



Faculty Senate  
East Carolina University  
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facultySenate@mail.ecu.edu  
<http://www.ecu.edu/fsonline/>

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## MEMORANDUM

TO: Unit Code Administrator

FROM: Mark Taggart, Chair of the Faculty *Mark Taggart*

DATE: November 20, 2006

SUBJECT: Review of Peer Review Procedures and Instrument(s)

Peer review continues to be a part of our current faculty evaluation process. The 2005 revised Peer Review Instrument includes Distance Education Peer Review (attached) to aid those faculty teaching DE courses. As stated in the original 1993 Peer Review Procedures (attached) academic units have the option of selecting other instruments and procedures to conduct peer review, once approved by the appropriate vice chancellor. Both of these documents are available online at <http://www.ecu.edu/cs-acad/facdev/peer.cfm>.

Also stated in the 1993 resolution is a caveat that the Chancellor appoint a committee to conduct a three year validation study on the original peer review instrument. I have asked members of the Academic Standards Committee to undertake this three year validation study and report preliminary information to the Faculty Senate in April 2007. The results of the three year study may necessitate additions and/or deletions in the procedures and/or instrument being used.

In preparation, and as a follow up to the Administrator/Personnel Committee Workshop held earlier this semester, I am writing to ask that you review the attached Peer Review Procedures and Instrument and, if your unit has sought one, your unit's approved Modified Peer Review Instrument (attached) and let Dorothy Muller, Co-Director of the Center for Faculty Excellence know if either or both of these documents are currently being used in your unit. Please also let Dr. Muller know the number of peer reviews documented this year in the Personnel Action Dossiers compiled.

The Academic Standards Committee, chaired by Linda Wolfe, will begin its work on this important issue in early Spring 2007. Please do not hesitate to contact me at 328-6537 or Professor Wolfe at 328-9453 if you have questions about this request.

Thank you.

attachments

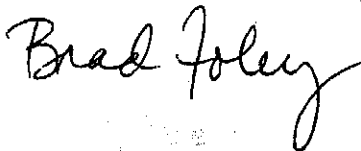
1993 Peer Review Procedures and 2005 Revised Peer Review Instrument  
Approved Modified Peer Review Instrument (if on file)

c: Members of the Academic Standards Committee  
Jim Smith, Provost and Vice Chancellor for Academic Affairs  
Phyllis Horns, Interim Vice Chancellor for Health Sciences  
Dot Clayton, Co-director of the Center for Faculty Excellence  
Dorothy Muller, Co-director of the Center for Faculty Excellence

**MEMORANDUM**

TO: Dr. Richard D. Ringeisen  
Vice Chancellor for Academic Affairs

FROM: Dr. Brad Foley, Dean  
School of Music



DATE: May 20, 1997

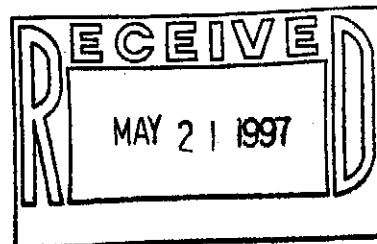
SUBJECT: School of Music Peer Review Plan

In 1994 the School of Music had a Peer Evaluation instrument and process approved by Marlene Springer that was somewhat different from that passed by the Faculty Senate. When I was appointed dean in 1995, I asked a School of Music ad-hoc teaching effectiveness committee to review that process and propose any revisions they felt necessary to bring us more in line with the senate version.

The School of Music faculty approved a new process and procedure on April 30, but left the review instrument as was previously approved which works well considering our three very different kinds of teaching environments. I am submitting this information to you seeking your approval of our revised peer review process as per the senate's guidelines. I am attaching a summary page which compares for you our previously approved process, the senate approved process, and our newly proposed process. In addition I have attached a complete copy of the newly proposed process plus the previously approved peer review instruments for the School of Music.

