

College Teaching Certificate – Portfolio Assessment Rubric

Assessed Component	Proficiency	Reviewer Feedback
1. Teaching Philosophy	The candidate’s teaching philosophy demonstrates how teaching goals, methodologies, and assessments are evidence-based, appropriate to the discipline, and supported by research.	
2. Teaching Materials	Teaching materials demonstrate the candidate's intentional use of scholarly teaching practices, grounded in the scholarship of teaching and learning, and promoting student engagement.	
3. Assessments	The portfolio demonstrates thoughtful assessment practices, including: 1) when, how, and what type of assessments are used (including identifying formative, summative, or diagnostic purposes); 2) how the guidelines are provided to students; 3) how the assessments are valid, reliable and useful measures of students' achievement of the learning outcomes; and 4) provides evidence on how assessment results are used to support pedagogical and curricular revisions.	
4. Bibliography	The portfolio contains an annotated bibliography of at least eight scholarly sources that: 1) reflect a rigorous and focused research foundation relevant to the teaching and learning interests of the candidate; 2) are annotated to show the source research methods, findings, and implications; and 3) reflect both comprehensive and disciplinary-specific theories and research on the scholarship of teaching and learning.	--
5. Application of Scholarship to Teaching Materials	The portfolio includes an annotated lesson plan that: 1) identifies the interrelationships between the lesson objectives, activities, and assessments; and 2) shows the instructor's ability to draw logical conclusions about lesson effectiveness based on evidence of student learning and relevant scholarship.	

Revised 10.24.19, Approved 1.13.2020

6. Reflective Essay	The reflective essay, as a culminating document for the portfolio, achieves the following: 1) synthesizes how components of the College Teaching Certificate program has influenced their development as a teacher; 2) describes and reflects on how different evaluative components of the program (including peer, mentor, and student feedback) have supported their growth; and 3) situates their thinking in the scholarship of teaching and learning.	
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