

# The Crane School of Music

## Field Experience – Direct Observation Form

Observer \_\_\_\_\_ Date of Observation \_\_\_\_\_ Time Observed \_\_\_\_\_  
 (give start and end times for classes—total minutes)

School \_\_\_\_\_ District \_\_\_\_\_ Teacher Name \_\_\_\_\_

Grade Level:    Early Childhood    Elementary (K-5)    Middle School (6-8)    Secondary (9-12)

Type of Class:    General Music    Choral    Instrumental    Special Education    Other \_\_\_\_\_

Does this observation fulfill special ed. requirement? (3 or more students with IEPs)    Yes    No

Teacher Signature \_\_\_\_\_  
 (ask teacher to email Mrs. Sterling at [sterliba@potsdam.edu](mailto:sterliba@potsdam.edu) if this is a virtual observation)

### OBSERVATION REPORTING FORM

| <b>Class:</b><br><b>Description of Activities: Be specific!</b> | <b>Start Time:</b> <b>End Time:</b><br><b>Goals and Objectives of Lesson:</b> |
|---|---|
|   |   |

| TEACHING SKILLS  | EVIDENCE  |
|--|---|
| <b>Musicianship</b> <ul style="list-style-type: none"> <li>• Modeling</li> <li>• Musical understanding</li> <li>• Diagnosis of musical problems</li> </ul>   |   |
| <b>Communication</b> <ul style="list-style-type: none"> <li>• Verbal (quality, pitch, speed, volume)</li> <li>• Nonverbal (eye contact, facial expression, gesture, proximity)</li> <li>• Written (hand-outs, instructions on board)</li> </ul>                  |   |
| <b>Learning Plan</b> <ul style="list-style-type: none"> <li>• Sequence</li> <li>• Shared objectives</li> <li>• Instructional strategies</li> <li>• Use of technology</li> </ul>  |   |
| <b>Student Differences</b> <ul style="list-style-type: none"> <li>• Learning styles (visual, auditory, kinesthetic)</li> <li>• Accommodations for students with exceptional needs</li> <li>• Student input and choice</li> <li>• Monitors and adjusts</li> </ul> | <i>*Must list specific strategies and accommodations to receive special education credit!</i> |
| <b>Learning Environment</b> <ul style="list-style-type: none"> <li>• Routines, procedures, pacing, positive reinforcement</li> <li>• Expectations for learning</li> <li>• Student engagement strategies</li> <li>• Classroom management strategies</li> </ul>    |   |
| <b>Assessment</b> <ul style="list-style-type: none"> <li>• Informal assessment methods</li> <li>• Formal assessment methods</li> <li>• Monitoring of individual and group progress</li> </ul>  |   |