Beginning a Statement of Teaching Philosophy

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Beginning a Statement of Teaching Philosophy

Web sites

- Articulating Your Philosophy of Teaching (UTEP)
- Frequently Asked Questions (UCSB)
- Tips for Philosophy of Teaching Statements (Hawaii)
- Writing a Teaching Philosophy Statement (Washington U)
- Writing a Teaching Philosophy Statement (Iowa State)
- Writing a Teaching Statement (U Washington)
- Developing a Philosophy of Teaching Statement (Ohio State)
- Stating a Teaching Philosophy (USC)
- Developing Your Teaching Philosophy (Carnegie Mellon)

Online Articles


Helpful Books


[KC - Kaneb Center has the book, HL - Hesburgh Library]

Random examples from the web

I. Martha J. Reineke
II. Claire Major
III. Douglas Allchin
IV. Kenneth Gentry Lancaster
V. Hui-Hsien Chou
VI. Bob Broad
VII. Michele Costabile Doney
VIII. Amy Csizmar Dalal
IX. Derek Lane
X. Shandelle M. Henson
XI. Brad Hadaway
XII. Vernellia Randall

Teaching principles

- Chickering & Gamson's 7
- Angelo's 14
- Good teaching

Learning Theories

- Funderstanding site
- Learning Styles and Multiple Intelligences

Assembled by Chris Clark
**Beginning a Statement of Teaching Philosophy**

Chris Clark, Consultant to Faculty, Kaneb Center  
University of Notre Dame, March 30, 2004

**What is it?**

- A statement about why you teach  
- A declaration of your beliefs or assumptions

**Why write one?**

- Introduce yourself as teacher  
- Set the stage for your teaching portfolio  
- Consciously articulate a framework for your teaching  
- Take time for reflection and self-examination  
- Identify ways you can grow and improve  
- Provide a writing sample

**What can go into a statement?**

- There is no one “right” way to write a statement.  
- The learning theory to which you subscribe  
- A teaching or learning issue in your field  
- Skills and attitudes you believe students should gain  
- Goals for your teaching career  
- Themes that pervade your teaching

**How do your teaching strategies match your philosophy?**

- Dealing with diversity  
- Creating a class atmosphere  
- Motivating students  
- Grading and evaluating students  
- Discipline and class management  
- Physical environment – arranging chairs, etc.  
- Use and role of technology  
- Types of assignments  
- Specific practices
Statement-writing strategies

Start with a goal.
Your statement will be very personal.
Write in the first person.
Be honest
Take your time
Use quotations.
Give specific examples.
Create a metaphor.
Read other people’s statements.
Get other people’s opinions.
Write more than you need, then edit it down.

Remember your audience

Identify them
Meet their needs
Limit the assumptions you make about them
Tailor your statement to position and the institution
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Quotations about teaching and learning

He who can does; he who cannot, teaches. What is more they are the only available teachers, because those who can are mostly quite incapable of teaching, even if they had the time for it.
-- George Bernard Shaw

You cannot teach a man anything; You can only help him to find it within himself
-- Galileo

One test of the correctness of educational procedure is the happiness of the child.
-- Maria Montessori

It is the supreme art of the teacher to awaken joy in creative expression and knowledge.
-- Albert Einstein

Teaching should be such that what is offered is perceived as a valuable gift and not as a hard duty
--Albert Einstein

Example isn't another way to teach, it is the only way to teach.
--Albert Einstein

The authority of those who teach is often an obstacle to those who want to learn.
-- Cicero (Quoted by Montaigne)

It has always seemed strange to me that in our endless discussions about education so little stress is laid on the pleasure of becoming an educated person, the enormous interest it adds to life. To be able to be caught up into the world of thought--that is to be educated.
-- Edith Hamilton

If you are planning for a year, sow rice; if you are planning for a decade, plant trees; if you are planning for a lifetime, educate people.
-- Chinese proverb

Education is a progressive discovery of our own ignorance.
--Will Durant

Education's purpose is to replace an empty mind with an open one.
--Malcolm Forbes

There are two types of education... One should teach us how to make a living, And the other how to live.
--John Adams

Education is not the filling of a pail, but the lighting of a fire.
--William Butler Yeats
Education is not a form of entertainment, but a means of empowering people to take control of their lives.
--Unknown

