

# The University of the Arts

## *School of Music*

Philadelphia, PA



# MUED

## Student Portfolio

An informational guide through the Music Education Minor and MAT programs. A fieldwork journal and all program documentation.

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Name



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Graduation Year



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# *Orchestrating Success in Music Education*

## **TEACHER PREPARATION OVERVIEW**

### ★ **Knowing the Content / Developing the Skills:**

- ~ Musicological and ethnomusicological study
- ~ Music Theory
- ~ Aural Skills
- ~ Composition
- ~ Music Technology
- ~ Reflection, Criticism
- ~ Concentration in an applied area
- ~ Conducting Skills

### ★ **Instructional Planning and Performance:**

- ~ Managing the instructional environment
- ~ Planning of instruction
- ~ Implementing and modifying teaching methods
- ~ Monitoring student understanding

### ★ **Professionalism and Communications:**

- ~ Professional organizations
- ~ Integrity and ethical behavior
- ~ Cultivating professional relationships
- ~ Characteristics of the community
- ~ Communicating effectively

***We are here to assist you with your music education journey!***

**Keith W. Hodgson**

Director of Music Education  
Assistant Professor

Email: [khodgson@uarts.edu](mailto:khodgson@uarts.edu)

Phone: 609-317-0906



# THE MUSIC EDUCATION MINOR

## (5 Year BM+MAT)

**Description:** Professional musicians teach in various settings such as private lessons, classroom lectures, presentations at conferences, directing performing ensembles, and as artists in residence. The music education minor is open to all music majors desiring preparation for these roles. The music education minor complements the degree studies of all music majors. Three courses in the music education minor also count as Liberal Arts Electives for undergraduate students. Coursework includes instruction in each of the instrument families, pedagogy of private instruction and improvisation, conducting, rehearsing jazz ensembles, the psychology of teaching and learning music, and the needs of special learners. Field experiences include working with ensembles in public and private schools. Music education minors will be able to complete the Master of Arts in Teaching degree (MAT) and receive teacher certification in one additional academic year. This “4 +1” option allows students to earn a music education minor, bachelor’s degree, master’s degree, and teacher certification in only five years. Coursework is based on current Pennsylvania Department of Education teacher certification requirements. This program may be revised as needed to accommodate new state requirements.

### MINOR COURSE CURRICULUM:

#### Required Courses:

- MUED 110 Brass Instruments **1 credit**
- MUED 111 Flute & Double Reed Instruments **1 credit**
- MUED 112 Creative Classroom Musicianship **1 credit**
- MUED 113 Percussion Instruments **1 credit**
- MUED 114 Single Reed Instruments **1 credit**
- MUED 115 String Instruments **1 credit**
- MUED 320 Music Pedagogy I - Private Lessons **1 credit**
- MUED 321 Music Pedagogy II - Improvisation **1 credit**
- MUED 400 Psychology of Music Teaching & Learning **3 credits**
- MUED 401 Music and Children with Special Needs I **3 credits**
- MUED 402 Music and Children with Special Needs II **3 credits**
- MUED 430 Rehearsal Techniques - Jazz Ensemble **2 credits**
- MUED 431 Basic Conducting **2 credits**
- MUED 495 Field Experience I **1 credit**
- MUED 496 Field Experience II **1 credit**

*This is a suggested guide to successfully completing the music education minor program.*

Freshman Year	100 Level MUED Instrument Class
Freshman Year	100 Level MUED Instrument Class
Freshman Year	100 Level MUED Instrument Class
Sophomore Year	100 Level MUED Instrument Class
Sophomore Year	100 Level MUED Instrument Class
Sophomore Year	100 Level MUED Instrument Class
Sophomore Year	MUED 320 Music Pedagogy I
Junior Year	MUED 321 Music Pedagogy II
Junior Year	MUED 430 Jazz Rehearsal Tech.
Junior Year	MUED 431 Basic Conducting
Junior Year	MUED 400 Psychology of Music
Senior Year	MUED 401 Music & Chld w/ SN 1
Senior Year	MUED 402 Music & Chld w/ SN 2
Senior Year	MUED 495 Fieldwork 1
Senior Year	MUED 495 Fieldwork 2

As you work through this Student Portfolio, make note of the ✓ marks. These are meant as reminders of what is expected to be completed by the student.



