

CSU MUSIC EDUCATION TEACHER DISPOSITION EVALUATION INSTRUMENT

Students: Use pages 1-3 for self-evaluation
Applied Faculty: Use pages 1 & 3 for formal and informal student evaluation
K-12 Teachers: Use pages 2 & 3 for practicum student evaluation

| Indicators | Rarely Demonstrated/Concern | Developing | Strongly Demonstrated |
|---|--|---|---|
| Interactions with people from CSU (e.g., faculty, staff, peers) | Timeliness & Punctuality All academic work was either submitted late, or if on time, was nominally completed and therefore didn't evidence a solid first-attempt revision. Email requests for information were seldom or never responded to within 24 hours. | All academic work was submitted in a timely manner and/or evidenced a solid first-attempt or revision. Email requests for information were responded to within 24 hours. | All academic work was submitted in a timely manner with a high level of achievement with minimal instructor assistance. Email requests for information were responded to within 24 hours. |
| | Written Communication Correspondence was consistently unprofessional, even after feedback was provided as a reminder. | All correspondence to instructors was professional; that is, text maintained a relatively formal tone/word choice and almost never included errors in punctuation and usage. | All correspondence to instructors was professional; that is, text maintained a relatively formal tone/word choice and never included errors in punctuation and usage. |
| | Collegial Interactions During class/group discussions, comments were often disrespectful, or distractions were frequently observed (e.g., texting, checking email, or engaged in side conversations). Distractions may have been disruptive to others. Or, candidate was not engaged with colleagues or unsupportive of colleagues | The majority of comments in class/group discussions (whole class, small group, or 1-on-1) were respectful, demonstrating sensitivity for the feelings and thoughts of others. Full attention was evident in all discussions. Candidate was an engaged and supportive colleague. | All comments in class/group discussions (whole class, small group, or 1-on-1) were respectful, demonstrating sensitivity for the feelings and thoughts of others. Full attention was evident in all discussions. Candidate was an engaged and supportive colleague. |
| | Responsibility for Professional Growth Candidate failed to demonstrate one or more of the aspects in the "Strongly Demonstrated" box. | Candidate initiated critically reflective practice on occasion by inquiring and asking thoughtful questions, seeing knowledge and making connections in an attempt to enhance his/her own professional learning. Candidate remains open to continuous learning. Candidate also engages in collaboration with others in ways that demonstrates an ability to be open to other perspectives and offers suggestions in order to enhance colleague's learning. | Candidate initiated critically reflective practice very frequently by inquiring and asking thoughtful questions, seeing knowledge and making connections in an attempt to enhance his/her own professional learning. Candidate remains open to continuous learning. Candidate also engages in collaboration with others in ways that demonstrates an ability to be open to other perspectives and offers suggestions in order to enhance colleague's learning. |

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| Interactions with People at Practicum Sites (e.g., K-12 Students, Mentor Teachers, Administrators, etc.) | Timeliness & Punctuality | Candidate was absent/late for scheduled teaching time or late for observations on more than one occasion. Or, candidate failed to communicate in a timely or appropriate manner if an emergency arose. | Candidate arrived late to the school for observation on one occasion, but arrived on time for all teaching lessons. Candidate communicated in a timely and appropriate manner in an emergency arose. | Candidate arrived to school on time for all observations. Candidate arrived at the school with ample time to make preparations for teaching lesson(s). Candidate communicated in a timely and appropriate manner if an emergency arose. |
| | Written Communication | Correspondence with mentor teachers was consistently unprofessional , even after feedback was provided as a reminder | Occasionally correspondence with a mentor teacher was either too casual in tone/word choice or contained multiple errors in punctuation & usage. | In correspondence with mentor teachers, communication for K-12 students or families (e.g., on board, on handouts, on tests, on notes home) was professional; that is, text maintained a relatively formal tone/word choice and almost never included errors in punctuation & usage. |
| | Dress | Candidate did not dress neatly or appropriately or did not pay attention to safety and modesty. Or, candidate was not receptive/responsive to feedback about inappropriate or distracting dress. | Candidate dressed neatly and appropriately for most school visits. On one occasion, inadequate attention was paid to neatness, safety, modesty, and/or dress was distracting to students' learning. | Candidate dressed neatly and appropriately for all school visits. Attention was paid to safety and modesty; thus, candidate's dress did not distract from students' learning. |
| | Collegial Interactions | Communications between the candidate's mentor teacher and/or administrators were often disrespectful or inappropriate. On more than one occasion, candidate was not proactive or was unresponsive in essential communication with mentor. | Communications between the candidate's mentor teacher and/or administrators were mostly respectful and appropriate, but occasionally candidate was disrespectful or inappropriate, or candidate was not proactive in essential communication and/or problem solving with mentor. | Communications between the candidate and mentor teacher and/or administrators were always respectful and appropriate. Candidate was proactive and responsive in essential communication and/or problem solving when an issue arose. |
| | Respect for Students | The candidate was often disrespectful to the students and/or failed to attend to the dignity of all students and/or acted in a way that demonstrate a lack of commitment to fairness, and/or was discriminatory. | Candidate's interactions were mostly respectful , non-discriminatory, and candidate consistently demonstrated a commitment to fairness, but candidate may have unintentionally demonstrated inappropriate or disrespectful attitude toward students, or failed to act in a way that preserved the dignity of all students and staff members. | Candidate's interactions with students were always respectful, non-discriminatory, were conducted in ways that preserved the dignity of all students, and demonstrated a commitment to fairness. |
| | Responsibility for Student Learning | Candidate failed to demonstrate one or more of the aspects in the "Strongly Demonstrated" box. | Candidate demonstrated all aspects listed in the "Strongly Demonstrated" box, but some were less consistent or not exhibited in some situations, and therefore in need of additional attention and work. | Candidate operates with a positive view of the meaningful inclusion and genuine potential of all people, assumes responsibility for the learning of his/her students, and continually persists to meet the needs of all students. Candidate has high expectations for all learners. |