Thank you for your consideration.

cc: Dorothy Clayton



## Peer Review Process Summary

### School of Music's Current Format

titled - Peer evaluation

#### selection of evaluators

1 evaluator selected by dean or chair

1 evaluator selected by faculty member

1 from each department faculty member teaches in

evaluators must be tenured

#### cycle

1st year - 4 evaluations

2-6th years - 2 evaluations

total of 14 for tenure PAD

#### process includes

pre-evaluation conference  
evaluation

post-evaluation conference

#### problems

how to initiate process unclear

what to do with completed evaluations also unclear

### Senate Format

titled - Peer observation

#### selection of observers

must be trained

2 observers

1 observer selected by chair or personnel committee

1 observer selected by faculty member

observers must be tenured

#### cycle

1st year - 2 observations with two observers or 4 observations with one observer

4th year - 2 observations with two observers or 4 observations with one observer

total of 8 for tenure PAD

#### process includes

pre-observation conference  
scheduling format outlined  
observation

post-observation conference  
discussion

faculty development if necessitated

### Newly proposed School of Music format

titled - Peer observation

#### selection of observers

must be trained

1 or 2 observers

1 observer selected by chair and/or personnel committee

1 observer selected by faculty member if desired

observers must be tenured

#### cycle

2 observations per year  
(x 6 probationary years)  
total of 12 for tenure PAD

provides process for those teaching in multiple departments or areas

#### process includes

pre-observation conference  
scheduling format outlined  
observation

post-observation conference  
discussion

faculty development if necessitated

process initiated by faculty member  
process for filing and use in PADS indicated

## SCHOOL OF MUSIC PEER OBSERVATION OF TEACHING

### OVERVIEW:

The North Carolina Legislature has recently mandated peer observation for all new and non-tenured faculty. On September 10, 1993 the Board of Governors approved the following statement "...that peer review includes direct observation of the classroom teaching of new and non-tenured faculty and of graduate teaching assistants...". The enclosed statements are the Peer Observation Committee Recommendations for this procedure.

### PURPOSE/RATIONALE:

The committee supports the rationale that the purpose of peer observation should be to assess and improve teaching. The observation process should function as a positive, supportive tool for the improvement of classroom, applied/studio, and ensemble teaching within the School of Music.

Peer observations will be included in the PAD. Results of the peer observations will be a required part of the annual review process in the School of Music. Non-tenured faculty will include written peer observations in the annual report.

All new and non-tenured faculty members will be observed. The individual faculty member being observed is responsible for the initiation and completion of the observation materials.

### Procedures for Observation

1. Selection of Trained Observers
  - A. All tenured faculty in the School of Music will be trained.
  - B. All observers must complete training.
  - C. There should be one or two observers per observation.
    - a. When possible the observers shall come from the department of the faculty member being observed.
    - b. One trained observer shall be selected by the faculty member's department chair/and or personnel committee.
    - c. If desired, a second trained observer will be selected by the faculty member.
  
2. Observation cycle (minimum)
  - A. Two observations per year. If the faculty member being observed teaches in two departments, then one observation should be scheduled in each teaching area.
  - B. If trained observers are not available from the department, they may be chosen by mutual agreement between the faculty member and the personnel committee.

### 3. Observation Procedure

#### A. Pre-observation conference.

- a. The observer(s) and the faculty member should meet prior to the observation.
- b. Purpose of the conference:
  - Choice of class: can be made solely by faculty member or in consultation with department chair/and or personnel committee.
  - Discuss the class/rehearsal/lesson to be observed.
  - Schedule the post-conference.
  - The faculty member being evaluated is given a copy of the peer review instrument which will also serve as the self-evaluation form.
- c. Information which may be discussed in the pre-observation conference:
  1. Lecture:
    - Copy of syllabus, handouts, and/or other materials deemed appropriate
    - Course objectives and goals
    - Lesson/lecture objectives and goals
    - Outline of lecture
  2. Applied/Studio Teaching:
    - Syllabus or other requirements/expectations for applied students
    - Overview of student background, current level, and progress to date
    - Goals for student
    - Literature currently being studied
    - Possible literature to be covered in the lesson
  3. Ensemble Rehearsal:
    - Syllabus, ensemble expectations and requirements
    - Performance goals for semester or year
    - Background of students, make-up of group, etc.
    - Overall rehearsal goals
    - Specific goals for each literature
    - Copies of scores to be rehearsed

#### B. Observation

- a. The observer(s) will visit during the agreed upon class and time.
- b. The observer(s) will observe and write comments as explained in the training session.