# CLEARANCES

## **BEFORE YOU START:**

You will need to have the following clearances completed and submitted to the Music Education office.



### **PA Child Abuse Clearance:**

<https://www.compass.state.pa.us/cwis/Public/home>

- Select CREATE INDIVIDUAL ACCOUNT



### **PA State Criminal Background Check:**

<https://epatch.state.pa.us/Home.jsp>

- Select NEW RECORD CHECK



### **FBI Fingerprint Check:**

(You must ALSO get fingerprinted!)

[https://www.pa.cogentid.com/index\\_pdeNew.htm](https://www.pa.cogentid.com/index_pdeNew.htm)

- Select REGISTER ONLINE under REGISTRATION INFORMATION

- AFTER you register please email the RECEIPT to the UARTS Music Education coordinator

- This will have a PAE# on it - this is how we access your results AFTER you get fingerprinted.

- After you register at the above website, you have to go and get fingerprinted. Here is a link to a list of places.

[https://www.pa.cogentid.com/index\\_pdeNew.htm](https://www.pa.cogentid.com/index_pdeNew.htm)



### **TB Test:**

Can be done at the UARTS Nurse for no charge.

Call: [215-717-6230](tel:215-717-6230)

Gershman Hall, Room 306

*Let us know if you have any questions.*



### **Once you have EVERYTHING DONE**

**Take pictures with your phone and email to the music education minor coordinator.**

### **Getting Started:**



The music minor coordinator will provide you the contact information for your cooperating teacher. **You should make contact with your cooperating teacher as soon as possible.** Introduce yourself and give them a little bit of background on yourself... (year in school, major instrument, where you are from etc.)

Let them know that you would like to begin planning a time to visit as soon as possible. You can let them know what times work best in your schedule (obviously around your class schedule) and inquire how their school/ class schedule is set up. (NOTE: You may NOT miss your UArts classes to go do your observation hours.) You may find that early in the morning may be the best time. Our recommendation is that you try to observe as many DIFFERENT teaching scenarios as possible. (Ensembles, Theory, Lessons, Classroom music, Guitar, Keyboards, Band/Choir/Strings etc...)

**Strong Suggestion: DO NOT PUT THIS OFF.. Go start your observations ASAP!**

If you have any questions or concerns at any time, please do not hesitate to email me: Keith Hodgson ([khodgson@uarts.edu](mailto:khodgson@uarts.edu)) I am always here to assist you and want you to have a positive and rewarding experience as you observe the educational landscape and decide if this is a field you would like to pursue as a career. This program is dedicated to preparing students for successful teaching!



# MUSIC EDUCATION

## MINOR & MAT OVERVIEW

### MUSIC ED MINOR COURSEWORK:

COMPLETED DURING UNDERGRADUATE PROGRAM OR  
AS PRE-REQUISITES NEEDED BY GRADUATE STUDENTS APPLYING FOR THE MAT

#### SECONDARY INSTRUMENT PEDAGOGY

- SEM:** \_\_\_\_\_
- Brass Instruments \_\_\_\_\_
  - Single Reed Instruments \_\_\_\_\_
  - Flute & Double Reeds \_\_\_\_\_
  - String Instruments \_\_\_\_\_
  - Percussion Instruments \_\_\_\_\_

#### SKILL DEVELOPMENT AND REHEARSAL PEDAGOGY

- SEM:** \_\_\_\_\_
- Basic Conducting \_\_\_\_\_
  - Creative Classroom Musicianship \_\_\_\_\_
  - Music Pedagogy 1 \_\_\_\_\_
  - Music Pedagogy 2 \_\_\_\_\_
  - Rehearsal Techniques Jazz Ens. \_\_\_\_\_

#### CORE MUSIC EDUCATION METHODS

- SEM:** \_\_\_\_\_
- Psychology of Music Teaching and Learning \_\_\_\_\_
  - Music and Children with Special Needs 1 \_\_\_\_\_
  - Music and Children with Special Needs 2 \_\_\_\_\_

