

Student Portfolio – Bachelor of Music with Teacher Licensure Option – Table of Contents

Students should submit an electronic portfolio the semester prior to graduation or student teaching.

The portfolio should consist of the student's best work, and artifacts in each category should clearly demonstrate attainment of the learning objective. Students are encouraged to be creative and focus the portfolio on individual career goals. The portfolio should not only serve as evidence of meeting departmental learning goals, but should be considered a professional resource for students to use in career advancement.

Required Organization:

In order to organize your assessment examples, create a separate web page for each of the large sections listed below. Link these pages to your main page.

- Credentials
- Department of Music Learning Objectives for all B.Mus. Students
- Department of Music Learning Objectives for Teacher Licensure Students
- College of Education and Professional Studies Learning Objectives for Teacher Licensure Students
- Narrative Reflection

Within each page, type out the full Student Learning Objective and upload the relevant examples of your work immediately after the objective. It must be clear to the reader how each example relates to a Student Learning Objective.

Use the list below to help determine items to include in your portfolio.

A. Credentials

- Resume
- Personal Philosophy Statement
- Documentation of at least one year participation in NAFME.

B. Department of Music Learning Objectives for all B.Mus. Students:

I.1 Demonstrate an intellectual and aural understanding of the basic structural elements of music through the use of the basic vocabulary of music.

Artifacts **must** include:

- at least two musicianship midterms or final examinations, demonstrating both theory skills and aural skills
- at least one analysis, arranging, or composition project
- item(s) of student's choice

I.2 Understand and analyze the role of music within a variety of cultures and historical periods, its impact on society, and its stylistic interpretation.

Artifacts **must** include:

- at least one graded music history paper
- at least one graded written assignment
- at least one music history examination
- item(s) of student's choice

I.3 Demonstrate an awareness of structure and style through the development of skills necessary to create, critique, and perform music from a variety of cultures and historical periods.

Artifacts **must** include:

- programs from all degree recitals
- program(s) from other performances
- program notes from all recitals
- artifact demonstrating ability to critique music
- jury comment sheets from a minimum of four semesters of applied music study.
- item(s) of student's choice

I.4 Demonstrate musical comprehension and leadership necessary to conduct an ensemble.

Artifacts **must** include:

- one conducting exam reflection
- one conducting video
- item(s) of student's choice

I.5 Understand, use and apply technology appropriate to professional needs.

Artifacts **must** include:

- one composition or arrangement written with notation software
- at least two items of student's choice

C. Department of Music Learning Objectives for Teacher Licensure Students:

II.1 The competent music teacher is able to relate various types of music knowledge and skills within and across the arts.

Artifacts **must** include:

- two lesson plans of different levels involving related arts
- item(s) of student's choice

II.2 The competent music teacher understands and is able to apply pedagogical knowledge and skills appropriate to the teaching of music.

Artifacts **must** include:

- two lesson plans of different levels
- two teaching evaluations
- one conducting video demonstrating teaching techniques
- one lesson plan incorporating technology
- item(s) of student's choice

D. College of Education and Professional Studies Learning Objectives for Teacher Licensure Students:

III.1 Demonstrate good communication skills.

Artifacts **must** include:

- one paper with the instructor's evaluation of its writing style
- one evaluation of an oral presentation or speech
- item(s) of student's choice

III.2 Use basic skills of measurement and assessment in instructional decision-making.

Artifacts **must** include:

- three evaluation tools written by the student
- item(s) of student's choice

III.3 Demonstrate knowledge of past and present developments, issues in research, and social influences in the field of education.

Artifacts **must** include:

- two assignments chosen from MUS 2440, 2441, 2442, 3400, or 3440 dealing with current issues in education (must be from two different classes)
- two assignments chosen from EDF 2555, EDF 4450, SED 3330, EDP 3325, SPE 3500 or SPE 3000 dealing with current issues in education (must be chosen from two different classes)

E. Narrative Reflection:

Demonstrate reflection on growth as a musician and teacher.

Artifacts **must** include (at least one page each, typed):

- narrative statement based on the following prompt:
“Choose three artifacts from this portfolio. Describe what you learned from each assignment/project/performance, how each reflects your best work, and how each demonstrates attainment of the department learning objective.”
- narrative statement based on the following prompt:
“During your time preparing to be a music teacher you have participated in a number of classes, clinical experiences, ensembles, and recitals. How have you grown as a musician and a teacher from your first days as a college student? Provide specific examples of experiences that helped you learn and develop skills.”