

Graduate Certification in College Teaching Portfolio – Graduate Student Checklist

Name: Molly Good

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(s) Taken:

Course II: Advancing Learning Through Evidence-Based STEM Teaching (Summer 2016)

Course I: An Introduction to Evidence-Based Undergraduate STEM Teaching (Fall 2015)

PLB 802: Pathways to Scientific Teaching (Fall 2015)

- ✓ DESCRIPTION
- ✓ ARTIFACT(S) (e.g., a course syllabus)
- ✓ ARTIFACT RATIONALE(S)
- ✓ MATERIAL(S) DEVELOPING 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/department, another on-campus unit or off-campus organization.

Workshop(s) Attended:

Certification in College Teaching Institute: Creating Effective Learning Environments (May 12, 2016)

Promoting Student Success in the Classroom (March 24, 2016)

Moving Forward Using Backwards Course Design: Alignment of Goals, Instruction, and Assessment (November 19, 2015)

Structuring Successful Undergraduate Research Experiences (November 12, 2014)

What Ideas Should We Be Teaching, and How Can We Assess Whether Students Have Learned Them? (October 7, 2014)

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

CORE COMPETENCY 3: Incorporating Technology in your Teaching

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

Workshop(s) Attended:

Certification in College Teaching Institute: Incorporating Technology in Teaching (May 12, 2016)

Model. Meet Classroom. Classroom, Meet Model. Introducing Models to the Classroom Using Technology (October 14, 2015)

- ✓ 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/department, another on-campus unit or off-campus organization.

Workshop(s) Attended:

Certification in College Teaching Institute: Understanding the University Context (May 12, 2016)

What Works for Women at Work: Successful Strategies for Women in STEM (October 23, 2014)

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

PART 3 – MENTORED TEACHING PROJECT

CORE COMPETENCY 5: Assessing Student Learning

This competency must be satisfied by the Mentored Teaching Project.

Faculty Mentor: Dr. William Taylor; Dr. Rique “Henry” Campa **Date Completed:** May 2, 2017

- ✓ Summary of mentored teaching project
- ✓ 6-Step Outline
- ✓ Artifacts
- ✓ Mentored Teaching Project Document (to be submitted as a PDF to your College Coordinator upon completion of Certification requirements with ePortfolio URL)
- ✓ Evaluative Letter of Support from Mentored Teaching Project 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