#### FIELDWORK STAGE 1 OBSERVATION

**SEM:**  
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#### FIELDWORK STAGE 2 EXPLORATION

**SEM:**  
\_\_\_\_\_

### MAT COHORTS

*(Sample schedule timeline)*

#### SEMESTER 1

#### ELEMENTARY COHORT

- First 7 weeks: *(Full-time - Mon.-Fri.)*
- Core course work in Music Education
  - Elementary Pedagogy Coursework
  - Elementary Methods Classes
  - MAT Secondary Instrument Rehearsal LAB
  - Pre-student teaching school visitations (Fri)

Second 7 weeks: *(Full-time - Mon.-Fri.)*

#### **ELEMENTARY STUDENT TEACHING PLACEMENT**

*Cooperating Teacher Weekly Reports  
Supervising Teacher - 3 Observation Visitations  
Weekly Student Teaching Seminar  
Weekly Reflections Due*

#### SEMESTER 2

#### SECONDARY COHORT

- First 7 weeks: *(Full-time - Mon.-Fri.)*
- Core course work in Music Education
  - Secondary Pedagogy Coursework
  - Rehearsal Techniques Classes
  - MAT Secondary Instrument Rehearsal LAB
  - Pre-student teaching school visitations (Fri)

Second 7 weeks: *(Full-time - Mon.-Fri.)*

#### **SECONDARY STUDENT TEACHING PLACEMENT**

*Cooperating Teacher Weekly Reports  
Supervising Teacher - 3 Observation Visitations  
Weekly Student Teaching Seminar  
Weekly Reflections Due*



# MUSIC EDUCATION RESOURCES

UARTS WEBSITE:

[www.uarts.edu](http://www.uarts.edu)

UARTS MUSIC EDUCATION WEBSITE (Hodgson):

[www.keithwhodgson.com/uarts](http://www.keithwhodgson.com/uarts)

UARTS CONTINUING STUDIES: *Summer Music Program*

<http://cs.uarts.edu>



THE NATIONAL ASSOCIATION FOR MUSIC EDUCATION  
*National Association  
for Music Education*

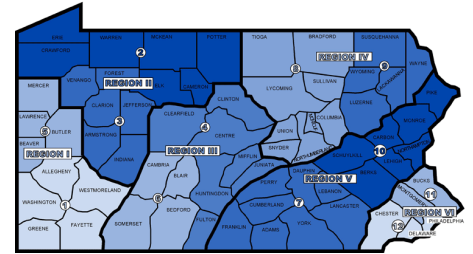
[www.nafme.org](http://www.nafme.org)



PENNSYLVANIA MUSIC EDUCATORS ASSOCIATION

[www.pmea.net](http://www.pmea.net)

*Annual Conference (March/April)*



NEW JERSEY MUSIC EDUCATORS ASSOCIATION

[www.njmea.org](http://www.njmea.org)

*Annual Conference (Third week of February)*

TBA - ELEMENTARY MUSIC

TBA

**THIS PAGE**  
**IN PROGRESS**



# STAGE 1

# MUED 495

## Field Experience

Semester:

# 20 HOURS OF OBSERVATION

**MUED 495 (595)** An integral component of music education studies, as outlined by the Pennsylvania Department of Education for pre-service teachers, is to engage in fieldwork studies with certified teaching professionals. Music Education Fieldwork 1 is a mandatory fieldwork experience for music education students focused on classroom observation. Twenty hours of observation in instrumental, vocal or general music classrooms is required. An observation journal reflective of teaching and learning strategies observed, interviews with faculty, and conclusions drawn upon the fieldwork experience are essential components of the course. Students enrolled in this course will also meet once per week with the faculty of record for the course at UARTS to discuss instructional and learning strategies observed. This course requires for students to have Pennsylvania Teaching Clearances, and to be placed by the Music Education Division at The University of the Arts in a school with a certified music educator.

School Placement:

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Cooperating Teacher:

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Signature of completion:



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✓ Enter Log Information for Stage 1 into the Google Form

<http://bit.ly/UArtsMusicEdFieldwork>



# Stage 1 - Journal

**MUED 495**

## Hour visitations 1-5

*Please refer to the descriptors and expectations for these four domains in your Final Reflection document.*

Planning and Preparation:

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**MUED 495**

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# Stage 1 - Journal

**MUED 495**

Hour visitations 11-15

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**MUED 495**

Hour visitations 16-20

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## **FINAL REFLECTION PAPER:**

At the completion of your 20 hours, you are required to complete a **Reflection Paper** based on the Four Domains of Professional Practice as outlined by Charlotte Danielson. In accordance with the Pennsylvania Department of Education, these four domains of professional practice are foundational to all four stages of fieldwork, inclusive of student teaching. Additionally, these four domains of professional practice are currently implemented as the state assessment indicators for both student teachers and professional teachers in the evaluative process.

