



**CALIFORNIA DEPARTMENT OF CORRECTIONS AND REHABILITATION  
OFFICE OF WORKFORCE PLANNING  
QUALIFICATIONS ASSESSMENT FOR:**

**TEACHER, HIGH SCHOOL - MUSIC, CORRECTIONAL FACILITY (CF)**

**GENERAL INSTRUCTIONS**

**Read instructions carefully.**

This examination will provide you with an opportunity to demonstrate significant aspects of your qualifications for Teacher, High School - Music, Correctional Facility (CF) with the California Department of Corrections and Rehabilitation (CDCR). The information you provide will be rated based on objective criteria created by Subject Matter Experts. The rating will be used to determine your final score in this examination. If successful, your name will be merged onto an eligible list. The list will be used by CDCR facilities statewide to fill existing positions. A "Conditions of Employment" form is included in this examination which will allow you to select the location and time base you are interested in working. It is required that you personally complete this examination accurately and without assistance.

This process is the entire examination for this classification. Therefore, please be sure to follow the instructions carefully as missing or incomplete information may result in disqualification or a low score.

1. Additional instructions are provided on the following pages.
2. This examination enables you to apply for the Teacher, High School - Music, CF classification. If successful, your name will be placed on an eligible list.
3. The examination is intended to provide candidates the opportunity to demonstrate their knowledge and experience in a variety of areas. It is not expected that you will have experience in all areas.

The following areas comprise the complete examination for Teacher, High School - Music, CF. You must ensure you have addressed each of the following areas:

- Candidate Information (page 2)
- Montoya Act/Felony Conviction Disclosure (page 2)
- Prior State Employment Information (page 2)
- Conditions of Employment (page 3)
- Address or Availability for Employment Changes (page 4)
- Minimum Qualifications (page 4)
- Specific Classification Interest and Required Credential Information (page 5)
- Employment History (page 6)
- Job Requirements (page 7)
- Work Experience (page 8)
- Knowledge, Skill, and Ability (KSA) Assessment (page 9)
- Specific Work Experience (pages 10 and 11)
- Preparation for Hiring Interview (page 11)
- Recruitment Questionnaire (page 11)
- Qualifications Assessment Return and Mailing Procedures (page 12)
- Affirmation Statement (page 12)

**YOUR COMPLETED QUALIFICATIONS ASSESSMENT MUST INCLUDE YOUR ORIGINAL SIGNATURE.**

## CANDIDATE INFORMATION

Name: \_\_\_\_\_

Social Security Number: \_\_\_\_\_

Address: \_\_\_\_\_

Home Phone Number: \_\_\_\_\_

Work Phone Number: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

## MONTOYA ACT/FELONY CONVICTION DISCLOSURE

Pursuant to the Montoya School Safety Act of 1997, all persons offered employment with the California Department of Corrections and Rehabilitation, Division of Juvenile Justice, Education Services Branch shall undergo a thorough background investigation prior to appointment. Pursuant to Education Code Section 45122 and Penal Code Sections 677 and 1192, “No person who has been convicted of a violent or serious felony shall be employed by a school district.”

To review the Education Code Section 45122, you can go to the following website:

<http://caselaw.lp.findlaw.com/cacodes/edc/45100-45139.html>

To review the Penal Code Section 667.5, subsection (c) for a listing of violent felony offenses, you can go to the following website:

<http://caselaw.lp.findlaw.com/cacodes/pen/654-678.html>

To review the Penal Code Section 1192.7, subsection (c) for a listing of serious felony offenses, you can go to the following website:

<http://caselaw.lp.findlaw.com/cacodes/pen/1191-1210.5.html>

Have you ever been convicted of a violent or serious felony?

<input type="checkbox"/>	YES
<input type="checkbox"/>	NO

## PRIOR STATE EMPLOYMENT INFORMATION

Complete this next section **ONLY** if you have been previously dismissed from California State Civil Service employment by punitive action or as a result of disciplinary proceedings. **IF THIS DOES NOT APPLY TO YOU**, please mark the “Not Applicable” box below and continue to the next section.

State Personnel Board, Rule 211 provides that a dismissed State employee may only participate in State Civil Service examinations if he/she has obtained prior consent from the State Personnel Board.

Do you have written permission from the State Personnel Board Executive Officer to take this examination?

