

# Self-Analysis Form

## Student Information

Student Name: **Me**

Evaluator: **Me**

Date: **January 13, 2010**

## Ratings

	Clearly Outstanding	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
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### INSTRUCTIONAL STRATEGIES

a. Clear directives	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Models effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c. Uses specific feedback to diagnose problems and identify improvements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Varies student participation (full group, small group, and Individual)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Maintains good eye contact	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Maintains appropriate pacing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
g. Implements appropriate learning sequence of activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Uses nonverbal cues effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:** I was surprised at how much I talked during this lesson. I could have been much more effective simply modeling what I wanted students to do . . . and what I didn't want them to do. I remember from 3100 that one of the most effective teaching techniques is using negative modeling to show what I don't want followed by positive modeling to demonstrate what I do want. My feedback was usually pretty specific. I just couldn't stop talking. Happily, I've improved in my varied use of student participation. The variety of individual, small group, and full group performance was generally good. If I had stopped talking so much, this would have aided in good pacing. Unfortunately, too much talk kept the pacing from moving forward.

### LEADERSHIP, MOTIVATION, AND CLASS MANAGEMENT

a. Organizes classroom and prepares materials ahead of time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b. Class starts promptly without confusion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c. Cultivates a positive environment for student/teacher interaction	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Aware of and deals decisively with inappropriate student behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
e. Encourages/praises appropriate musical behavior	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Poised & confident: adapts quickly to unanticipated circumstances	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Varies activities to sustain interest and focused participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:** I got off to a slow start because I forgot to write rhythms on the board needed for my lesson. Instead of starting the class the minute the bell rang, I was writing on the board. As a result, students started getting bored and began talking to each other. When we finally started, I just felt like the opportunity to grab their attention with ease was gone. In addition, as mentioned above, too much talk slowed by pacing. As a result, I lost some students' attention. It's not that they were talking, but their eyes just sort of glazed over as they waited for me to finish. I don't think they were even listening to me at that point. Granted, I did vary activities, but that wasn't enough to keep them completely engaged. More modeling, less talk.

**CONDUCTING**

- |   |                                     |                          |                          |                                     |                          |
|---|-------------------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|
| a. Uses effective procedures for starting/stopping group                    | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| b. Conducting gestures are precise, readable, and communicate musical style | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

**Comments:** My starts and stops are great. It's everything in between that needs work! I was surprised how much I kept my head in the score. Likewise, rather than communicating style through gesture, I often just beat time. Again, I spent too much time trying to *tell* them what I wanted instead of *showing* what I wanted.

**Evaluation**

**OVERALL OBSERVATION COMMENTS:**

This lesson wasn't a disaster, but it certainly lacked inspiration. I need to make sure I improve the following aspects of my teaching:

1. Prepare all materials before anyone even walks in the room.
2. Model more, talk less.
3. Practice conducting the pieces I'm teaching to incorporate more musical gesture.

**AREAS OF STRENGTH:**

Specific feedback

Varied student participation

**AREAS NEEDING IMPROVEMENT:**

Less talk

Prepare all materials.

**Please provide a brief overview of your week:**

Every day is a new learning experience. I have continued working with sectional rehearsals, and overall, I think I'm beginning to feel more comfortable in front of the students. Mr./Ms. \_\_\_\_\_ has allowed me to start conducting the freshman ensemble, and I'm finding that working with a full group is much different than working with small sectional rehearsals. There is so much more to focus on, but taping is helping me a lot. Even if I fail to hear something in rehearsal, I find that I hear it when I play back the tapes. I'm able to address those issues in the next rehearsal; however, I want to get to the point where I can hear the more subtle problems immediately.