**Teaching Philosophy Checklist**

From <https://teach.its.uiowa.edu/sites/teach.its.uiowa.edu/files/teaching_philosophy_checklist.docx>

[ ]  Does not simply repeat other documents from the portfolio (CV, etc)\*

\*In general, you should create your philosophy first and then pick artifacts that effectively reflect that philosophy rather than trying to fit a philosophy to your materials

[ ]  Is not generic information that could apply to anyone or any context. Gives *specific* examples from your classroom; provides a picture of *your* classes and students

[ ]  Shows a variety of aspects of teaching (mentoring, assessing, etc.)

[ ]  Focuses on “how” and “why” rather than “what” (Show, don’t tell!)

[ ]  Does not just focus on instructor, but also incorporates students (their reactions, etc.)

[ ]  Shows an awareness of the institutional context and gives relevant examples (Don’t focus on large lectures if philosophy is for a small liberal arts college)

[ ]  Shows your personality and values (Ex. Don’t say you are approachable; give examples)

[ ]  Situates teaching in the context of your discipline and shows your passion for discipline

[ ]  Uses jargon sparingly (Review committees often include non-discipline individuals)

[ ]  Shows reflection/growth (It is not just a summary of now, but shows your growth as an instructor and your potential for continued growth)

[ ]  Tells *why* you hold the philosophy you do; where did these values come from?

[ ]  Has good grammar, structure, etc. (Remember your statement is also a writing sample)

[ ]  Is organized and formatted in a way that is easy to digest (subheads if applicable, etc.)

[ ]  Does not rely on too much emotional language or clichés

[ ]  Avoids superlatives/hyperbole (e.g., “Students say I am *the best* teacher”)

[ ]  Follows potential disciplinary conventions for teaching philosophies

*“In the countless meetings I have sat through to discuss the applications of job candidates, the only times I have ever heard a teaching philosophy mentioned has been in reference to some memorable and specific story or strategy that a candidate described. I promise you that nobody sitting in one of those meetings will hold up your file triumphantly and announce: “Folks, we can all go home. I have found the one candidate who believes in running a student-centered classroom!”*

Lang, J. (2015) The next step: 4 ways to make your statement In (Chronicle Vitae) *How to write a teaching statement that sings* (pp. 6-7). Chronicle of Higher Education.