Anyone who stops learning is old, whether at twenty or eighty. Anyone who keeps learning stays young. The greatest thing in life is to keep your mind young.
--Henry Ford

Learning is not compulsory... neither is survival.
--W. Edwards Deming

I am always ready to learn, but I do not always like being taught.
--Sir Winston Churchill

Live as if you were to die tomorrow. Learn as if you were to live forever.
--Mahatma Gandhi

He who dares to teach must never cease to learn.
--Richard Henry Dann

Nothing has more retarded the advancement of learning than the disposition of vulgar minds to ridicule and vilify what they do not understand.
--Samuel Johnson

An understanding heart is everything in a teacher, and cannot be esteemed highly enough. One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feeling. The curriculum is so much necessary raw material, but warmth is the vital element for the growing plant and for the soul of the child.
--Carl Jung

The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.
--William Arthur Ward
Following Chism’s five components:
One way to start a statement of teaching philosophy

1. Conceptualization of learning
   What do you think happens when students learn?
   What learning theory do you subscribe to?
   What assumptions do you make about learning?
   What does your experience tell you?

2. Conceptualization of teaching
   What is your role in the learning process?
   What metaphor do you identify with teaching?
   What themes pervade your teaching?

3. Goals for students
   Content-area knowledge
   Thinking and problem-solving skills
   Writing or research skills
   Technical skills
   Social skills – group work, etc.
   Appreciation of the subject
   Encourage lifelong learning
   Other values

4. Implementation of the philosophy
   How do you deal with a diverse student group?
   How do you create a class environment, rapport with students?
   How do you grade or evaluate students?
   What is the role of technology?
   What types of assignments do you prefer?
   What specific practices do you prefer?

5. Personal growth plan
   What are your goals for your teaching career?
   What is your vision of your future?

The components are from Chism, Nancy. (1997) "Developing a Philosophy of Teaching Statement." Essays on Teaching Excellence 9.3. The rest comes from a variety of sources.
Metaphors for Learning and Teaching

Learning
- Journey
- Dance
- Banking (Freire)
- Two-way street

Learner
- Container
- Disciple

Teaching
- Coaching
- Storytelling
- Weaving
- Lighting a lamp

Teacher
- Yoda
- Cicero
- Matador
- Guide
- Midwife
- Social worker

Classroom
- Stage
- Garden
- Zoo
- Studio

Others
- No child left behind
- Raising the bar
Developing a Philosophy of Teaching Statement

Nancy Van Note Chism, Ohio State University

When asked to write a statement on their philosophy of teaching, many college teachers react in the same way as professionals, athletes, or artists might if asked to articulate their goals and how to achieve them: "Why should I spend time writing this down? Why can't I just do it?" For action-oriented individuals, the request to write down one's philosophy is not only mildly irritating, but causes some anxiety about where to begin. Just what is meant by a philosophy of teaching statement anyway?

In the current academic climate it is likely that most faculty will be asked for such a statement at some point during their careers. The emphasis on portfolios for personnel decision making, new commitment by institutions to the teaching mission, and the tight academic job market have stimulated more requests of college teachers to articulate their philosophies. At many colleges and universities the philosophy of teaching statement is becoming a regular part of the dossier for promotion and tenure and the faculty candidate application package. Such statements are often requested of nominees for teaching awards or applicants for funds for innovative educational projects.

Besides fulfilling requirements, statements of teaching philosophy can be used to stimulate reflection on teaching. The act of taking time to consider one's goals, actions, and vision provides an opportunity for development that can be personally and professionally enriching. Reviewing and revising former statements of teaching philosophy can help teachers to reflect on their growth and renew their dedication to the goals and values that they hold.

The Format of the Statement

One of the hallmarks of a philosophy of teaching statement is its individuality. However, some general format guidelines can be suggested:

- Most philosophy of teaching statements are brief, one or two pages long at most. For some purposes, an extended description is appropriate, but length should suit the context.

- Most statements avoid technical terms and favor language and concepts that can be broadly appreciated. If the statement is for specialists, a more technical approach can be used. A general rule is that the statement should be written with the audience in mind.

- Narrative, first-person approaches are generally appropriate. In some fields, a more creative approach, such as a poem, might be appropriate and valued; but in most, a straightforward, well-organized statement is preferred.

