



Application  
for the  
**Teacher  
Scholar  
Certificate**

Name \_\_\_\_\_

Department \_\_\_\_\_

Date of Completion \_\_\_\_\_

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



# TEACHER SCHOLAR CERTIFICATE

## Contact Information

Name \_\_\_\_\_

Department \_\_\_\_\_

Campus Address \_\_\_\_\_

E-mail Address \_\_\_\_\_

Check One:  Faculty     Academic Professional     Graduate Student     Other

## Certificate Checklist

Applicants should meet with a CITL consultant prior to beginning the Teacher Scholar 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.

### Prerequisites

\_\_\_\_\_ *TAs:* Completed the requirements for the Graduate Teacher Certificate

\_\_\_\_\_ *Other Instructors:* Completed the requirements listed on the next page

### 1. Teaching Experience at the University of Illinois

\_\_\_\_\_ Taught three semesters

\_\_\_\_\_ Attached copy of one ICES summary page with at least 4.0 on item #1

### 2. Original Work and Its Assessment

\_\_\_\_\_ Submitted original work and assessment results

\_\_\_\_\_ Wrote reflective essay about the selected work

### 3. Exploration of Pedagogy

\_\_\_\_\_ Participated in one of the options for exploration of pedagogy

### 4. Discipline-Based Service

\_\_\_\_\_ Completed five hours of discipline-based service

\_\_\_\_\_ Wrote a reflective essay on the experience

### 5. Teaching Philosophy Statement

\_\_\_\_\_ Wrote or revised a teaching philosophy statement

Completed Application Validated by CITL Consultant

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

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## Prerequisites for the Teacher Scholar Certificate

*For Teaching Assistants:* Completion of all Graduate Teacher Certificate requirements.

Signature of CITL Consultant \_\_\_\_\_ Date \_\_\_\_\_  
.....

*For Other Instructors:* Completion of the following requirements.

[Note: Details about the reflective essays are available from your CITL consultant.]

### 1. Teach Two Semesters at the University of Illinois

List course name, number, and semester

Semester One: \_\_\_\_\_

Semester Two: \_\_\_\_\_

### 2. Observation of Your Teaching

Arrange for a class session to be observed by your CITL consultant or a faculty colleague. Discuss the observation with the observer. Write a two-page essay reflecting on the teaching and learning in your course with specific reference to the observation and subsequent consultation. Attach the essay to this application.

Course name, number, and semester \_\_\_\_\_

Name of Observer \_\_\_\_\_

### 3. Use of Student Feedback

Collect student feedback—informal early feedback (IEF) and formal feedback (ICES)—in your classes for two semesters. Discuss the results with your CITL consultant or a colleague. Write a two-page essay reflecting on the teaching and learning in your course based on feedback from your students and your subsequent consultation. Attach your essay to this application.

Name of Consultant (Semester one) \_\_\_\_\_

Name of Consultant (Semester two) \_\_\_\_\_

### 4. Teaching Development Workshops

Participate in six hours of teaching development workshops.

| Topic | Hours | Date  | Facilitator |
|-------|-------|-------|-------------|
| _____ | _____ | _____ | _____       |
| _____ | _____ | _____ | _____       |
| _____ | _____ | _____ | _____       |
| _____ | _____ | _____ | _____       |
| _____ | _____ | _____ | _____       |

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**1. Teaching Experience**

*Teaching experience shapes you in many ways. You may come to understand and appreciate your field of study more as you talk about it with your students. Their questions will push you to articulate the ideas at the heart of your discipline in ways that make sense to learners at different levels of expertise. And of course, each class you teach helps you prepare better for the next one.*

- 1) Teach at least three semesters at the University of Illinois. Your teaching duties may be in a classroom, studio, laboratory, or on-line.
- 2) You must receive a minimum of 4.0 on ICES item #1: *Rate the instructor's overall teaching effectiveness* for at least one class. Attach a copy of the ICES summary sheet to this application.

**Third Semester of Teaching**

Course name, number, and semester \_\_\_\_\_

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

Course Supervisor (if applicable) \_\_\_\_\_

Teaching duties \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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### 2. Original Work and Its Assessment

*There are many purposes for seeking feedback about your teaching. One is to assess the value of the course materials, activities, lessons, and assignments that you have created. Feedback from students and colleagues will help you validate and improve the quality of these teaching materials and give you confidence that your creativity in these endeavors is making a contribution to teaching and learning in your discipline.*

- 1) Submit an example of your original work as an instructor at the University of Illinois. This could be, for example, a lesson you created, an activity you designed, or a major assignment, project, or laboratory exercise you developed. The example you select should be representative of your best work—a piece of evidence that shows your contribution to teaching.
- 2) Develop a means of assessing your original work, and collect the assessment data. For example, you could develop and administer a questionnaire or rating sheet, or you could conduct interviews or a focus group. This assessment should involve your students if you are able to implement your idea in a class. If it is not possible to implement it at this time, you may ask peers to assess your work.
- 3) Write a two- to three-page reflective essay about your work. Use the questions below to guide your essay. Attach a copy of your original work, a summary of the assessment data, and your reflective essay to this application.
  - a) Provide a brief description of your original work and the course for which it was developed.
  - b) Explain the significance of the work: Why did you develop it? Why do you think it is an important contribution to the course? How did this work benefit students or impact learning?
  - c) Analyze the feedback you collected. According to the feedback, what are the major strengths of this work? What suggestions for improvement emerged? How might you use this feedback in further developing the work you created?
  - d) Reflect on the value of this endeavor for you as an instructor. How have you benefited from creating and getting feedback on this work?

