

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.