- The statement should be reflective and personal. What brings a teaching philosophy to life is the extent to which it creates a vivid portrait of a person who is intentional about teaching practices and committed to career.

Components of the Statement

The main components of philosophy of teaching statements are descriptions of how the teachers think learning occurs, how they

http://www.cofc.edu/~cetl/Essays/DevelopingaPhilosophyofTeaching.html
think they can intervene in this process, what chief goals they have for students, and what actions they take to implement their intentions.

**Conceptualization of learning.** Interestingly, most college teachers agree that one of their main functions is to facilitate student learning; yet most draw a blank when asked how learning occurs. This is likely due to the fact that their ideas about this are intuitive and based on experiential learning, rather than on a consciously articulated theory. Most have not studied the literature on college student learning and development nor learned a vocabulary to describe their thinking. The task of articulating a conceptualization of learning is therefore difficult.

Many college teachers have approached the work of describing how they think student learning occurs through the use of metaphor. Drawing comparisons with known entities can stimulate thinking, whether or not the metaphor is actually used in the statement. For example, when asked to provide a metaphor, one teacher described student learning in terms of an amoeba. He detailed how the organism relates to its environment in terms of permeable membranes, movement, and the richness of the environment, translating these into the teaching-learning context by drawing comparisons with how students reach out and acquire knowledge and how teachers can provide a rich environment. Grasha (1996) has done extensive exploration of the metaphors that college students and teachers use to describe teaching and learning. An earlier classic that also contains an exploration of metaphors of teaching and learning is Israel Scheffler's *The Language of Education* (1960). Reinsmith (1994) applies the idea of archetypes to teaching. Such works might be consulted for ideas.

A more direct approach is for teachers to describe what they think occurs during a learning episode, based on their observation and experience or based on current literature on teaching and learning. Some useful sources that summarize current notions of learning in a very accessible way are contained in Svinicki (1991), Weinstein & Meyer (1991), and Bruning (1994). Teachers can also summarize what they have observed in their own practice about the different learning styles that students display, the different tempos they exhibit, the way they react to failure, and the like. Such descriptions can display the richness of experience and the teacher's sensitivity to student learning.

**Conceptualization of teaching.** Ideas on how teachers can facilitate the learning process follow from the model of student learning that has been described. If metaphors have been used, the teacher role can be an extension of the metaphor. For example, if student learning has been described as the information processing done by a computer, is the teacher the computer technician, the software, the database? If more direct descriptions of student learning have been articulated, what is the role of the teacher with respect to motivation? To content? To feedback and assessment? To challenge and support? How can the teacher respond to different learning styles, help students who are frustrated, accommodate different abilities?

**Goals for students.** Describing the teacher role entails detailing how the teacher can help students learn, not only a given body of content, but also process skills, such as critical thinking, writing, and problem solving. It also includes one's thoughts on lifelong learning - how teachers can help students to value and nurture their intellectual curiosity, live ethical lives, and have productive careers. For most teachers, it is easier to begin with content goals, such as wanting students to understand certain aerodynamic design principles or the treatment of hypertension. The related process goals, such as engineering problem solving or medical diagnostic skills, might be described next. Finally, career and lifelong goals, such as team work, ethics, and social commitment, can be detailed.

**Implementation of the philosophy.** An extremely important part of a philosophy of teaching statement is the description of how one's concepts about teaching and learning and goals for students are translated into action. For most readers, this part of the statement is the most revealing and the most memorable. It is also generally more pleasurable and less challenging to write. Here, college teachers describe how they conduct classes, mentor students, develop instructional resources, or grade performance. They provide details on what instructional strategies they use on a day-to-day basis. It is in this section that teachers can display their creativity, enthusiasm, and wisdom. They can describe how their No Fault Test System or videotaping technique for promoting group leadership skills implements their notions of how teachers can facilitate learning. They can portray what they want a student to experience in the classes they teach, the labs they oversee, the independent projects they supervise. They can describe their own energy level, the qualities they try to exhibit as a model and coach, the climate they try to establish in the settings in which they teach.

