

Master Checklist

Certificate in University Teaching Skills Requirements
Minimum of **15** Effective Teaching Credits

Required Credits (10)

Praxis Workshops (6)

- Participate in 6 Praxis Workshops

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Online Courses (3)

- Teaching Philosophy
- Course Design
- Learning Technologies

Mentor Meetings (1)

- Complete four meetings with a faculty mentor
 - Getting started
 - Reviewing the Teaching Philosophy Draft
 - Reviewing a **Recorded Teaching Situation**
(at least 30 minutes in length, must be recorded, mentor attending class does not substitute)
 - Reviewing the Teaching Portfolio

Elective Credits (5)

- Additional Praxis Workshops (1)

- _____
- _____
- _____
- _____

- Teaching Essentials (2 = 1 credit)

- _____
- _____

- Independent Study (1)

- _____

- Institutes (1-2)

- _____
- _____
- _____

- Observation and Consultation (1)

- _____ (date)
- _____ (date)

- SGIF Session and Consultation (1)

- _____ (date)
- _____ (date)

- Designated Additions (1)

- _____
- _____

- Approved Conferences (1-2)

- _____

- Substitutions (1-2)

- _____

Teaching Portfolio Contents

Please refer to the **Portfolio Rubric** for complete information about each item.

- Updated Curriculum Vitae
- Faculty Mentor letter of support and Faculty Mentor Feedback form
- Revised Teaching Philosophy Statement
 - Incorporate learning technologies
- Course Syllabus
 - Incorporate learning/course technologies
- Assignment with assessment criteria
- Exam or Additional Assignment with assessment criteria
- Reflection on Teaching Feedback
 - Include mentor feedback from video recording of teaching
- Reflection on Teaching Development
 - Include insights from **CUTS book list reading**
- Student Evaluations, if applicable

Component	Revisions Needed	Acceptable	Outstanding
Presentation (binder)	<p><input type="checkbox"/> Unprofessional in appearance. Pages or binder are smudged, stained, unpolished, or missing. Organization is confusing or does not easily facilitate reader's interaction with materials (e.g., no table of contents, no tabs / section divisions, no discernible logic for organization). Difficult (or impossible) to quickly locate specific components. Grammar and spelling errors may impede reader's ability to understand meaning. Sources are not cited.</p>	<p><input type="checkbox"/> Mostly professional in appearance. Provides table of contents or other method that enables reader to quickly locate specific components. Tabs may be hand-written; might not include cover sheet / title page. Generally easy to navigate. Logic of organization may not be fully discernible, but does not impede reader's interaction with materials. Mostly facilitates reader's easy interaction with materials. May have infrequent grammar or spelling errors. All sources are cited.</p>	<p><input type="checkbox"/> Professional in appearance, including physical condition (clean copies and professional binder and tabs). Includes cover sheet / title page. Provides table of contents or other method to locate specific components quickly and easily. Overall structure presents coherent "narrative" of teaching development. Logic of organization is evident and intuitive. Easily facilitates reader's interaction with materials. Writing is free of grammar and spelling errors. All sources are cited.</p>
Presentation (online)	<p><input type="checkbox"/> Unprofessional in appearance. Introduction page is absent or confusing. Fonts are different sizes, types; images and colors do not match. Elements of portfolio are listed or grouped without apparent rationale. Does not give a sense of who you are as a teacher or explain the purpose and contents of the portfolio. Links are broken. Attachments are missing or not in PDF format. Grammar and spelling errors may impede reader's ability to understand meaning. Sources are not cited.</p>	<p><input type="checkbox"/> Professional in appearance. Fonts, colors, and images work together. Introduction page clearly guides reader to find components of the portfolio. Provides a structure for the elements of the portfolio that evidences a rationale for how the pieces fit together. Gives a sense of who you are as a teacher and explains the purpose of the portfolio. All site links are intact. Attached documents are in PDF format, but may not also be embedded within the site. May have infrequent grammar or spelling errors. All sources are cited.</p>	<p><input type="checkbox"/> Professional in appearance. Introduction page clearly guides reader to find components of the portfolio. Provides a structure for the elements of the portfolio that evidences a rationale for how the pieces fit together. Leverages the digital format to give a compelling sense of who you are as a teacher and explains the purpose of the portfolio. All site links are intact. Attached documents are in PDF format and, when possible, are also embedded within the site. Writing is free of grammar and spelling errors. All sources are cited.</p>
Curriculum Vitae	<p><input type="checkbox"/> Key elements of a CV are not current or are missing. Document follows the resume format rather than CV. Does not include any teaching-related information.</p>	<p><input type="checkbox"/> Follows a traditional CV format and information is current. Some organizational or presentation choices may be confusing &/or may privilege non-teaching-related information.</p>	<p><input type="checkbox"/> Follows a traditional CV format. Information is current and complete. Organization is logical and enhances overall effectiveness. Presentation foregrounds teaching.</p>
Teaching Philosophy	<p><input type="checkbox"/> Summarizes information about teaching, but lacks evidence of critical reflection on teaching experience and style. Provides few concrete examples. Provides few goals for student learning. Difficult to extract a vision of how learning occurs. Writing is disorganized or confusing. There are many grammatical or spelling mistakes.</p>	<p><input type="checkbox"/> Offers some evidence of critical reflection on teaching experience and style. Describes vividly what it is like to be in your classroom with concrete and purposeful examples. Develops a vision of how learning occurs and articulates goals for student learning, but these may not be clear or fully developed. Writing is organized and effective; there may be a few grammatical or spelling mistakes.</p>	<p><input type="checkbox"/> Offers clear evidence of critical reflection on teaching experience and style. Describes vividly what it is like to be in your classroom with concrete and purposeful examples. Communicates a distinctive vision of how learning occurs. Clearly articulates goals for student learning and addresses assessment of learning. Writing is well organized and compelling; there are no grammatical or spelling mistakes.</p>
Course Development: Syllabus	<p><input type="checkbox"/> Missing key elements of a syllabus, such as learning objectives, class policies, proposed schedule of classes, etc. Formatting or information may be confusing or inconsistent.</p>	<p><input type="checkbox"/> Contains the key elements of a syllabus: Course and instructor info, course description, learning objectives, course materials, types of coursework, schedule, and policies. These may not be clearly defined or sufficiently detailed. Presents information clearly and effectively.</p>	<p><input type="checkbox"/> Contains the key elements of a syllabus: Course and instructor info, course description, learning objectives, course materials, types of coursework, schedule, and policies. Presents information clearly, effectively, and cohesively.</p>

