2 3 4 5

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

1 2 3 4 5

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

1 2 3 4 5

51. Willingness to accept critical feedback

1 2 3 4 5

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

1 2 3 4 5

53. Professional interactions with faculty, staff, and administration

1 2 3 4 5

54. Appropriateness of attire

1 2 3 4 5

55. Awareness of school policies and procedures

1 2 3 4 5

56. Punctuality and consistency in attendance.

1 2 3 4 5

57. Consistency and thoroughness of daily preparation

1 2 3 4 5

58. 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.**

Result of this Field Experience placement is (select one): \_\_\_\_ PASS \_\_\_ INCOMPLETE \_\_\_\_FAIL[[1]](#footnote-1)

Cooperating Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Amendment January 2024 [↑](#footnote-ref-1)