***This reflection assignment will be a Word .doc supplied to you and submitted electronically.***



# STAGE 2

# MUED 496

## Field Experience

Semester:

# 20 HOURS OF EXPLORATION

**MUED 496 (596)** An integral component of music education studies, as outlined by the Pennsylvania Department of Education for pre-service teachers, is to engage in fieldwork studies with certified teaching professionals. Music Education Fieldwork 2 is a mandatory fieldwork experience for music education students. This course is focused on both observation and the opportunity for beginning teaching exploration with a cooperating teacher. Twenty hours of observation and exploration in instrumental, vocal or general music classrooms is required. An observation journal reflective of teaching and learning strategies observed and practiced, interviews with faculty, and conclusions drawn upon the fieldwork experience are essential components of the course. Students enrolled in this course will also meet once per week with the faculty of record for the course at UARTS to discuss instructional and learning strategies observed and explored. This course requires for students to have Pennsylvania Teaching Clearances, and to be placed by the Music Education Division at The University of the Arts in a school with a certified music educator.

School Placement:

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Cooperating Teacher:

Signature of completion:



## LOG

<u>Date</u>	<u>Time</u>	<u>Class</u>	<u>Hours</u>

<u>Date</u>	<u>Time</u>	<u>Class</u>	<u>Hours</u>

Enter Log Information for Stage 2 into the Google Form

<http://bit.ly/UArtsMusicEdFieldwork>



# Stage 2 - Journal

**MUED 496**

## **Hour visitations 1-5**

*Please refer to the descriptors and expectations for these four domains in your Final Reflection document.*

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# Stage 2 - Journal

**MUED 496**

Hour visitations 6-10

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# Stage 2 - Journal

**MUED 496**

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# Stage 2 - Journal

**MUED 496**

Hour visitations 16-20

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## **FINAL REFLECTION PAPER:**

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***This reflection assignment will be a Word .doc supplied to you and submitted electronically.***





# **MAT MUED**

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## **The Master of Arts in Teaching in Music Education**

Program Director: **Keith W. Hodgson** [khodgson@uarts.edu](mailto:khodgson@uarts.edu) / 609.317.0906

### **Description:**

The Master of Arts in Teaching in Music Education (MAT) is an advanced teacher certification program for professional musicians desiring a master's degree and certification to teach music in K-12 schools as well as in other educational settings and for related careers. It is a unique program in that candidates for the MAT typically will have completed undergraduate studies in applied music, composition, theory, musicology, or other professional areas. MAT graduates are eligible to receive K-12 certification from the Commonwealth of Pennsylvania Department of Education to teach music. The MAT in Music Education is designed to develop and refine the student's intellectual, pedagogical, and musical skills. The program is a balance of intellectual foundations, curriculum design, and assessment; partnered with hands-on pedagogy and conducting courses developed to provide relevant experiences for the classrooms of today and leadership for the future of the profession. This preparation includes comprehensive instruction in the use of educational technology, field-based learning experiences, and site-based pedagogy courses, which provide direct feedback on instructional effectiveness.

The MAT curriculum comprises 36 credits and may be completed in one academic year if all co-requisites are satisfied prior to matriculation. Co-requisite requirements may be satisfied in a number of ways, including taking courses in the Music Education minor program. Students who wish to complete the program over two years of graduate study may do so by taking these co-requisites during their first year at the University.



