

UNIVERSITY GRADUATE CERTIFICATION IN COLLEGE TEACHING: E-PORTFOLIO EVALUATION TEMPLATE			
E-Portfolio Component	Comprehensive	Developing	Cursory/Unacceptable
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 and materials developed (e.g. syllabus for teaching course, your own syllabi, assignments, evaluations)	Documents participation in the disciplinary teaching course, and provides examples of a variety of their own teaching materials.	Documents participation in the disciplinary teaching course but does not provide their own examples.	Does not provide documentation for this competency.
Artifact rationales	Relates each artifact to their own description of the competency, explains why it demonstrates a specific skill or ability they 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 their description of the competency; explains why it is important for effective college teaching; describes how they have met the competency (e.g., workshop, activity, assignment) and what they have learned about their own teaching practice through this competency, and provides specific examples of how they would use what they learned in future courses	Builds on their description of the competency, explains why it is important to effective college teaching, describes how they have met the competency (e.g., workshop, activity, assignment) but do not demonstrate what they have learned about their own teaching practice through this competency, or provide specific examples of how they would use what you learned in future courses.	Restates the description of the competency and describes activities. No reflection on current or future practice provided.
Creating Effective and Inclusive Learning Environments			
Description of competency	Articulates specific issues and challenges in creating effective and inclusive 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.	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 they have created to address the skills and abilities identified in their description.	Documents participation in activities that address the competency but does not provide own examples.	Does not provide documentation for this competency.
Artifact rationale	Relates each artifact to their own description of the competency and explains why it demonstrates a specific skill or ability they 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 their description of the competency, explains why it is important to effective and inclusive college teaching, describes how you have met the competency (e.g., workshop, activity, assignment) and what they have learned about their own teaching practice through this competency, and provide specific examples of how they would use what they learned in future courses.	Builds on their description of the competency, explains why it is important to effective and inclusive college teaching, describes how their have met the competency (e.g., workshop, activity, assignment) but does not demonstrate what they have learned about their own teaching practice through this competency, or provide specific examples of how they would use what you learned in future courses.	Restates the description of the competency and describes activities. No reflection on current or future practice.

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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 materials they have created to address the skills and abilities identified in their description.	Documents participation in activities that address the competency but does not provide their 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 their description of the competency, explains why it is important for effective college teaching; describes how they have met the competency (e.g., workshop, activity, assignment) and what they have learned about their own teaching practice through this competency, and provide specific examples of how they would use what they learned in future courses.	Builds on their description of the competency, explains why it is important for effective college teaching, describes how they have met the competency (e.g., workshop, activity, assignment) but does not demonstrate what they have learned about their own teaching practice through this competency, or provide specific examples of how they would use what they 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 they have created to address the skills and abilities identified in their description.	Documents participation in activities that address the competency but does not provide their own examples.	Does not provide documentation for this competency.
Artifact rationales	Relates each artifact to their own description of the competency; explains why it demonstrates a specific skill or ability they have identified.	Describes artifacts, but links to the specific skills and abilities are vaguely expressed.	Describes artifacts but does not connect these to skills or abilities.
Interpretation/reflection	Builds on their description of the competency, explains why it is important for effective college teaching, describes how they have met the competency (e.g., workshop, activity, assignment) and what they have learned about their own teaching practice through this competency and provides specific examples of how they would use what they learned in future courses.	Builds on their description of the competency, explains why it is important for effective college teaching, describes how they have met the competency (e.g., workshop, activity, assignment) but does not demonstrate what they have learned about their own teaching practice through this competency, or provide specific examples of how they would use what they learned in future courses.	Restates the description of the competency and describes activities. No reflection on current or future practice.

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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 they have articulated.	Instruments and data are not clearly described.
Interpretation/reflection	Presents the results of the project and what they learned from it, how they might adapt it for use in future courses or how the conclusions will impact the way that they design their courses; discusses other kinds of assessment they 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 these 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 their question, method, and conclusions.	Demonstrates that the mentor has seen the project but has not evaluated it or discussed it with their mentor.	No evaluation, or a sign-off only.
Teaching Philosophy			
	Clearly articulates why they teach, what motivates them about teaching their subject, how they would describe their role in the classroom, the goals and objectives they set for their students (and how these differ in different kinds and levels of classes), how they assess student learning. The reader can get a sense of what their classroom might look like (e.g., how they relate to the students, how students relate to them and each other, the kinds of assignments they do and why).	Describes typical activities in teaching in general and in your discipline, outlines general goals they have, and their relationship to students, but does not describe how they might approach different kinds of classes or students differently. The reader has a sense of their basic approach to teaching but does not have a picture of how one of their classes might operate.	Outlines general activities and issues in teaching, but does not relate them back to their discipline, or the college classroom.