Component	Revisions Needed	Acceptable	Outstanding
Course Development: Exam & Assignment	<input type="checkbox"/> Missing one or more required items: a representative sample of at least one assignment and one exam (or a final assignment for a course with no exams). May lack related assessment criteria or attention to course learning objectives.	<input type="checkbox"/> Provides a representative sample of one assignment and one exam (or a final assignment for a course with no exams). Related assessment criteria are present, but may not be clearly presented. Materials may lack a clear connection to course learning objectives from syllabus.	<input type="checkbox"/> Provides a representative sample of at least one assignment and one exam (or a final assignment for a course with no exams). Includes clearly presented assessment criteria. Materials reflect a clear consideration of course learning objectives from syllabus.
Learning Technology	<input type="checkbox"/> In the syllabus, the purpose of learning technology may be unclear or not linked to course learning objectives or course content. Teaching philosophy does not discuss learning technologies. Reflection is missing or does not articulate the relationship among teaching philosophy, course design, and learning technologies.	<input type="checkbox"/> Syllabus incorporates learning technology connected to the learning objectives and course content. Teaching philosophy discusses learning technologies, but may not be a fully integrated facet of the philosophy. Reflection articulates the relationship among teaching philosophy, course design, and learning technologies, but may do so superficially.	<input type="checkbox"/> Syllabus fully integrates a discipline-appropriate learning technology connected to the learning objectives and course content. Teaching philosophy presents a unified vision for the incorporation of learning technologies. Reflection clearly articulates the relationship among teaching philosophy, course design, and learning technologies.
Service Learning (Elective)	<input type="checkbox"/> Course proposal does not integrate community-based service learning. The syllabus is missing. The purpose of service learning may be unclear or not linked to course learning objectives. Reflection missing or does not articulate the place of service learning in your Teaching Philosophy.	<input type="checkbox"/> Course proposal and syllabus are both included and incorporate some aspect of community-based service learning. The purpose of service learning is linked to course learning objectives. Reflection articulates the place of service learning in your Philosophy of Teaching, but may do so superficially.	<input type="checkbox"/> Course proposal and syllabus fully integrate community-based service learning. The purpose of service learning is clear, effectively communicated, and explicitly linked to course learning objectives. Reflection clearly articulates the place of service learning in your Philosophy of Teaching.
Reflection: Feedback on Teaching	<input type="checkbox"/> Considers some of the specified feedback &/or summarizes feedback, rather than reflecting critically on it. Offers few/no concrete examples. May focus only on positive feedback and may not include ideas for improvement.	<input type="checkbox"/> Follows prompt and reflects critically on all specified feedback: peer observation, video recording, faculty mentor, and student evaluations (if applicable). Describes at least one significant observation/pattern in feedback, but may not interpret what pattern means or explain how learning will be used. Key points/patterns may not be grounded in concrete examples. Makes some mention of future development, though perhaps only cursorily.	<input type="checkbox"/> Follows prompt and reflects critically on all specified feedback: peer observation, video recording, faculty mentor, and student evaluations (if applicable). Describes significant observations/patterns in feedback, interprets what patterns mean for teaching, and explains how feedback will be used. Key points/patterns are grounded in concrete examples. Explains significance of these points/patterns. Includes ideas for future development.
Reflection: Teaching Development	<input type="checkbox"/> Discusses perspectives on teaching and learning generally, and does not distinguish initial and current perspectives. Lacks concrete examples from Certificate experiences outlined in prompt to support conclusions. May not mention or fully integrate philosophy of teaching or learning goals for the future. Does not discuss at least one reading from the CUTS reading list.	<input type="checkbox"/> Follows prompt. Articulates initial and current perspectives on teaching and learning with vague or non-specific examples from across Certificate experiences outlined in prompt. Identifies themes across experiences. Describes how the teaching philosophy has evolved and is evidenced in portfolio materials. Identifies vague or non-specific learning goals for future development. Discusses at least one reading from the CUTS reading list.	<input type="checkbox"/> Follows prompt. Articulates initial and current perspectives on teaching and learning with substantive examples from across Certificate experiences outlined in prompt. Identifies themes across experiences. Describes how the teaching philosophy has evolved and is evidenced in portfolio materials. Identifies realistic and attainable learning goals for future development. Integrates lessons learned from at least one reading from the CUTS reading list.
Additional Materials	<input type="checkbox"/> Mentor Letter <input type="checkbox"/> Faculty Mentor Video Observation Form <input type="checkbox"/> Student Evaluations (if applicable)		

