Graduate Teaching Certificate Program

Teaching Portfolio Evaluation Rubric

Reviewers will consider the following criteria as they evaluate your Portfolio. They will then submit their evaluation to the Graduate Teaching Certificates Program coordinator, who will consider their recommendations and notify you of your ePortfolio status.

An ePortfolio may be approved without revision, approved contingent on revisions, or denied approval. Here are the questions your reviewer will respond to during your ePortfolio review.

1. Overall, I would rank the ePortfolio content (clear pedagogical philosophy, strong reflections about teaching, innovative and engaging pedagogical practices) excellent.

2. Overall, I would rank the quality of writing in this ePortfolio excellent.

3. The use of technology in this ePortfolio is strong.

4. Reflection Essay: The reflection essay should exhibit a clear sense of audience (the ePortfolio review board, potential employers, and those who will review the ePortfolio as an exemplar on the TILT website), purpose (to present the author’s pedagogical interests and perspectives), and structure (a guide to the ePortfolio and the documents therein).

5. Statement of Teaching Philosophy. The teaching philosophy should coherently present the applicant’s beliefs about how students learn, and it should clearly articulate the theory or theories informing the applicant’s approach to teaching. As we have explained to applicants throughout our training sessions, the teaching philosophy should explain not just the “how” of teaching (although supporting examples from classroom experiences, etc. are valuable), but the “why” of teaching. To this end, the philosophy should not simply “rehash” information on the vita. It should provide an engaging and critical insight into the author’s pedagogical perspectives.

6. Sample Assignments and Strategies for Evaluation of Student Learning. Sample assignments should reflect the applicant’s teaching philosophy and should present concrete examples of good practice.

Each lesson plan should include: 1) The purpose and/or learning objective of the assignment; 2) Concrete information about successfully completing the assignment; 3) Clearly stated criteria for evaluation (e.g., the requirements for successful completion of the assignment, what constitutes “excellent” performance on this assignment, what constitutes “poor” performance on this assignment, etc.).

7. Lesson Plans: Lesson Plans should include four elements: 1) An explanation of learning objectives and goals for the lesson; 2) An explanation of why the author has sequenced activities to enhance learning; 3) An overview of activities, including pacing; 4) Any appropriate supplementary materials (readings, power point pages, assignments, etc.).

8. Supplementary Materials: Supplementary materials, such as student evaluations, advisor observations, videos of student teaching, etc., are optional but valuable for the ePortfolio.