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**3. Exploration of Pedagogy**

*Exploring the literature about teaching and learning can provide you with ideas and inspiration for your teaching. Your reading may also help you understand more about how students learn and what teachers can do to support them in their learning. Engaging in conversations about this literature gives you the opportunity to articulate and test out your ideas and to learn from other instructors who have different experiences and ways of looking at teaching.*

Complete one of the following at the University of Illinois:

**Option 1. Write a review of pedagogical literature in your discipline.**

Select a contemporary topic or issue about teaching in your field for your literature review. If you are unsure where to begin, you might want to scan the recent literature to identify common topics. Read five to six articles on your selected topic and write a review that is approximately six pages long, using the guidelines on CITL’s website. Attach a copy of your literature review to this application.

**Option 2. Take a course on college teaching** (e.g., EOL 585).

Course name, number, and semester \_\_\_\_\_

Signature of Instructor \_\_\_\_\_

**Option 3. Participate in a regularly scheduled reading group or seminar series** for a minimum of seven hours where topics focus on teaching and learning issues. Keep a log of the topics discussed. Write a two- to three-page synthesis of what you learned about teaching from attending the sessions.

| Topic | Hours | Date  | Signature of Facilitator |
|-------|-------|-------|--------------------------|
| _____ | _____ | _____ | _____                    |
| _____ | _____ | _____ | _____                    |
| _____ | _____ | _____ | _____                    |
| _____ | _____ | _____ | _____                    |
| _____ | _____ | _____ | _____                    |
| _____ | _____ | _____ | _____                    |
| _____ | _____ | _____ | _____                    |
| _____ | _____ | _____ | _____                    |
| _____ | _____ | _____ | _____                    |

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## 4. Discipline-Based Service

*Discipline-based service is an integral part of one's role as a teacher scholar. Service within the university can build strong connections to colleagues in and outside of your department. Sharing your expertise beyond the university setting can enrich the community as well as your own understanding of your discipline.*

Engage in a minimum of five hours of service by doing one of the following options. Write a two-page essay about what you learned about teaching and/or service from the experience. The following questions may guide your writing. Attach the essay to this application.

- a. How does service relate to the mission of the university?
- b. How did your service experience influence your thinking about the priorities/goals of your department or in your field of study?
- c. How did it change your thinking about teaching and/or learning?
- d. In what ways does your role as a professional connect to your role as a community member?
- e. How do you envision the role of service adding value to your career?

**Option 1. Teach others (TAs/instructors) by participating as a facilitator** in one or more of the following programs:

- Graduate Academy for College Teaching (may include Microteaching)
- Graduate Symposium on Grading and Office Hours
- A departmental TA orientation on teaching
- Workshops on teaching

| Name of Program | Hours | Date  | Signature of the Coordinator |
|-----------------|-------|-------|------------------------------|
| _____           | _____ | _____ | _____                        |
| _____           | _____ | _____ | _____                        |
| _____           | _____ | _____ | _____                        |

**Option 2. Perform committee work** in one or more of the following ways:

- Serve on a department, college, or university committee
- Serve on a disciplinary society committee

| Name of Committee | Hours | Date  | Signature of the Chair |
|-------------------|-------|-------|------------------------|
| _____             | _____ | _____ | _____                  |
| _____             | _____ | _____ | _____                  |
| _____             | _____ | _____ | _____                  |

**Option 3. Perform discipline-based community or professional service.**

| Name of Organization | Hours | Date  | Signature of the Coordinator |
|----------------------|-------|-------|------------------------------|
| _____                | _____ | _____ | _____                        |
| _____                | _____ | _____ | _____                        |
| _____                | _____ | _____ | _____                        |

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### 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 in your discipline, and what makes your teaching distinctive. It provides a glimpse into your classroom and enables the reader to visualize your teaching. Because your teaching philosophy statement is based on your experience, it is important to revisit it periodically. While your core teaching values may not change, the way you enact those values in the classroom will grow and develop over time.*

- 1) Write or revise 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 may also consult the CITL website for more specific guidelines and other resources. It is anticipated that this work will reflect your teaching experiences and incorporate principles and ideas gleaned from participating in the other components of the certificate.
- 2) Share your teaching philosophy statement with a faculty colleague. Engage in a dialogue with this person to get feedback on how to improve your statement.
- 3) Revise your statement based on your colleague's feedback and submit it to your CITL consultant for review.
- 4) Attach your teaching philosophy statement to this application.

Signature of Colleague Reviewer \_\_\_\_\_

Signature of CITL Consultant \_\_\_\_\_