**Personal growth plan.** For some purposes, including a section on one's personal growth as a teacher is also important in a statement of teaching philosophy. This reflective component can illustrate how one has grown in teaching over the years, what challenges exist at the present, and what long-term goals are projected. In writing this section, it helps to think about how one's concepts as well as actions have changed over time. It might be stimulating to look at old syllabi or instructional resources one has created, asking about implicit assumptions behind these products. Dialogue with colleagues, comparison of practices with goals, and examination of student or peer feedback on teaching might help with the task of enumerating present questions,
puzzles, and challenges. From these, a vision of the teacher one wants to become will emerge. Describing that teacher can be a very effective way to conclude a philosophy of teaching statement.

Examples of Statements
By far, the best philosophy of teaching statement examples for most college teachers are those of peers who teach in similar settings or disciplines. Since statements tend to be tailored to specific contexts, peer examples are thus highly appropriate models. Dialogue with colleagues on these statements can help to stimulate ideas for one's own statement as well.

Other examples are contained in several recent books on teaching portfolios, such as Seldin (1993) and O'Neil & Wright (1993). Reflective books on effective college teaching often contain extensive descriptions of teaching philosophies, such as the chapter on "Developing a Personal Vision of Teaching" in Brookfield's The Skillful Teacher (1990) and "Three Teaching Principles" in Louis Schmier's Random Thoughts (1995).

References


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How to Write a Statement of Teaching Philosophy

http://chronicle.com/jobs/2003/03/2003032702c.htm

By GABRIELA MONTELL

Career trends and features

Previous articles
You've polished your CV and cover letter and lined up your letters of recommendation. Your application for a faculty position is ready, with one big exception: You're still struggling to write a statement of your teaching philosophy.

The task is daunting -- even for the most experienced Ph.D.'s -- but it's increasingly difficult to avoid, as a growing number of departments are requiring applicants to submit such statements in their job applications. We talked to dozens of professors and administrators to learn what they look for when they read a statement of teaching philosophy, and we assembled their advice on getting started and avoiding some costly mistakes. Here are their tips and a list of dos and don'ts:

Getting Started

"Do I even have a teaching philosophy?" you may ask yourself.

Of course you do, says Matt Kaplan, associate director of the Center for Research on Learning and Teaching at the University of Michigan. Every doctoral graduate has a teaching philosophy, whether or not they realize it. Let's face it, you may not be the most experienced instructor, but "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," he says.

If you don't have a lot of teaching experience, "think about the great teachers you've had and what made them so effective, what they did that inspired you to spend six years in graduate school at a cost of $1,000 a month," says Andrew Green, a Ph.D. counselor in the Career Center at the University of California at Berkeley.

If you're still feeling overwhelmed by the task at hand, try to focus on concrete questions, as opposed to the abstract question of "What's my philosophy?" says Mr. Kaplan.

"Breaking down that broad question into component parts -- for example, What do you believe about teaching? What do you believe about learning? Why? How is that played out in your classroom? How does student identity and background make a difference in how you teach? What do you still struggle with in terms of teaching and student learning? -- is often easier," he says. "Those more concrete questions get you thinking, and then you can decide what you want to expand on."

Another useful tip is to think about what you don't like in a teacher, says Cynthia Petrites, assistant director for graduate services for the humanities in the Career and Placement Services office at the University of Chicago. "Reflecting on what you don't like can give you insights about what you do like," and that can help you to define your own teaching philosophy and goals, she says.

Do Some Research

"Different institutions have different expectations, depending on their mission and how they view the role of teaching within the broader responsibilities of being a faculty member," says Mr. Green.
Does the college have a religious mission? Does it have an environmental mission? If so, you'd better address the mission in your statement, he says. While your teaching philosophy may stay the same, your teaching style may vary depending on your audience. So if you're applying to various types of institutions -- evangelical colleges, community colleges, liberal-arts colleges, and state universities -- you may need to write several different statements, Mr. Green says.

Before you start writing, look closely at the job ad and the institution's Web site. Look to see if the teaching philosophies of the faculty members are on the site. Find out how large the institution is and what the institution values.

You need to know about class size and what kinds of students you'll be teaching, so you'll know what to stress in your statement, because above all, the search committee will be looking to see if you understand what's expected of you at their institution, says Brian Wilson, chairman of the department of comparative religion at Western Michigan University. "You don't want to pitch large auditorium classes to a liberal-arts college, because they don't do that. That's not their style. Their mission is to give personal service to students. Whereas here at Western, we've got 35,000 students. We're a school that offers education to a wide variety of people, and we have large classes, so if you have experience teaching large classes, that's important and would be essential to put into a teaching statement."

