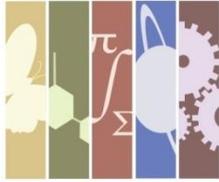# THE DELTA CERTIFICATE CANDIDATE GUIDEBOOK

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http://www.delta.wisc.edu

Certificate Program General Information

The Delta Certificate in Research, Teaching, and Learning confers recognition of a student's achievement in the following areas:

- Experience in teaching, broadly defined to include the college classroom and beyond (i.e., informal educational settings)
- Awareness of how to promote successful learning with diverse participants
- Knowledge of foundational research and scholarship on teaching and learning
- Demonstrated application of research skills to the improvement of participant learning
- Engaged membership in a learning community that is focused on teaching and learning
- Development of a reflective teaching and learning portfolio

The Delta Certificate program is designed to serve both pre-dissertator and dissertator graduate students, as most appropriate in each student's graduate career. The Delta Certificate is also available to postdoctoral researchers. We hope that the Teaching and Learning Portfolio and Delta Certificate will be useful to you throughout your job search and as you continue in your teaching career.

Primary Delta Certificate Facilitators

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Internet Resources

CIRTL Net: www.cirtl.net
This is a great resource for discussion and events across the CIRTL Network.

Delta Program Web Site: http://www.delta.wisc.edu
You can find general information about courses, programs, Delta news, and the Delta Pillars here. A link to the certificate application can also be found here.

Delta Program Facebook Page: http://tinyurl.com/DeltaonFacebook

Collaborative Space Used for Certificate Completion: www.box.com (login is required)

Expectations for Certificate Candidates

I.   Developing, Reviewing, and Completing the Teaching Portfolio

As a Delta Certificate candidate, your Teaching and Learning Portfolio will go through several stages of revisions, including peer review, Delta staff review, and then review by your committee. Please see timeline for your cohort for more details on deadlines and milestones related to your portfolio.

Criteria for Review
- **INTEGRATION OF DELTA PILLARS INTO PHILOSOPHY AND TEACHING PRACTICE**
- **REFLECTION ON TEACHING AND LEARNING PROCESS**
- **ORGANIZATION, BREADTH AND STYLE**
- **UTILITY FOR JOB MARKET**

Contents of a Complete Teaching and Learning Portfolio
- Teaching and Learning Philosophy
- Teaching-as-Research Internship Project Report
- 2-3 Additional Teaching Artifacts
- Reflective Statements
- CIRTL Learning Outcomes Matrix
- **Representation of three Delta Pillars *throughout*:**
    - **Teaching-as-Research (TAR)**
    - **Learning Community (LC)**
    - **Learning-through-Diversity (LTD)**

*Editable portfolio cover page located for your use in the appendix.
*For examples of past portfolios:
http://delta.wisc.edu/Certficate/certificate_recipients.html
*For detailed guidelines for teaching portfolios:
http://delta.wisc.edu/Certficate/Portfolio_Guidebook.pdf

II.   Peer Reviewing

Peer review is a core aspect of the Delta Certificate process. A Delta staff member will help build certificate defense peer review groups or cohorts each semester to share feedback on candidates' first drafts of portfolios and on candidates' outlines for defense presentations. Peer review will typically involve:
- Posting a draft of your Teaching and Learning Portfolio in the Box.com shared folder
- Providing feedback to one other certificate candidate on their portfolio

III.   The Defense

For all deadline information about setting up your Delta Certificate Defense, please refer to your cohort's timeline.

Expectations of the Certificate Defense Presentation
Your presentation should highlight the following items:
1. Your story of how you became involved in the Delta Program and the path that lead you to the Certificate Program. In addition, discuss the impact that the entire Delta Program experience has had on you. (Be brief!)
2. Your teaching and learning experience (framed explicitly OR implicitly as part of the Pillars):
    a. Your understanding of Teaching-as-Research (TAR) and how it is/will influence you, your teaching and your research. For instance, you may consider highlighting a specific activity, such as your participation in the Internship Program. (This is the true heart of the presentation.)
    b. Some application of your understanding of Learning-through-Diversity (LTD) in your teaching or research. You could focus on some experience you had in a Delta activity, or something that you did in your internship, or an experience beyond Delta, to apply this concept.
    c. How you, as a leader/facilitator, have expanded the capacity of the campus teaching and learning community with what you have learned in your Delta Learning Community program experience. For instance, how have you taken what you have learned in your CCLE group (or other LC program) and used it to enrich part of the larger campus community? How have you made a difference?
3. An understanding of your philosophy of teaching and learning and how your practices fit with that philosophy.
4. Reflections on how to improve upon or adapt your approach(es) to teaching and learning in the future as they relate to your professional goals (think: Job Market).

