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| Teacher**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_** Student**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** Observer**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

**QUESTIONS TO CONSIDER AS YOU OBSERVE PRIVATE LESSON:**

**TEACHER BEHAVIORS**

**MUSICAL FUNDAMENTALS**: Does the teacher (have) - - - - -

|  |  |  |  |
| --- | --- | --- | --- |
|  | **No or Rarely** | **In Progress or**  **Occasionally** | **Yes or Frequently** |
| 1. A healthy physical approach to the piano and know how it affects sound/tone production |  |  |  |
| 2. Sufficient knowledge of the musical details and styles of the selected repertoire |  |  |  |
| 3. Encourage the student to listen actively at the highest artistic level |  |  |  |
| 4. Facilitate the student’s internalization of rhythmic, melodic, harmonic flow, and phrasing |  |  |  |
| 5. Encourage artistic expression through imagination |  |  |  |
| 6. Demonstrate genuine interest and enthusiasm for the materials being taught |  |  |  |

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**PEDAGOGICAL FUNDAMENTALS**: Does the teacher (have) - - - - -

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| --- | --- | --- | --- |
|  | **No or Rarely** | **In Progress or**  **Occasionally** | **Yes or Frequently** |
| 1. Anticipate problems that the student may encounter in the music |  |  |  |
| 2. Competent diagnostic skills to identify and solve student's problems efficiently |  |  |  |
| 3. Competent non-verbal communication skills (body language, facial expressions, eye contact, body posture, hand gesture, and appropriate energy level) |  |  |  |
| 4. Competent verbal communication skills in the lesson (appropriate speaking speed, volume, flow, clarity, tone projection, voice inflection, choice of words, and avoidance of lengthy explanations) |  |  |  |
| 5. Clear and appropriate feedback and modeling |  |  |  |
| 6. Appropriate and balanced repertoire choice (if applicable) |  |  |  |
| 7. Genuine enthusiasm/passion for teaching |  |  |  |

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**LESSON ORGANIZATION AND PRESENTATION**: Does the teacher (have) - - - - -

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| --- | --- | --- | --- |
|  | **No or Rarely** | **In Progress or**  **Occasionally** | **Yes or Frequently** |
| 1. A clear overall plan for the lesson |  |  |  |
| 2. Sequential and logical teaching segments |  |  |  |
| 3. A variety of age/level appropriate teaching strategies |  |  |  |
| 4. Effective teaching strategies to foster the student’s understanding of new concept |  |  |  |
| 5. Effective pacing |  |  |  |
| 6. Manage unexpected situations effectively |  |  |  |
| 7. Give clear direction for effective home practice |  |  |  |

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**STUDENT BEHAVIORS**

**STUDENT TRANSFORMATION**: Does/Is the student (have) - - - - -

|  |  |  |  |
| --- | --- | --- | --- |
|  | **No or Rarely** | **In Progress or**  **Occasionally** | **Yes or Frequently** |
| 1. Engaged in the music, in the lesson, and with the teacher |  |  |  |
| 2. Sufficient opportunities to explore and make musical discoveries |  |  |  |
| 3. Demonstrate independence in music making |  |  |  |
| 4. Demonstrate self-assessment skills |  |  |  |
| 5. Clear musical change occurred during the lesson |  |  |  |
| 6. Playing with greater understanding and musical expression |  |  |  |
| 7. Demonstrates a clear understanding of practice objectives and goals |  |  |  |

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**STUDENT AND TEACHER BEHAVIORS**

**STUDENT AND TEACHER RELATIONSHIP**:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **No or Rarely** | **In Progress or**  **Occasionally** | **Yes or Frequently** |
| 1. Positive interaction between the student and teacher |  |  |  |
| 2. Student is treated as an active learner in the learning process |  |  |  |
| 3. The teacher is sensitive to student’s emotional and personal needs |  |  |  |

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