

UNIVERSITY GRADUATE CERTIFICATION IN COLLEGE TEACHING: E-PORTFOLIO EVALUATION TEMPLATE

E-portfolio component	<i>Comprehensive</i>	<i>Developing</i>	<i>Cursory/Unacceptable</i>
Developing Discipline-Related Teaching Strategies			
Description of competency	Articulates issues and challenges in teaching the student's specific discipline(s), and identifies specific skills or abilities that are important for demonstrating this competency	Articulates teaching issues and challenges, but does not clearly relate them to the discipline Specific skills or abilities are identified, but they are not clearly connected to the competency area	Issues and challenges are vague, and there is no connection to the discipline Skills and abilities are not identified and connected to the competency area.
Artifacts (e.g. syllabus for teaching course, your own syllabi, assignments, evaluations)	Documents participation in the disciplinary teaching course or workshops, and provides examples of a variety of your own teaching materials	Documents participation in the disciplinary teaching course, but does not provide your own examples	Does not provide documentation for this competency
Artifact rationales	Relates each artifact to your own description of the competency, explains why it demonstrates a specific skill or ability you have identified	Describes artifacts but links to the specific skills and abilities are vaguely expressed	Describes artifacts but does not connect them to skills or abilities
Interpretation	Builds on your description of the competency, explains why it is important for effective college teaching, describes how you have met the competency (e.g., workshop, activity, assignment) and what you have learned about your own teaching practice through this competency, and provides specific examples of how you would use what you learned in future courses	Builds on your description of the competency, explains why it is important to effective college teaching, describes how you have met the competency (e.g., workshop, activity, assignment) but does not demonstrate what you have learned about your own teaching practice through this competency, or provide specific examples of how you would use what you learned in future courses	Restates the description of the competency and describes activities No reflection on current or future practice
Creating Effective Learning Environments			
Description of competency	Articulates specific issues and challenges in creating learning environments for college students, and identifies specific skills or abilities that are important for demonstrating this competency	Articulates teaching issues and challenges, but does not clearly relate them to college learners Specific skills or abilities are identified, but they are not clearly connected to the competency area	Issues and challenges are vague, and there is no connection to the problems of college learners Skills and abilities are not identified and connected to the competency area
Artifacts (e.g., workshop materials and agenda; related assignments or activities)	Documents participation in workshops or other activities, and provides examples of materials you have created to address the skills and abilities identified in your description	Documents participation in activities that address the competency, but does not provide your own examples	Does not provide documentation for this competency
Artifact rationale	Relates each artifact to your own description of the competency, and explains why it demonstrates a specific skill or ability you have identified	Describes artifacts but links to the specific skills and abilities are vaguely expressed	Describes artifacts but does not connect them to skills or abilities
Interpretation/reflection	Builds on your description of the competency, explains why it is important to effective college teaching, describes how you have met the competency (e.g., workshop, activity, assignment) and what you have learned about your own teaching practice through this competency, and provides specific examples of how you would use what you learned in future courses	Builds on your description of the competency, explains why it is important to effective college teaching, describes how you have met the competency (e.g., workshop, activity, assignment) but does not demonstrate what you have learned about your own teaching practice through this competency, or provide specific examples of how you would use what you learned in future courses	Restates the description of the competency and describes activities No reflection on current or future practice

