

# CPD TEACHING ESSENTIALS CREDENTIAL FORM

Complete the Tracking and Reflection parts and submit. To earn the Level 1 Teaching Essentials Credential, complete the **required Fundamentals of Effective Teaching** workshop and  **three**workshops (one in each of the Design, Engage and Assess categories) and complete both the Tracking and Reflection parts of this form.

## TRACKING

Keep track of your progress by updating the table below as you complete workshops. You can find the most current list of eligible workshops on the Stearns Center Events page. You can also locate workshop information in your confirmation email for individual workshops or a Credential Notification email.

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| **Name** |  |
| **Department/Unit** |  |
| **College/School** |  |
| **Title** | **Date**  | **Workshop Category** |
| Fundamentals of Effective Teaching |  | Required |
|  |  | Design |
|  |  | Engage |
|  |  | Assess |

## REFLECTION

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| **Part 1. Identify one CPD Level Workshop you took, and complete the section that corresponds to its CPD Category (Design, Engage or Assess).** |
| **Title of workshop** |  | **CPD Category** |  |
| **For Design Workshop only:** Think of one of the assignments for your course. What prior knowledge or skills do students need to successfully complete this assignment? What content in your course helps students develop this knowledge and/or skills? How might students use the knowledge or skills gained from this assignment beyond your course? (100-125 words) |
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| **For Engage Workshop only:** Think about the kind of engagement you want to see from students in your course. What does that engagement look like in your course and how would you communicate those expectations to students? How do you prepare students to provide that kind of engagement? (100-125 words) |
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| **For Assess Workshop only:** Think about one assignment that you use to evaluate student performance. What are the most important criteria and least important criteria you use? What would a student perform well on the most important criteria? How do you communicate expectations for good performance to your students? (100-125 words) |
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| **Part 2. Complete all sections below.** |
| **Alignment**: Choose one student learning outcome for one of your courses. What you want students to know or be able to in this outcome? Choose one assignment that prepares students to be able to achieve this outcome and explain how this assignment evaluates a student’s ability or knowledge? (100-125 words) |
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| **Teaching Practice:** What is one strategy from a workshop that you might/will you incorporate into your course? How do you think this strategy will enhance student learning in your course? (100-125 words) |
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| **Professional Development:** How does your participation in one workshop contribute to your development as a teacher? (100-125 words) |
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