Teaching Philosophy Requirement

A Statement of Teaching Philosophy (sometimes called a Teaching Statement) generally attempts to convey *what* you teach; *how* you teach; and *why* you teach the way you do. It is a written product, reflective of a critical thinking process. Your perspectives on teaching and learning will evolve throughout your career and inform your teaching practices; therefore, as you evolve so too does your philosophy. The teaching philosophy requirements are designed to cultivate the habit of critical reflection and articulation of your teaching philosophy. The reflective practice of articulating a Statement of Teaching Philosophy will be a useful tool for centering and sharing your teaching practices throughout your teaching career.

Because your philosophy informs other aspects of your experience in the program, it is recommended to complete the online course early in the Certificate Program.

Note: The online course Teaching Philosophy is a pre-requisite for all other Certificate online courses (i.e., Course Design and Learning Technologies). Check the appropriate Master Checklist for more information.

Guidelines

To complete this requirement, you must:

- 1) **Complete the Teaching Philosophy online course** where you will create an initial draft of your Statement of Teaching Philosophy; and
- 2) **Prepare a revised Statement of Teaching Philosophy** (which has been reviewed with a faculty mentor) to be included in your Teaching Portfolio. The statement included in your portfolio should build upon your initial draft by integrating additional experiences, insights and knowledge you've gained in the time since completing the online course.

While Statements of Teaching Philosophy can look very different, depending on context, they usually share some important characteristics. Generally, effective Statements of Teaching Philosophy:

- Are brief (1-2 pages), written in the first-person, in non-technical language;
- Reflect on your teaching experience and your teaching style;
- Offer concrete examples of what it is like to be inside your classroom;
- Communicate your own vision of how learning occurs and the teacher's role in learning;
- Articulate goals for students and perhaps for yourself.

About the Online Course

The online course, "Teaching Philosophy" is a two-week, asynchronous online course, offered once each semester and once in the summer. In the first week, you will complete a series of short readings and preliminary writing exercises and then write a first draft of your Statement of Teaching Philosophy over the weekend. In the second week, you will review each other's drafts in small groups to see how others represent their teaching philosophies and to receive feedback on your draft. Then you will post a second draft of your Statement that draws on this feedback and shows substantial revision.

What should I do after the online course?

- Continue to reflect critically and revise your teaching philosophy to reflect your ongoing pedagogical development.

- After the course, you are encouraged to consult samples of Teaching Philosophy Statements from your own discipline and to continue revising your statement in light of new learning.
- As part of your relationship with your faculty mentor, you will share a draft with your faculty mentor, who will also provide feedback.
- We also recommend that graduate students schedule an appointment with Writing Services as they can help brainstorm and provide tips to help develop writing skills. To find out more information about Writing Services, please check out their website at: <http://www.slu.edu/retention-and-academic-success/university-writing-services> or call 314-977-3231 to schedule an appointment.
- Finally, prior to including your statement in your portfolio, revisit your teaching philosophy and update your statement to reflect your current vision.

Certificate Online Courses

Participants are required to take three online courses in the following sequence:

1. Teaching Philosophy
2. Course Design
3. Learning Technologies

The sequencing of the courses intentionally builds upon the other and serve as a foundation for a statement of teaching philosophy, syllabus development, and the creation of activities and assessments. The course sequence is offered once each semester and once over the summer. Participants are not required to take the courses in a single semester. For example, a participant could take the Teaching Philosophy in the fall semester and Course Design and Learning Technologies in the spring. All courses are two-weeks long and offered asynchronously. Each course utilizes peer interaction, reflection, and writing as teaching strategies.

Course Development Requirement

Sample course materials are an important component of any Teaching Portfolio. Whether you are teaching during your time in the Certificate Program or not, it is important that you get the experience of designing course materials. Completing the Course Development requirement requires you create course materials for a course you have taught or will teach in the future. Specifically, you will create a course syllabus, exam, and assignment. Creating sample course materials will help you to apply many of the concepts covered in Effective Teaching Courses and in pedagogical readings on the Reading List. This process will also help you to imagine ways to make your Teaching Philosophy – and the learning you are doing in your own field – come to life in the context of a discipline-specific course.