Incorporating Technology in your Teaching			
Description of competency	Articulates specific issues and challenges in using technology in different kinds of courses (standard, hybrid, on-line) and/or for different kinds of learners, and identifies specific skills or abilities that are important for demonstrating this competency	Articulates teaching issues and challenges in using technology, but does not clearly relate them to different courses or learners Specific skills or abilities are identified, but they are not clearly connected to the competency area	Issues and challenges are vague, and there is no connection to different technologies or learning situations Skills and abilities are not identified and connected to the competency area
Artifacts (e.g., workshop materials and agenda; related assignments or activities)	Documents participation in workshops or other activities, and provides examples of a materials you have created to address the skills and abilities identified in your description	Documents participation in activities that address the competency, but does not provide your own examples	Does not provide documentation for this competency
Artifact rationales	Relates each artifact to your own description of the competency, and explains why it demonstrates a specific skill or ability you have identified	Describes artifacts but links to the specific skills and abilities are vaguely expressed	Describes artifacts but does not connect them to skills or abilities
Interpretation/reflection	Builds on your description of the competency, explains why it is important for effective college teaching, describes how you have met the competency (e.g., workshop, activity, assignment) and what you have learned about your own teaching practice through this competency, and provides specific examples of how you would use what you learned in future courses	Builds on your description of the competency, explains why it is important for effective college teaching, describes how you have met the competency (e.g., workshop, activity, assignment) but does not demonstrate what you have learned about your own teaching practice through this competency, or provide specific examples of how you would use what you learned in future courses	Restates the description of the competency and describes activities No reflection on current or future practice
Understanding the University Context			
Description of competency	Articulates specific issues and challenges for future faculty in higher education, and identifies specific skills or abilities that are important for demonstrating this competency	Articulates teaching issues and challenges, but does not clearly relate them to faculty roles or the opportunities and constraints of higher education institutions Specific skills or abilities are identified, but they are not clearly connected to the competency area	Issues and challenges are vague, and there is no connection to faculty roles or higher education Skills and abilities are not identified and connected to the competency area
Artifacts (e.g., workshop materials and agenda; professional development plan)	Documents participation in workshops or other activities, and provides examples of materials you have created to address the skills and abilities identified in your description	Documents participation in activities that address the competency, but does not provide your own examples	Does not provide documentation for this competency
Artifact rationales	Relates each artifact to your own description of the competency, explains why it demonstrates a specific skill or ability you have identified	Describes artifacts but links to the specific skills and abilities are vaguely expressed	Describes artifacts but does not connect them to skills or abilities
Interpretation/reflection	Builds on your description of the competency, explains why it is important for effective college teaching, describes how you have met the competency (e.g., workshop, activity, assignment) and what you have learned about your own teaching practice through this competency, and provides specific examples of how you would use what you learned in future courses	Builds on your description of the competency, explains why it is important for effective college teaching, describes how you have met the competency (e.g., workshop, activity, assignment) but does not demonstrate what you have learned about your own teaching practice through this competency, or provide specific examples of how you would use what you learned in future courses	Restates the description of the competency and describes activities. No reflection on current or future practice.

Assessing Student Learning			
Summary of mentored teaching project (includes at least goal, question, and conclusion)	Articulates specific issues and challenges in assessment, identifies and explains different types of assessments, and links the goal, question, and conclusion of the mentored teaching project to the issues and challenges	Describes what assessment is but does not identify different types of assessments Summarizes the mentored teaching project but does not relate it to issues and challenges	Issues and challenges are vague Does not include discussion of mentored teaching project
6-step outline (PowerPoint suggested)	Clearly presents teaching and learning goal, teaching question, classroom practice, assessment technique, summary and conclusions	Some of the steps of the project are not clearly articulated, or the presentation of the whole project is not clearly linked together	Project is not broken out into 6 steps, or the steps do not match the project rubric
Artifacts (e.g., assessment instruments, data)	Includes assessment instruments and data from the mentored teaching project	Includes original assessment instrument only, and does not present data	Assessments and data are missing, or do not match those presented in outline
Artifact rationales	Relates the instruments and data to specific issues and challenges in assessment	Describes the instruments and data, but does not relate them to the issues and challenges you have articulated	Instruments and data are not clearly described
Interpretation/reflection	Presents the results of the project and what you learned from it, how you might adapt it for use in future courses or how the conclusions will impact the way that you design your courses; discusses other kinds of assessment you might use in future courses	Presents the results of the project, describes how it might be adapted, but does not reflect on other kinds of assessments and how they would be used in future courses	Results are simply a summary of the data
Project mentor's evaluation	Demonstrates participation of the mentor and the mentor's assessment of your question, method, and conclusions	Demonstrates that the mentor has seen the project but not evaluated it or discussed it with you	No evaluation, or a sign-off only
Teaching Philosophy			
	Clearly articulates why you teach, what motivates you about teaching your subject, how you would describe your role in the classroom, the goals and objectives you set for your students (and how these differ in different kinds and levels of classes), how you assess student learning The reader can get a sense of what your classroom might look like (e.g., how you relate to the students, how they relate to you and each other, the kinds of assignments you do and why).	Describes typical activities in teaching in general and in your discipline, outlines general goals you have, and your relationship to students, but does not describe how you might approach different kinds of classes or students differently The reader has a sense of your basic approach to teaching, but does not have a picture of how one of your classes might operate.	Outlines general activities and issues in teaching, but does not relate them back to you, your discipline, or the college classroom