## **Teaching Philosophy Template**

| Areas to address in your Teaching Philosophy:   |  |
|---|--|
| <ul> <li>My aspirations/goals/objectives:         <ul> <li>as a teacher:</li> <li>(i.e., encourage mastery, competency, transformational learning, life-long learning, general skill transference of skills, meaningful learning, critical thinking, etc.)</li> </ul> </li> <li>for your students:         <ul> <li>(See examples above)</li> </ul> </li> <li>*Describe and give example(s)</li> </ul>      |  |
| What methods will I consider to reach these goals/objectives? (i.e., your beliefs regarding learning theory and specific strategies you would usesuch as case studies, group work, simulations, interactive lectures, learning/reading circles, etc. You might also include any new ideas/strategies you have used or want to try.  *Describe and give example(s) of strategies/practices that you prefer). |  |
| How will I assess student understanding?  (What are your beliefs about gradingnorm-referenced or criterion-referenced? What different types of assessment will you usetraditional tests? Alternative assessments such as projects, papers, panels, presentation, etc.?)  *Describe and give example(s)  |  |

| How will I improve my teaching?                    |  |
|--|--|
|  |  |
| (i.e., How will you use your student evaluations   |  |
| to improve your teaching? How might you learn      |  |
| new skills? How do you know when you have          |  |
| taught effectively?) Any examples you can          |  |
| share?   |  |
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| Additional Considerations:                         |  |
| <ul><li>Why is teaching important to me?</li></ul> |  |
|  |  |
| How do I collaborate with others?                  |  |
| • What haliafa theories and/or mathada             |  |
| What beliefs, theories, and/or methods             |  |
| mark my successful teaching?                       |  |
| How do I maintain positive                         |  |
|  |  |
| relationships with your students?                  |  |
| With colleagues?                                   |  |
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