

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>

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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)		

