

Name:

Reviewer's Initials

Major Instrument:

Age/Subject Planning to Teach:

Communication Skills					
Rate each area on a scale of 1 (Poor) to 5 (Excellent)					
Posture					
Excellent: Head lifted and centered; body lifted, relaxed and poised, balance with weight equally distributed Poor: Head forward or to one side; body rigid or slouched	1	2	3	4	5
Eye Contact					
Excellent: movement about room with individual eye contact Poor: Locked; staring; looking over heads or at floor	1	2	3	4	5
Gestures					
Excellent: Natural, flowing motions with hands/arms; appropriate for spoken content; change of stance; upper body directional change Poor: Absence of gestures/movement; mechanical; inappropriate and/or contrived; nervous pacing	1	2	3	4	5
Facial Expression					
Excellent: Naturally varying; uncontrived change of the eyes, mouth, and facial muscles Poor: Absence of variation; exaggerated and/or contrived facial movement	1	2	3	4	5
Vocal Inflection					
<u>Dynamics/Projection</u> Excellent: Comfortable and easily understood; naturally varying with appropriate accents and emphasis Poor: Too soft to hear; uncomfortably loud; forced from the throat; static	1	2	3	4	5
<u>Tempo and Phrasing</u> Excellent: Comprehensible pace with moderate variations and appropriate pauses for emphasis Poor: Too fast for comprehension; too slow for interest; fixed tempo with lack of pauses	1	2	3	4	5
<u>Pitch</u> Excellent: Natural variations for emphasis; voice is pitched for teacher/student listening comfort and ease, that is, predominately in lower third of range Poor: No variation; contrived; speaking predominantly in upper two-thirds of range	1	2	3	4	5
<u>Diction</u> Excellent: Clearly articulated vowels and consonants; projected and resonating; easy to understand Poor: Placed in back of throat, swallowing words; lack of resonance; lazy tongue and lips	1	2	3	4	5

General Delivery					
<u>Charisma, Energy, Confidence, Enthusiasm</u> Excellent: Secure, animated; captured attention and interest Poor: Sluggish, lethargic, insecure; did not capture attention	1	2	3	4	5
<u>Speech Comprehensiveness</u> Excellent: Includes specific and supporting details; Gets beyond the “what” and discusses the “why” Poor: Presents a limited view-point instead of a variety of experiences; limits to only personal experience without making connections to a broader scope; general/blanket statements	1	2	3	4	5
<u>Speech Appropriate to the Audience</u> Excellent: Formal speech and appropriate academic language used Poor: Informal language, presence of word “fillers” (i.e. “um” or “like”)	1	2	3	4	5
<u>Speech Preparation</u> Excellent: Preparation is evident; Student speaks confidently showing developmentally-appropriate depth of understanding Poor: Student appears to be unprepared and “making up” the answer while speaking	1	2	3	4	5
Professional Appearance	1	2	3	4	5
Proper Grammar	1	2	3	4	5
Content Rubric 5 - Demonstrates thoughtful reflection and verbalizes application and rationale for content ideas beyond personal K-12 experiences. Shares ideas in a professional, realistic manner rather than a “magical, I will change the world advertisement.” 4 - Demonstrates thoughtful reflection and verbalized application and/or rationale for content ideas beyond personal K-12 experiences. Student uses a balance of informal (colloquial) and academic language while demonstrating strong understanding of chosen content. 3 - Student uses informal language while demonstrating strong understanding of chosen content. Student demonstrates thoughtful reflection and verbalized application and/or rationale for content ideas, but relates only to personal K-12 experiences. 2 - Student uses informal language while demonstrating adequate understanding of chosen content. Student reflects on personal experiences in K-12 music classrooms, but the application and/or rationale is minimal. 1 - Student uses informal language and/or demonstrates minimal understanding of chosen content. Student seems to have a “magical” view of music education, and reflection does not seem based in reality. 0 - Student does not answer the question.	1	2	3	4	5

Current total score = 75. Passing score of 70% or above would be 53 points. Anyone scoring 52 points or below will have to retake the interview portion and will not be permitted to register for classes that include field requirements (i.e. MUED 300 and MUED 310) until successful completion of the interview requirement.

Questions to prepare for the interview (each response should be no longer than 2 minutes):

1. What music experiences should all students have?
2. How does the content you learned in MUED 211 impact what you hope to achieve as a music educator? Please reference at least one concept discussed in the course specifically.