Format of the Certificate Defense Presentation
Your Certificate defense presentation will last roughly 1 to 1.5 hours. Please see the appendices VI and VII for more guidance and information. Keep in mind, in addition to your portfolio, the Delta Program asks that you submit an electronic copy of your Certificate Defense presentation after your Certificate Defense session.

APPENDICES

Contents

APPENDIX I: The Teaching-as-Research Project in your Portfolio

The Teaching-as-Research project that you completed as a Delta Intern will be the "star" of your portfolio. Several of the materials that you created for the Delta Internship Program will be utilized during the construction of your Teaching and Learning Portfolio. They are listed below.

Information and Graphics from Internship Slides
That should cover the following:
1. Statement of problem as well as a question or hypothesis (plus photo of yourself; optional)
2. Approach (e.g. module, learning activity, technology)
3. Assessment & summary of project (TAR; your data)
4. Journey (Briefly describe what kind of experiences led you to the internship? What is your next step, professionally?)

The Reflective Statement
The Reflective Statement should address the following question: ***"How has your internship experience influenced your understanding of teaching-as-research, learning-through-diversity and learning communities?"*** The document should be 1 page in length, single-spaced with a paragraph about each of the three concepts, Teaching-As-Research, Learning-Through-Diversity and Learning Communities.

The Final Summative Internship Report
This report is intended to summarize your experience in a useful format so that your partner can incorporate your innovations into her/his own future teaching, informal science education or outreach activities. Think of this report as a record of your teaching and learning activities that others can build upon, similar to a research paper in your discipline. You are encouraged to write the Summative Report in a way that is most useful to you. For example, if you plan to submit a paper about your experience for publication, write your Summative Report in that format. Or, if you intend to include a chapter in your thesis about your activities and research in science education, use that document as your Summative Report. The summative report should be incorporated directly into your Teaching & Learning portfolio as an artifact of your internship experience. The Summative Report should be no more than five single-spaced pages in length.

APPENDIX II: Joining Box and Utilizing CIRTL

We use a collaborative space called box.com to support Certificate Candidates. In this space you will be able collaborate with other cohort members for the purposes of peer review. Additionally, pertinent information will posted. Please make yourself familiar with this site.

Box is a service free online file storage service available to faculty, researchers, staff and students at UW-Madison. Some of you may already use Box for personal use. There will be a file folder created for your Cohort and access to it will be shared by Delta Staff. Please follow the instructions found in your email once you have received an invitation to join. For more information about Box: http://www.doit.wisc.edu/services/box/

Optional: Utilizing CIRTL

We would encourage you to also join the CIRTL Network, the original host site, for access to all the resources CIRTL has to offer. You'll have access to the site for collaborations, discussions, and other cool stuff across the CIRTL Network. Explore the site and have fun with it!

To Join

Sign up to be a part of the CIRTL Net. To get started go to www.cirtl.net. In the top, right corner of the page click on "Create new account." Fill out the form that pops up. You're creating a profile that other CIRTL Net members (folks from across different institutions) will be able to see. You'll get an approval email with a temporary password, which will give you access to exploring the secure content of the site.

APPENDIX III: Portfolio Feedback Form

Name of Portfolio Reviewer:
Email:

Name of Certificate Candidate:

Criteria	Comments
INTEGRATION OF DELTA PILLARS INTO PHILOSOPHY AND TEACHING PRACTICE *Teaching as Research* Did he/she identify learning goals, evaluate if these learning goals were met, and suggest improvements for the future? *Learning Community* Was the candidate able to introduce shared/collaborative learning activities? *Learning through Diversity* Did he/she recognize and address opportunities and challenges related to the diverse backgrounds/experiences of his/her students?	
REFLECTION ON TEACHING AND LEARNING PROCESS Does the candidate reflect on the learning process of students? Does the candidate discuss his/her own achievements and future plans in teaching and learning?	
ORGANIZATION, BREADTH AND STYLE Does the portfolio contain an adequate amount of information to effectively convey the candidate's main points? Does the portfolio contain individual pieces of sufficient quality and variety? Is the portfolio organized in a way that it will be useful in the future by the candidate themselves or others?	

UTILITY FOR JOB MARKET If you were involved in the hiring process for your department, what would stand out about this candidate's teaching and learning? What additional evidence would you like to see?	
OTHER COMMENTS	

SUMMARY OF FEEDBACK:

APPENDIX IV: Teaching and Learning Portfolio Cover Sheet
TEACHING AND LEARNING PORTFOLIO

by

STUDENT'S NAME

MONTH, YEAR

This portfolio submitted in partial fulfillment of the requirements for the
Delta Certificate in Research, Teaching, and Learning.