Guidelines

To meet this requirement, you must:

- 1) **Complete the required pre-requisite Teaching Philosophy online course**
- 2) **Complete the Course Design online course; and**
 - a. **Develop a complete syllabus** for a course in your discipline. This must include the following basic components:
 - i. Course information (title, date, room, etc.)
 - ii. Instructor information (name, office hours, how to contact, etc.)
 - iii. Course description (can include broad goals of course)
 - iv. Learning objectives (what students should know or be able to do afterward)
 - v. Course materials (required/optional)
 - vi. Description of types of classwork and assignments (what can students expect?)
 - vii. Proposed schedule of classes (can be hypothetical)
 - viii. Class policies (can be specific to department and/or instructor)
 - b. **Develop a sample assignment and exam with related assessment criteria.**
Materials should be appropriate for the course developed in the syllabus and reflect one or more of the learning objectives stated there. For courses where no exams will be given, two sample assignments should be included. One of these should be the main or final project that would take the place of a final exam. Examples of related assessment criteria include an exam answer key, grading rubric, etc.
 - c. **Include these items in your Teaching Portfolio.**

About the Course Design Online Course

The purpose of this course is to introduce some basic principles of course design to prepare participants to develop their own course materials. Participants will gain different perspectives on the teaching context and situational factors influencing an individual course design and write preliminary goals and objectives for a course that will then support the creation of course activities and assessments. Upon completion of the course, participants will have preliminary drafts of course materials, along with feedback that can guide future revisions. This is a 2-week, asynchronous online course, facilitated by Center staff. The Teaching Philosophy online course is a pre-requisite for the Course Design online course. The Course Design course is a pre-requisite for the Learning Technologies online.

Course Development Materials within the Portfolio

The goal is to include representative samples of course materials in the portfolio. You need not develop all of the assignments and exams you might use in a specific course, unless you wish to do so. If you have taught or developed more than one course, you are welcome to include additional materials from one or more courses. However, we do not recommend adding materials just to have more there. Consider the function of the portfolio as a presentation of how you teach. Your materials should support this goal.

Since all materials will look different, depending on the course and discipline, there is no one way to meet this requirement. If you need guidance on designing a course appropriate for your discipline, you are encouraged to consult your teaching mentor or other faculty members and colleagues in your field. You might also consult relevant readings from the Reading List or talk with someone in the Reinert Center.

Certificate Online Courses

Participants enrolled in the Certificate after August 1, 2013, are required to take three online courses in the following sequence:

1. Teaching Philosophy
2. Course Design
3. Learning Technologies

The sequencing of the courses intentionally builds upon the other and serve as a foundation for a statement of teaching philosophy, syllabus development, and the creation of activities and assessments. The course sequence is offered once each semester and once over the summer. Participants are not required to take the courses in a single semester. For example, a participant could take the Teaching Philosophy in the fall semester and Course Design and Learning Technologies in the spring. All courses are two-weeks long and offered asynchronously. Each course utilizes peer interaction, reflection, and writing as teaching strategies.

Learning Technologies Requirement

The purpose of the Learning Technologies requirement is to prepare participants to successfully select and integrate an appropriate learning technology into a course or other teaching situation. At the core of this requirement is the belief that technologies can only be used effectively when they are rooted in one's philosophy of teaching and learning, and are chosen intentionally, to meet specific learning objectives.

Guidelines

To complete this requirement, you must:

1. **Complete the required pre-requisites, Teaching Philosophy and Course Design online courses**
2. **Complete the Learning Technologies online course;** and
 - a. **Revise your philosophy of teaching statement** to communicate **how and why** technology matters for you as an instructor by offering concrete examples from your teaching.
 - b. **Include information in your course syllabus** about the role of learning technologies in your course, align the learning technology used with learning objectives and course content. Ideally, your revised syllabus should communicate **how and why** you will use technology in your course.

About the Online Course

"Learning Technologies" is a two-week, asynchronous online course, offered each semester and in the summer. In this course, you will complete a series of short readings and activities; develop a lesson plan incorporating a learning technology; and engage in peer review with other participants (to see how they integrate learning technologies and to receive feedback on your own materials). The course will not teach you how to use specific technologies; rather, it will prepare you to make good decisions about when and how to integrate learning technologies into your teaching.

Certificate Online Course

Participants enrolled in the Certificate after August 1, 2013, are required to take three online courses in the following sequence:

1. Teaching Philosophy
2. Course Design
3. Learning Technologies

The sequencing of the courses intentionally builds upon the other and serve as a foundation for a statement of teaching philosophy, syllabus development, and the creation of activities and assessments.

The course sequence is offered once each semester and once over the summer. Participants are not required to take the courses in a single semester. For example, a participant could take the Teaching Philosophy in the fall semester and Course Design and Learning Technologies in the spring. All courses are two-weeks long and offered asynchronously. Each course utilizes peer interaction, reflection, and writing as teaching strategies.

Reflection on Teaching Feedback

One important aspect of your development as a teacher is the critical consideration of feedback you receive about your teaching. This feedback will come from a variety of sources, including your faculty mentor, your peers, and others who have observed you in the classroom. You can also provide your own feedback by observing yourself teach via video recording. The purpose of the Reflection on Teaching Feedback is to help cultivate the habit of critical reflection as a teacher by writing about the feedback you have received on your teaching thus far. The process of taking time to reflect on the feedback you have received is an important part of your development, and can provide insight to your strengths, weaknesses, and future directions for development as a teacher. Writing a reflection on your teaching feedback can also be the basis for later documents used in the faculty review process.

