

College Teaching Certificate – Portfolio Assessment Rubric

Assessed Component	Proficiency	Reviewer Feedback
<b>1. Teaching Philosophy</b>	The candidate’s teaching philosophy demonstrates how teaching goals, methodologies, and assessments are evidence-based, appropriate to the discipline, and supported by research.	
<b>2. Teaching Materials</b>	Teaching materials demonstrate the candidate's intentional use of scholarly teaching practices, grounded in the scholarship of teaching and learning, and promoting student engagement.	
<b>3. Assessments</b>	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.	
<b>4. Bibliography</b>	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.	--
<b>5. Application of Scholarship to Teaching Materials</b>	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**

<b>6. Reflective Essay</b>	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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**Reviewer Feedback:**