<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> NOT APPLICABLE
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**CONDITIONS OF EMPLOYMENT FORM FOR CDCR YOUTH FACILITY LISTING ONLY**

<b>EXAMINATION TITLE:</b>	<b>EXAMINATION CODE:</b>
<b>NAME (PLEASE PRINT - FIRST, MI, LAST):</b>	<b>IDENTIFICATION NUMBER (COPY FROM IDENTIFICATION LETTER):</b>

PLEASE MARK THE APPROPRIATE BOX(ES) OF YOUR CHOICE - YOU WILL NOT BE OFFERED A JOB IN LOCATIONS NOT MARKED. If you are successful in this examination, your name will be placed on an active employment list and referred to fill vacancies according to the conditions you specify on this form. If you are not planning to relocate or are not willing to travel to a distant job location, do not select locations that are a long way from your residence.

**TYPE OF APPOINTMENT YOU WILL ACCEPT**

Please mark the appropriate box(es) - you may check "(A) Any" if you are willing to accept any type of employment.

- (D) Permanent Full-Time**     
  **(R) Permanent Part-Time**     
  **(K) Limited-Term Full-Time**     
  **(A) Any**

If all are marked and you receive an appointment other than permanent full-time, your name will continue to be considered for permanent full-time positions.

- (5) ANYWHERE IN THE STATE - If this box is marked, no further selection is necessary.**

- 7231 NORTHERN REGION – If this box is marked, no further selection is necessary.**

- |  |  |
|--|--|
| <input type="checkbox"/> 3908 <b>O.H. Close YCF</b><br>Stockton, San Joaquin County                  | <input type="checkbox"/> 3917 <b>N.A. Chaderjian YCF</b><br>Stockton, San Joaquin County |
| <input type="checkbox"/> 3907 <b>Northern California YCC</b><br>Stockton, San Joaquin County         | <input type="checkbox"/> 3400 <b>Headquarters</b><br>Sacramento, Sacramento County       |
| <input type="checkbox"/> 0311 <b>Pine Grove Youth Conservation Camp</b><br>Pine Grove, Amador County |  |

**CENTRAL REGION**

**No Facilities**

**SOUTHERN REGION**

- 5610    **Ventura YCF**  
Camarillo, Ventura County

**NOTE:** Youth Correctional Facility has been abbreviated to "YCF." Youth Correctional Center has been abbreviated to "YCC."

## ADDRESS OR AVAILABILITY FOR EMPLOYMENT CHANGES

Please notify the California Department of Corrections and Rehabilitation (CDCR) promptly of any address changes or availability for employment changes at the following address:

California Department of Corrections and Rehabilitation  
Human Resources  
Office of Workforce Planning  
P.O. Box 942883  
Sacramento, CA 94283-0001  
Attn: Certification Unit

## MINIMUM QUALIFICATIONS

All applicants must possess a valid California Teaching Credential issued by the California Commission on Teacher Credentialing. Applicants who do not possess the required credential or one of equivalent authorization may take the examinations but must have on file with the California Commission on Teacher Credentialing an application for an appropriate credential. At the time of application for the examination, applicants must present written verification that the appropriate listed credential or its equivalent is being processed or will be authorized.

No appointments will be made to permanent positions with an Emergency Credential. After issuance, the credential is the responsibility of the holder and must be maintained by completion of any Commission on Teacher Credentialing requirements.

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### **TEACHER, HIGH SCHOOL - MUSIC, CF**

Possession of:

1. A Single Subject Credential in Music. **or**
2. A Standard Secondary Credential with a major or minor in Music. **or**
3. A General Secondary Credential with a major or minor in Music.

## SPECIFIC CLASSIFICATION INTEREST AND REQUIRED CREDENTIAL INFORMATION

Please indicate if you possess or have applied for the required credential for Teacher, High School - Music, CF. You must also indicate the credential number and expiration date or the application number and date you applied for the credential.

### Requirements:

- I possess the required Preliminary/Clear Credential from the California Commission on Teacher Credentialing.

Credential Number: \_\_\_\_\_ Expiration Date: \_\_\_\_\_

- I have applied for the required Preliminary/Clear Credential with the California Commission on Teacher Credentialing.

Application Number: \_\_\_\_\_ Date Applied: \_\_\_\_\_

Please mark the appropriate credential(s) you possess:

- A Single Subject Credential in Music.
- A Standard Secondary Credential with a major or minor in Music.
- A General Secondary Credential with a major or minor in Music.

**EMPLOYMENT HISTORY**

Please supply information regarding your employment history beginning with your most recent job. List each job separately ensuring to include accurate information for the "from/to" dates and hours worked per week.

Job Title/Classification (Include Range or Level): \_\_\_\_\_

Company/State Agency Name: \_\_\_\_\_

Address: \_\_\_\_\_

From (m/d/y): \_\_\_\_\_ To (m/d/y): \_\_\_\_\_ Supervisor: \_\_\_\_\_

Hours per week: \_\_\_\_\_ Total worked (y/m): \_\_\_\_\_ Salary earned: \_\_\_\_\_

Duties performed: \_\_\_\_\_

Reason for leaving: \_\_\_\_\_

\_\_\_\_\_

Job Title/Classification (Include Range or Level): \_\_\_\_\_

Company/State Agency Name: \_\_\_\_\_

Address: \_\_\_\_\_

From (m/d/y): \_\_\_\_\_ To (m/d/y): \_\_\_\_\_ Supervisor: \_\_\_\_\_

Hours per week: \_\_\_\_\_ Total worked (y/m): \_\_\_\_\_ Salary earned: \_\_\_\_\_

Duties performed: \_\_\_\_\_

Reason for leaving: \_\_\_\_\_

\_\_\_\_\_

Job Title/Classification (Include Range or Level): \_\_\_\_\_

Company/State Agency Name: \_\_\_\_\_

Address: \_\_\_\_\_

From (m/d/y): \_\_\_\_\_ To (m/d/y): \_\_\_\_\_ Supervisor: \_\_\_\_\_

Hours per week: \_\_\_\_\_ Total worked (y/m): \_\_\_\_\_ Salary earned: \_\_\_\_\_

Duties performed: \_\_\_\_\_

Reason for leaving: \_\_\_\_\_

\_\_\_\_\_

## JOB REQUIREMENTS

The following are job requirements. Please respond to each question by marking the appropriate box. If you are unwilling or unable to comply with any of the following job requirements, it will be grounds for elimination from the examination process.

1. Willingness to abide by and adhere to safety policies and provisions (e.g., wear personal alarm, carry whistle, wear protective clothing & apparatus, etc.) applicable to specific work assignments.	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. Willingness to comply with annual tuberculosis screening requirements.	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. Willingness to comply with departmental training requirements.	<input type="checkbox"/> Yes <input type="checkbox"/> No
4. Willingness to report dangerous situations/contraband to supervisors and/or custody staff.	<input type="checkbox"/> Yes <input type="checkbox"/> No
5. Willingness to independently supervise youthful offenders/parolees.	<input type="checkbox"/> Yes <input type="checkbox"/> No
6. Willingness to work in a State correctional facility.	<input type="checkbox"/> Yes <input type="checkbox"/> No
7. Willingness to work with youthful offenders/parolees, including some who may be mentally ill, developmentally disabled, potentially dangerous, infected with contagious diseases such as Hepatitis C, HIV/AIDS, or tuberculosis, and/or sex offenders.	<input type="checkbox"/> Yes <input type="checkbox"/> No
8. Willingness to work around peace officers armed with chemical agents and/or weapons.	<input type="checkbox"/> Yes <input type="checkbox"/> No
9. Willingness to report unethical and/or illegal behavior on the part of departmental staff.	<input type="checkbox"/> Yes <input type="checkbox"/> No
10. Willingness to treat youthful offenders/parolees in a professional, ethical, and tactful manner.	<input type="checkbox"/> Yes <input type="checkbox"/> No
11. Willingness to participate in team meetings, committees, special projects, etc. as required and/or assigned by your supervisor/manager.	<input type="checkbox"/> Yes <input type="checkbox"/> No
12. Willingness to have and maintain sufficient strength, agility, and endurance to perform during stressful situations encountered on the job.	<input type="checkbox"/> Yes <input type="checkbox"/> No
13. Willingness to carry equipment and materials weighing a minimum of 25 pounds.	<input type="checkbox"/> Yes <input type="checkbox"/> No
14. Willingness to work overtime and on-call hours as required.	<input type="checkbox"/> Yes <input type="checkbox"/> No
15. Willingness to participate in continuing education specific to your work assignment.	<input type="checkbox"/> Yes <input type="checkbox"/> No
16. Willingness to maintain your professional license in good standing (i.e., teaching credential).	<input type="checkbox"/> Yes <input type="checkbox"/> No

## WORK EXPERIENCE

Under "Work Experience," for items #1 - #20, please indicate

**Frequency:**

- A. If you have performed this task within the last 24 months
- B. How often you perform this task  
(Please select one box from "Daily," "Weekly," "Monthly/Quarterly," or "Never" columns.)

**AND**

**Length of Experience:**

- A. Select the appropriate box that best describes your months (length) of work experience for each of the following tasks. Only count actual months worked. If counting substitute teaching experience, please convert working days to full-time month's equivalent.  
(Please select one box from the "Length of Experience" column.)