- c. The faculty member observed will complete the peer-review instrument after the observation.

C. Post-Observation Conference ( [REDACTED] )

- a. Purpose of the post-observation conference:
  - Discuss the observation
  - Discuss the faculty member's self-evaluation
  - Discuss strengths of the observation, any needs for improvement, and search for strategies to improve.
  - Write a faculty development plan.
- b. Copies of the observation forms will be given to the faculty member observed.
- c. Observer(s) will retain a copy of all forms and notes.
- d. The faculty member being observed will submit only the completed observation forms with the annual report. The department chair will submit these completed observation forms for placement in the permanent file and PAD.

approved by the  
School of Music faculty  
April 30, 1997

Frank Foley

## School of Music Peer Review Instrument (Classroom Version)

Using the items below, record your observations. Your mark(s) on or somewhere between the distinctions "does well" and "needs improvement" should indicate what overall assessment for the category is assigned. You should be able to explain your assessments with specific examples of what the instructor did or did not do to cause you to so conclude. NA/VO - (Not Applicable/Unable to Observe). \* \_\_\_\_\_ (Optional areas not covered by form.)

### Category 1: Organization

	Needs Improvement			Does Well		NA/VO
Begins class on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has materials and equipment ready at onset of class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clearly states the goal or objectives for the period	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clearly explains directions or procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reviews prior class material, when appropriate, to prepare students for the content to be covered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summarizes and distills main points at the end of class, when appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presents topics in a logical sequence and flow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: _____						
_____						
_____						

### Category 2: Content

	Needs Improvement			Does Well		NA/VO
Selects examples relevant to course content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Answers student questions clearly and directly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates command of the subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Places information in a musical context	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quantity of material appropriate for length of the period	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: _____						
_____						
_____						

**Category 3: Presentation**

- Speaks audibly and clearly
- Communicates enthusiasm and excitement toward the content
- Pacing of presentation facilitates note taking
- Provides constructive feedback to student questions and comments
- Uses class time constructively
- \* \_\_\_\_\_
- \* \_\_\_\_\_
- Comments: \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Needs Improvement				Does Well	NA/VO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Category 4: Rapport/Interaction**

- Listens respectfully to student comments and questions
- Treats all students in a fair and equitable manner
- Responds to wrong answers constructively
- Encourages students to answer difficult questions by providing cues and encouragement
- \* \_\_\_\_\_
- \* \_\_\_\_\_
- Comments: \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Needs Improvement				Does Well	NA/VO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Professor Observed: \_\_\_\_\_

Class Observed: \_\_\_\_\_

Observer: \_\_\_\_\_

Date: \_\_\_\_\_

## School of Music Peer Review Instrument (Applied/Studio Version)

Using the items below, record your observations. Your mark(s) on or somewhere between the distinctions "does well" and "needs improvement" should indicate what overall assessment for the category is assigned. You should be able to explain your assessments with specific examples of what the instructor did or did not do to cause you to so conclude. NA/VO - (Not Applicable/Unable to Observe). \* \_\_\_\_\_ (Optional areas not covered by form.)

