

## **Coursework on the Assessment of One's Own Performance**

A professional development option for completing renewal requirements for Standard/Master teaching certificates is to take four semester hours of graduate-level self-assessment course(s) approved by the Illinois State Board of Education and the State Teacher Certification Board.

Out-of-state coursework found to be equivalent through a review of the course syllabus or description will be accepted.

### **Certificate Holders—Self Assessment Coursework**

New teachers can expect an observation by the course instructor, which may be recorded for later viewing, for the purpose of identifying and describing

- how the new teacher made content meaningful for students;
- how the teacher motivated individuals and the group and created an environment conducive to positive social interactions, active learning and self-motivation;
- what instructional strategies the teacher used to encourage students' development of critical thinking, problem solving, and performance;
- how the teacher communicated using written, verbal, nonverbal, and visual communication techniques; and
- how the teacher maintained standards of professional conduct and provided leadership to improve students' learning.

For at least two separate lessons (one of which must be an observed lesson), the new teachers must assemble the following documentation for the instructor's or designee's review and analysis:

- written lesson plans,
- assignments to students,
- samples of students' work\* responding to the assignments, and
- assessment instruments.

The documentation must provide evidence of classroom performance related to the Illinois Professional Teaching Standards 1-9 with an emphasis on

- how the teacher used his or her understanding of students, assessment data, and subject matter to decide on learning goals;
- how the teacher designed or selected activities and instructional materials and aligned instruction to the relevant Illinois Learning Standards;
- how the teacher adapted or modified curriculum to meet individual students' needs; and
- how the teacher sequenced instruction and designed or selected student assessment strategies.

For each of the two lessons, teachers will write an analysis of the strengths and weaknesses revealed by the documentation and the implications of that analysis for improving their own teaching in relation to the Illinois Professional Teaching Standards.

\*When using student work used for this purpose, the students must not be identifiable or the teachers must get consent for the release of the students' work following the Illinois School Student Records Act [105 ILCS 10] and the rules for student records (23 Ill. Adm. Code 375).

### **Evidence of Completion for Self-Assessment Coursework**

A grade or official transcript issued by the institution or other entity offering the coursework showing that the course was passed.

### **Provider Requirements for the Self-Assessment Coursework**

Applicants seeking approval to offer the course must be an accredited institution of higher education or such an institution in partnership with a teachers' association or union or with a regional office of education, or another entity authorized to issue college credit.

Applicants must submit a syllabus, course description, or other materials demonstrating that successful completion of the course will involve observation, review, and an analysis of each participant's teaching practice and the participants will reflect on their teaching practice.

### **Course Instructor or Designee**

Either the course instructor or a designee must observe the teacher participants' teaching practices at least once, either in person or through videoconferencing or videotapes. Observers must satisfy at least one of the following:

- Hold or have held Standard or Master teaching certificate(s), or
- Completed training covering
  - content knowledge and pedagogy,
  - adult learning theory,
  - verbal and non-verbal communication skills,
  - attributes and styles of positive critiques,
  - classroom observation skills related to assessment of performance,
  - strategies for providing constructive feedback and social support,
  - problem-solving skills, and
  - formative assessment and self-assessment, or
- Have equivalent experience as determined by the instructor.

Course instructors or designees will review the new teacher's documentation and provide written feedback regarding the strengths and weaknesses, factors to consider, and techniques with potential for improving the teacher's practice.

### **Grading**

Grades must reflect the instructor's assessment of the participant's ability to reflect on his or her own practice rather than the instructor's assessment of the participant's performance as a teacher.