Guidelines

To meet this requirement, you must:

- 1. Reflect critically on the feedback you have received on your teaching as part of the Certificate Program.** This feedback should include:
 - a. Student evaluations (if applicable)
 - b. Peer observation (if applicable)
 - c. Your own observation of your teaching (teaching video recording)
 - d. Mentor feedback (on your teaching video and any other teaching he/she has observed)
 - e. Any other feedback you wish to consider.

- 2. Write a short reflection paper (1-2 pages) that:**
 - a. Describes significant observations or patterns in the feedback;
 - b. Interprets what you think the patterns tell you about your teaching;
 - c. Explains how you will use what you have learned from this critical reflection; and
 - d. Uses concrete examples from the feedback for support of your conclusions

Questions to Consider

To stimulate your thinking, you might consider some or all of the following questions as you reflect on the feedback (you are not required to respond to these questions; they are simply to help you get started with your reflection):

1. What particular observations or comments stand out, stay with you, or transform the way you see yourself as a teacher?
2. What common themes or patterns do you see across all of the feedback? What do you think these themes tell you about your strengths as a teacher?
3. What specific teaching choices might have led to particular evaluation numbers or comments (either positive or negative)?
4. What sorts of changes might you make to your teaching, in light of the feedback?
5. Are there discrepancies between how you experienced a class and how an observer (&/or your students) experienced it? Why might this be? What might you learn from it?
6. What are the top three things you will take away from this feedback?

Additional primers include:

1. What? So what? Now what?
2. Completing these sentences (Clayton, 2013):
 - a. I learned that...
 - b. I learned this (through, when, by)...
 - c. This learning matters because...
 - d. In light of this learning I will... (set goals)

Reflection on Teaching Development

Reflection is essential to one's development as a teacher, and it is integral in the context of Jesuit education. Therefore, as the culminating act of your participation in the Certificate program, you are asked to reflect critically on what you have learned about teaching, what you have learned about yourself as a teacher, how you have developed through the overall experience of participating in the Certificate program, and how your culminating project, the teaching portfolio, demonstrates your growth. In your writing, you will draw connections between, and articulate the significance of the various teaching related activities in which you have engaged throughout the program. Reflecting on your actions and learning activities will provide insight to your strengths, weaknesses, and future directions as a teacher. Many of these activities will be components of the Certificate, but others activities can and should be included in your reflection. Writing a reflection on your teaching development can also be the basis for later documents used in the faculty review process.

Guidelines

The Reflection on Teaching Development is a narrative-type essay (at least 3 pages long) in which you **reflect critically** on three overarching areas of your teaching development: your thinking about teaching and learning when you began the Certificate Program, how the specific experiences you have had during the Certificate Program have changed (or not) your thinking about teaching and learning, and how you hope to continue your development as a teacher in the future.

The reflection should include discussion of the following points:

1. **A description of** your overall development as a teacher during your time in the program;
2. **Examples from** some of the Praxis Workshops you attended, pointing to lessons or ideas that have changed the way you think about teaching and/or learning;
3. **Key concepts or strategies** from at least one reading on the Reading List, explaining how these have informed your views about teaching and/or learning;
4. **Examples of** any teaching experience you may have had during this period, focusing on how you applied lessons learned in the program.
5. **Integration of your philosophy of teaching** into your overall development and describes how your philosophy of teaching has been shaped by your experiences and is reflected in your teaching portfolio materials.
6. **Articulation of themes in your development** throughout the program evidenced by your revised teaching philosophy statement, the evolution of your portfolio materials, and what you have found meaningful to you from Praxis Workshops, the Reading List, online courses, and other program requirements and teaching experiences.
7. **Personal learning goals** for the future based on how you have grown through the program and where you are now in your teaching development.
8. **Concrete examples** for support.

One last thing to keep in mind: while you must include the components described above, the essay should stem from your own individualized reflection and consideration of your particular experience. This means the essay will look different (in terms of formatting, emphasis, etc.) for everyone.

Questions for Reflection

To stimulate your thinking, you might consider some or all of the following questions as you reflect on your development (you are not required to respond to these questions; they are simply to help you get started with your reflection):

1. Where were you in your thinking about teaching when you began the Certificate Program?
2. What did you know, believe, or assume about how students learn when you began the program?
3. How does your portfolio demonstrate what you have learned and believe currently about teaching?
4. How has your understanding of teaching and/or learning changed?
5. What lessons will stay with you from the Praxis Workshops you attended? How have they informed your views about teaching/learning? Your choices as a teacher?
6. What readings did you select from the Reading List? Were they more theoretical or practical? How did concepts of from the reading support, challenge, and change your views about teaching and learning?
7. What themes or patterns do you see about your development as you consider what you have learned from the Praxis Workshops, Reading List, writing a philosophy of teaching, and other Certificate requirements?
8. What actions may you take next in light of your learning to continue to develop yourself as a teacher?

