**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.