

**CERTIFICATION IN COLLEGE TEACHING PROGRAM
PORTFOLIO TIP SHEET – GRADUATE STUDENTS**

- Your portfolio will be evaluated using this evaluation rubric:
<https://grad.msu.edu/sites/default/files/content/2016%20E-portfolio%20evaluation%20template.pdf>
- The portfolio is a place where you will be able to demonstrate your proficiency in five competency areas (<https://grad.msu.edu/certification-college-teaching-competencies>).
- **Portfolio – Definition of Terms**
 - As a viewer reviews your eportfolio for evidence of your development on each of the teaching competencies, she/he/they 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(s)**
 - 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(s)**
 - 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**
 - A 1-3 page 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