COLLEEN

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>

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| CONTENT | EVIDENT? | IMPROVEMENTS |
| 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)? |  |  |
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| 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)? |  |  |
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| 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 |  |  |