SINGLE SUBJECT PROGRAM
PORTFOLIO/INTERVIEW DESCRIPTION

Purposes
Throughout all of your Phase I coursework and fieldwork you are expected to build a program portfolio. This is an organized collection of your work, augmented by your own synthesis and reflection. Its purposes are: 1) to reflect on the relationships between theory, research and practice as a preparation for your student teaching; 2) to allow the Single Subject Program faculty to assess your performance in Phase I and to determine your readiness for advancement to student teaching; and 3) to provide a basis for developing your professional portfolio which you will carry forward into your student teaching seminar and your teaching career.

Artifacts
The completed portfolio must present evidence that you have adequately addressed all 13 Teacher Performance Expectations (TPE) set by the California Commission on Teacher Credentialing. These standards are in your Single Subject Program Student Handbook.

Your portfolio entries should include no more than 8 artifacts from your academic courses, field experiences, and other activities related to teaching. Here are some artifacts that you might include, though this list is not definitive; you may omit some items and add others that you think are appropriate.

- Journal excerpts
- Observation notes
- Analytical writing
- Personal teaching philosophy
- Assessments
- Management plans
- Lesson plans
- Unit plans
- Projects/activities
- Students work
- Photos/video/audiotapes
- Art work
- Workshops/conferences
- Interviews

You are encouraged to organize your portfolio in any way that you think makes sense. You could even create an electronic portfolio if you choose. Whatever the form, a reader of your portfolio must be able to easily find evidence relevant to each of the required TPEs. Your portfolio should also be neat and attractive.

Assessment
A successful portfolio/interview will include the following components:

1) Reflections
   - A “letter to the reader” that connects your philosophy of education to the School of Education Vision Statement (see Single Subject Student Handbook).
   - For each artifact, the reflection must explain which of the TPEs are represented by the artifact (all 13 TPEs must be addressed by your 8 artifacts).
   - The reflection must describe how the artifact connects to what you’ve learned in your coursework.
   - The reflection must include an analysis of what you believe to be your strengths, weaknesses and/or growth as a prospective teacher as reflected by the artifact.
II) Organization
• Portfolio artifacts are clearly labeled and easily found in the portfolio.
• Portfolio artifacts must be connected to the TPEs.
• The portfolio should be organized in a way that requires little explanation from the candidate.
• The portfolio should reflect how you see yourself as a teacher (e.g. using a metaphor, theme).

III) Interview
The candidate may be asked to discuss:
• a significant learning experience and/or their best work
• why they selected an artifact(s) for their portfolio
• a specific TPE and what it means to them
• how they have grown as a result of the coursework in the program

Portfolio Rubric
Candidates will be evaluated using the following rubric:

<table>
<thead>
<tr>
<th>Reflections</th>
<th>Organization</th>
<th>Interview</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pass</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows a deep understanding of TPE and how to address them</td>
<td>reader friendly</td>
<td>effectively communicates understandings</td>
</tr>
<tr>
<td>Thorough integration of artifacts, TPE and coursework</td>
<td>artifacts clearly labeled</td>
<td>clearly articulates relationships among artifacts, TPE, and coursework</td>
</tr>
<tr>
<td>Thoughtfully discusses personal growth</td>
<td>artifacts connected to TPE</td>
<td></td>
</tr>
<tr>
<td>portfolio is professional in appearance</td>
<td>questionable quality of artifacts</td>
<td></td>
</tr>
<tr>
<td><strong>Fail</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>is limited and/or has missing pieces</td>
<td>poor overall appearance</td>
<td>communicates understandings poorly</td>
</tr>
<tr>
<td>shows a weak or general misunderstanding of the TPE(s)</td>
<td>not reader friendly</td>
<td>cannot articulate relationships among artifacts, TPE, and coursework</td>
</tr>
<tr>
<td>little, or no rationale for inclusion of artifacts</td>
<td>lack of integration</td>
<td></td>
</tr>
</tbody>
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