

Teaching Philosophy Development Questions

Use the following questions to guide the development of your teaching philosophy:

1. What do you believe your students want to learn? Describe them as learners in any way you can.

2. What are your aims for your teaching? What do you hope to accomplish when you teach? What do your aims say about you as a teacher?

3. Does your subject matter affect your beliefs about teaching and learning? If so, explain how.

4. What do you believe about learning? How would you describe it? What are your sources for your beliefs?

Teaching Dossier Development

Review your teaching philosophy and highlight three claims you make about teaching.

For each claim, can you identify a statement of belief, a description of action, and evidence of efficacy.

Claim 1 (ex. “I encourage students’ active learning in class”)

Support (ex. “Research shows that engaged students learn better”)

Action (ex. “I use group work in class”)

Evidence presented in teaching philosophy (ex. summary of statistics on test results before and after introduction of group work)

Data to support claim (ex. sample group work assignment, lesson plan highlighting classroom activities, sample clicker questions, graph displaying improvement in test results over multiple semesters)

Claim 2 (ex. “I encourage students’ active learning in class”)

Support (ex. “Research shows that engaged students learn better”)

Action (ex. “I use group work in class”)

Evidence presented in teaching philosophy (ex. summary of statistics on test results before and after introduction of group work)

Data to support claim (ex. sample group work assignment, lesson plan highlighting classroom activities, sample clicker questions, graph displaying improvement in test results over multiple semesters)

Claim 3 (ex. “I encourage students’ active learning in class”)

Support (ex. “Research shows that engaged students learn better”)

Action (ex. “I use group work in class”)

Evidence presented in teaching philosophy (ex. summary of statistics on test results before and after introduction of group work)

Data to support claim (ex. sample group work assignment, lesson plan highlighting classroom activities, sample clicker questions, graph displaying improvement in test results over multiple semesters)

Claim 4 (ex. “I encourage students’ active learning in class”)

Support (ex. “Research shows that engaged students learn better”)

Action (ex. “I use group work in class”)

Evidence presented in teaching philosophy (ex. summary of statistics on test results before and after introduction of group work)

Data to support claim (ex. sample group work assignment, lesson plan highlighting classroom activities, sample clicker questions, graph displaying improvement in test results over multiple semesters)

Statement of Teaching Philosophy Rubric

When working on your statement of teaching philosophy, please use the following rubric to help guide you in both your reflection and your writing.

Question	Rating (0=Poor, 1=Adequate, 2=Good, 3=Excellent)
The statement is “authentic,” focused on the teacher, personal	0 1 2 3
The statement includes specific examples of theories and strategies/methods used to achieve the learning outcomes	0 1 2 3
The statement is specific to the author’s field of study, but avoids relying on generalities or jargon	0 1 2 3
The relationship between the author’s discipline and beliefs about learning and teaching are clear	0 1 2 3
The statement conveys a sense of personal/professional development	0 1 2 3
The statement defines the student/teacher relationship	0 1 2 3
The statement discusses the students and their learning goals	0 1 2 3
The statement discusses possible problems and possible solutions	0 1 2 3
The statement conveys enthusiasm for teaching	0 1 2 3
The author avoids passive language (i.e., "students should..."; "it is widely known...")?	0 1 2 3
The statement is well organized, with an introduction, body with clear main points and a conclusion	0 1 2 3
The statement is reader friendly, concise, clear, and direct	0 1 2 3
The statement is specific rather than abstract	0 1 2 3
Each claim about teaching is supported with evidence	0 1 2 3
The statement uses bullets, italics or headings to make important points stand out	0 1 2 3