# **MAT MUSIC ED CURRICULUM**

## **Graduation Requirements**

*Successful completion of all courses and related requirements shall lead to the granting of the Master of Arts in Teaching in Music Education. Successful completion of the MAT in MUED with a cumulative GPA of 3.0 or higher is required for teacher certification in the state of Pennsylvania. In order to apply for teaching certification in any state, all degree requirements must be successfully completed in addition to obtaining passing scores on the required Praxis examinations.*

## **Program Objectives**

**Students graduating with a Master of Arts in Teaching in Music Education will:**

- have completed the necessary coursework to become certified music educators in a public and/or private school system
- understand the essential tenets of music education
- understand the importance of standards-based education, quality design and assessment strategies, and foundational teaching methods
- demonstrate an understanding and application of the four domains of professional practice through quality teaching and musicianship
- demonstrate the application of pedagogy and methodology, both instrumental and vocal, as a means to teach music and musicianship
- integrate technology in support of student learning
- communicate and collaborate with peers in multifarious musical environments, schools and communities

## **Required Courses (36 credits)**

MUED 520 Music Pedagogy III: Pre-K to Grade 4 **3 credits**

MUED 521 Music Pedagogy IV: Grades 5 to 8 **2 credits**

MUED 522 Music Pedagogy V: Grades 9 - 12 **2 credits**

MUED 523 Music Pedagogy VI: Vocal/Choral **2 credits**

MUED 530 Alternative Ensembles Elementary and Middle School Ensembles **2 credits**

MUED 532 Ensemble Rehearsal Techniques **2 credits**

MUED 533 Instrumental Conducting **1 credit**

MUED 540 Student Teaching - Elementary **4 credits**

MUED 541 Student Teaching Seminar - Elementary **1 credit**

MUED 542 Student Teaching - Secondary **4 credits**

MUED 543 Student Teaching Seminar - Secondary **1 credit**

MUED 602 Sociological Foundations of Music Education **3 credits**

MUED 603 Curriculum and Assessment in Music Education **3 credits**

MUED 605 Historical and Philosophical Foundations in Music Education **3 credits**

MUED 606 Integration of Technology in Music Education **3 credits**



# **STAGE 3**

## **Field Experience - Pre-Student Teaching**

SEMESTER 1

### **MUED 520**

#### **VISITATION LOG**

<i>Date</i>	<i>Time</i>	<i>Class</i>	<i>Hours</i>	<i>Date</i>	<i>Time</i>	<i>Class</i>	<i>Hours</i>

Enter Log Information for Stage 3 (part 1) into the Google Form



<http://bit.ly/UArtsMusicEdFieldwork>

SEMESTER 2

### **MUED 532**

#### **VISITATION LOG**

<i>Date</i>	<i>Time</i>	<i>Class</i>	<i>Hours</i>	<i>Date</i>	<i>Time</i>	<i>Class</i>	<i>Hours</i>

Enter Log Information for Stage 3 (part 2) into the Google Form



<http://bit.ly/UArtsMusicEdFieldwork>



# **MAT REHEARSAL LAB**

*Focusing on secondary instruments and rehearsal pedagogy.*

## **SEMESTER 1**

**Lab Meeting #1:** *Inst:*

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**Lab Meeting #2:** *Inst:*

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**Lab Meeting #3:** *Inst:*

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**Lab Meeting #4:** *Inst:*

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**Lab Meeting #5:** *Inst:*

---

**Lab Meeting #6:** *Inst:*

---

**Lab Meeting #7:** *Inst:*

---

**NOTES:** *(Instruments / Conducting etc.)*

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## **SEMESTER 2**

**Lab Meeting #1:** *Inst:*

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**Lab Meeting #2:** *Inst:*

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**Lab Meeting #3:** *Inst:*

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**Lab Meeting #4:** *Inst:*

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**Lab Meeting #5:** *Inst:*

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**Lab Meeting #6:** *Inst:*

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**Lab Meeting #7:** *Inst:*

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**NOTES:** *(Instruments / Conducting etc.)*



# STAGE 4

## Field Experience - Student Teaching

SEMESTER 1

### MUED 540

School Placement:

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Cooperating Teacher & Contact Info:

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Weekly Reflections Submitted:

Major Focus

- ✓ Week 1 \_\_\_\_\_
- ✓ Week 2 \_\_\_\_\_
- ✓ Week 3 \_\_\_\_\_
- ✓ Week 4 \_\_\_\_\_
- ✓ Week 5 \_\_\_\_\_
- ✓ Week 6 \_\_\_\_\_
- ✓ Week 7 \_\_\_\_\_

SEMESTER 2

### MUED 542

School Placement:

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Cooperating Teacher & Contact Info:

