

Chicago
Center for
Teaching

THE UNIVERSITY OF CHICAGO

Teaching Statements

Academic Job Bootcamp

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THE UNIVERSITY OF
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The Teaching Statement

aka

**Philosophy of Teaching Statement,
Statement of Teaching Philosophy**



Agenda

- What is a teaching statement?
- What makes a teaching statement effective?
- How do I get started on my teaching statement?
- After I start, what are next steps?

What is a teaching statement?

- 1-2 page personal essay on teaching
- Personal reflection on your teaching
- Purposeful narrative about
 - beliefs about teaching and learning
 - the ways in which one enacts these beliefs

It is an argument

How is a teaching statement used?

- Professional requirement
- Argument for your portfolio
- Tool for long term development

Nancy Van Note Chism, author of Peer Review of Teaching, observes, “The act of taking time to consider one’s goals, actions, and vision provides an opportunity for development that can be personally and professionally enriching. Reviewing and revising former statements of teaching philosophy can help teachers to reflect on their growth and renew their dedication to the goals and values that they hold.”



What makes a statement effective?

Your teaching statement should demonstrate that:

- You've **thought** about the practice of teaching and how students learn
- You can **apply** what you've learned to a range of environments and student populations
- You've taught **successfully**
- You continue to **reflect** upon your teaching and work to develop and advance your teaching skills

What makes a statement effective?

Your teaching statement should address some or all of the following questions:

- How do I **conceptualize** learning and teaching?
- What are my **goals** for student learning (general and disciplinary)?
- How do I **achieve** these goals? Or How does my teaching facilitate students' achievement of these goals?
- How do I **assess** these goals? Or How do I know when students have reached these goals? What evidence do I collect?
- How do I create an **inclusive** learning environment?
- How do I **improve** or think about developing my teaching practice?
- Does the **tone** express my approach to teaching and learning?

Further guidance

- Illustrate your approach to teaching with **1-2 specific examples** and explain the impact on student learning.
- Contextualize **within your discipline** and note particular concepts, ideas, and/or skills that you teach.
- Discuss how you teach a certain **concept**, not how you teach a certain class.
- Use the active present: “When I teach X...”
- Write in a **narrative, first-person** style
- Avoid “try to”, “hope to,” etc.

Do or do not, there is no try.



General Template

Introduction

- *Who you are as a teacher – your discipline-specific teaching identity*
- *What your **goals** are for student learning within your discipline*

Body

- *How do you achieve those goals? **Methods** (Examples and reflection)*
- *How do you know students have achieved those goals? **Assessments** (Examples and reflection)*

Conclusion

- *Summary statement / reflection / professional development*

Getting started: Reflect and Discuss

Respond to at least one prompt below.

- Describe what you believe is an essential skill, concept, or disposition in your discipline and how you teach or plan to teach that skill, concept, or disposition to students.
- Think of a time when you experienced “good teaching.” Describe the context, the teacher(s), their teaching methods, and what you learned from them.
- Describe your most successful teaching or mentoring experience, including what you did, what the student(s) learned, and why you felt it was successful or how you knew it was successful.
- How do you create an inclusive classroom climate? What do you do, specifically, to create an inclusive educational experience for all students in your class?
- What kinds of work do you assign students? Describe an interesting/effective/unique assignment. Why did you assign it, i.e. what did you want students to learn through it or to demonstrate? How did you know it was successful?

Prompts for Reflection & Discussion

- Describe what you believe is an essential skill, concept, or disposition in your discipline and how you teach or plan to teach that skill, concept, or disposition to students. **[GOALS]**
- Think of a time when you experienced “good teaching.” Describe the context, the teacher(s), their teaching methods, and what you learned from them. **[VALUES]**
- How do you create an inclusive classroom climate? What do you do, specifically, to create an inclusive educational experience for all students in your class? **[INCLUSION]**
- Describe your most successful teaching or mentoring experience, including what you did, what the student(s) learned, and why you felt it was successful or how you knew it was successful. **[METHODS]**
- What kinds of work do you assign students? Describe an interesting/effective/unique assignment. Why did you assign it, i.e. what did you want students to learn through it or to demonstrate? How did you know it was successful? **[ASSESSMENT]**

Prompts for Reflection & Discussion

Where are my gaps?

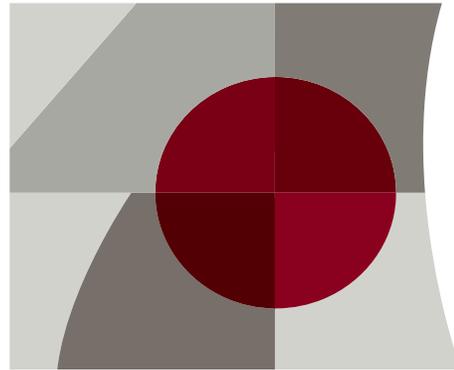
What more do I need to learn?

What data do I need to collect?

Next Steps

- **Access example materials on Box**
 - Email richardsonc@uchicago.edu
- **Start drafting** a teaching statement and assembling your teaching portfolio documents
- **With a draft in hand, schedule a one-on-one appointment with CCT Staff**
 - Sign up via [GRADGargoyle](#)

Questions?



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<http://teaching.uchicago.edu>

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