Final Peer Teaching Reflection
Single-Point Rubric Reflection

After reviewing your 15-minute teaching video, use this template and provide evidence and comments for each performance standard/criteria. In most cases you will probably provide written responses in 2 of the 3 boxes (not yet, evidence, and/or advanced). The more thoughtful and thorough your responses, the better possibility for dramatic improvement. Please upload your completed rubric to Canvas within one week of your 15-minute teaching episode.

Not Yet	**Proficient** (Performance Standards/Criteria)	**Evidence** (How was the standard met?)	**Advanced** (Areas that exceed expectations)
	Pacing: Interactions with students clearly guide pacing; complete teaching within 15 seconds	Pacing is fast, little downtime where people are not doing anything	Students are constantly doing something- either singing or playing, little downtime for students to get distracted
	Error Detection/Solutions: Individualized solutions for errors as needed	When students don't recognize part, teacher is aware of the score and reminds them that they are in the part At bar 15, starting off strong, using quietness to make crescendo stand out. Keep the bass line strong to support the melody	
	Repetition/Looping: Used when needed to address good tone, rhythm, and/or musicianship skill	Used repetition and slowly scaffolding to build up ideas. Repetition of dynamic phrasing ideas Has students play melody to get understanding, then talk about how they can make it interesting, then repeat and apply	When players are not playing, they are singing their parts (always doing something, passively gaining better comprehension of melody and harmony + more awareness to their part relative to the other parts being played)

Final Peer Teaching Reflection
Single-Point Rubric Reflection

Miscommunication and misunderstanding what student was trying to model- accidentally enforcing own vision above student vision	**Strategies:** Implemented 3 or more strategies to approach learning outcome	Modeling- singing parts for them to show how they will come Students raise hands to show comprehension While having one group work on their part, students not being worked with SING their parts, then having them switch parts- builds awareness of both sides of the supporting and leading melody When having students move to a new section, has students check fingerings and look at the parts while I discuss the chunk. Encouraging students to think of the bigger "image" of the piece, cloud parts and bird parts.	
	Transitions: Clear musical thread guided a seamless flow of activities	Moving chronologically through the piece, focusing on concepts that can be applied again later in the piece. Big chunks, small refining, then bringing it back to big. Transitions often just moved by ok, lets move to this part. (could connect logically talking about how it moves into the next part)	

Final Peer Teaching Reflection
Single-Point Rubric Reflection

Slight misunderstanding with students in modeling, could be worked on doing back and forth modeling.	**Structure:** Incorporated whole-part-whole (mini-wholes); Clearly scaffolded; Modeled expectations	Starts with big chunk, brings it back to the beginning Moves chronologically, then going and doing mini wholes With three minutes left, addresses last issue and then does a whole run addressing the bigger chunk. Attempts to use modeling to communicate with students	
	Higher order thinking/ performance: Student connections to the content and performance clearly improve and clearly address the learning outcome by the end of the teaching episode	Does anybody have any ideas as to what we could do dynamically to make this melody more interesting Ebb and flow of mountain tops. Starts out with relaxing exercise to prepare students bodies and minds for calm warm tone.	Birds and clouds analogy, lets have the clouds in the picture also, while maintaining the birds as the focus of the image- after teaching, both lines very present with good definition for the melody.