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Weekly Reflections Submitted:

Major Focus

- ✓ Week 1 \_\_\_\_\_
- ✓ Week 2 \_\_\_\_\_
- ✓ Week 3 \_\_\_\_\_
- ✓ Week 4 \_\_\_\_\_
- ✓ Week 5 \_\_\_\_\_
- ✓ Week 6 \_\_\_\_\_
- ✓ Week 7 \_\_\_\_\_





# **STUDENT TEACHING SEMINAR**

## **SEMESTER 1**

**Class Meeting #1:** *PD TOPICS* -

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**Class Meeting #2:** *PD TOPICS* -

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**Class Meeting #3:** *PD TOPICS* -

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**Class Meeting #4:** *PD TOPICS* -

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**Class Meeting #5:** *PD TOPICS* -

---

**Class Meeting #6:** *PD TOPICS* -

---

**Class Meeting #7:** *PD TOPICS* -

---

---

## **SEMESTER 2**

**Class Meeting #1:** *PD TOPICS* -

---

**Class Meeting #2:** *PD TOPICS* -

---

**Class Meeting #3:** *PD TOPICS* -

---

**Class Meeting #4:** *PD TOPICS* -

---

**Class Meeting #5:** *PD TOPICS* -

---

**Class Meeting #6:** *PD TOPICS* -

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**Class Meeting #7:** *PD TOPICS* -

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# Student Teaching Evaluations

## Cooperating Teacher

### Weekly Competencies

*Your cooperating teacher will evaluate you on a weekly basis on these 12 points of teaching competencies:*

1. Presents disciplinary content clearly, knowledgeably, and thoroughly, in a well-designed lesson.
2. Provides meaningful learning opportunities that are developmentally appropriate.
3. Fosters student achievement among diverse learners in an inclusive setting.
4. Encourages critical thinking, problem solving, musical and performance skills by using a variety of instructional strategies to meet the objective.
5. Creates and manages a learning environment that encourages positive social interaction and active engagement in learning.
6. Uses questioning strategies and instructional materials to foster active inquiry, collaboration, and supportive interaction.
7. Plans instruction based upon knowledge of subject matter, students, and the community and curriculum goals.
8. Utilizes appropriate formative and summative assessment strategies, when appropriate.
9. Reflects on prior practice to inform growth, and is receptive to feedback from cooperating teacher.
10. Collaborates with other stakeholders to improve students learning
11. Adheres to college, district, and state guidelines for professional practice
12. Demonstrates stamina, maturity, and self-control

## Student Teaching Supervisor

### 3 Classroom Observations

*Your supervisor will evaluate you during three classroom visitations followed by one on one conferences to reflect on the lesson and teaching.*

*Feedback for the first two observations will be provided in the following areas:*

#### **1. Observed Strengths**

#### **2. Suggestions for Improvement**

#### **3. Goals for Future Observations**

**Following the third visit, the supervisor will complete two extensive final reports.**

- **UArts Student Teacher Final Evaluation Form**
- **PDE 430: (Pennsylvania Department of Education) Student Teacher Final Evaluation Form**





# **STUDENT TEACHING**

## **PROGRAM OBJECTIVES**

### **Students in the Music Education division will...**

- Have completed the necessary coursework to become certified music educators in a public and/or private school system
- Understand the essential tenets of music education
- Understand the importance of standards-based education, quality design and assessment strategies, and foundational teaching methods
- Demonstrate an understanding and application of the four domains of professional practice through quality teaching and musicianship
- Demonstrate the application of pedagogical and methodological means to teach music and employ effective teaching methods
- Utilize technology in diverse ways as a teacher and in support of student learning
- Communicate and collaborate with peers in diverse musical environments and school communities
- Be creative and innovative musicians who share these musical strengths with their learners through teaching

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***WHAT IS CRITICAL IN THE ASSESSMENT OF A STUDENT TEACHER'S PERFORMANCE IS THEIR RECEPTIVITY TO FEEDBACK FROM BOTH THE COOPERATING TEACHER AND THE SUPERVISOR... AND THE IMPLEMENTATION AND EVIDENCED GROWTH FROM THE FEEDBACK.***

