

**Single Subject Credential Programs: Traditional, ACT, FYI, Intern  
SPRING 2007**  
**Department of Secondary Education, California State University, Northridge**  
**PROFESSIONAL TEACHING PORTFOLIO (PTP)**  
**DUE DATE: MAY 5, 2007**

Your Professional Teaching Portfolio (PTP) represents your work during the single subject program at CSUN. The six major domains organized into thirteen Teaching Performance Expectations (TPEs) provide the organizing principle for the portfolio. Consult the CSUN website for the full wording and description of each TPE: [www.csun.edu/~sch\\_educ/sed/index.html](http://www.csun.edu/~sch_educ/sed/index.html). (Click on Performance Expectations)

**A. Making Subject Matter Comprehensible to Students**

TPE 1 Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments

**B. Assessing Student Learning**

TPE 2 Monitoring Student Learning During Instruction

TPE 3 Interpretation and Use of Assessments

**C. Engaging and Supporting Students in Learning**

TPE 4 Making Content Accessible

TPE 5 Student Engagement

TPE 6 Developmentally Appropriate Teaching Practices in Grades 4-8/9-12

TPE 7 Teaching English Learners

**D. Planning Instruction and Designing Learning Experiences for Students**

TPE 8 Learning About Students

TPE 9 Instructional Planning

**E. Creating and Maintaining Effective Environments for Student Learning**

TPE 10 Instructional Time

TPE 11 Social Environment

**F. Developing as a Professional Educator**

TPE 12 Professional, Legal, and Ethical Obligations

TPE 13 Professional Growth.

You will begin collecting artifacts and learn about the Professional Teaching Portfolio in an early course in your credential program, primarily SED 511 for candidates in post-BA programs. During the program, in foundational, secondary methods courses, and field experiences/student teaching, you will continue to collect a variety of artifacts with write-ups for possible inclusion in the PTP that will be reviewed by different instructors. The PTP will grow over the course of the program, and you will receive feedback on potential artifacts in SED 511, SED 521, SED 525xx single subject, and SED 554 (or SED 593/594). You will create and submit the final version of the PTP during the SED 555/555BL/555I/555IB supervised instruction course, with primary guidance from the seminar instructor.

**CANDIDATES ENROLLED IN SED 555, 555BL, 555I, or 555IB IN SPRING 2008 WHO ARE NOT COMPLETING THE PACT TEACHING EVENT MUST SUBMIT THE PTP TO THE SECONDARY EDUCATION OFFICE, ED 1208, BY MONDAY, MAY 5, 2008, 5:00 P.M.** Soon after this submission, the PTP will be evaluated by one-two trained readers who are subject area teaching specialists. To be recommended for the Single Subject Preliminary Credential, your PTP must be rated as "Passing," with scores of 3, 4, or 5 on the PTP scoring rubric on all 13 TPEs. A copy of your Individual Induction Plan (in TPE 13) and copies of the evaluation forms will be placed in your file in the Credential Office. Scored PTPs may be picked up in ED 1208 from May 27 to June 27, 2008.

## **THE PROFESSIONAL TEACHING PORTFOLIO**

The PTP is a collection of artifacts that you thoughtfully select to show evidence of critical teaching knowledge, teaching abilities, and professional development. In the final PTP submitted, each artifact and its accompanying write-up should clearly demonstrate your competence in the selected Teaching Performance Expectation (TPE). Please see the attached for examples of artifact selections from single subject program courses and examples of artifacts that might be selected for each TPE. **Two artifacts only per TPE** are to be included in the final PTP submitted, for a total of 26 artifacts; each and every one of the 26 artifacts is accompanied by a write-up. You are strongly encouraged to select artifacts that you have created yourself. When student work is selected, delete the last names of students. Required artifacts are listed below. Please type entries, except for student work, journals, or notes.

### **ORGANIZATION OF THE PTP IN A THREE-RING BINDER**

1. Title page with your name, credential pathway (Traditional, ACT, Intern, FYI), subject matter specialization, date, CSUN Student Number, and CURRENT CSUN EMAIL ADDRESS
2. Your name and subject area on the spine of the three-ring binder
3. Consent to use PTP form (see below)
4. Verification Form - Completion of CSU Teacher Preparation Exit Survey (see below)
5. Table of Contents, with titles of the two artifacts selected for each TPE
6. A section for each Major Domain (A-F) with the domain title, separated with a tab divider.
7. A subsection for each TPE (1-13), also separated with a tab divider.
8. For each of the 13 TPE subsections (including TPE 13), provide **two** artifacts, each with a write-up as described below. The write-up for each artifact should be placed immediately before the artifact itself. Note: plastic page covers are not required.
9. For all artifacts, the two-three page write-up includes the following:
  - a. The title of the TPE being addressed, e.g., TPE 3: Interpretation and Use of Assessments.
  - b. The title of the artifact, e.g., WWII Project Assignment with Four Student Work Samples.
  - c. A description of the artifact and its context. This description provides details about the activity, assignment, handout, or other artifact. For example, if the artifact is a lesson plan created during student teaching, be sure to describe the class for which it was developed, as well as the unit, the classroom situation, and any other details that will increase a reader's understanding of the lesson. Or, if the artifact is a case study, identify and describe the university course in which you wrote it, the purposes of the assignment, and any other details that will increase a reader's understanding of the case study.
  - d. An explanation/analysis telling how the artifact demonstrates your performance in the TPE. This analysis will provide reasons and justification that the artifact clearly shows you have met the competencies described in the TPE. Do not focus on only one sentence or phrase of the TPE, but clearly explain how the artifact shows your abilities with significant concepts of the specific TPE. It is important to consult the entire text of the TPE (see the website address on page 1). Do connect the TPE and your teaching practice.
  - e. A reflection of one page (two pages maximum) is the final, critical part of the write-up for each artifact. The reflection is the thought process that occurs after completing the artifact. In general, the reflection explains what you learned from engaging in this lesson or activity or assignment; the reflection addresses questions such as the following:
    - 1) What insights about your teaching or student learning have you gained? 2) How does the lesson, activity, assignment, etc. allow you to make decisions about your teaching in the future with increased understanding or pedagogical skill? (If appropriate, consider whether you would teach this lesson the same way in the future or change it in some way. Or, consider what you know about student learning based on assessment results.) 3) How does the artifact reflect what you value in your teaching practice or how your practice might change in the future? Overall, the reflection allows you to show assessors that you can thoughtfully articulate your practice in each of the 13 TPE areas.
10. Required artifacts include the following:
  - a. Two or more samples of student work with teacher responses to the work (1 artifact) - TPE 3
  - b. A lesson that incorporates technology - TPE 4 or TPE 5
  - c. Extended (Unit or Semester) plan with at least 5 complete daily lesson plans (1 artifact) - TPE 9
  - d. SED 555/555I Midterm or Final Evaluations - TPE 13 (printed copies of online evaluations)
  - e. Individual Induction Plan (IIP) - TPE 13; PLEASE PROVIDE TWO COPIES signed by the university supervisor or seminar instructor (see below for form)