Priority focus
 Classroom management

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| Workplace Habits | Work Ethic | Candidate infrequently demonstrates drive, determination, and a commitment to hard work. Or. Candidate rarely shows steady effort and/or a desire to produce high quality work. | Candidate inconsistently demonstrates all aspects listed in “Strongly Demonstrated” description of work ethic. | Candidate consistently demonstrates drive, initiative, determination, and a commitment to hard work. Candidate shows steady effort and a desire to produce a high quality product or performance. |
| | Perseverance | Candidate rarely demonstrates the ability to bear difficulties calmly and without complaint. Or, candidate seldom treats setbacks as opportunities to learn. Or, candidate has a tendency to give up with things don’t go as planned or when there is uncertainty about a task or situation. | Candidate inconsistently demonstrates all aspects listed in “Strongly Demonstrated” description of perseverance. | Candidate treats setbacks as opportunities to learn. Candidate does not give up when things don’t go as planned or when there is uncertainty about a task or situation; instead, candidate tries again. |
| | Responsibility for Actions | On more than one occasion, candidate failed to take full responsibility for actions, and/or inappropriately blamed others. | Candidate mostly accepts responsibility for actions, but on one occasion may fail to take full responsibility and/or inappropriately blames others. | Candidate consistently accepts responsibility for the outcomes of his/her actions. |
| | Organization & Planning | Candidate does not have systems to track and manage multiple deadlines or large tasks and thus misses essential due dates or submits inadequate work at deadline. Candidate often appears to be approaching next step in process at last minute and without sufficient research or planning. Candidate seldom or never anticipates potential “work-arounds” for problems or contingencies that may arise. | Candidate demonstrates all aspects listed in the “Strongly Demonstrate” box, but some were less consistent or not exhibited in some situations and therefore in need of additional attention and work. | Candidate has developed effective systems to track and manage multiple deadlines and thus meets all due dates. Candidate breaks down larger tasks into smaller ones and manages time/effort to ensure task completion. Candidate plans ahead and researches options for next steps in program (e.g., student teaching, job search, volunteer work). Candidate anticipates and generates potential “work-arounds” for problems or contingencies that may arise. |
| | Social Media & Technology Savvy | Candidate does not consistently manage social media presence and communication in a professional manner, and/or is reluctant to learn new technology, and/or struggles when trouble-shooting technology breakdowns, and/or to imagine educational potential of technology. | Candidate manages social media presence and communication in a professional manner. Candidate is comfortable learning new technologies, but struggles when trouble-shooting technology breakdowns , and often considers the educational potential of new technology. | Candidate manages social media presence and communication in a professional manner. Candidate is comfortable learning new technologies, trouble-shooting technology breakdowns , and often considers the educational potential of new technology. |
| | Workplace Policies & Codes of Conduct | Does not follow CSU Student Code of Conduct, and/or policies governing ethical, moral, and legal practices of K-12 teachers, and/or does not follow district and school policies related to discipline, crisis management and emergency and evacuation procedures in a way that is potentially harmful for students. | Follows CSU Student Code of Conduct, and/or policies governing ethical, moral, and legal practices of K-12 teachers. Lacks awareness of and/or does not follow district and school policies related to discipline, crisis management and emergency and evacuation procedures , but does not inadvertently place students in harm’s way. | Follows CSU Student Code of Conduct, and/or policies governing ethical, moral, and legal practices of K-12 teachers. Ensures he/she knows district and school policies related to discipline, crisis management and emergency and evacuation procedures and purposefully takes precautions to avoid placing students in harm’s way. |