



Application
for the
**Certificate in
Foundations of
Teaching**

Name _____

Department _____

Date of Completion _____

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



ILLINOIS
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

CERTIFICATE IN FOUNDATIONS OF TEACHING

Contact Information

Name _____

Home Department _____

Campus Address _____

E-mail Address _____

Degree Sought PhD _____ Masters _____ Bachelors* _____ Post-Doc _____

Certificate Checklist

Applicants should meet with a CITL consultant prior to beginning the Certificate in Foundations of Teaching. 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. Teaching Development Workshops

_____ Participated in a choice of teaching development workshops on principles of instruction

2. Observation of Your Teaching

_____ Arranged for faculty or CITL consultant to observe your teaching

_____ Discussed observation with observer

_____ Wrote a reflective analysis after the consultation

3. Exploration of Literature on Teaching

_____ Read a book or set of articles about teaching

_____ Wrote a reflective summary of the work

4. Observation of an Experienced Instructor

_____ Participated in a pre-observation visit with the instructor

_____ Observed the instructor's class

_____ Wrote a reflective summary of the observation

5. Teaching Philosophy Statement

_____ Developed a teaching philosophy statement

_____ Reviewed the statement with a faculty member and CITL consultant

*Undergraduate students who have University classroom teaching responsibilities may qualify for this certificate. Teaching is defined as having regularly scheduled teaching duties in a classroom, studio, or lab, where you are responsible for leading learning activities over an extended period of time.

Completed Application Validated by CITL Consultant

Signature

Date

CERTIFICATE IN FOUNDATIONS OF TEACHING

1. Teaching Development Workshops

Through ongoing professional development, you are participating in and contributing to a community of people who are committed to exploring and improving their teaching.

Participate in one of the following as a graduate student at the University of Illinois.

Option 1. A minimum of eight hours of campus workshops on topics related to teaching and learning. Workshops should include, but are not limited to, topics on active learning (teaching strategies for classroom interaction) and assessing student work (e.g., grading, test construction). Attending CITL's Graduate Symposium on Grading and Office Hours may count for three hours of this requirement.

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

Option 2. 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

Option 3. A course on college teaching (e.g., EOL 585).

Course name, number, semester _____

Signature of Instructor _____

CERTIFICATE IN FOUNDATIONS OF TEACHING

2. 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. Specific comments from experienced observers 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) Teach at least one lesson (50 minutes or more) that is observed by a faculty member in your department or your CITL consultant. Situations for this lesson could include a class taught as a teaching assistant or guest lecturer, a mock teaching session scheduled in front of a group of participants, or another context approved by your CITL consultant.
- 2) Discuss the observation with the observer. Find out the observer's perceptions about the strengths of your lesson, as well as suggested areas for improvement.
- 3) Write a two-page essay reflecting on the experience. Use the questions below to help you analyze your teaching. Attach your essay to this application.
 - a) Briefly describe the class that you taught. For example, who are the students (majors/non-majors, freshmen/sophomore or upperclassmen)? What kind of class is it (e.g., studio, lab, discussion)? What are the overall goals for the course?
 - 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 teaching strategies were effective, and why? What would you do to enhance your teaching of this topic in the future? What specific new strategies might you explore?

Course name, number, and semester _____

Date and time of classroom observation _____

Signature of Observer _____

CERTIFICATE IN FOUNDATIONS OF TEACHING

3. Exploration of Literature on Teaching

Many new instructors feel that they are embarking on their teaching experience alone and in uncharted territory. One source of support can come from the wealth of literature on pedagogy. There are numerous books and articles on teaching effectiveness. Some address general teaching issues; others are discipline-specific. Still others address specific teaching methods such as classroom assessment techniques or working with student teams. This literature can provide you with ideas and inspiration.

- 1) Select a book or several articles about teaching and/or learning. Suggestions for books or articles may be obtained from your CITL consultant or the CITL website.
- 2) Write a two- to three-page review of this scholarly work, using the following guidelines. Attach your essay to this application.
 - a) Provide basic information about the book or articles.
 - Cite the full reference for the work.
 - What is the work about? What is the purpose of the work? What is the author trying to discover or describe?
 - What are the findings or main points?
 - b) Discuss the work in more detail by including your interpretation.
 - Why is this work important?
 - Do the results or conclusions “ring true,” based on your experience?
 - How can you apply the results or conclusions to your own teaching?

CERTIFICATE IN FOUNDATIONS OF TEACHING

4. Observation of an Experienced Instructor

Although you have observed many teachers as a student, you may not have been able to consider their strengths from the perspective of a novice teacher. Observing an excellent instructor will open your eyes and your mind to new strategies, styles, and practices that you might be able to apply to your own teaching.

- 1) Identify an instructor of an undergraduate class who is willing to have you observe. The instructor should be someone in your home department who is known for good teaching.
- 2) Set up a pre-observation visit (about 15-30 minutes) with the instructor to explain the purpose of the observation and to find out what his or her goals are for the class session. Some questions you might ask are
 - a) What type of course is this (required, elective, part of sequence, etc.)?
 - b) What is the structure of the class (lecture, discussion, lab, etc.)?
 - c) What is the enrollment? Who takes this class (level in college, major, gender, etc.)?
 - d) What will be happening during the class session you observe? What do you hope students will learn?
 - e) Will this be a typical session?
 - f) How does this session relate to previous and future classes?
- 3) Do the observation, following *Classroom Observation Etiquette*. (See CITL's website.)
- 4) Write a two-page essay reflecting on the lesson. Some guidelines:
 - a) Provide a brief overview of the context of the class (Who is the professor? What is the course about?).
 - b) Describe the general format of the class session (lecture, discussion, etc.).
 - c) Select two or three positive teaching qualities you observed. Describe the qualities, give specific examples of how the professor exemplified those qualities, and comment on why you think they are important for instruction.
 - d) Conclude with some thoughts on how you might apply what you observed and learned to your own teaching.

Class observed (name, number, and semester) _____

Date and time of observation _____

Signature of Instructor _____

CERTIFICATE IN FOUNDATIONS OF TEACHING

5. Teaching Philosophy Statement

A teaching philosophy statement is a reflective essay that expresses your understanding of how students learn, how you think instruction best supports their learning, and what actions you take to enact such instruction. This personal essay communicates what is special or unique about the way you teach, and what makes your teaching distinctive. It provides a glimpse into your classroom and enables the reader to visualize your teaching. Even if you have little to no teaching experience, remember that you've been a student for a long time, and you've been in all types of classes, so you have opinions about teaching and learning and what works and doesn't work—you do have a philosophy whether you realize it or not. You also may have been a tutor, or taught snow-boarding, or helped someone learn to use a new computer software program. Draw on these experiences, as well as what you have learned in the workshops you've attended for this certificate.

- 1) Write a statement of your teaching philosophy. It is strongly recommended that you attend a campus workshop on developing a teaching philosophy statement before completing your own statement. You should also consult the CITL website for more specific guidelines and other resources. It is anticipated that this work will incorporate principles and ideas gleaned from participating in the other components of the certificate.
- 2) Share your teaching philosophy statement with a faculty member or colleague. Have a dialogue with this person to get feedback on how to improve your statement.
- 3) Revise your statement based on the feedback and submit it to your CITL consultant for review.
- 4) Attach your teaching philosophy statement to this application.

Signature of Outside Reviewer _____

Signature of CITL Consultant _____