



Application
for the
**Graduate
Teacher
Certificate**

Name _____

Department for Teaching Assistantship _____

Home Department (if different) _____

Date of Completion _____

**Center for Innovation
in Teaching & Learning (CITL)**



GRADUATE TEACHER CERTIFICATE

Contact Information

Name _____

Home Department _____

Campus Address _____

E-mail Address _____

Degree Sought PhD _____ Masters _____ Other _____

Certificate Checklist

Applicants should meet with a CITL consultant prior to beginning the Graduate Teacher Certificate. All items on this checklist must be completed and documented in this application. It is the applicant's responsibility to keep track of all dates and signatures for verification of requirements.

1. Pre-semester Teaching Development Program

_____ Participated in a pre-semester teaching development program

2. Teaching Experience at the University of Illinois

_____ Semester one

_____ Semester two

3. Observation of Your Teaching

_____ Arranged for faculty or CITL consultant to observe your class

_____ Discussed observation with observer

_____ Wrote a reflective analysis after the consultation

4. Use of Student Feedback

_____ Collected IEF and ICES for two semesters

_____ Discussed IEF and ICES results with faculty or CITL consultant

_____ Wrote an analysis of student feedback after consultation

5. Teaching Development Workshops

_____ Attended 6 hours of teaching workshops or seminars

Completed Application Validated by CITL Consultant

Signature

Date

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1. Pre-Semester Teaching Development Program

New teaching assistants are making an instant transformation from expert learner to novice teacher. The pre-semester teaching development program supports you in your new role as a teacher by providing opportunities for you to learn new skills and to share ideas with TAs and facilitators from your department and others. Some of the ideas presented may be new to you; others may seem like common sense (although they often are not common practice). Microteaching provides an opportunity for you to practice those skills in a low-risk environment.

Participate in a pre-semester teaching development program (i.e., the Graduate Academy for College Teaching or a departmental teaching orientation). The orientation should include topics such as lesson planning, active learning strategies, leading discussions, grading, and academic integrity.

Graduate Academy for College Teaching Yes NA Dates _____

Departmental Teaching Orientation Yes NA Dates _____

List several sessions you attended _____

Microteaching Topic _____

Signature of CITL Consultant or Departmental Orientation Coordinator

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2. Teaching Experience

“To teach is to learn twice”¹

Practice really is the best teacher. By teaching for two semesters, you have the opportunity to learn from your experiences in the classroom, from your students’ work and feedback, and from your conversations with peers, faculty, and consultants about teaching. Taken together, these experiences can help you become a better teacher.

Teach at least two semesters at the University of Illinois. Your teaching duties may be in a classroom, studio, laboratory, or on-line. Teaching two courses in one semester does not substitute for the two-semester requirement and having only non-classroom duties (grading, office hours, tutoring) does not fulfill this teaching requirement.

First Semester of Teaching

Course name, number, & semester _____

	Section 1	Section 2	Section 3
Meeting days & time			
Number of students			

Course supervisor _____

Teaching duties _____

Collected student feedback IEF _____ ICES _____

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Second Semester of Teaching

Course name, number, & semester _____

	Section 1	Section 2	Section 3
Meeting days & time			
Number of students			

Course supervisor _____

Teaching duties _____

Collected student feedback IEF _____ ICES _____

¹Joseph Joubert, French Essayist and moralist, 1754-1824.

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3. Observation of Your Teaching

This experience will give you new perspectives on your teaching. Although being observed can cause anxiety for some, receiving feedback in this context is usually rewarding and validating. The comments from the observer are for you alone and can help you determine positive aspects of your teaching, as well as areas for improvement that will help you increase your confidence and skills in the classroom.

