

## e-Portfolio Guidelines

The e-Portfolio is a collection of materials and reflections, which provide a record of the ST's experiences for documenting growth and can also be used as a tool when searching for employment. The e-Portfolio synthesizes learning from the ST's coursework and school-based experiences by providing exemplars gathered throughout the course of the internship.

The e-Portfolio is a requirement for the successful completion of student teaching but is only one of several factors considered in determining the final grade. A presentation and review of the portfolio will take place at the conclusion of the semester. The presentation and assessment of the portfolio is considered an important part of the overall evaluation of the internship.

The following guidelines will be helpful to student teachers preparing the portfolio:

- The e-Portfolio is an evolving document and should be in a continual state of development.
- The e-Portfolio should be comprised of pieces that the student teacher has selected because they are significant examples of growth and teaching excellence. The US and MT should guide the entries.
- The appearance of the e-Portfolio should not overshadow its contents; however, potential employers will notice that an organized appearance demonstrates careful thought and preparation.

## e-Portfolio Format

The e-Portfolio will be created in an electronic format using a web-based design with interactive links. The ST can choose the platform for their e-Portfolio so long as the website is not published (or made available to the public) until the assessed and approved by the US using the **e-Portfolio Assessment**. Remember, once your website is published, it is available for all to view. Publishing a website before it has been approved may create unintended consequences if the materials chosen for the site do not portray the ST as a professional. Nevertheless, a few examples of free website platforms that can be used to create the e-Portfolio include:

<http://www.weebly.com/>

<http://www.wix.com/>

<https://wordpress.org/>

One final thought to consider, many people access the internet through their smartphones. Check to see if the platform you choose displays well on mobile devices prior to and during developing your content.

## e-Portfolio Content

Once you have decided upon your platform, you may begin uploading content onto your pages. If you use the Google Sites template, the pages have been arranged for you. If you choose to go with another platform, you will need to create your own pages using the following categories:

### Home Page

- Table of Contents or Tabs linked to each section
- Head shot and/or teaching photos
- Link to a pdf copy of the Resume that can be downloaded/printed

### Philosophy of Teaching

- Short, 1 or 2 paragraphs
- Avoid “I think/I believe” statements
- Think broadly about teaching music avoiding language that only covers one area (e.g., band, choir, or orchestra).

### Planning and Instruction

- Reflection statement pertaining to how the ST tied knowledge obtained from 400-level methods coursework into creating lesson plans selected for inclusion on this page.
- Sample Lesson Plans, 1 for each of the following:
  - ELEMENTARY FOCUS
    - pdf of your very best lesson plan that focuses on teaching fundamentals through a song
    - Objectives are singular and measurable
    - Evidence of adaptations or accommodation for various learning styles, interests, and needs of students taught
    - Age-appropriate activities (i.e. movement, tactile learning, etc.)
    - Procedures are sequential (A/O to SA)
    - **Assessment strategy** (sample rubric, checklist, rating scale, etc.) is appropriate to the activity and age-level
  - SECONDARY FOCUS
    - pdf of your very best lesson plan that focuses on teaching musicianship to the group or ensemble
    - Objectives are singular and measurable
    - Evidence of adaptations or accommodation for various learning styles, interests, and needs of students taught
    - Age-appropriate activities (performing/singing in parts, reinforcing independence, theory after practice, etc.)
    - Procedures are sequential (A/O to SA)
    - **Assessment strategy** (sample rubric, checklist, rating scale, etc.) is appropriate to the activity and age-level
- Additional pdf. files of instructional materials or music developed by the ST specifically for the lesson being taught
- Photographs or short video excerpts (no more than 2 minutes in length) of classroom activities that focuses on the ST teaching (does not focus on the children)

## **Classroom Management Strategies**

- A reflective statement that describes specific examples of how the ST was able to effectively manage the classroom. This may include:
  - Redirecting off-task behavior
  - Establishing new and/or reinforcing existing class routines
  - Taking a proactive approach to solving disruptive behavior before it occurs
  - Organizing materials and equipment prior to the lesson to mitigate excessive down time.
  - Motivating students through a variety of reward strategies
  - Circulating through the classroom while delivering instruction
  - Controlling pacing when implementing instruction
  - Handling disruptive behavior
- Additional pdf. files of materials used for the purpose of managing the learning environment (i.e. reward programs, description of the classroom, rules, pictures of bulletin boards, instructions for games or special events, etc.)
- Photographs or short video excerpts (no more than 2 minutes in length) of the classroom that focus on how the ST helps to create/reinforce an orderly classroom. Video excerpts are NOT to contain material that shows the ST disciplining a child.

## **Technology in the Classroom**

- A reflective statement that describes specific examples of how infusing technology into the lesson can positively impact learning outcomes. This may include statements about:
  - Using a metronome or tuner during the lesson
  - Developing MIDI accompaniment
  - Incorporating web-based applications for surveys, quizzes, and tests
  - Using SmartMusic as an assessment tool
  - Using notation software (i.e. Finale, Sibelius, etc.) to create fundamental studies
- Additional pdf. files of arrangements and/or learning materials created using notation software, a printout of marching drill created by the ST, or a report generated from SmartMusic (with student names blacked out).
- Screenshots from a web-based application used for teaching and/or assessment
- Photographs or short video excerpts (no more than 2 minutes in length) focusing on how the ST incorporates technology into a lesson.

## **Family and Community Involvement**

- A short philosophical statement that describes the importance of involving parents of students and the larger community in the music program. The statement should be:
  - Short, 1 or 2 paragraphs
  - Avoid “I think/I believe” statements
- Because this is a new area for the ST to experience, the use of exemplary materials from the MT may be incorporated into the e-Portfolio with permission from, and credit given to the MT who designed the materials. The ST should state that they would customize and incorporate these materials into their own program. These materials may include:
  - Special notices to parents (i.e. for solo & ensemble, upcoming performances, fundraisers, special awards, screenshots from the program’s website, etc.)
  - Sample promotional material to the community (i.e. press release, concert announcement, newspaper articles, etc.)

## **Professional Documentation**

- This section is designed to provide background information about you. The documentation included should be exemplary. The ST may choose from the following:
  - Observation Report
  - Progress Report
  - Selected entries from Observation Journal
  - First-Aid/CPR/AED Certification
  - Child Abuse Recognition Certificate
  - Video Observation Report (no video)
  - Materials from an In-service workshop or Conference
  - Honors and awards
  - Letter(s) of recommendation
  - Exceptional recital and/or jury sheets
  - Lab Ensemble program
  - Short video clips of you conducting or performing
  - Complimentary letters or emails from students and/or their parents

SPECIAL ACKNOWLEDGEMENT: Some of the information used to construct these guidelines was used with permission from Dr. David Frego, Director of the School of Music at Penn State University.