

Graduate Certification in College Teaching Portfolio Checklist

This checklist must be submitted with your portfolio to your college Certification in College Teaching contact person. All portfolios (including the checklist) need to be submitted electronically (either via URL or PDF). No hard copies will be accepted. Your college contact will then submit both the checklist and your portfolio to cctp@grd.msu.edu

Name Kathryn Meyers Emery PID _____

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Advisor Dr. Lynne Goldstein Advisor's E-mail lynneg@msu.edu

Advisor's Phone _____ Degree Sought Ph.D. Expected Date of Graduation May 2016

Date submitted to college administrator: August 28, 2015

I have included a copy of my approved Application form in this portfolio	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
Would you be willing to be listed as a person who has completed the certificate?	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
Would you be willing to be contacted by others going through the program?	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO

Special Note: All materials available online at: <http://katymeyers.wordpress.com/teaching-portfolio/cct>

Every portfolio will have its own unique character. However, all students are required to include specific things in their portfolio. For your convenience, we developed and provide (on the next page) a tip sheet that will hopefully address any questions you have about the portfolio checklist.

PART 1 – COURSE WORK

CORE COMPETENCY 1: Developing Discipline-Related Teaching Strategies

***This competency must be satisfied by successfully completing a discipline-related or other approved course on teaching.*

Course taken: Intro. to Evidence Based Undergraduate Teaching Date: Fall 2014 <http://bit.ly/CCTcomp1>

- DESCRIPTION
- ARTIFACT(S) (e.g., a course syllabus)
- ARTIFACT RATIONALE(S)
- MATERIAL(S) DEVELOPED DURING COURSE
- RATIONALE FOR THESE MATERIALS
- INTERPRETATION/REFLECTION

PART 2 – FOUNDATIONS FOR PROFESSIONAL DEVELOPMENT

CORE COMPETENCY 2: Creating Effective Learning Environments

This competency is satisfied by participating in a professional development workshop or seminar, such as those offered by The Graduate School, your college or department, another unit on-campus or an organization or off-campus.

Workshop attended: Inside Teaching Lounge- Creating Inclusive Classrooms Date: September 11, 2014 <http://bit.ly/CCTcomp2>

- DESCRIPTION
- ARTIFACT(S)
- ARTIFACT RATIONALE(S)
- INTERPRETATION/REFLECTION

CORE COMPETENCY 3: Incorporating Technology in the Classroom

This competency is satisfied by participating in a professional development workshop or seminar, such as those offered by The Graduate School, your college or department, another unit on-campus or an organization or off-campus.

Workshop attended: Inside Teaching Lounge- Engaging Students in Online Learning Date: November 13, 2014 <http://bit.ly/CCTcomp3>

- DESCRIPTION
- ARTIFACT(S)
- ARTIFACT RATIONALE(S)
- INTERPRETATION/REFLECTION

CORE COMPETENCY 4: Understanding the University Context

This competency is satisfied by participating in a professional development workshop or seminar, such as those offered by The Graduate School, your college or department, another unit on-campus or an organization or off-campus.

Workshop attended: CIRTL Cast- Thriving as a Faculty Member Seminar Series Date: March 3, 10 & 24, 2015 <http://bit.ly/CCTcomp4>

- DESCRIPTION
- ARTIFACT(S)
- ARTIFACT RATIONALE(S)
- INTERPRETATION/REFLECTION

PART 3 – MENTORED TEACHING EXPERIENCE

CORE COMPETENCY 5: Assessing Student Learning

** This competency must be satisfied by the Mentored Teaching Experience

For guidance, see the evaluation rubric at:

<http://careersuccess.msu.edu/sites/default/files/2015%20E-portfolio%20evaluation%20template.pdf>

Faculty mentor: Dr. Melissa McDaniels Date completed: May 2015

Pages in portfolio (or URL): <http://bit.ly/CCTcomp5>

- Summary of mentored teaching experience
- 6-Step Outline (<http://careersuccess.msu.edu/sites/default/files/2015%20Mentored%20project%20worksheet.pdf>)
- Artifacts
 - Assessment instrument and description/explanation
 - Data
 - Findings
- Letter of Support and Evaluation from Faculty Mentor

PART 4 – TEACHING PHILOSOPHY

Your teaching philosophy is an evolving document in which you articulate your experiences, beliefs, and values of teaching. This is a personal document and thus, there is no formula for what must be included in it. It should, however, reflect you and your critical thinking about your teaching practice.

✓ Teaching Philosophy

Available online: http://bit.ly/CCT_TS

CERTIFICATE IN COLLEGE TEACHING PORTFOLIO TIP SHEET

- Your portfolio will be evaluated in The Graduate School using this evaluation rubric:
<http://careersuccess.msu.edu/sites/default/files/2015%20E-portfolio%20evaluation%20template.pdf>
- Submit a completed Graduate Certification in College Teaching Checklist with your portfolio.
- Each portfolio will be submitted on-line as either a PDF file or active URL link. Hard copies are no longer being accepted by The Graduate School. Please submit completed portfolios to cctp@grd.msu.edu. If you submit an on-line portfolio – please provide unique links that correspond to each section.
- The portfolio is a place where you will be able to demonstrate your proficiency in five competency areas (http://careersuccess.msu.edu/sites/default/files/Core%20Competencies%20updated_2015.pdf)
- **Portfolio – Definition of Terms**
 - As a viewer reviews your portfolio for evidence of your development on each of the teaching competencies, s/he should be able to understand exactly what this competency area means to you, how you reflect on your teaching, and how you are going to carry through on what you have learned as you teach. The viewer should be able to imagine what one of your classes might look like (an activity, an approach) and how you are likely to engage with your students.
 - **Description of Competency**
 - A 1-paragraph statement (*in your own words*) of what the competency area is, and why it matters to demonstrating competence at the postsecondary level.
 - **Artifact**
 - A piece of evidence (e.g., a workshop agenda, a syllabus, a classroom assignment, a teaching project) that you provide that shows you learned about and used specific knowledge, skills or abilities related to that particular competency.
 - All artifacts must have an accompanying explanation (*an artifact rationale – see below*).
 - **Artifact Rationale**

A 1-3 sentence explanation of why each piece of supporting evidence belongs in that competency. Describe how and why and how it demonstrates a specific skill, knowledge or ability that you have identified in your competency description.
 - **Interpretation / Reflection**
 - A 1-3 page document that ties together your description, your artifacts, and your current and future teaching practice by:
 - Explaining why the competency area is important for effective college teaching
 - What are the skills and knowledge areas involved in the competency? This is a crucial section of the interpretation—if there are no specific skills or knowledge areas related to the competency, you can't demonstrate that you have met it
 - Describing the activities you have used to meet that competency
 - Articulating what you have learned about your own teaching practice through those activities

- Providing specific examples of how you would use what you have learned in this competency in your future teaching.
- **Teaching Philosophy**
 - 1-3 reflection on 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