Reading List

To further support your pedagogical development in an area of interest to you, you are asked to select a book from the reading list below. These texts discuss various aspects of teaching and learning for you to connect and apply to your learning experiences while in the certificate program and beyond. You will articulate what you have learned from the text in relation to your learning experiences throughout the program within your Reflection on Teaching Development portfolio requirement. All books are in the Reinert Center collection and may be read in the Center and books with call numbers are available through University Libraries.

Book Club: The Reinert Center often hosts a book discussion group on one of the texts from the reading list. Certificate participants who attend all of the book club meetings set for a particular text can earn one "Designated Addition" Effective Teaching Credit. Meeting times and dates can be found at ([LINK] www.slu.edu/ctl/events). Participation in a book club is not a requirement for either certificate.

Classic Pedagogical Books

Dewey, John. *Democracy and Education: An Introduction to the Philosophy of Education*. New York, N.Y.: The Free Press, 1966. [Call: [LB875.D35 1966](#)]

Friere, Paulo. *Pedagogy of the Oppressed*, 30th Anniversary edition. New York, N.Y.: Continuum, 2000. [Call: [LB880.F73 P4313 1993](#), 20th Anniversary edition]

James, William. *Talks to Teachers on Psychology*. New York, N.Y.: H. Holt and Co., 1939. [Call: [LB1051.J3 1939](#)]

Newman, John H. *The Idea of a University*. New Haven, Conn.: Yale UP, 1996. [Call: [LB2321.N54 1996](#)]

Palmer, Parker. *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. San Francisco, CA: Jossey-Bass, 1998. [Call: [LB1775.P25 1998](#)]

Pedagogical Texts and Other Teaching-Related Books

Ambrose, Susan A., et al. *How Learning Works: Seven Research-Based Principles for Smart Teaching*. San Francisco, CA: Jossey-Bass, 2010. [Call: LB1025.3. H68 2010]

Angelo, Thomas A. and K. Patricia Cross. *Classroom Assessment Techniques: A Handbook for College Teachers*, 2nd edition. San Francisco, CA: Jossey-Bass, 1993. [Call: [LB2822.75 .A54 1993](#)]

Bain, Ken. *What the Best College Teachers Do*. Cambridge, Mass.: Harvard UP, 2004. [Call: [LB2331.B34 2004](#)]

Brookfield, Stephen. *Discussion as a Way of Teaching: Tools and Techniques for Democratic Classrooms*. San Francisco, CA: Jossey-Bass, 1999. [Call: [LB2331.B679 1999](#)]

Davis, Barbara Gross. *Tools for Teaching*, 2nd edition. San Francisco, CA: Jossey-Bass, 2009. [Call: [LB2331.D37 1993](#)]

- Filene, Peter. *The Joy of Teaching: A Practical Guide for New College Instructors*. Chapel Hill: The University of North Carolina Press, 2005. [Call: [LB2331 .F493 2005](#)]
- Fink, L. Dee. *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*. San Francisco, CA: Jossey-Bass, 2003. [Call: [LB2331.F495 2003](#)]
- Huston, Therese. *Teaching What You Don't Know*. Cambridge, Mass.: Harvard UP, 2009. [Call: [LB2331.H875 2009](#), Mobius]
- Lang, James M. *On Course: A Week-By-Week Guide to your First Semester of College Teaching*. Cambridge, Mass.: Harvard UP, 2008. [Call: [LB2331.L245 2008](#), Mobius]
- Langer, Ellen. *The Power of Mindful Learning*. Reading, Mass.: Addison-Wesley, 1997. [Call: [LB1060.L35 1997](#)]
- McKeachie, Wilbert J. *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers*, 13th edition. Belmont, Calif.: Wadsworth, 2010. [Call: [LB1738.M35 2006](#), 12th edition]
- Nilson, Linda B. *Teaching at its Best: A Research-Based Resource for College Instructors*, 3rd edition. San Francisco, CA: Jossey-Bass, 2010. [Call: [LB2331.N55 2003](#), 2nd edition]
- O'Brian, Judith, Grunert, Barbara J. Millis and Margaret W. Cohen. *The Course Syllabus: A Learning-Centered Approach*, 2nd edition. Bolton, Mass.: Anker, 2008. [Call: [LB2361.G78 2008](#)]
- Prosser, Michael and Keith Trigwell. *Understanding Learning and Teaching: The Experience in Higher Education*. Buckingham, England; Philadelphia, Pa.: Society for Research into Higher Education & Open University Press, 1999. [Call: [LB2331.P766 1999](#)]
- Richlin, Laurie. *Blueprint for Learning: Constructing College Courses to Facilitate, Assess, and Document Learning*. Sterling, Va.: Stylus, 2006. [Call: [LB2361.R476 2006](#), Mobius]
- Ross, Kathleen A. *Breakthrough Strategies: Classroom-Based Practices to Support New Majority College Students*. Cambridge, Mass.: Harvard Education Press, 2016.
- Steele, Claude M. *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do*. New York: Norton, 2010.
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Faculty Mentor Information

The Reinert Center for Transformative Teaching and Learning requires participants in the Certificate to choose a Saint Louis University faculty member to serve as a teaching mentor to provide guidance and feedback as the participant completes the requirements of the program. The faculty mentor cannot be a current participant in the Certificate Program and should be from the same field that the participant plans on teaching in the future. The purpose of having a faculty mentor for the Certificate is to help the participant learn discipline-specific pedagogical information and best practices in their field. Additionally, having a faculty mentor allows the participant to have a designated person with whom to discuss teaching related topics as they arise. Beyond the Certificate, having a faculty mentor to discuss teaching related topics is a good practice to keep when transitioning to academic employment positions. A mentor can assist with the transition and continue to provide guidance on teaching and pedagogy.

