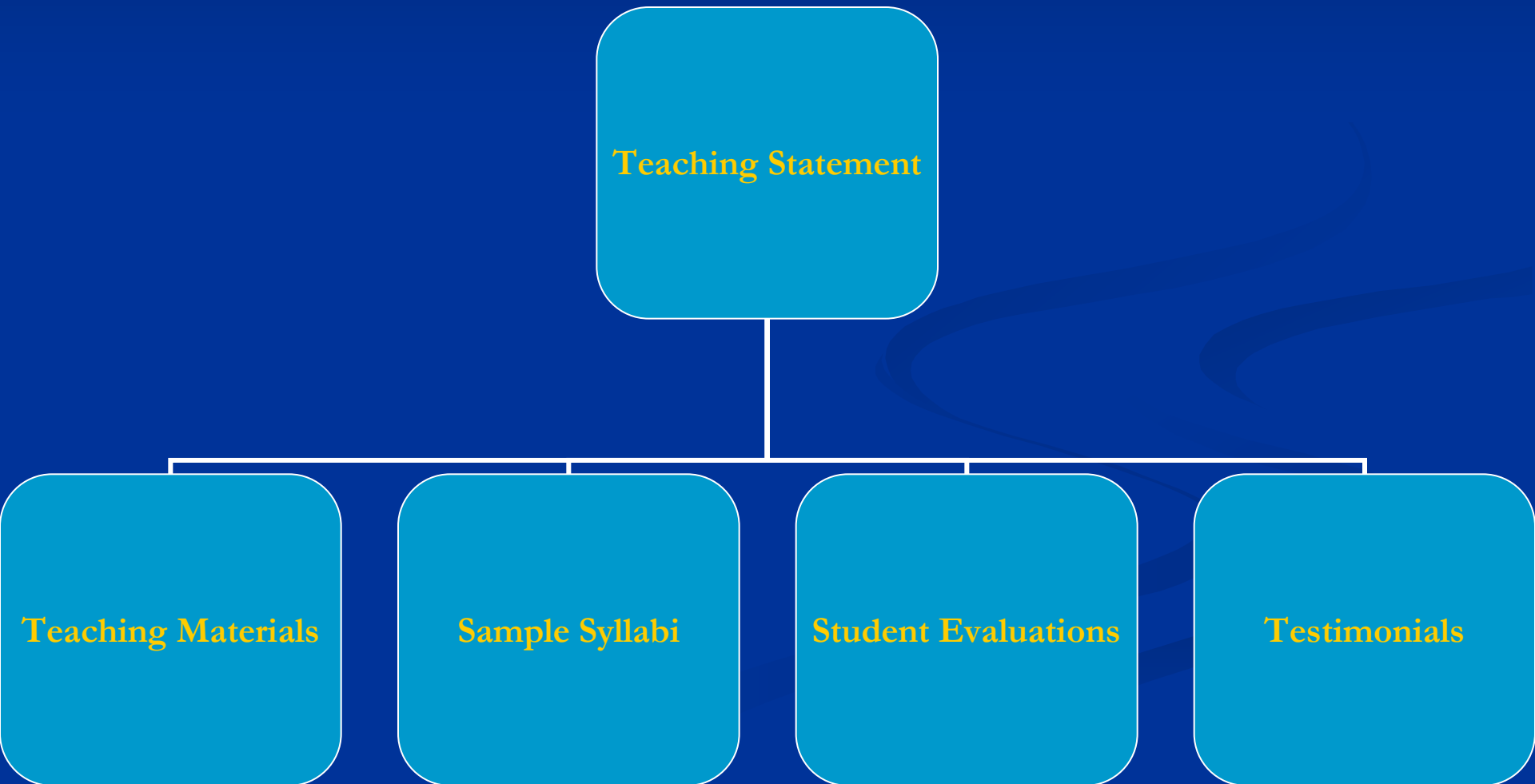


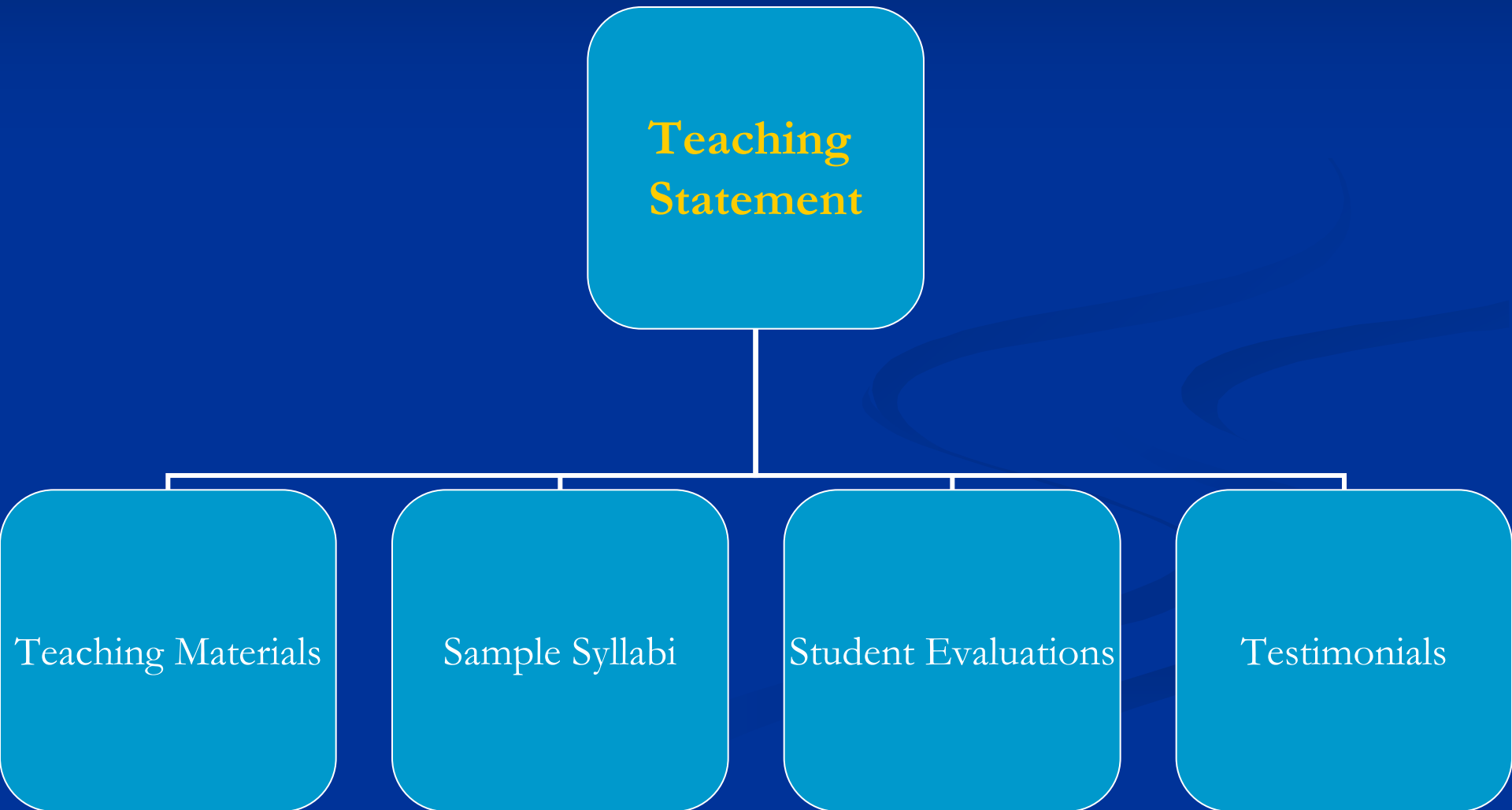
Teaching Portfolio I

The Statement of Teaching Philosophy

The Teaching Portfolio



The Teaching Portfolio



The Teaching Statement

Purpose



- Tone and Style
- Structure
- Content

The Teaching Statement

Purpose

- Allow reader to assess
 - your capabilities as an instructor
 - your fit with their institution
 - your value as a colleague
 - your overall qualifications
 - Writing Sample

The Teaching Statement

Tone and Style

- Personal
- Vivid and Expressive
- Collegial
 - Think Personal Essay

The Teaching Statement

Structure

- **Intro.** -- Teaching Goals, Values, Purpose, Principles
- **Body** -- Strategies, Examples
- **Ending** -- Looking Forward

Content

- Clear, direct "I" statements and "My" statements
- Examples of Teaching
 - Goal-Challenge-Action-Student Response

Teaching Statement

Example #1:

A: I believe that history should be taught as a series of questions to be answered, not as a collection of names and dates.

B: My teaching emphasizes key historical questions, and the methods we use to answer them. For example . . .

Teaching Statement

Example #2:

A: When teaching research methods, I always try to engage my students by giving them actual research articles to analyze.

B: When teaching abnormal psychology, I handed out a copy of Jim Smith's research on adolescent psychosis, and I asked students, working in groups of four, to take one section and identify one strength and one weakness. After 15 minutes of noisy interaction, we had analyzed the entire article. Students reported that they had a much clearer idea of what they needed to do in their own papers.

Teaching Statement

Example #3

A language professor should use songs, stories, and literature to teach language.

vs.

I use songs, stories, and literature to bring the language to life.

B: My students were struggling with the subjunctive tense. I remembered a simple poem by Evian Perrier, *Le Creuset*, in which the poet plays with the subjunctive repeatedly. I use this poem every semester and my students no longer struggle with the subjunctive.

Teaching Statement

Some Final Thoughts

- This is an inductive process. Start with examples to uncover overall principles.
- Let others read your statement.
- Start early, give yourself time for rewrites.
- Consider samples, but voice and message should be your own.