Teaching Philosophies: A Glimpse Into Your Classroom to “Hook” an Interview

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“Hooking” the Interview Agenda

- Overview of the Teaching Philosophy (TP)
- Key Elements of a Teaching Philosophy
- Teaching Philosophy Brainstorming
- Hiring Committee Suggestions
How is a Teaching Philosophy Different Than A…

resume?

transcript?

cover letter?
What is a Teaching Philosophy

- 1-2 page statement about your teaching & learning beliefs, values and goals
  - “Elevator” teaching philosophies: 1-2 sentences
- Demonstrates you’ve been **reflective** and **purposeful** about your teaching
- Helps reviewers visualize your classroom - stand out & be the perfect catch

“If at all possible, your statement should enable the reader to imagine you in the classroom, teaching. You want to include sufficient information for picturing not only you in the process of teaching, but also your class in the process of learning.”

- Helen G. Grundman
Teaching Philosophy Uses...

tenure
fellowship
promotion
award

teaching
students
refining
job
assistantship
reflection
share
Key Elements in a Teaching Philosophy

How are these two different?

- Student success
- Beliefs & Values
- Effective teaching
- How & What you teach
- Why you teach the way you do
Fishing a Bit Deeper: Student Success

- How do you address student success? (individual / group)
  - What do you define as student success?
    - How does your discipline / field define student success?
    - What are your goals for your students?
  - How do you measure success?
  - How do you use evidence?

How can I articulate success?!
How do you articulate effective teaching?

- What does effective mean?
- How do you measure effectiveness?
- What would those measures look like when teaching is effective?
- What strategies do you have for improvement?

How can I show effective teaching?
Will You Stand Out?

What are some words you would likely see or put in a teaching philosophy?

effective, active, diversity, engage, motivated, community, Student centered
Explain & Be Specific to Stand Out

- Provide evidence your teaching was effective

- What does student centered look like in your classroom?

- Active learning - what are students doing... what are you doing?
Brainstorm The Basics

What are your beliefs & values about teaching & learning?

- **What** do you teach
- **Who** do you teach
- **How** do you teach
- **Why** do you teach that way

- Effective teaching
- Student success
Brainstorming Prompts for Attraction

- Remember that time you felt great or terrible...
  - As a student ... As an instructor
  - Why, what happened? What about that experience was great?

- How does this relate to your ideal classroom (as an instructor)
  - How do you teach what you teach?
  - Why do you teach that way (why is this important to you to teach that way)

How do your answers align with your beliefs, values & goals?
Putting Your Teaching Philosophy Together

**Start now & reflect often**

- Have a running document of your ideas (dated)
- Catalog your teaching experiences & strategies
  - Written reflections are helpful
- Summarize experiences periodically
- Talk with peers, senior instructors & ME

- Not one right way to do it BUT though there are many wrong ways!
  - Organization is logical & flows well
  - Reread, reflect, revise & review rubrics throughout
<table>
<thead>
<tr>
<th>Possible Components</th>
<th>Excellent</th>
<th>Needs work</th>
<th>Weak</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals for student learning: What knowledge, skills, and</td>
<td>Goals are clearly articulated and specific and go beyond the knowledge</td>
<td>Goals are articulated although they may be too broad or not specific to the</td>
<td>Articulation of goals is unfocused, incomplete, or missing.</td>
</tr>
<tr>
<td>attitudes are important for student success in your</td>
<td>level, including skills, attitudes, career goals, etc. Goals are</td>
<td>discipline. Goals focus on basic knowledge, ignoring skills acquisition</td>
<td></td>
</tr>
<tr>
<td>discipline? What are the key challenges in the teaching-</td>
<td>sensitive to the context of the instructor’s discipline. They are</td>
<td>and affective change.</td>
<td></td>
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<tr>
<td>learning process? Why are these methods appropriate for</td>
<td>concise but not exhaustive.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>use in your discipline?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enactment of goals (teaching methods): What teaching</td>
<td>Enactment of goals is specific and thoughtful. Includes details and</td>
<td>Description of teaching methods not clearly connected to goals or if</td>
<td>Enactment of goals is not articulated. If there is an attempt at</td>
</tr>
<tr>
<td>methods do you use? How do these methods contribute to</td>
<td>rationales about teaching methods. The methods are clearly connected to</td>
<td>connected, not well developed (seems like a list of what is done in the</td>
<td>articulating teaching methods, it is basic and unreflective.</td>
</tr>
<tr>
<td>your goals for students? Why are these methods</td>
<td>specific goals and are appropriate for those goals. Specific examples of</td>
<td>classroom). Methods are described but generically, no example of the</td>
<td></td>
</tr>
<tr>
<td>appropriate for use in your discipline?</td>
<td>the method in use within the disciplinary context are given.</td>
<td>instructor’s use of the methods within the discipline is communicated.</td>
<td></td>
</tr>
<tr>
<td>Assessment of goals (measuring student learning): How</td>
<td>Specific examples of assessment tools are clearly described. Assessment</td>
<td>Assessments are described, but not in connection to goals and teaching</td>
<td>Assessment of goals is not articulated or mentioned only in passing.</td>
</tr>
<tr>
<td>do you know your goals for students are being met? What</td>
<td>tools are aligned with teaching goals and teaching methods. Assessments</td>
<td>methods. Description is too general, with no reference to the motivation</td>
<td></td>
</tr>
<tr>
<td>sorts of assessment tools do you use (e.g., tests,</td>
<td>reinforce the importance and context of the discipline both in content</td>
<td>behind the assessments. There is no clear connection between the</td>
<td></td>
</tr>
<tr>
<td>papers, portfolios, journals, and why? How do</td>
<td>and type.</td>
<td>assessments and the priorities of the discipline.</td>
<td></td>
</tr>
<tr>
<td>assessments contribute to student learning? How do</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>assessments communicate disciplinary priorities?</td>
<td></td>
<td></td>
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<tr>
<td>Creating an inclusive learning environment, addressing</td>
<td>Portrays a coherent philosophy of inclusive education that is integrated</td>
<td>Inclusive teaching is addressed but in a cursory manner or in a way that</td>
<td>Issues of inclusion are not addressed or addressed in an</td>
</tr>
<tr>
<td>one or more of the following questions:</td>
<td>throughout the philosophy. Makes space for diverse ways of knowing,</td>
<td>isolates it from the rest of the philosophy. Author briefly connects</td>
<td>awkward manner. There is no connection to teaching</td>
</tr>
<tr>
<td>• How do you account for diverse learning styles?</td>
<td>and/or learning styles. Discussion of roles is sensitive to historically</td>
<td>identity issues to aspects of his/her teaching.</td>
<td>practices.</td>
</tr>
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<td>• How do you integrate diverse perspectives into your</td>
<td>underrepresented students. Demonstrates awareness of issues of equity</td>
<td></td>
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<td>teaching?</td>
<td>within the discipline.</td>
<td></td>
<td></td>
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<tr>
<td>Structure, rhetoric and language: How is the reader</td>
<td>The statement has a guiding structure and/or theme that engages the</td>
<td>The statement has a structure and/or theme that is not connected to the</td>
<td>No overall structure present. Statement is a collection of</td>
</tr>
<tr>
<td>engaged? Is the language used appropriate to the</td>
<td>reader and organizes the goals, methods, and assessments. Jargon is</td>
<td>ideas actually discussed in the statement, or, organizing structure is</td>
<td>disconnected statements about teaching. Jargon is used liberally and</td>
</tr>
<tr>
<td>discipline? How is the statement thematically</td>
<td>avoided and teaching terms (e.g., critical thinking) are given specific</td>
<td>weak and does not resonate within the disciplinary context. Examples are</td>
<td>not supported by specific definitions or examples. Needs much</td>
</tr>
<tr>
<td>structured?</td>
<td>definitions that apply to the instructor’s disciplinary context. Specific</td>
<td>used but seem generic. May contain some jargon.</td>
<td>revision.</td>
</tr>
<tr>
<td></td>
<td>rich examples are used to bolster statements of goals, methods, and</td>
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<td></td>
</tr>
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Hiring Committee Suggestions - Don’ts