### ***Grade of A:***

- Exemplary work completed as a student teacher throughout the placement with significant response to feedback leading to improved skills, growth and teaching. Strong receptivity to feedback and implementation of new strategies to improve instruction over time.
- Student exhibits a strong work ethic, is consistently well prepared, timely, and professional.
- The student teacher reaches well beyond the foundational expectations for both time and commitment to their student teaching efforts.
- The student teacher has a clear understanding of quality lesson design that incorporates age and developmentally appropriate learning, repertoire, materials and resources that is creative and intellectual.
- The student teacher consistently provides a classroom and learning environment that is safe, nurturing, and dynamic.
- The student teacher possesses exemplary instructional delivery strategies, is articulate, and clearly puts into practice the lesson designed.
- Professionalism, in all facets, is exemplary.



# **MAT CAPSTONE PROJECT**

## **Student Teaching Capstone**

**MAT in Music Education: Student Teaching Capstone Assignment –**

**PORTFOLIO DUE: Last week of student teaching in the final MAT semester**

The portfolio is a collection of documents that will be developed over the course of the MAT student teaching experience. These materials must be submitted in well written Microsoft Word or Pages documents, converted to **PDFs**. All lesson plans included in the portfolio must utilize the **UARTS lesson template**. The portfolio will include the following documents, all of which you will create over the student teaching experience. **The portfolio must be presented in a digital format – we will use Google Drive.**

1. **Your philosophy of music education**, written during the MUED 603 course, will be a point of entry for this portfolio. After the first week of teaching, you will revisit and reflect upon your philosophy and edit/revise after the application of observing and teaching has occurred during the first week of your placement. The philosophy will then be revisited in the final two weeks of the seminar course and revisions/edits to the philosophy after your student teaching experience will be made.
2. **Lesson plans**: The lesson plans that become a portion of your portfolio should be those exemplary lessons which on paper not only are sound and thorough documents, but your experiences in delivering the lessons substantiated your planning and preparation. Here are the portfolio expectations for lessons plans:
  - A minimum of **5 lesson plans** are included
  - All lesson plans utilize the **UARTS lesson template**
  - All lesson plans included will also contain a **1 page narrative reflective of the lesson plan** (make certain to include the objective of the lesson), the actual thought and creativity that went into the design of the plan, how you feel you performed in delivering the lesson and how you perceived the student engagement and understanding of the content/concepts that you delivered.
3. **Narrative**: A narrative document reflective of your experiences throughout your student teaching placements in relation to the 4 domains of professional practice. This narrative will include one page per domain, which documents your perceptions and potential transitions in thinking, feeling, learning and understanding through the four domains from entry to exit of your student teaching placement. The four domains consist of:
  - Planning and Preparation / - Classroom Environment / - Instructional Delivery / - Professionalism
4. **Professional Resume(s)**: Think about having 2 - one for performing and one for education
5. **Suggested components of the portfolio**, in addition to the 4 required sections listed above, are as follows:
  - Letters of recommendation, awards, and other notable accomplishments throughout your undergraduate and graduate study,
  - Undergraduate and Graduate transcripts (original documents),
  - Originals or Copies of ALL clearances and TB Tests (in a clearance folder),
  - Scores from Praxis Exams,
  - Pictures from your student teaching placements of you in action in as many diverse classroom environments as possible,
  - Repertoire list of music rehearsed/performed during student teaching.

### **Additional Ideas:**

- ONLINE PORTFOLIO
  - Personal / Professional Website:
- VIDEO DOCUMENTATION:
  - Recital Performance
  - Video clips of you playing all secondary Instruments - Conducting final video
  - Sample lesson teaching video
  - Documented accomplishments
- PHOTOS



**[FINAL CAPSTONE PORTFOLIO \(LINK to Google Drive Folder\) SHOULD BE EMAILED TO THE DIRECTOR.](#)**

# PRAXIS INFORMATION

The Pennsylvania Department of Education (PDE) requires the following tests to be passed in order to obtain PA teaching certification. Below is the link to the Educational Testing Service (ETS) website. This company administers the exams. Please note that each state has different requirements. If you wish to obtain teaching certification in another state visit: <https://www.ets.org/praxis/states>



<http://www.ets.org/praxis/pa/requirements>

<u>Code</u>	<u>Name</u>
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5511	<b>Fundamental Subjects</b>
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<https://www.ets.org/praxis/prepare/materials/5511>