### Category 1: Organization

	Needs Improvement			Does Well		NA/VO
Begins lesson on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clearly states the goal or objective for the lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reviews prior lesson material to prepare student for the content to be covered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summarizes and distills main points at the end of lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: _____						
_____						
_____						

### Category 2: Presentation

	Needs Improvement			Does Well		NA/VO
Speaks audibly and clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes use of performance and demonstration skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Displays a flexibility of approach to individual student's needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates a sense of enthusiasm and excitement toward the content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allows for discussion, interaction and exchange of ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivates student effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explains technical and musical problems clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inspires student to raise musical performance level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carefully explains assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: _____						
_____						
_____						

**Category 3: Lesson Content**

- Material is appropriate for student's performance level
- Material is appropriate for concepts being taught
- Material covered in lesson reflects the objectives
- Musical and technical information is clear and accurate
- Lesson activities enhance understanding of the concepts
- Knowledge of related areas is pertinent to lesson material

	Needs Improvement			Does Well		NA/NO
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\* \_\_\_\_\_

\* \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Category 4: Diagnostic Skills**

- Identifies and analyzes problems
- Offers solutions to problems
- Applies various strategies to fit individual student needs
- Ascertain's student's strengths and weaknesses

	Needs Improvement			Does Well		NA/NO
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\* \_\_\_\_\_

\* \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Category 5: Musical Skills**

- Demonstrates ability to deal with important musical problems such as:  
intonation, tempo, ensemble, tone quality, balance, rhythm,  
dynamics, phrasing, vowels and consonants, and musical analysis.  
(Please feel free to elaborate in comment section).
- Displays knowledge of different musical styles, performance  
practices and repertoire

	Needs Improvement			Does Well		NA/NO
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\* \_\_\_\_\_

\* \_\_\_\_\_

## School of Music Peer Review Instrument (Ensemble Version)

Using the items below, record your observations. Your mark(s) on or somewhere between the distinctions "does well" and "needs improvement" should indicate what overall assessment for the category is assigned. You should be able to explain your assessments with specific examples of what the instructor did or did not do to cause you to so conclude. NA/NO - (Not Applicable/Unable to Observe). \* \_\_\_\_\_ (Optional areas not covered on form.)

	Needs Improvement			Does Well	NA/NO
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Begins rehearsal on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is efficient in pacing of rehearsal and use of time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Musical selections are presented/rehearsed in logical sequence and flow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clearly states the goals and objectives for the rehearsal and/or musical selection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reviews prior rehearsal material, when appropriate, to prepare for literature to be rehearsed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summarizes and distills main points as needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gives students the opportunity to demonstrate musical understanding through a final performance of the phrase, section, or entire composition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: _____					
_____					

### Category 2: Content

	Needs Improvement			Does Well	NA/NO
Selects literature appropriate to student experience and ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presents literature of varying styles, tempi, moods, and difficulty levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presents up-to-date developments/ideas in the field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates understanding of musical relationships and interpretative elements (tempo, articulation, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates knowledge of technical problems related to playing/singing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: _____					
_____					

**Category 3: Rehearsal Approach**

**Verbal:**

	Needs Improvement			Does Well	NA/UO
Speaks audibly and clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gives clear and concise directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is demanding in musical expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates an appropriate enthusiasm and excitement toward the music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appears well-prepared in knowledge of the score	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conveys musical intentions through concise verbalizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses appropriate musical terminology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Problem Solving:**

Hears errors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Corrects errors in an efficient, sequential manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Structures solutions to musical problems in a sequential order	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilizes rehearsal approaches/techniques appropriate for the music being rehearsed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incorporates a variety of teaching strategies until improvement is heard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Non-Verbal:**

Gesture reflects the style of the music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gesture is free of annoying mannerisms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Musical intentions are conveyed through expressive gestures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conductor effects a positive change in the musicianship and overall sound of the ensemble	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Category 4: Rapport/Interaction**

	Needs Improvement			Does Well	NA/VO
Conductor is demanding yet positive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Involves all students in the rehearsal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Praises and criticizes fairly and impartially	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintains eye contact during verbalization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintains eye contact when conducting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appears aware of student participation, attentiveness, and musical responses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listens to student comments and questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encourages students to solve difficult musical questions by providing cues and encouragement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respects diverse points of view	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is able to admit error/insufficient knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Conductor Observed: \_\_\_\_\_

Ensemble Name: \_\_\_\_\_

Observer: \_\_\_\_\_

Date: \_\_\_\_\_