

Master's Year Portfolio Guidelines Music Education

Developmental Portfolio (excerpt from handbook)

Master's students must complete a portfolio documenting their work and progress in the IB/M program. The expectations about specific items to be included in the portfolio are dictated by the students' advisors. Early in the master's year, students should contact their advisors for information about what to include in and how to construct the portfolios. Near the end of the spring semester, students must make individual appointments to meet with their advisors to share the portfolios. Sharing a satisfactory portfolio with one's advisor must occur before the advisor can sign the student's paperwork indicating successful completion of the comprehensive exam. Students who do not meet the portfolio requirement will not graduate from the master's year of the IB/M program and will not be eligible for certification.

You are expected to create and share a teaching portfolio that reflects your professional growth over your three years in the IB/M program. The resulting document will ultimately serve as your comprehensive exam for the Master's degree. Dr. Neelly and/or Dr. Abramo will be the primary evaluator. During the first two years of the program, your goal is simply to collect potential artifacts that might ultimately be included in the portfolio. As you enter the final year of the program, we'll get serious about culling, organizing, and reflecting upon the artifacts that you have collected. Keep in mind that the professional portfolio will help you prepare for job interviews in the spring prior to program completion, as well as allow you to showcase your individual strengths during the interviews themselves.

We will treat the assessment component of the portfolio as a recursive process. You will be asked to submit a best draft version of your portfolio in the early weeks of your final semester in the program. During the weeks following, we will engage in individual conference sessions to discuss your product and potential revisions relative to the first iteration of the portfolio. You will then have the opportunity to revise until we deem the work as meeting our shared goals for satisfaction.

Requirements

1. *The portfolio must be electronic* – it can be a website or *one* document (word or publisher or something similar). This portfolio may serve as a resource for interviews.
2. *The portfolio must be visually appealing and easy to navigate.* Utilize color, images, tables, section dividers, etc. to support readers in their ability to “read” your document.
3. The portfolio must contain each of the following elements:
 - a. Cover Page (or main page)
 - b. Table of Contents (or page with links to all the requirements)

- c. Statement of teaching philosophy
 - d. Rationale for why you teach music
 - e. An overall reflection on your growth as a teacher over the past three years (1-2 pages)
 - f. An array of artifacts with accompanying reflections. Reflections (approximately one half-page, double-spaced each) should reflect a critical awareness of current theoretical understandings in education and suggest implications for classroom practice and must be aligned with the artifact.
 - i. Required Artifacts (with a half page reflection for each artifact)
 - 1. Lesson plans
 - 2. Representation of Inquiry project
 - 3. Resume
 - 4. Recording of a solo or chamber performance or conducting
 - 5. Demonstration of music scholarship: a composition, arrangement, or theory or history paper.
 - ii. Optional Artifacts
 - 1. Student work with your evaluative comments and/or a reflective piece
 - 2. Clinic/Student Teaching Evaluations
 - 3. Video Recordings of teaching (for an electronic version) – no more than a couple of minutes
 - 4. Awards/Honors
 - 5. Letters of recommendation
 - 6. Others
4. These elements must demonstrate the following:
- a. The portfolio must provide evidence of work at all stages of the program (for example junior year coursework or placements, senior year student teaching, Master’s year internship and inquiry) to parallel growth along the themes of student as learner, student as teacher, and teacher as leader.
 - b. The portfolio should demonstrate competence and your growth and development in the following areas:
 - i. Learning theory
 - ii. Assessment
 - iii. Classroom management
 - iv. Technology
 - v. Differentiation of instruction
 - vi. Support of culturally, ethnically, and linguistically diverse students
 - vii. Parental/Community involvement
 - viii. Nature and importance of music as a discipline
 - ix. Subject Matter Knowledge

- x. Teaching Philosophy
- xi. Leadership
- xii. Pedagogy
- xiii. Pedagogical-Content Knowledge
- xiv. Collaboration
- xv. Other(s), as needed or desired

As you undertake this endeavor, please don't hesitate to let us know of any questions that arise.