The information provided here is meant to be a helpful guide for Reinert Center teaching mentors and participants, clarifying expectations and encouraging positive and successful mentoring.

Primary Responsibilities: Mentor

1. Read and discuss a draft of the participant's Teaching Philosophy statement.
2. Review a video recording of the participant's teaching and discuss it with the participant. During or after viewing the recording, the mentor should complete the Faculty Mentor Feedback form.
3. Review the participant's Certificate Teaching Portfolio.
4. Write a letter that will become part of the Teaching Portfolio. This letter should address the participant's teaching and summarize interactions during the completion of the Certificate.
5. Where appropriate, support the participant in other ways, such as visiting one of his/her classes, assisting with discipline-specific course design, and/or meeting for informal discussions of teaching.

Primary Responsibilities: Participant

1. Choose a faculty mentor as soon as possible when beginning the Certificate (we recommend the first semester or year, depending on the participant's expected timeline for completing the program). The mentor should be a faculty member in the participant's home department, who the participant feels would make a good mentor in matters of *teaching*. While this often is the dissertation or thesis advisor/director, it need not be.
2. Complete all requirements for the Certificate. See the Reinert Center website for more information.
3. Schedule meetings with the mentor. See the Guidelines for Mentor Meetings below.

4. Provide the mentor ample time to review the Teaching Philosophy, the video recording, and the Teaching Portfolio. Summarize the faculty mentor's feedback on the classroom teaching video, and include their feedback in your Reflection on Teaching Feedback, in the Teaching Portfolio.
5. Request the mentor's final summary letter in advance of portfolio deadline.

Guidelines for Mentor Meetings

Participants are required to meet with their faculty mentors at least four times while working on the full Certificate in University Teaching Skills. These meetings can be divided into the following tasks.

First Meeting: *Getting Started*

An initial conversation between the mentor and the participant presents a good opportunity to discuss the participant's goals for pursuing the Certificate and to have the mentor sign the Mentor Agreement Form. Possible topics of conversation include: the participant's ideas about teaching and learning; her/his sense of the place of teaching in the profession/discipline; types of pedagogies that are most common in the discipline/field; and/or the participant's developing philosophy of or approach to teaching.

Second Meeting: *Reviewing the Teaching Philosophy Draft*

The mentor should read the participant's teaching philosophy draft beforehand and be prepared to offer feedback, both on content and form. Generally, effective Teaching Philosophy Statements:

- Are brief (1-2 pages), written in the first-person, in non-technical language;
- Convey what one teaches, how one teaches, and why one teaches in the way he/she does;
- Reflect on one's teaching experience and on one's teaching style;
- Offer concrete examples of what it is like to be inside the teacher's classroom;
- Communicate one's own vision of how learning occurs and the teacher's role in learning;
- Articulate goals for students and perhaps for the teacher.

Note: This list of characteristics is adapted from two useful sources on writing statements of teaching philosophy: Nancy Chism's "Developing a Teaching Statement," Essays on Teaching Excellence, 9:3 (1997-1998), and from Chris O'Neal et al, "Writing a Statement of Teaching Philosophy for the Academic Job Search," CRLT Occasional Papers 23 (2007).

Third Meeting: *Reviewing the Video Recording of a Teaching Situation*

The participant should arrange for a class or other teaching situation to be video recorded (see the guidelines on the Video Recorded Teaching Requirement for more details). The purpose of this assignment is for the participant to watch him/herself teach and have an opportunity for self-reflection. The conversation with the mentor should support that reflection. Both the participant and the faculty mentor should view the video recording, and then meet to discuss the participant's teaching. During or after viewing the recording, the mentor should complete the Faculty Mentor Feedback form.

The Faculty Mentor Feedback Form:

The primary purpose of this form is to provide a provisional structure to the conversation between the mentor and the Certificate participant about the video recording of teaching. Answers to the questions should be provided by the mentor, and we encourage the mentor to ask these questions of the participant also, as part of a dialogue about teaching specific to the participant's experience and discipline. The participant will include this form with his/her final portfolio.

When reviewing the video recording, the following questions might provide a good starting point for conversation:

- What comments does the *participant* have on her/his teaching session?
- What did the participant do well?
- What might she/he do differently next time?
- What aspects of teaching should the participant work on improving?

In most cases, the mentor will highlight a few areas for suggested changes and will concentrate on different strategies for making these changes. Concentrating on a few areas will focus the analysis of the video recording. Specific areas of analysis might include: organization and preparation; style of presentation; instructor clarity; questioning skills; student interest and participation; classroom climate; and/or quality of discussion.

Barbara Gross Davis's *Tools for Teaching* provides some useful strategies for preparing for and analyzing a video recorded teaching performance. This information is also available at the following website: <http://teaching.berkeley.edu/bgd/videotape.html>.