Delta Program in Research, Teaching, and Learning
University of Wisconsin-Madison

APPENDIX V: Assembling the Committee and Scheduling a Defense

Who should be on the Certificate Defense Committee?
The committee will consist of four to five members, including your certificate mentor, your internship partner, one committee member of your choosing, and two to four other members appointed by the Delta Program. In addition to your committee, a few Delta Program staff and other certificate candidates may sit in on your defense. Consider one or two people who you'd like us to invite to serve on your committee. Often students request their advisor or another faculty member who they work closely with. Sometimes, they request a past Delta instructor. This is a chance for you to highlight the work that you've done in Delta to someone you respect.

How do candidates assemble a committee? Will Delta help?
The PA will provide you with the names and emails of all your committee members within a couple weeks of the second cohort meeting (and any vacation hours that they mentioned specifically that they will need you to incorporate).

1. WHEN YOUR COMMITTEE MEMBERS ARE FINALIZED: Send them a doodle poll with ten-
twenty 90-minute time slots. Do not do more than this, because it can get overwhelming. At worst, you may have to send a second doodle poll. Give them a strong deadline by which to answer the poll of the end of the week of whatever week you send the poll. Poke anyone who hasn't responded by that time.
2. AS SOON AS EVERYONE RESPONDS, confirm the date and time with a) everyone on your
committee and b) the PA. Ideally this would be more than 2 weeks ahead of your actual presentation date.
3. ONE MONTH to TWO WEEKS AHEAD OF DEFENSE: Reserve a room and any AV as necessary (consider: laptop, projector, screen, sound, internet access). This can be done through your department, but if your department can, for whatever reason, not accommodate your AV needs, than please let the PA know. When you have confirmed the room and AV with your department, send the PA another email with these details.
4. TWO WEEKS AHEAD OF DEFENSE: The PA will send you a Portfolio Review Packet (Your
final portfolio + review form/criteria + information about the pillars). Send this out to all of your committee members, with the time, date, and location of your defense as a reminder.

What is the easiest way to schedule my defense date with all my committee members?
We recommend using an online scheduling tool like doodle (doodle.com). And, start with broad availability because you can expect that your committee members are going to have blocks of time when they are not available because of travel. Do not offer more than 20 options though because that can be overwhelming.

APPENDIX VI: Typical Defense Agenda

Typical Defense Agenda

    I.   Introductions around the table (5 min)

    II.   Committee Chair talks about Delta and the importance of the Certificate as a capstone piece to student involvement in the program (5 min)

    III.   Committee Chair lays out the format for the rest of the defense (1 min)

    IV.   Student gives presentation and takes questions throughout (60 min)

    V.   Committee Chair moderates the deliberation discussion (candidate leaves room) (5-15 min)

    VI.   Committee Chair awards the certificate (5 min)

APPENDIX VII: Eportfolio Option

Purpose:
Given the current trend towards using electronic versions of a teaching and learning portfolio, the Delta Program would like to formally provide the opportunity to create an Eportfolio, satisfying the requirements for the Delta Certificate.

> *"Eportfolios allow students to present a comprehensive overview of academic and extracurricular activities along with self-reflection and supporting evidence (artifacts) to a potential employer. Similarly, they enable individuals to sustain evidence of their further credentials and ongoing achievement."* (Reese and Levy, 2009).

All of the requirements for completion of the Delta Certificate remain the same. By using an Eportfolio it is our hope that the portfolio will be easier to use on the job market and in future career work. The medium allows for a more creative demonstration of your achievements, goals and teaching philosophy.

Creating an Eportfolio:
To create an Eportfolio you will be utilizing a UW-Madison supported Eportfolio platform. Using one of these spaces will ensure you have access to any electronic support you might need through DoIT. There are currently two options: Google Sites or Desire2Learn. Please note that Desire2Learn must be transferred to a new platform after graduation, however Google Sites will be available post graduation. Please reference the Learn@UW website for more information: https://learnuw.wisc.edu/toolbox/eportfolio.html

Although you may have a personal Google account it is very important that you create your Eportfolio through the UW-Madison Google Site app. UW-Madison has an agreement with Google for important intellectual property and ownership protection. More information can be found here: www.doit.wisc.edu/googleapps/

Specific Requirements for the Delta Eportfolio:
Eportfolios allow for each individual to create a unique representation of their teaching and learning accomplishments. However, in order to ensure that there is some consistency between Teaching and Learning portfolios and eportfolios we would ask the same requirements as paper portfolio be integrated. See the list on page 3 of the Delta Certificate Guidebook. This means there will be some written portions, such as the Teaching and Learning Philosophy, and there may be some creative uses of media, such as a video or an interactive artifact. Additionally, the reflective statements may be represented in formats other than text. If there are any questions about what is an appropriate reflection please contact the program facilitator.

