**Micro-Teaching #2: Reflection Guide**

**Purpose/Description/Directions:**

The purpose of this assignment is to view and evaluate your own teaching. The categories listed below are from the rubric I used to evaluate your lesson. You will use these same categories to evaluate your own lesson.

Each category is intended to focus your attention. It’s easy to overlook certain aspects of our teaching unless we are really looking for them.

Use the elements in the prompt underneath each category (e.g., behaviors, not ideas) to evaluate your performance in each category. You may use titles, subtitles and bullet points to answer the question if you wish. For this assignment, I am reading your paper for the depth of your answer, not necessarily how you structure your answer. Use the categories to guide your answer and cite specific examples from your teaching video. You might even use time-stamps to cite a specific moment in the video.

**Evaluation Rubric:**

Rehearsal Segment Design (Layered Rehearsing) (5)

* The rehearsal segment utilizes a layered rehearsing process. Each step flows logically from one to the next. The student does not skip steps.

I believe the sequence was logical. I started by playing both the soprano I and II lines together so that Hannah, Tess, and Maisie would have a clear idea of what the target goal was. I then followed this by rehearsing the soprano I line and the soprano II line alone, and after hearing accurate pitches and rhythms in both parts alone, I put the two parts together. In rehearsing the soprano I part and soprano II part, I relied heavily on the piano. In the future I think that I should not use the piano as much to increase pitch awareness and tonal memory.

Preparation (Score) (5)

* Measure numbers in the conductor score and the student scores. The conductor clearly understands the structure of the piece. The conductor has indicated in the score where they anticipate the students will have difficulty. The student can model EACH voice part that they are working on with little assistance from the piano.

I knew the structure of the piece and showed this through playing the first section that we rehearsed. I did not suspect that Tess, Hannah, and Maisie would have rhythmic difficulty, but did suspect there would be some pitch inaccuracy due to the movement of the transpositions or movement of the tonic. I did not model each voice part and instead relied on the piano which I believe caused a problem when I combined the soprano I and soprano II lines with less piano usage.

Pacing (5)

* The teacher offers short and concise directions and short and concise feedback (where appropriate). The teacher focuses on small sections. The teacher breaks down complex tasks into small chunks.

I can work on providing students with short concise directions and feedback by telling students what they will do rather than asking them. For example instead of confirming with Tess whether she knew the soprano line, I should have either told her to sing the soprano line from measures 3-5 or made sure that everyone was clear on the place we were reviewing and the pitches.

Eye contact, Energy, Enthusiasm

* The teacher knows the score well enough that they can maintain a reasonable degree of eye contact with the ensemble. There body language (facial affect, gestures, etc.) communicate energy. It is clear the teacher is enthusiastic about the students in their choir and that they are on their choir’s side.

When I am focused on conducting and the piano, I made little eye contact. In the future I will focus less on conducting and instead give students a “Ready Go” cue to start, have a student count off, or do a non-verbal breathe to cue the students. I believe the issue of them not coming in on three was because I was not breathing on beat 2 and so they felt unprepared to come in. In the future I will also angle the piano so that I can see the students while I am playing. I noticed that when I am concentrating on fixing problem areas, I don’t seem very enthusiastic or energetic, and I can see that this might send students the wrong message. I will work to be more energetic and enthusiastic as well as providing students with specific feedback.