

Music Education Candidate Dispositions
Department of Music – School of the Arts - Virginia Commonwealth University

*The Music Education Faculty have identified dispositions fundamental to being an effective Music Educator.
Candidates in the Music Education Program at VCU are expected to develop, exhibit, and enhance these Dispositions*

*Each Candidate will self-assess as well as receive feedback from the Music Education Faculty on these Professional Dispositions
at various stages in the Core Music Education Sequence:*

***Initial Review** following MUED 380; **Full Review** at beginning of MUED 382; and **Exit Review** following Student Teaching.*

*Assessment Rating Scale in consideration of the status of the candidate as a preprofessional in Music Education
6/5:Target; 4/3: Acceptable; 2/1: Beginning; 0: Unsatisfactory, N/O: Unable to Observe*

The effective Music Educator is Professional, Skillful, and Reflective

Professional

1. Demonstrates understanding of various school constituencies' expectations for Music Education in the school setting; including with system/school administration, parents, peer faculty, and students in a positive manner
2. Provides articulated high expectations and support for each student in the development of the individual's musicality
3. Demonstrates an understanding of the role of Music Education as part of the total education of each child
4. Demonstrates ability to maintain accurate record-keeping
5. Demonstrates understanding of need to be involved in appropriate professional organizations
6. Demonstrates effort toward continued growth in personal musicianship and as a Music Educator

7. Demonstrates the following essential personal characteristics:

a. **Optimistic**

b. **Positive approach to professional expectations**, embraces challenges of the profession, self-starting

c. **Stability**: ability to function under deadlines/performance pressure

d. **Respect** for students: begin/end class/rehearsals on time; timely preparation for lessons/rehearsals;

e. **Demonstrates empathy and sensitivity** toward individual students; employs supportive/positive language with students

f. **Collegial and supportive** of others in the profession

Skillful

1. Demonstrates superior personal musicianship

2. Demonstrates appropriate musical skills in utilizing keyboard for instructional effectiveness

3. Demonstrates ability to hear and accurately diagnosis pitch, rhythm, and dynamic issues within an ensemble

4. Demonstrates understanding of and ability to communicate to students the musical intent of a piece

5. Demonstrates creativity in instruction/rehearsal techniques and as a model for students

6. Demonstrates ability to create lesson/rehearsal plans which provide for the individual musical growth of each student

7. Demonstrates ability to communicate effectively verbally and in writing

8. Demonstrates ability to utilize technology for effective student learning and desire to explore new applications of technology to Music Education

Reflective

1. Demonstrates ability to accurately self-assess instructional/rehearsal effectiveness
2. Demonstrates knowledge of and ability to apply appropriate assessment tools to student learning experiences
3. Demonstrates independent thinking
4. Demonstrates ability and willingness to accept qualified professional criticism regarding instructional approaches and musical choices