





# Teacher-Assessment of Apprentice

Student Name Dakota Cavanaugh Date of Lesson 10/12/18

Describe your observations concerning the following topics. Cite specific examples from the teaching.

## Assessment Considerations:

- aspects of instructional presentation (strategies, proximity, posture, pacing, etc.)
- interaction with students (speech, eye contact, communication, non-verbal, etc.)
- reaction from students

## Observations of Teaching for discussion:

- \* What do you want the to work on when you review the rhyme? (just words? pat steady Beat along with words?)
- \* You give the instructions (good!) but are they following instructions? (Extra talking, playing instruments when you passing out/talking)
- \* Keeps the lesson moving which is good. Question - when they practice you, are they getting the parts they need to know before you move on?
- \* Students are enjoying the activity.
- \* progressed through the lesson well. Knowing your songs and sequence really helps with success of the lesson.

## What aspects of the lesson were successful? (include student achievement)

- \* I liked that you kept the pace moving. There wasn't any random ~~any~~ silent moments.
- \* Students are enjoying the activity.
- \* good job catching a few errors they made as an ensemble and had them try again.

## Suggestions for instructional improvement? (Describe teaching strategies, presentational changes, student/teaching interaction, etc.)

- \* Everytime when they do something once, you say "great" or "perfect" did they actually do what you wanted as a group or are you just giving that response?
- \* Expectations on instruments (when should they play? what will you do if they aren't following expectations.

Teacher Signature

Halley Gray

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Student Name \_\_\_\_\_ Date of Lesson 11/29/18

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## Assessment Considerations:

- aspects of instructional presentation (strategies, proximity, posture, pacing, etc.)
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## *Observations of Teaching for discussion:*

GREETED STUDENTS

A<sup>b</sup> SCALE - SNAPPED FOR PULSE

2ND X - PIRE - TOLD STUDENTS TO TAKE PIRING OUT OF EQUATION

- STOPPED FOR PULSE

- FEEDBACK ON SPECIFIC PITCHES

- FOCUSED ON THOSE PITCHES

J J, J, 4-2-1

LED STUDENTS THROUGH BUILDING A CHORD

DIVIDED STUDENTS IN GROUPS

HAD A NOTE SUSTAINED - STUDENTS IDENTIFIED AURALLY

## **What aspects of the lesson were successful?** (include student achievement)

GOOD EXPLANATIONS OF PURPOSE IN WORK

GAVE STUDENTS OPPORTUNITIES TO HEAR & MATCH

CLEAR INSTRUCTIONS FOR GROUPS AND WHAT TO PLAY

## **Suggestions for instructional improvement?** (Describe teaching strategies, presentational changes, student/teaching interaction, etc.)

CONSIDER ACTIVITIES TO ALLOW STUDENTS TO DISCUSS THINGS WITH EACH OTHER - LEARN SOCIALLY

Teacher Signature 