

In the phone interview I would like to follow up on some of your survey responses and also ask about a few items that were not yet addressed. Specifically, I'd like to discuss the questions below.

Information from our interview may be published or presented at conferences, but if it is, your information will be summarized or quoted, and your name will not be used.

1. Clarify survey data (if necessary): All responses are complete and clear.
2. Clarify priority in purpose: You listed several purposes for ePortfolio use, what is the main purpose? Please prioritize for your program the purposes that were checked.
 - a. Learning – this is a cumulative portfolio in which students participate in the selection of artifacts for the portfolio and reflect on them to increase their understanding and skill.
 - b. Accreditation – the portfolio is designed to demonstrate that students are meeting specific standards, e.g., NCATE, INTASC, or state professional teaching standards. Includes a method of aggregating the data to show program wide progress toward each standard.
 - c. Standards-based – although portfolio information is not used for accreditation purposes, the portfolio is organized so that the data included supports specific standards of teacher preparation.
 - d. High Stakes – student portfolios are evaluated for graduation or certification purposes. There are clear rubrics for making decisions and pass points.
 - e. Hiring – students create a showcase or hiring portfolio for employment purposes
3. How are your student ePortfolios assessed? (Who evaluates them? What is evaluated: Individual artifact? Entire portfolio? When are they evaluated? Check points along the way? Exit interviews? Who decides what artifacts are included? Students or faculty? How were the performances (in artifacts) aligned with the standards? Rubrics for assessment of artifacts? Did you do rater training? Inter-rater reliability checks?)
4. What is the level of participation of ePortfolio use in your program? (This relates to a survey question answered earlier.)
5. What is the level of faculty support for your ePortfolio program?
6. What is the impetus that led to its adoption? [Probe about key players.]
7. Were there any extra costs incurred as a result of your adoption of ePortfolios? If so, how did you meet those needs? (Extra personnel costs? How is the ePortfolio program funded? Extra costs for students? Textbook fee? Student fees? Course fees? Funds for student training labs? Faculty support? Tech support?)

8. Of the written reports, web links, or articles mentioned on the survey, what would you recommend that we look at to give us a better understanding of some specifics about your program?

9. If selected, would you be you willing to host our visit? [Probe about support from the Dean].

- We would expect you to arrange for us interviews with a range of faculty members (in terms of the degree to which they support the goals and participate in the program) leaders such as chairs and the dean, students, recent graduates who had used ePortfolios; faculty support personnel who help faculty learn to use ePortfolios and present them to their students, assessment/accreditation coordinator, and student portfolio support staff. We would like class visits arranged where ePortfolios are being addressed. We would like to see documents related to the ePortfolio – handbooks, guides, curriculum alignments, rubrics, templates, and examples. We would like to conduct the visit over two or three days in October or November.