



Northern Arizona University

Professional Education Programs

Student ID _____

Music Student Teaching Evaluation Form

Candidate Name: _____

Report Type: midterm final

Date of Report: _____

Submitted by: _____

ALERT: YES NO

N-Not Applicable/Not Observed	U-Unacceptable	A-Acceptable	T-Target	N	U	A	T
1. Content Knowledge: The Music Education teaching professionals demonstrate a rich, thorough understanding of content and skill knowledge (processes of creating, performing, and describing), theories, and issues comprising their discipline (mastery of performance/musicianship, conducting, and rehearsing), including an understanding of cognitive, physical, and social development.							
Demonstrates acceptable understanding of musical content and skills:							
Ability to hear and correct musical errors NASM-VIII.B.1.c							
Ability to sing/play musical lines at sight NASM-VIII.B.1.c							
Modeling of appropriate performance skills NASM-VIII.B.1.b.							
Knowledge of musical terminology and symbols NASM-VIII.B.2.a.							
Appropriate score analysis techniques (harmonic, rhythmic, structure, understanding of musical styles) NASM-VIII.3.b.(1).b.							
Demonstrates acceptable understanding of conducting skills:							
Executes clear patterns that include appropriate size, style, and tempo NASM-VIII.3.b.1.b.							
Conveys expressive musicianship NASM-VIII.3.b.1.a							
Facilitates student performance through clear gestures and eye contact NASM-VIII.3.b.1.a.							
Demonstrates acceptable understanding of individual needs related to student learning:							
Establishes realistic goals and standards according to student needs NASM-VIII.L.3.d.(3)							
Selects appropriate literature/materials according to student needs NASM-VIII.L.4.b.							
Anticipates areas with potential student learning challenges NASM-VIII.L.3.d.(3)							
Uses a variety of teaching strategies to accommodate student needs NASM-VIII.L.3.d.(4)							
Demonstrates acceptable technical knowledge of the instruments:							
Demonstrates knowledge of fingerings, ranges, transpositions, and playing positions of the instruments NASM-VIII.L.3.c.(3).(a)							
Describes/demonstrates effective articulation/ bowing techniques NASM-VIII.L.3.c.(3).(a)							
Demonstrates knowledge of intonation and balance tendencies of the ensemble NASM-VIII.L.3.c.(3).(a)							
Troubleshoots equipment malfunctions and demonstrates an understanding of basic instrument adjustment and repair NASM-VIII.L.3.c.(3).(a)							
Demonstrates acceptable technical knowledge of vocal pedagogy:							
Breath Management NASM-VIII.L.3.c.(2).(a)							
Vowels NASM-VIII.L.3.c.(2).(a)							
Consonants NASM-VIII.L.3.c.(2).(a)							
Intonation NASM-VIII.L.3.c.(2).(a)							
Vocal Tone/Resonance NASM-VIII.L.3.c.(2).(a)							
Posture NASM-VIII.L.3.c.(2).(a)							
Working of the "Vocal "Mechanism" NASM-VIII.L.3.c.(2).(a)							

N-Not Applicable/Not Observed	U-Unacceptable	A-Acceptable	T-Target	N	U	A	T
Balance NASM-VIII.L.3.c.(2).(a)							
Unified Choral Sound NASM-VIII.L.3.c.(2).(a)							
2. Planning and Instruction/Implementation: The Music Education teaching professionals plan and implement effective, developmentally appropriate (intellectually, physically, socially, and psychologically) lessons and curricula based upon sound principles of content knowledge, skill development, and pedagogy. They implement the Arizona State Standards in Music Education and use appropriate materials and strategies to develop students' critical thinking, problem solving, and performance skills.							
Demonstrates acceptable rehearsal/classroom planning:							
Anticipates challenges in the musical scores NASM-VIII.L.d.(1,2,3).							
Plans ahead adequately NASM-VIII.L.d.(3).							
Creates clear and thorough lesson plans, including appropriate objectives that lead to musical development NASM-VIII.L.d.(3).							
Paces the lesson well, maintaining positive balance between instruction and time on the instrument NASM-VIII.L.d.(3).							
Demonstrates acceptable teaching and rehearsal techniques:							
Diagnoses specific performance challenges NASM-VIII.L.d.(6).							
Presents effective solutions to performance challenges NASM-VIII.L.d.(4,5).							
Uses a variety of rehearsal techniques NASM-VIII.L.d.(4,5).							
Communicates clearly during rehearsals NASM-VIII.L.d.(1).							
Provides appropriate feedback to students NASM-VIII.L.d.(6).							
Paces the rehearsal well NASM-VIII.L.d.(3).							
Demonstrates logical rehearsal sequence NASM-VIII.L.d.(3).							
Establishes appropriate teacher/student relationships NASM-VIII.L.d.(1).							
Asks questions that elicit problem-solving skills NASM-VIII.L.d.(1).							
Provides effective guidance through musical demonstrations NASM-VIII.B.1.b.							
Incorporates the Arizona State Standards effectively NASM-VIII.L.d.(4).							
Displays a clear focus of "Music as an art form" expression, aesthetics, and beauty through music education NASM-VIII.L.3.a.(2).							
Demonstrates appropriate piano/keyboard skills within the rehearsal (Vocal-General Music. only) NASM-VIII.L.c.(2).(d).							
3. Positive Learning Environment: The Music Education teaching professionals create safe, healthy, dynamic and motivational learning environments that encourage every student to meet standards, to develop independence, to become actively involved, and to trust, take risks, and collaborate.							
Demonstrates acceptable organizational and pedagogical knowledge and techniques:							
Develops effective working rapport with students NASM- VIII.L.3.a.(3).							
Demonstrates consistency and fairness to students NASM- VIII.L.3.a.(3).							
Fosters student independence NASM- VIII.L.3.d.(1).							
Encourages active student involvement NASM- VIII.L.3.d.(1).							
Models responsible and professional behavior, including punctuality and appropriate dress NASM – VIII.L.3.a.(5).							
Attends to the physical conditions of the classroom NASM- VIII.L.3.a.(5).							
Provides a motivating learning environment NASM- VII.L.3.a.(3).							
Demonstrates effective classroom management NASM- VIII.L.3.d.(1).							
4. Diversity: The Music Education teaching professionals understand and celebrate the unique nature, abilities, cultures, and characteristics of all learners, including literacy and second language acquisition, and are able to modify instruction so everyone can be successful. They also believe that all students can and should have rich and diverse musical experiences, and they are committed to teach music in a diverse society to all people regardless of individual difference or ability.							
Demonstrates acceptable flexibility and understanding to the teaching/learning situation:							
Demonstrates an understanding of students' intellectual growth and social development NASM- VII.L.3.d.(2).							
Modifies plans, materials, and teaching to allow for individual differences NASM- VIII.L.3.d.(5).							
Addresses musical styles in a historical and cultural context NASM- VIII.L.3.a.(2).							