Don't Rehash Your Vita

A teaching philosophy isn't a laundry list of what you've done, says Mr. Green. "I've read a lot of first drafts that were simply recitations of students' past teaching history -- I've had six semesters as a teaching assistant at Berkeley and I've taught Introduction to Comparative Politics twice.' Well, you know, maybe you taught them all poorly. How do I know, unless you tell me what you learned as a teaching assistant about effective teaching and how you're going to implement it?"

The first rule of thumb is "to focus not so much on what courses you've taught, but on how it is you go about teaching," he says. "Don't make the mistake of recapitulating what's already in your CV."

Don't Make Empty Statements

Good statements and bad statements frequently start the same (with a broad philosophical declaration), but good ones anchor the general in something concrete (in an example that one can visualize), Ms. Petrites says. Anyone can talk about teaching in an idyllic sense; you need to give examples.

"If you say you work to encourage collaboration in the classroom, then explain how you do that, or if you're a new teacher, how you would do that," she says. "It's easy to say, 'I want to encourage collaboration in the classroom,' or 'I want to get students to think more critically' and leave it at that. But who doesn't want to do that?"

Empty statements are a dime a dozen, says David Haney, chairman of the English department at Appalachian State University. "Ninety percent of the statements I see include the sentence, 'I run a student-centered classroom.' My response to that is, 'Duh. If you don't, there's something wrong with you.' Do not ever use that phrase, unless you plan to follow it up with what kinds of things you have students do, what specific teaching techniques you've found successful. Otherwise it sounds like you're just saying what you think I want to hear."

Keep It Short

If there's a page limit, stick to it. "If they say they want one to two pages, don't give them five pages," says Mr. Haney. You may have a lot to say, but you don't want to overwhelm the search committee.

Ground Your Teaching Philosophy in Your Discipline

One way to avoid becoming mired in generalities is to share some insights about teaching in your particular field, Mr. Haney says. For example, if you're applying for a job in an English department teaching literature courses, you might talk about why you think it's important for students to read literature and how you plan to teach them to interpret it, he says. Describing your theoretical approach and/or what kinds of exercises you assign students will make your statement more engaging.
Make Sure It's Well-Written

"Like everything else in your application, it's a writing sample," so make sure your statement is well-written, Mr. Haney says. "It's a chance for you to demonstrate how articulate you are. Hiring committees, especially in English and the humanities, are going to look very closely at your writing."

Adopt a Tone of Humility

Be careful not to sound as if you know all there is to know about teaching, warns Bill Pannapacker, an assistant professor of English at Hope College. Most applicants believe they won't be hired unless they already know everything, so "they tend to glorify their successes and present a picture of seamless perfection, which is unbelievable. I feel alienated from them because I can't imagine myself being as perfect, even after years of experience, as they present themselves as being with only a few years of experience. It's pretty presumptuous, if you ask me."

Good teaching comes from years of trial and error, so a little humility is in order. "I'd rather read statements from candidates who talk about their mistakes and go on from there to describe how they learned from them to become better teachers," says Mr. Pannapacker.

Applicants also would be wise to avoid using superlatives, unless they want to sound arrogant. 'It's much better to say, 'My student evaluations are consistently high' than to say 'My students say I'm the best teacher they've ever had,'" says Gene C. Fant Jr., chairman of the English department at Union University. And don't use Latin quotations, he adds. "A lot of the statements I've seen start off with Latin, and to me, that's just pompous. We already have enough pompous people in higher education. We don't need them in our own department."

Remember That Teaching Is About the Students

New teachers often devote their statements to showing that they can be innovative or that they can incorporate sophisticated concepts in a classroom, but they seldom mention how students reacted to those innovations and concepts, says Ms. Petrites of Chicago. "It's important to present a picture of yourself in a classroom with students. Otherwise readers may ask, 'Was this all about you or the students?'"

