



WRITING YOUR TEACHING PHILOSOPHY STATEMENT

Preparing Future Faculty
become an agile ethical educator for a complex world

 **Claremont Graduate University**
Career & Professional Development

Noah Ringler | PFF Fellow

Michelle Ponce | Director Career &
Professional Development

Shelby Lamar | Associate Director

Ro Lee | Associate Director Career &
Professional Development

Special Guest

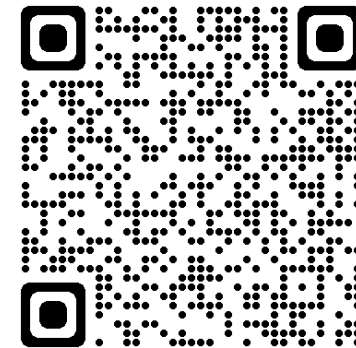
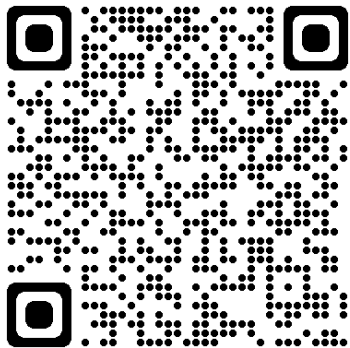
Dr. Cleo Thelus | SES Alumni

RECORDING ANNOUNCEMENT

Please visit our sites for this recording!

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THINK & SHARE

Pretend you just retired from teaching after a long career.
What would you want your students to say about you?



AGENDA

Describe the purpose of a teaching philosophy statement

Identify when a teaching philosophy statement is applicable

Identify elements that should be in a teaching philosophy statement

WHAT IS A TEACHING PHILOSOPHY STATEMENT?

What is it?

- 1-2 Page Document
- Articulate who you are as a teacher-scholar-leader
- Your values, beliefs, and goals
- Your approach to facilitating and assessing learning and your continuous development

Why is it important?

- It allows others to quickly get a sense for what you are trying to build in your classroom
- What you value in the teacher-student relationship

WHEN WILL A QUALITY TEACHING PHILOSOPHY STATEMENT BE USEFUL?



Job Search



Assisting you in course design



Bolstering a website or online presence

QUESTIONS TO REFLECT

What is your overarching goal as an educator?

What skills do you want your students to develop?

How do you facilitate learning for all students?

How do you assess learning?

Are there discipline specific problems you seek to solve?

Do you have specific examples that exemplify your teaching philosophy?

How have your views of education changed and why?



GENERAL TIPS FOR WRITING THE TPS

- **Brief and well written.**
- Tenure level (3-5 pages or more)
- Hiring purposes (1-2 pages)
- **Use a narrative, first-person approach.** This allows for statement to be personal and reflective.
- Make it **specific rather than abstract.** Ground your ideas in 1-2 concrete examples. This will help the reader to better visualize you in the classroom.
- **Avoid jargon and technical terms,** as they can be off-putting to some readers

GENERAL TIPS FOR WRITING THE TPS (CONTINUED)

- **Try not to simply repeat what is in your CV.** Teaching statements are not exhaustive documents and should be used to complement other materials for the hiring or tenure processes
- **Be sincere and unique.** Avoid clichés, especially ones about how much passion you have for teaching
- **Be humble.** Mention students in an enthusiastic, not condescending way, and illustrate your willingness to learn from your students and colleagues.
- **Revise.** Teaching is an evolving, reflective process, and Teaching Statements can be adapted and changed as necessary.



THE STRUCTURE OF THE TPS

Introduction

- You'll want to introduce the reader to your core beliefs about teaching here

Body

- The body of your TPS should inform the reader how you embody your core beliefs. You'll want to provide details and examples of how you design your course and how your values show up in the classroom

Conclusion

- The conclusion should summarize your core beliefs about teaching, and briefly discuss how you aim to improve your teaching in the future

Self-Check Your Work

Figure 2. Rubric for composing and evaluating a statement of teaching philosophy

Categories	Excellent	Needs Some Revision	Unsatisfactory
Goals for student learning: What knowledge, skills, and attitudes are important for student success in your discipline? What are you preparing students for? What are key challenges in the teaching-learning process?	Goals are clearly articulated, specific, and go beyond knowledge level, including skills, attitudes, career goals, etc. Goals are sensitive to the context of the instructor's discipline. They are concise, not exhaustive.	Goals are articulated but may be too broad or not specific to the discipline. Goals focus on basic knowledge, ignoring skills acquisition and affective change.	Articulation of goals is unfocused, incomplete, or missing.
Enactment of goals (teaching methods): What teaching methods do you use? How do these methods contribute to your goals for students? Why are these methods appropriate for use in your discipline?	Enactment of goals is specific and thoughtful. Includes details and rationale for teaching methods. The methods are clearly connected to specific goals and are appropriate for those goals. Specific examples of the methods in use within the disciplinary context are given.	Description of teaching methods not clearly connected to goals, or if connected, not well developed (seems like a list of what is done in the classroom). Methods are described, but generically; no example of the instructor's use of the methods within the discipline is communicated.	Enactment of goals is not articulated. If there is an attempt at articulating teaching methods, it is basic and unreflective.
Assessment of goals (measuring student learning): How do you know your goals for students are being met? What sorts of assessment tools do you use (e.g., tests, papers, portfolios, journals), and why? How do assessments contribute to student learning? How do assessments communicate disciplinary priorities?	Specific examples of assessment tools are clearly described. Assessment tools are aligned with teaching goals and teaching methods. Assessments reinforce the priorities and context of the discipline both in content and type.	Assessments are described, but not connected to goals and teaching methods. Description is too general, with no reference to the motivation behind the assessments. There is no clear connection between the assessments and the priorities of the discipline.	Assessment of goals is not articulated or mentioned only in passing.
Creating an inclusive learning environment, addressing one or more of the following questions: How do your own and your students' identities (e.g., race, gender, class), backgrounds, experiences, and levels of privilege affect the classroom? How do you provide opportunities for students to connect course material to their goals or interests? How do you integrate diverse perspectives into your teaching?	Portrays a coherent philosophy of inclusive education that is integrated throughout the statement. Discussion of roles is sensitive to historically underrepresented students. Demonstrates awareness of issues of equity within the discipline.	Inclusive teaching is addressed but in a cursory manner or in a way that isolates it from the rest of the philosophy. Author briefly connects identity issues to aspects of his/her teaching.	Issues of inclusion are not addressed or addressed in an awkward manner. There is no connection to teaching practices.
Structure, rhetoric and language: How is the reader engaged? Is the language used appropriate to the discipline? How is the statement thematically structured?	The statement has a guiding structure and/or theme that engages the reader and organizes the goals, methods, and assessments articulated in the statement. Jargon is avoided and teaching terms (e.g., critical thinking) are given specific definitions that apply to the instructor's disciplinary context. Grammar and spelling are correct.	The statement has a structure and/or theme that is not connected to the ideas actually discussed in the statement, or, organizing structure is weak and does not resonate within the disciplinary context. The statement contains some jargon.	No overall structure present. Statement is a collection of disconnected statements about teaching. Jargon is used liberally and not supported by specific definitions or examples. Needs much revision.

