

Music-In-Education Portfolio Guidelines

What is an MIE portfolio?

The MIE portfolio is a valuable tool for assessing an NEC student's learning experiences in any Music-In-Education course or MIE Guided Internship. The MIE portfolio process is designed to enable every student to document and reflect on all the activities and objectives of an MIE course and MIE guided internship. For students intending to complete the MIE Concentration, the Cumulative Portfolio contains selections from all four MIE courses and 2 internships, and demonstrates student development as an Artist-Teacher-Scholar.

Portfolio Content

In order to help you trace your development as an Artist-Teacher-Scholar within and across various MIE courses, portfolios take several forms over time:

- **MIE Course portfolios** are created to meet the goals of individual MIE courses. You can include all documentation from an internship associated with the course portfolio. This course portfolio later will serve as a chapter in your Cumulative MIE Portfolio.
- **MIE Project-based Internship portfolios** document the learning process of a project-based internship. Project-based internships can exist as an independent project with guidance from the MIE Coordinator and/or connected with the Guided Internship Seminar. This Project-based Internship portfolio will later serve as another chapter in your Cumulative MIE Portfolio.
- **MIE Cumulative Portfolios** contain composite work selected from all 4 courses and 2 MIE guided internships required to fulfill the Music-In-Education Concentration. These portfolios are meant to document a student's understanding and skill development from the introductory courses through to the completion of the MIE Concentration. These cumulative Portfolios are reviewed as part of the Exit Interview required of students before being awarded the Concentration at commencement.

Please provide a copy of the portfolio documentation described above, to be used by the MIE office for evaluation and research purposes. These portfolios preferably include media files and exist entirely in electronic form.

Evaluation

Portfolios will be evaluated based on content showing evidence of the following **Five Learning Strands** as well as the following **MIE Portfolio Content Areas**:

Five Learning Strands :

___ Engagement in and commitment to the field of Music-In-Education, as indicated by reflective writing and artifacts documented in MIE portfolios

___ Knowledge of the subject matter and an understanding of how to apply that knowledge to personal teaching and learning experiences.

___ Competency in managing, monitoring, and assessing student learning.

___ Systematic and reflective thinking about practice, experience, and literature related to Music-in-Education practices.

___ Understanding of the evolving role and skills as an Artist/Teacher/Scholar within one or more learning communities or contexts.

MIE Portfolio Content Areas: Portfolios should contain:

1. Evidence of *Reflection, Growth, Contribution*
2. Evidence of *Outside Collaboration*
3. Evidence of *Diversity appreciation and evaluation*
4. Evidence of *Awareness of Learning environments*
5. Evidence of *Facilitation of learning in individual and groups*
6. Evidence of *Planning and application of assessment*
7. Evidence of *Knowledge and skills*
8. Evidence of *Individual Differences in Student knowledge and learning strategies*

Portfolio Organization

All MIE portfolios include varied types of documentation. Different courses and/or internships will tend to produce different forms of documentation and emphases within the MIE program. Use a variety of forms from the following checklist when creating your portfolio. In this way, your development as an Artist-Teacher-Scholar will be documented from multiple perspectives.

Organizational features: Artifacts/Media: Reflective/Analytic writing:

Introduction to Portfolio	Class or discussion notes	Journal entries
Table of Contents	Annotated course syllabus, readings, handouts	Personal Statement
Effective layout, illustrations	Several Drafts of Lesson Plans	Self Assessment
Learning Map/Narratives, Learning Webs, etc. that depict and summarize the sequence of events during a course or internship	Descriptions, observations of teaching, learning experiences OR: Project descriptions	Critical Thinking Questions, Investigations, Hypothesis testing
Guiding Questions, Themes, Metaphors for the Portfolio	Transcriptions of Teaching Learning Events	Reading Reflections
Bibliography/references	A/V recordings	Recording Analysis
	Photographs	Peer and Group Assessment
	Documentation of peer or group work	
	Purpose, Rationale, Advocacy Statements	
	Personal or Group Planning Documents	
	Goal Statements	

