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# Music Education Professional Portfolio Contents, Coursework & Organization

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## \* **Construction of the Portfolio:**

1. Use formal academic style - use APA 6<sup>th</sup> 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

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## \* **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?
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## \* **Contents**

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### **Title Page** - *Intro to Music Ed*

- “Level I Licensure Portfolio”
  - Name, Licensure area: “Undergrad Music Performance/K-12 Music Ed”, Date
  - Personal Theme
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### **Table of Contents** - *Intro to Music Ed*

- List by Tab and Contents of each tab
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### **I. List the Five Standards and Sixteen Principles** - *Intro to Music Ed*

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### **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
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### **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

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**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
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**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*

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

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