Fourth Meeting: *Reviewing the Teaching Portfolio*

When all of the components of the Certificate Teaching Portfolio have been completed, the mentor should read through it carefully and offer feedback. Although teaching portfolios differ, depending on context, and although the Certificate Portfolio has certain elements that other such portfolios might not (e.g., the Reflection on Teaching Development), the mentor should be able to provide the feedback on some or all of the following questions:

- Is the portfolio reader-friendly and professional in appearance?
- Is there a solid teaching philosophy incorporated into the document?
- Are course descriptions and materials included? Are they appropriate for the discipline?
- Is there ample evidence of critical reflection on teaching throughout the portfolio?
- Are any instructional innovations or experiments described?
- What revisions might improve the quality of the portfolio?

Note: Questions are adapted from Barbara Gross Davis' Tools for Teaching; offers additional guidance for reviewing teaching portfolios.

This meeting provides a good opportunity for the mentor to review and sample course materials designed by the participant, if they have not already done so. As an expert in the discipline, the mentor is in the

best position to provide feedback on discipline-specific course materials, such as syllabi, learning outcomes, assignments, and exams.

Writing the Final Summary Letter

After the mentor has reviewed the complete Teaching Portfolio, she will write a summary letter to be included in the portfolio. Some suggestions of what this letter might contain include:

- An introduction: how long you have known the participant and in what context.
- Reflection on mentoring activities: how often you met with the participant; what was accomplished at these meetings; what you think was beneficial (or less useful) in them; other ways you engaged the participant beyond the required activities (e.g., visiting her/his class).
- Commentary on the participant's Teaching Philosophy.
- Discussion of the participant's teaching. Comments might focus on: organization, content mastery, classroom presentation style, use of technology, active learning, assessment of student work, etc.
- Recommendation about whether the participant should receive the Reinert Center's Certificate in University Teaching Skills.

Faculty Mentor Feedback Form (Video Recording of Teaching)

Mentor:

Participant:

Date:

The primary purpose of this form is to provide a provisional structure to the conversation between the mentor and the Certificate participant about the video recording of teaching. Answers to the questions should be provided by the mentor, and we encourage the mentor to ask these questions of the participant also, as part of a dialogue about teaching specific to the participant's experience and discipline. The participant will include this form with his/her final portfolio.

Note: Attending class in lieu of a video recording will not satisfy this portfolio requirement. The video is reviewed by the participant (i.e., watching themselves teach), providing a shared context for discussion and feedback. While this form is a required piece for the final portfolio, its content will not be evaluated.

Areas for specific formative feedback:

What did you notice about the instructor's plan, lecture or activity, and interactions with students?

How do the things you noticed contribute to or distract from student learning in the class?

How does what you observed compare to general teaching practices in the discipline?

Additional comments:

OPTIONAL – NOT REQUIRED FOR CUTS CERTIFICATE COMPLETION**Peer Observation of Teaching**

Please look over the following statements prior to class. After the class, rate the instructor on the scale provided and complete the narrative questions at the end. Then return this form to the instructor.

**Note to Certificate participants: this observation must be performed by a peer – for grad students, a fellow grad student must complete the observation. For faculty members, someone other than your Faculty Mentor must complete the observation. Peer Observation is required for participants enrolled prior to August 1, 2013 and optional if enrolled after August 1, 2013.*

Instructor: _____

Observer: _____

Scale:	4 = Excellent	3 = Good
	2 = Adequate	1 = Needs Improvement

In this class, the INSTRUCTOR . . .

Defined clear objectives for the class	4	3	2	1	n/a
Designed a well-organized lecture / lesson plan	4	3	2	1	n/a
Used class time efficiently and effectively	4	3	2	1	n/a
Chose handouts, overheads, visuals, & technologies appropriate for class level/size, and used them effectively	4	3	2	1	n/a
Demonstrated enthusiasm for subject matter	4	3	2	1	n/a
Demonstrated command of the material presented	4	3	2	1	n/a
Presented examples to clarify points	4	3	2	1	n/a
Asked a mix of simple and complex questions	4	3	2	1	n/a
Avoided going off on long tangents	4	3	2	1	n/a
Spoke audibly; articulated ideas and pronounced words clearly	4	3	2	1	n/a
Responded to nonverbal cues of confusion, boredom, curiosity	4	3	2	1	n/a
Designed activities/questions to assess students' progress	4	3	2	1	n/a
Responded appropriately to questions	4	3	2	1	n/a
Maintained students' attention	4	3	2	1	n/a
Displayed awareness of different learning styles	4	3	2	1	n/a
Other:	4	3	2	1	n/a

In this class, the STUDENTS . . .

Arrived on time to class and appeared prepared	4	3	2	1	n/a
Took initiative in asking questions / shaping discussion	4	3	2	1	n/a
Participated actively (through discussion, note-taking, etc.)	4	3	2	1	n/a
Treated instructor / one another respectfully	4	3	2	1	n/a
Other:	4	3	2	1	n/a

What are the instructor's major strengths, as demonstrated during this observation?

What suggestions do you have for improving this instructor's skills?

Additional comments: