Checklist of Effective Music Teaching Skills
1 = consistent use, 2 = occasional to moderate use, 3 = needs more work

____ Arrives and departs in a timely manner
____ Dresses appropriately
____ Learns names quickly and accurately
____ Calls on students by name
____ Models a healthy singing and/or playing tone
____ Models music accurately and musically
____ Responds positively to suggestions made by the Cooperating teacher
____ Demonstrates “dynamic” presence with energy while teaching and assisting
____ Waits for 100% listening before beginning instructions or music
____ Expects students to respond to a “stop music-making” or talking signal within 5 seconds
____ Gives reinforcing statements to positive behavior, clearly conveying expectations
____ Maintains eye contact during teaching and conducting
____ Instructs from and to all teaching areas in the room
____ Calls on boys and girls equally
____ Attends to all instruments/voice parts equally
____ Responds to student music making with appropriate suggestions
____ Gives short specific instructions
____ Moves to and deals with problem areas and students
____ Scans the entire teaching area, reinforcing on-task behaviors
____ Asks direct, relevant questions to check for student understanding
____ Gives appropriate corrective musical skill feedback
____ Provides feedback to all sections or students
____ Eliminates repetitious words or phrases that distract from teaching
____ Accompanies accurately and with confidence (as needed)
______Plans lessons well in advance and shares them with the cooperating teacher and University supervisor

______Creates lessons that are age/skill appropriate

______Makes lesson plans available to mentor teacher and University supervisor well in advance of teaching

______Studies music well in advance

______Has music well-prepared prior to teaching

______Organizes and handles music and equipment efficiently

______During practice sessions keeps all students in view when working with groups or individuals

______Maintains professional demeanor at all times with students, parents, and all faculty staff

______Listens appropriately to feedback from students, colleagues and supervisors

______Shows improvement in areas of concern addressed by mentor teacher and/or University supervisor

______Communicates effectively with mentor teacher and University supervisor

Comments: