
Music Education Professional Portfolio Contents, Coursework & Organization

* **Construction of the Portfolio:**

1. Use formal academic style - use APA 6th ed.
2. Use 11 or 12 point serif font (Times, etc.)
3. Use double spacing for all entries
4. Use white single sided paper
5. Use page numbers for entries
6. *Use italics and colored paper for Letters to Reader - use 1.5 spacing - no page numbers*
7. Use only copies - keep originals (consider a duplicate portfolio)
8. Do not use sleeves
9. Use 2" binder if possible - no larger than 3"
10. Use pseudonyms for everything
11. Edit before submission - use GUM standards
12. Reflective Seminar direction supersede others
13. Self-assess each entry using the rubrics
14. Include Required Evidence for each Entry
15. Name the Principle being addressed for each Entry
16. Use a heading to identify for the reader when you are addressing a specific Principle

* **Each entry consists of 5 sections & Evidence:**

1. Opening - *in italics* - *addressed to the reader* - brief description, including what you did, what topic question you investigated and initial impressions of the topic.
2. Description - use the bulleted statements in the description directions as a guide to describe what you did, observed, and heard. Avoid assumptions. Be concise.
3. Analysis
 - a. Name and interpret each principle addressed
 - b. Provide specific examples where possible
 - c. Provide analysis by
 - i. Comparing 2 examples (similarities and differences)
 - ii. Defining an element of the principle
 - iii. Posing interesting questions that came up for you
 - iv. Use the bulleted statements in the Analysis directions as a guide
 - v. Talking about the principle with a teacher
 - vi. Analyzing the principle in the context of your overall experience
 - vii. Other
4. Reflection
 - a. Explain how your thinking and understanding changed throughout the process
 - b. Discuss how this experience altered your impressions
 - c. Reflect on other insights and questions you would like to investigate further
 - d. Use the bulleted statements in the Reflection directions as a guide

5. *Application*
 - a. *Make 3 statements of commitments to action you will undertake as a teacher related to this entry*
 - b. *Elaborate on each*
 - c. *How will you as a teacher enhance social justice, reduce discrimination, advance democratic principles or serve broader social aims while teaching?*
-

* **Contents**

Title Page - *Intro to Music Ed*

- “Level I Licensure Portfolio”
 - Name, Licensure area: “Undergrad Music Performance/K-12 Music Ed”, Date
 - Personal Theme
-

Table of Contents - *Intro to Music Ed*

- List by Tab and Contents of each tab
-

I. List the Five Standards and Sixteen Principles - *Intro to Music Ed*

II. Initial Letter to the Reader (element of Entry 6) - *Professional Preparation Seminar*

- Introduce yourself and your background
 - Name your personal theme
 - Address Principles of Entry 6
 - State your professional aims
-

III. Introduction - *Intro to Music Ed and continuing*

- Résumé
 - Professional Goals, subject area specialties
 - Transcript
 - Praxis Exam scores
-

IV. Entry 1: Analyzing the Learning Environment - *Intro to Music Ed, Elementary Music Ed, Secondary Music Ed. (Can be scored early)*

• **Principles 2, 3, 5, 10**

- Letter to the Reader Introducing this Entry (element of Entry 6)
 - Entry 1 assignment
 - Evidence
-

V. Entry 2: Accommodating Students Identified as Having Special Needs - *Intro to Special Populations, Student Teaching*

• **Principles 3, 8, 13**

- Letter to the Reader Introducing this Entry (element of Entry 6)
- Entry 2 assignment
- Evidence

VI. Entry 3: Collegueship and Advocacy - *Student Teaching***•Principles 11, 12**

- Letter to the Reader Introducing this Entry (element of Entry 6)
 - Entry 3 assignment
 - Evidence
-

VII. Entry 4: Teaching Episodes (plan and teach 2 lessons) - *Elementary Music Ed., Secondary Music Ed. (Can be scored early)***• Principles 1, 4, 5, 7**

- Letter to the Reader Introducing this Entry (element of Entry 6)
 - Entry 4 assignment
 - Evidence
-

VIII.Entry 5: Teaching Over Time (unit plan) - *Elementary Music Ed., Secondary Music Ed., Student Teaching***• All 16 Principles**

- Letter to the Reader Introducing this Entry (element of Entry 6)
 - Entry 5 assignment
 - Evidence
-

Entry 6: Reflection and Vision • Principle 14 • This Entry is embedded in Entries 1-5

IX. Knowledge and Performance Standards - *Professional Preparation Seminar*

- Letter to the Reader Introducing this Entry (element of Entry 6)
 - State Knowledge and Performance Standards in Music and list of courses in which you met each (see handout)
-

X. Appendixes

- Letter to the Reader introducing this section - *Professional Preparation Seminar*
 - Observation logs - *Continuing*
 - Sample syllabus - *Professional Preparation Seminar*
 - Letters of Recommendation - *Continuing*
 - Teaching Philosophy and Belief Statements - *Professional Preparation Seminar*
 - Video of teaching (if not included in Entry 4) - *Elementary Music Ed., Secondary Music Ed.*
 - Awards, other recognitions, reviews - *Continuing*
 - Other (sound files, compositions, etc.) - *Continuing*
-

XI. The Vermont Standards Board Rubric for the Level I Licensure Portfolio from Chapter 7 - *Professional Preparation Seminar*