When you mention your students, be sure to convey enthusiasm toward them rather than condescension, says Mary Cullinan, dean of arts and sciences at California State University-Stanislaus. "Writers of teaching statements may come across as exasperated with students if they talk about how flawed the students are, how their writing skills aren't as good as they should be, or how they don't attend class the way they should," she says. That's not the message you want to send to readers of your teaching statement. Your role as a teacher is to ensure that students learn, no matter how flawed you think they might be.

Don't Ignore Your Research

By all means focus the statement on your teaching, but don't downgrade your research, especially if you're applying to a small liberal-arts college or a state university. "Some people think that any institution below a Research I won't value research," says ASU's Mr. Haney, but many colleges want to see whether you can integrate your research and teaching.

One of the biggest trends at small colleges right now is "enhanced engagement of undergraduates and faculty research," adds Berkeley's Mr. Green. "They tell parents, 'If you send Johnny here, he's going to be involved in cutting-edge research with our faculty,' so they're looking for evidence that you're going to be able to take undergraduates and utilize them in your research program."

Get a Second Opinion

It's a good idea to ask other people to read your statement, says Union's Mr. Fant. Show it to your mentors, other faculty members, and peers, and if there's a center for teaching and learning on your campus, show it to someone there as well. Let them read it, and then go back to it a week later and revise it. Then have somebody else proofread it before you send it out.
**Just Be Yourself**

Good readers will know when you're exaggerating, boastful, or insincere. "I want to hear your authentic voice," says Mr. Pannapacker of Hope College, "rather than the written equivalent of the beauty-pageant smile."

In the end, that's what will make you credible and maybe even help persuade a search committee to bring you in for an interview.
Writing a Teaching Statement

Teaching philosophy statements are becoming increasingly important in hiring, promotion, tenure, and even grant proposals. However, writing a teaching philosophy statement can be a challenge for a number of reasons. Some people find it daunting to put a “philosophy” into words, and others are not sure if they actually have a philosophy of teaching. It can also be difficult to determine what to say and how to say it in a limited space. In this issue of the Bulletin, we offer suggestions for easing the process of articulating and developing a statement of teaching philosophy.

Elements of an Effective Teaching Statement

There are many ways to develop and organize a teaching statement, but statements that communicate effectively often include elements that are:

- **Descriptive**: What you do when you teach, types of activities or thinking in which you engage your students
- **Analytical**: Why you teach in the ways that you do, how your thinking about teaching has changed over time
- **Empirical**: Experiences or observations of student learning on which your decisions about teaching are based

Starting a Teaching Statement

Here are some different starting points to help you begin organizing your thoughts and putting ideas on paper:

One way to start is to write out answers to questions about typical learning goals and teaching practices:

- What do I want students to learn?
- How do I help them learn?
- What obstacles are there to student learning?
- How do I help students overcome these obstacles?

Another way to start writing is to focus on specific learning activities that you have used in class recently:

- What did I want students to learn from this activity?
- How well did it work?
- How do I know how well it worked?
- What would I change next time? Why?

In addition to your experience teaching in classrooms, consider how you have helped people in other learning situations, even if you weren't formally “teaching”:

- tutoring
- advising
- coaching
- leading a research or design team
- working with patients or clients
- mentoring a new associate

How is teaching and learning in those situations similar to what you do in class? How is it different?

Instead of writing your teaching statement from your perspective as an instructor, try writing from a learner's point of view. How would students describe their experience in a class that you teach?

Developing and Revising a Teaching Statement

After writing in response to one or more of these questions, review your notes and identify main ideas, themes, or underlying principles that characterize your teaching.

Most people find that it takes many drafts to organize their ideas and develop a statement that is a satisfactory representation of the way they think about their teaching.

To help you as you write, ask others to read drafts of your statement, identify ideas or themes that stand out to them, and indicate what might need to be clarified or elaborated:

- If you’re writing a teaching statement for your department or college, find a colleague who has developed a teaching statement for a similar audience.
- If you’re writing a teaching statement as part of a job application, find people with experience at the types of institutions that you are applying to.
- If you have colleagues who are also developing teaching statements, form a writing group so that you can periodically read and review one another’s drafts.
- Consult with CIDR staff for feedback and suggestions to help you continue developing your teaching statement.

Additional Resources

CIDR has collected additional resources and examples at [http://depts.washington.edu/cidrweb/PortfolioTools.htm](http://depts.washington.edu/cidrweb/PortfolioTools.htm)