- 1) Arrange for a class session to be observed by your CITL consultant or a faculty member in your department.
- 2) Discuss the observation with the observer. In this discussion, you will share your thoughts about the observed class session and you will get the perspectives of the observer about the strengths of your lesson, as well as suggested areas for improvement.
- 3) Write a two-page essay *reflecting on the teaching and learning in your course* with specific reference to the classroom observation and subsequent consultation. Use the questions below to help you analyze your teaching. Attach your essay to this application.
 - a) Briefly describe the class that was observed. For example, you could consider the following: Who are your students (majors/non-majors, freshmen/sophomore or upperclassmen)? What kind of class is it (e.g., studio, lab, discussion)? What are your goals for the course? What do you typically do in class? How has it been going so far? Are there any troubling areas?
 - b) What were your instructional goals for the observed class session? What methods and activities did you use and why did you select them? Were you trying anything new?
 - c) From the observation/consultation, what did you learn about your teaching? You might consider
 - delivery: your pace, voice, gestures, movement; use of board/visuals
 - organization of content, including use of transitions, summaries, examples
 - clarity of ideas and explanations
 - your classroom interactions; student participation; use of questioning
 - specific strategies that facilitated learning and were effective in meeting your goals
 - d) Based on the consultation, what is going well in your teaching? What do you plan to do to enhance your teaching? What specific new strategies are you considering?

Course name, number, and semester _____

Date and time of classroom observation _____

Signature of Observer _____

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4. Use of Student Feedback

Collecting and using feedback from your students can help you grow as a teacher. Students provide a unique perspective on what is working in your class and what is not. Sometimes you may feel that they are being too forthright in their comments, but in general, students just want you to succeed as a teacher. After all, it is their class too.

- 1) Collect Informal Early Feedback (IEF) in each section after about four weeks of classes.
- 2) Arrange to meet with your CITL consultant or a faculty member from your department to discuss the student feedback before mid-semester, if possible. In advance of the meeting, prepare a summary of the results to share (means for rated items and frequency counts for written comments).
- 3) Collect formal feedback (ICES) from your students at the end of the semester.
- 4) Arrange to meet with your CITL consultant or a faculty member during your second semester of teaching to discuss ICES results as well as the feedback on your IEF for the second semester.
- 5) Write a two-page essay reflecting on the teaching and learning in your course based on feedback from your students and your dialogue with a faculty member or CITL consultant about this feedback. You should specifically **reflect on your development as a teacher over time**. Use the questions below as a guide. Attach your essay to this application.
 - a) What were the most frequent comments on your first IEF? How did they compare with what you thought was going on and with what your observer told you? What did you decide to do as a result of the feedback?
 - b) How did the results of your first ICES reflect any adjustments you made based on the IEF? Are there areas you plan to work on in future courses that you teach?
 - c) Was your second semester teaching assignment different from your first? If so, in what way (different course, structure, level)? How do the results of your second IEF compare to feedback from your first semester? How do you explain any differences?
 - d) How do you plan to “fine-tune” your teaching in the future?

Consultation 1

Informal Early Feedback (IEF) collected for _____
(first semester: course name, number, semester)

Signature of Consultant _____

Consultation 2

ICES collected for first semester course (listed above)

IEF collected for _____
(second semester: course name, number, semester)

Signature of Consultant _____

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5. Teaching Development Workshops

“The great thing about teaching is that there is always more to learn.”²

It is important for all teachers to learn and experiment with a variety of strategies and techniques in order to discover the best fit between technique and personal teaching style. You should be as purposeful as possible when you select workshops, attending those that have the most potential to be useful to you as you build your repertoire of teaching methods.

Attend a minimum of six hours of workshops on teaching topics beyond the pre-semester teaching development program. Teaching workshops, seminars, and classes offered by CITL or other campus groups may apply. Attending one workshop on test construction or assessing students is recommended. Check the calendar of events on the CITL website to stay informed of workshops that qualify for this certificate requirement.

Topic	Hours	Date	Facilitator Signature
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

² McKeachie, W. J., & Svinicki, M. (2006). *McKeachie’s Teaching Tips*. Boston: Houghton Mifflin.