**NOTE: There should be three (3) checkmarks for each question.**

	Frequency				Length of Experience			
	Performed task within last 24 months	Daily	Weekly	Monthly/Quarterly	Never	60+ months	24 to 59 months	1 to 23 months
1. Engaging students in activities (e.g., direct instruction, distance learning, independent study, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Preparing course of study, units of instruction, and daily lesson plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Managing student records/timekeeping documents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Supervising the conduct of students while in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Assigning and supervising coursework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Conducting assessments and testing for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Evaluating student performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Monitoring classroom supplies, materials, and equipments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Advising students as to their progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Preparing reports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Obtaining students' educational documentation (e.g., high school transcripts, Individual Educational Plan, GED certificates, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Modifying individual student's basic course of study to address individual needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Instructing students in the use of educational materials, resources, and technologies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Providing educational services in an alternative setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Participating as a member of multi-disciplinary team meetings (i.e., Individual Education Plan-IEP).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Participating in training workshops, conferences, faculty meetings, and seminars.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Participating in education program evaluations as part of a team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Obtaining price estimates for ordering supplies, equipment, and materials essential to the classroom/curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Participating in additional educational programs (e.g., graduation ceremonies, committees, literacy programs, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Developing and/or facilitating workshops, conferences, staff development, faculty meetings, or seminars.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## KNOWLEDGE/SKILL/ABILITY (KSA) ASSESSMENT

For items #1 - #18, please rate your Knowledge, Skill, or Ability (KSA) by indicating the box that best describes your level of the KSA for each of the following areas.  <u><b>Definition of Levels:</b></u>  <u><b>Extensive Knowledge:</b></u> I possess an expert knowledge level to the extent that I have effectively performed tasks related to this knowledge and have applied it to an actual job.  <u><b>Moderate Knowledge:</b></u> I possess a sufficient knowledge level that has allowed me to perform tasks related to this knowledge successfully and I have applied it to an actual job.  <u><b>Limited Knowledge, Skill, or Ability:</b></u> I have limited education or training relevant to this KSA, but have not applied it to an actual job.  <u><b>No Knowledge, Skill, or Ability:</b></u> I have no experience, education or training relevant to this KSA.	K S A L e v e l			
	Extensive Knowledge, Skill, or Ability	Moderate Knowledge, Skill, or Ability	Limited Knowledge Skill, or Ability	No Knowledge Skill, or Ability
1. Applying the principles and methods of teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Applying the principles of educational psychology as applied to teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Utilizing current trends in educational methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Applying remedial teaching techniques and adapting instruction for student's deficiencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Managing emotional problems of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Providing effective leadership and motivation to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Teaching students to develop academic goals and objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Working effectively with other subject matter experts to teach techniques.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Successfully gaining the interest, respect, and cooperation of students with specific teaching methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Effectively developing socially acceptable attitudes in students by modeling acceptance for cultural, racial, and individual differences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Communicating effectively and respectfully to promote a positive work environment among staff, students, administration, and the public.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Analyzing situations accurately and taking effective action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Having and maintaining sufficient strength, agility, and endurance to perform teaching duties and other duties, as required.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Actively participating in group-oriented treatment programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Consistently maintaining an empathetic and objective understanding of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Effectively demonstrating teaching ability to maximize use of expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Continuously possessing emotional stability necessary to establish and maintain a standard for student behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Continuously demonstrating tact, patience, open-mindedness, and high moral standards valuing students' diverse backgrounds, interests, developmental and educational needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**SPECIFIC WORK EXPERIENCE**

Under "Specific Work Experience," for items #1 - #13, please indicate

**Frequency:**

- A. If you have performed this task within the last 24 months
- B. How often you perform this task  
(Please select one box from "Daily," "Weekly," "Monthly/Quarterly," or "Never" columns.)

**AND**

**Length of Experience:**

- A. Select the appropriate box that best describes your months (length) of work experience for each of the following tasks. Only count actual months worked. If counting substitute teaching experience, please convert working days to full-time month's equivalent.  
(Please select one box from the "Length of Experience" column.)