VISIT OUR WEBSITE FOR ADDITIONAL RESOURCES

On our website, you can find a TPS checklist, which will assist you in self-checking your work to make sure everything is included



If you would like to do a deeper dive into a TPS, there is also an extensive TPS workbook that will explicitly guide you through the process



You can access both resources by going [here](#), and then selecting 'Teaching Philosophy Statement (TPS)'



SPECIAL GUEST

DR. CLEOPATRE THELUS (she/her)



- **Assistant Professor** | Lone Star College
- **Adjunct Professor** | Chaffey College
- **Lecturer Psychological Science** | Pomona College
- **PhD Applied Social Psychology** | Claremont Graduate University (Doctoral Candidate)
- **MA Basic & Applied Social Psychology & Evaluation** | Claremont Graduate University

PURPOSE OF A TEACHING PHILOSOPHY STATEMENT

- ♦ Personal, professional, or pedagogical
- ♦ Clearly and coherently articulate your accomplishments and experiences
- ♦ Reflect upon your growth and dedication to the goals and values





YOUR PROFESSIONAL GROWTH

- How will you continue growing as a teacher?
- What goals do you have for yourself and how will you reach them?
- How have your attitudes towards teaching and learning changed over time?
- How will you use student evaluations to improve your teaching?
- How might you learn new skills?
- How do you know when you've taught effectively?

DIVERSITY EQUITY INCLUSION TEACHING PHILOSOPHY STATEMENT

A shorter version of a Diversity Statement is also sometimes included in a Teaching Philosophy Statement or in a course syllabus.

Reflect on your conceptualization of and contributions to diversity, equity, and inclusivity in the context of your teaching, service, and research.

Describe how you will contribute to advancing DEI through your teaching, service, and/or research.

DIVERSITY, EQUITY and INCLUSIVITY

Diversity Statement Workshop

Oct 7 (Friday)
Noon to 1:00 PM (PT)



CAREER & PROFESSIONAL DEVELOPMENT TEAM



Michelle Ponce
Director



Ro Lee
Associate Director



Rebecca Grim
Peer Career Consultant



Chris Varano
Peer Career Consultant



Kaajal Sheth
Social Media &
Communications
Specialist



Ciara Hernandez
Campus & Industry
Partnership Specialist



Vaishnavi Mansabdar
Campus & Industry Partnership
Specialist



Kasturi Gavali
Data & Analytics
Specialist



Jason Sun
Data & Analytics
Specialist

UPCOMING AWESOME EVENTS

Diversity Statement Workshop

Oct 7 (Friday)
Noon to 1:00 PM (PT)

In Collaboration: Preparing Future Faculty

Your Digital Brand – THRIVE – Scholars of Color

Oct 8 (Saturday)
Noon to 1:00 PM (PT)

In Collaboration: Office of Student Engagement

Industry Summit

Oct 27 (Thursday)
4:30 – 6:30 PM (PT)

Marketing Leadership Experience

Nov 1 (Tuesday)
Noon – 1:00 PM (PT)

In Collaboration:
Student Life, Diversity & Leadership

Interviewing | Strategies to Articulate your Accomplishments

Nov 9 (Wednesday)
Noon – 1:00 PM (PT)

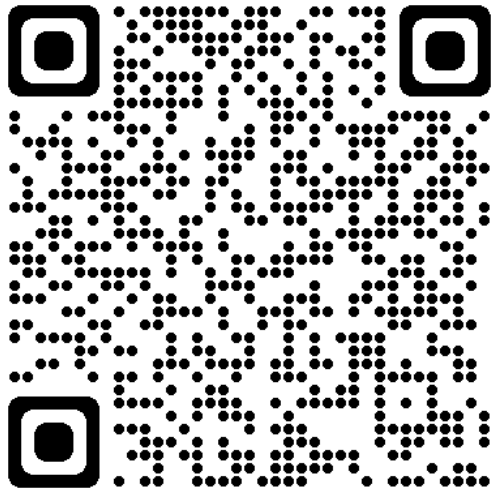
Conversations About the Future

Nov 29 (Tuesday)
Noon – 1:00 PM (PT)

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