



English—Credential Option

Teaching Portfolio Contents

Checklist

1. A title page with your name, CIN and date of submission
2. Table of Contents
3. A five-ten page reflection on and analysis of your training and preparation for teaching and an indication of why you have selected the specific artifacts for inclusion in your portfolio. This reflection should contain the following components:
 - A summary in which you explain how you have satisfied the program’s learning outcomes in each of the four content-area domains. Please specify what evidence you provide and explain how that evidence shows that you have achieved the learning outcome for each domain.
 - A critique of the Single Subject Credential Program in English in which you state what you found to be useful and make suggestions for changes in the curriculum.
 - A one-paragraph analysis of what you learned from each upper-division course you took in your program. This analysis could include assessing whether or not the course met its objectives. We recommend that you write this analysis immediately after you have completed each course.
 - A general reflection on your Early Field Experience.
4. Evidence for the satisfaction of each of the four learning domains:
 - One graded sample paper that analyzes literature
 - One graded sample paper that focuses on language, linguistics, and/or literacy.
 - One graded sample paper from either 310 or 494 that focuses upon composition and rhetoric, or a copy of your graded final exam from either course.
 - One sample of a professor’s critique of either your oral presentation or your dramatic interpretation of a scene.
5. Two observations from your Early Field Experience, one from 310 and one from 494.

To find more information about format, presentation, mechanics and usage, please refer to the assessment rubric that will be used to evaluate portfolios. NB. In your reflections, it might be wise to not mention professors and teachers by name. This maintains anonymity and professionalism.