**NOTE: There should be three (3) checkmarks for each question.**

	Frequency				Length of Experience			
	Performed task within last 24 months	Daily	Weekly	Monthly/Quarterly	Never	60+ months	24 to 59 months	1 to 23 months
1. Demonstrating an understanding of Artistic Perception in music as contained in the Visual and Performing Arts (Music) Content Standards for California Public Schools (2001).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Demonstrating the ability to teach to Music Standards while ensuring all students (including English learners, students with special needs and disadvantaged populations) experience success in subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Assisting students in processing, analyzing, and responding to sensory information through the language and skills unique to music.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Instructing students to read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Demonstrating an understanding of Creative Expression in music as contained in the Visual and Performing Arts (Music) Content Standards for California Public Schools (2001).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Instructing students to create, perform, and participate in music.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Assisting students to apply vocal and instrumental musical skills in performing a varied repertoire of music including the use of digital/electronic technology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Demonstrating an understanding of Historical and Cultural Context in music as contained in the Visual and Performing Arts (Music) Content Standards for California Public Schools (2001).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Assisting students in developing an understanding of the historical contributions and cultural dimensions of music.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Assisting students in analyzing the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Demonstrating an understanding of Aesthetic Valuing in music as contained in the Visual and Performing Arts (Music) Content Standards for California Public Schools (2001).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Instructing students to respond to, analyze, and make judgments about works of music.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Guiding students to critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## SPECIFIC WORK EXPERIENCE (CONTINUED)

Under "Specific Work Experience," for items #14 - #17, please indicate  <b>Frequency:</b> A. If you have performed this task within the last 24 months B. How often you perform this task (Please select <u>one</u> box from "Daily," "Weekly," "Monthly/Quarterly," or "Never" columns.)  <b>AND</b>  <b>Length of Experience:</b> A. Select the appropriate box that best describes your months (length) of work experience for each of the following tasks. Only count actual months worked. If counting substitute teaching experience, please convert working days to full-time month's equivalent. (Please select <u>one</u> box from the "Length of Experience" column.)  <b>NOTE: There should be <u>three</u> (3) checkmarks for each question.</b>	Frequency				Length of Experience			
	Performed task within last 24 months	Daily	Weekly	Monthly/Quarterly	Never	60+ months	24 to 59 months	1 to 23 months
14. Demonstrating an understanding of Connections, Relationships, and Applications in music as contained in the Visual and Performing Arts (Music) Content Standards for California Public Schools (2001).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Instructing students to connect and apply what is learned in music to learning in other art forms, subject areas and to careers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Assisting students to apply what they learn in music across subject areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Guiding students as they develop competencies and creative skills in problem solving, communication, and management of time and resources while learning about careers in and related to music.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## PREPARATION FOR HIRING INTERVIEW

If you are successful in this examination and called for a hiring interview, you will be asked to supply transcripts of your college course work, proof of degree(s) received, credential and/or any registration that may be applicable. In addition, you may be asked to supply supplemental documentation to verify your responses in this examination. It is strongly recommended that you assemble these documents in advance to expedite the process.

## RECRUITMENT QUESTIONNAIRE

This question is not part of the examination but is for the hiring authority's information.

### HOW DID YOU HEAR ABOUT THIS EXAMINATION?

Check the appropriate box below.

- Newspaper/Magazine Advertisement
- Internet
- California Department of Corrections and Rehabilitation employee
- Recruitment Mailing
- College/School
- Job Fair/Career Fair
- Other: \_\_\_\_\_

**QUALIFICATIONS ASSESSMENT RETURN AND MAILING PROCEDURES**

**Do not attach any additional documents** to this Qualifications Assessment or send any forms/documents in advance as additional documents will not be rated. This Qualifications Assessment will account for 100% of the weight of your examination for this classification.

**Mail Completed Qualifications Assessment to:**

Department of Corrections and Rehabilitation  
Office of Workforce Planning  
P.O. Box 942883  
Sacramento, CA 94283-0001

or

**Deliver in Person to:**

Department of Corrections and Rehabilitation  
Office of Workforce Planning  
1515 S Street, Room 101N  
Sacramento, CA 95811

**NOTE:**

- Candidates must submit a Qualifications Assessment in order to participate in the examination.
- Be sure your envelope has **adequate postage** if submitting via mail.
- Facsimiles (FAX) will **NOT** be accepted under any circumstances.
- Make and keep a photocopy of the completed Qualifications Assessment for your records

**AFFIRMATION STATEMENT**

**THIS AFFIRMATION MUST BE COMPLETED**

**Government Code Section 18935:**

**“The board may refuse to examine or, after examination, may refuse to declare as an eligible or may withhold or withdraw from certification, prior to appointment, anyone who comes under any of the following categories:**

- j. **Has intentionally attempted to practice any deception or fraud in his or her application in his or her examination or in securing his or her eligibility.”**

**I hereby certify and understand that the information provided by me on this questionnaire is true and complete to the best of my knowledge and contains no willful misrepresentation or falsifications. I also understand that if it is discovered that I have made any false representations, I will be removed from the list resulting from this examination and may not be allowed to compete in future examinations for State employment. If already hired from the result of this examination, I may have adverse action taken against me, which could result in dismissal.**

**SIGNATURE:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**NAME (PRINTED):** \_\_\_\_\_

**THIS COMPLETES THE EXAMINATION.**