

Components of a Teaching Philosophy Statement

Components Include:

- The theoretical underpinnings of your belief system and how your belief system affects decisions such as selection of materials, teaching strategies, and classroom management.
- A description of what you do in the classroom, why doing things that way benefits your students, and how you know when teaching strategies are working well.
- You (and your students) roles and responsibilities.
- How your teaching philosophy enhances learning.
- When do you use it in the classroom and how it enhances learning?
- Classroom dynamics, rapport, and class atmosphere.
- Methods of assessment of student learning and of your teaching.
- Your flexibility in working within the needs and constraints of the institution.
- Balancing teacher-as-dictator and teacher-as-facilitator: When are you and when are you *not* open to negotiation? What are your views on discipline?
- Your teaching style, such as coaching, leading, guiding, telling, showing, mentoring, and modeling.
- Teacher awareness, reflection, and development.
- Your collaborative efforts, sharing and developing ideas with other teachers.

Brainstorming the Philosophy of a Teaching Statement

- If I were to ask your students about your teaching, what would they say? (If you were one of your students, what would you say about your teaching?)
- Think of an activity you have used that you feel was both successful and a good reflection of you as the kind of teacher you want to be. What was it about the activity, and the way you implemented it, that made it a good activity?
- How do you establish rapport in your classes?
- Think of an activity that failed in the classroom. Why do you think it didn't work? How would you change it and/or the way you presented it?
- How do you motivate students? Is there a difference in how you motivate different students?
- How do you feel about grading? How do you go about deciding what grades to give to students? What kinds of exams do you use and why?
- What do you think makes an excellent teacher? What kinds of exams do you use and why?
- What is something you've learned in your disciplinary study that you would like to try to apply to your teaching?
- How do you feel teachers can improve their performance?
- What are you interested in research and scholarly work? How does this relate to your teaching?