- Being vague
- Be someone you are not
  - Phone interview & portfolio will show true self
- Write it last minute - *hook will not take*
- Write one for all potential jobs
- Use jargon without explanation
- “My passion is teaching... or I have a passion for teaching”
  - Do NOT use the word passion or rely on sentimentality
Hiring Committee Suggestions - Do...

- Be clear, concise & consistent
  - Concrete examples & evidence for support
  - Don’t ramble
- *Catch their eye* - Be memorable in a *good way*
  - Centered around a belief, value, quote, experience or pivotal moment
- “Write it yourself” - googling & reviewing examples can stifle writing
- Know your audience
- Revise
  - Critical feedback from others inside and outside discipline
  - Use a rubric
“Hook” That Interview...

- Any questions?

- Resources
  - Teaching philosophy rubrics:
    - [http://www.crlt.umich.edu/sites/default/files/resource_files/TeachingPhilosophyRubric.pdf](http://www.crlt.umich.edu/sites/default/files/resource_files/TeachingPhilosophyRubric.pdf) (one in presentation)
    - [https://teach.its.uiowa.edu/sites/teach.its.uiowa.edu/files/docs/docs/Teaching_Philosophy_Rubric.pdf](https://teach.its.uiowa.edu/sites/teach.its.uiowa.edu/files/docs/docs/Teaching_Philosophy_Rubric.pdf)
    - [http://medsci.indiana.edu/m620/sotl_08/teaching_phil_rubric.pdf](http://medsci.indiana.edu/m620/sotl_08/teaching_phil_rubric.pdf) (quite extensive)
  - Teaching Style Inventory: [http://longleaf.net/teachingstyle.html](http://longleaf.net/teachingstyle.html)
  - Teaching Goals Inventory: [http://fm.iowa.uiowa.edu/fmi/xsl/tgi/data_entry.xsl?-db=tgi_data&lay=Layout01&-view](http://fm.iowa.uiowa.edu/fmi/xsl/tgi/data_entry.xsl?-db=tgi_data&lay=Layout01&-view)
  - Implicit Bias Quizzes: [https://implicit.harvard.edu/implicit/takeatest.html](https://implicit.harvard.edu/implicit/takeatest.html)
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Beliefs & Values

What you teach & how

Why you teach the way you do

Effective teaching

Student success
Brainstorm The Basics

How & What you teach

Beliefs & Values

Effective teaching

your beliefs & values about teaching & learning?
do you teach
who you teach
how you teach

Why you teach the way you do
Beyond the Basics: WWHW

- Think about alignment between your teaching philosophy & your teaching portfolio
  - Documentation of teaching
  - Evidence of student learning
  - Teaching effectiveness evaluations
  - Professional development reflections
  - Contributions to teaching at your institution (publications, service, reviews, honors, awards, recognitions)

- Don’t be drab, be a great catch
  - “teaching statements are as drab as they are predictable”