TPS Checklist for FLO MicroCourse: Write Your Teaching Philosophy Statement

 <https://scope.bccampus.ca/>

Content and format have been borrowed, blended, and adapted from 3 sources:

1. University of Iowa’s Teaching Philosophy Rubric -- <https://teach.its.uiowa.edu/sites/teach.its.uiowa.edu/files/docs/docs/Teaching_Philosophy_Rubric_ed.pdf>
2. Claremont Graduate University’s Teaching Philosophy Statement Workbook, pp. 32-33 -- <https://mycampus.cgu.edu/c/document_library/get_file?uuid=c19bf201-74b3-46dd-a345-ccb1b7a4c870&groupId=233896&filename=TPS%20Worksbook%20SPRING%202018>
3. Western Michigan University’ Teaching Philosophy Checklist -- <https://wmich.edu/sites/default/files/attachments/u1469/2017/Teaching%20Philosophy%20Statement%20Checklist.pdf>

|  |  |  |
| --- | --- | --- |
| CONTENT | EVIDENT | SUGGESTIONS  |
| TPS focuses not only on what I have done well but also on my growth as an instructor. |  |  |
| Content addresses at least 3-4 of the following:* My motivation & purpose for teaching
* What beliefs, theories, and/or methods mark my success as a teacher?
* Student goals & learning outcomes
* What types of outcomes do I want for my students?
* What goals do they have for themselves?
* How have/can I make a difference in the lives of my students?
* Student-teacher and student-student relationships
* Key words: community, inclusivity, diversity, indigenization (awareness of different ways of knowing and learning)
* How do I develop respectful and trusting relationships that promote engagement and learning?
* How do I develop and maintain positive relationships with students?
* How do I collaborate with colleagues?
* How do I create a supportive learning environment?
* Teaching methods
* How do I know when I’m teaching effectively?
* What approaches or strategies have worked especially well in my discipline?
* How do I use technology to improve student engagement, participation, and learning?
* Assessment of learning
* Methods focus on helping students learn and include a wide range of formative & summative assessments.
* How do I provide useful feedback to students?
* What are the indicators of student growth and/or success?
* Self-assessment of my teaching
* What evidence confirms that I’m getting the desired results?
* What strategies (formal and informal) demonstrate that I value critical reflection on and review of my teaching?
* Professional development
* Specific details show (e.g.) participation and contribution to teaching ideas and development.
* What are my most important learning goals?
* How do I continue to grow?
* Connections between my scholarship/research and my teaching
* How do I integrate best practices from my field? (MY TSP is grounded in my discipline.)
* How is my teaching relevant to my research/scholarship (if applicable)?
 |  |  |
|  |
| STRUCTURE | EVIDENT | SUGGESTIONS  |
| Content coherence* Content is organized around a ‘WHY’ statement, central theme, essential questions, or a broad statement of importance
* Consistent values and principles underpin choices of what and how I teach (I walk my own talk.)
* Everything hangs together
* teaching strategies and assessment methods are fully consistent with teaching goals and learning outcomes while also appropriate to your field
* Displays analytical thinking, including depth and complexity
* Does NOT rehash credentials, qualifications, and general experience that can be found in the resume/CV
 |  |  |
| Organization* Ideas are logically sequenced.
* Paragraphs transition smoothly from one to the next.
* Introduction presents the writer’s overall perspective (thesis) about teaching and learning that is developed in the rest of the narrative.
* Conclusion does NOT repeat content, ideas, beliefs expressed earlier
* Easy for the reader to follow
 |  |  |
| References* Have I acknowldged pedagogical sources that have influenced my philosophy and teaching practices?
* Are they correctly cited (in line citations and reference list)?
 |  |  |
|  |
| STYLE | EVIDENT | SUGGESTIONS |
| Writing Quality - well written and error free* NO writing mechanics, grammar, punctuation, word choice, or spelling errors
* NO jargon, technical, or teaching terms, or acronyms
* Where necessary, definitions that apply my discipline are provided.
* Use of first person (as opposed to passive voice)
* Avoids generalizations that anyone could make in favour of specific details that are unique me.
* Language and sentences are simple, clear, and straight forward.
* Avoids ‘noise’ -- words, phrases, and sentence structures that are unnecessary and result in ‘bloat’ and cognitive overload.
* DON’T ‘use 2 words where 1 will do’.
* Voice is personal and narrative, but style is appropriately formal as would be expected of higher education faculty.
 |  |  |
| Document Format* follows campus conventions for page layout (2.5 cm margins) and font/font size (12)
* 1-2 pages double spaced
 |  |  |