5113	<b>Music: Content Knowledge</b>
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<https://www.ets.org/praxis/prepare/materials/5113>

*\* The Music Content Knowledge Test is administered year round*

## TESTING DATES AND LOCATIONS:

[https://www.ets.org/praxis/register/centers\\_dates](https://www.ets.org/praxis/register/centers_dates)

Computer based exams (*both listed above*) are given at ETS testing locations. **It is strongly recommended that you schedule these exams during the winter break or plan to take them in January or February, or over spring break during the MAT in MUED degree program.** Please check out the registration window dates for the exams.

**\*\*Make certain to continue to check the testing dates and locations page for updates on when the tests are administered.**

**\*\*You DO NOT have to wait until the MAT program to take the Praxis tests. It is recommended to take them as soon as possible after your music theory and music history coursework has been completed.**



# THE UNIVERSITY OF THE ARTS

*School of Music*  
*Music Education*

## STUDENT PORTFOLIO SUPERVISOR APPROVAL

Upon Completion of the Music Education Minor



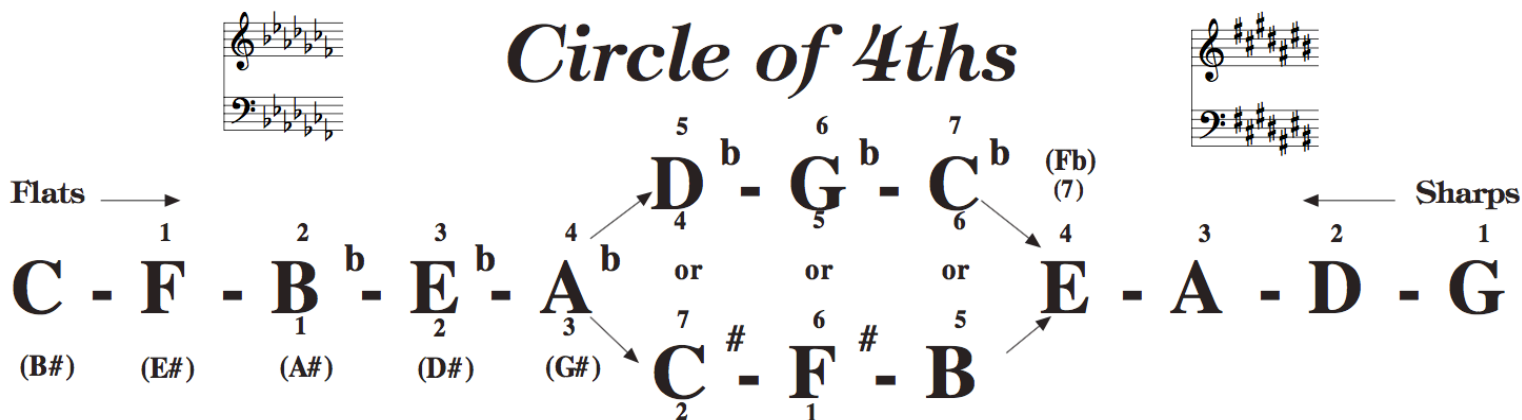
Music Education Minor Coordinator

Upon Completion of the MAT in MUED



MAT Music Education Director

### Circle of 4ths



### UArts Music Education Division - Outcomes Statement

Graduates of the Music Education program at The University of the Arts evolve as application oriented and knowledgeable individuals, rooted in pedagogical and methodological approaches to teaching music. The foundation of the music and teaching program is rooted in the four domains of professional practice, the National Music Education Standards, the 21<sup>st</sup> Skills framework, and current educational and technological lenses to prepare them for today's diverse schools, classrooms and students. Understanding of preparation and planning, instructional delivery, classroom environment, and professionalism through music education develops our graduates into highly qualified music educators. Students are presented with diverse learning environments ranging from classroom studies, practical application of pedagogy, a range of fieldwork opportunities, technological immersion, alternative ensembles, and the design and assessment strategies essential to support creative and innovative music education classrooms. Graduates of the Master of Arts in Teaching in Music Education program understand and utilize the effective domains of teaching and learning through the affective and aesthetic values cultivated through Music.