Please make sure to include the Delta logo and CIRTL logo and the definition of the 3 Delta Pillars.

APPENDIX VIII: CIRTL Learning Outcomes Matrix

As the Delta Certificate is the capstone to your experience with the Delta program, we believe it is important to reflect on the experiences that led to the Delta Certificate. In an effort to maintain fidelity with our parent organization CIRTL, we have aligned the Delta learning outcomes with the CIRTL learning outcomes. Therefore it is important that you include the following matrix in your teaching and learning portfolio to demonstrate the accomplishment of the Learning Outcomes.

Please fill-out and include the following matrix in your portfolio. There are few examples indicated in italics, please create your own.

Associate Level

Teaching –As-Research Associates can do the following:	How this outcome was met :
Know that a body of literature and knowledge exists concerning high-impact, evidence-based teaching practices.	Demonstrated by completing the Delta Internship. Submitted a project proposal and draft of final summative report that includes literature reviews.
Define and recognize the value of the Teaching-as-Research process, and how it can be used for ongoing enhancement of learning.	Met by completing the project proposal and final reflection of Internship.
Know how to access the literature and existing knowledge about teaching, learning and assessment, in a discipline or broadly.	Demonstrated in College Classroom course, researched the literature for an assignment.
Describe and recognize the value of realistic well-defined, achievable, measurable and student-centered learning goals.	Addresses in activities and readings on student-centered learning and backward design for College Classroom Course; course goal: "Begin building learner-centered syllabus for a future course."
Describe several assessment techniques and recognize the value of their alignment with particular types learning goals.	Demonstrated through the use of artifacts in this teaching and learning portfolio.
Describe and recognize the value of evidence-based effective instructional practices and materials.	
Describe a "full-inquiry" cycle	

Learning Communities Associates can do the following:	How this outcome was met :
Know that a body of literature and knowledge exists associated with learning communities and their impact on undergraduate learning.	
Define the characteristics of undergraduate learning communities (LCs).	
Describe the impact of LCs on student learning.	
Describe and recognize the value of LC strategies that promote positive interdependence between learners so as to accomplish learning goals.	
Describe and recognize the value and issues of establishing LCs comprising a diverse group of learners.	
Describe techniques for creating a LC within a learning environment.	
Recognize the value of and participate in local professionally-focused learning communities associated with teaching and learning.	
Learning through Diversity Associates can do the following:	How this outcome was met:
*Know that a **body** of literature and knowledge exists associated with diversity and its impact on accomplishing learning goals.*	
*De**fine and recognize** the scope of diversity in learning environments, of both students and instructor. [1]*	
*R**ecognize the impact** of diversity on student learning, in particular how diversity can enhance learning, and that inequities can also negatively impact learning if not addressed.*	
Describe how an instructor's beliefs and biases can influence student learning.	
*Recognize the value of drawing on diversity in **the development of their teaching plans** (including content, teaching practices and assessments) to foster learning.*	

Describe **several learning-through-diversity (LtD) techniques** and strategies (e.g. creating a welcoming environment, learning communities).	

Practitioner Level

Teaching –As-Research Practitioners can do the following:	How this outcome was met in the Delta Certificate:
Develop a deeper understanding of the knowledge concerning high-impact, evidence-based teaching practices.	
Develop a Teaching-as-Research plan for a limited teaching and learning project	
Execute a Teaching-as-Research plan for a limited teaching and learning project	
Show the integrated use of Teaching-as-Research, Learning Community and Learning-through-Diversity to accomplish learning goals.	

Learning Communities Practitioners can do the following:	How this outcome was met in the Delta Certificate:
Develop a deeper understanding of the knowledge concerning LCs and their impact on undergraduate student learning.	
Integrate one or more LC strategies into a teaching plan so as to accomplish learning goals and learning-through-diversity	
Implement one or more LC strategies for students in a teaching experience.	
Contribute to local professionally-focused learning communities associated with teaching and learning.	
Show the integrated use of Teaching-as-Research, Learning Community and Learning-through-Diversity to accomplish learning goals.	

Learning through Diversity Practitioners can do the following:	How this outcome was met in the Delta Certificate:

Develop a deeper knowledge of the body of literature concerning diversity and its impact on accomplishing learning goals.	
Examine own beliefs and biases, including how they may influence their students' learning.	
Determine the diverse backgrounds among a group of students, and consider the opportunities and challenges of the findings on each student's learning.	
Create a teaching plan that incorporates content and teaching practices responsive to the students' backgrounds.	
Integrate one or more LtD techniques and strategies in a teaching plan so as to use students' diversity to enhance the learning of all.	
Implement one or more LtD strategies in a teaching experience.	
Show the integrated use of Teaching-as-Research, Learning Community and Learning-through-Diversity to accomplish learning goals.	