

Teaching Statement Worksheet

Student Learning Goals

Identify three student learning goals that answer the following question: **What is most important for students to know, do, experience, or feel to be successful learners and practitioners in my discipline or in life generally?**

Goal 1.

Goal 2.

Goal 3.

Teaching Methods and Examples

Identify at least one method, and one concrete example of that method, for each student learning goal you have listed.

Method 1:
Concrete example:

Method 2:
Concrete example:

Method 3:
Concrete example:

Learning Assessment

Identify at least one assessment (formative or summative) for each student learning goal you have listed.

Assessment 1:

Assessment 2:

Assessment 3:

Teaching Assessment

Identify 1-3 ways you assess your own teaching or engage in professional teaching development to enhance your teaching.

Learning Environment

Identify ways you cultivate and maintain the learning environment of your classes, including ways you get to know students, help them interact with each other and you, and how you present yourself.

Teaching Statement Review Questions

1. Does the statement articulate student learning goals explicitly? What are they?
2. Are the student learning goals appropriate for the discipline, and does the statement articulate them in a discipline-appropriate way?
3. Does the statement articulate specific teaching methods? Is it clear how the methods connect to and facilitate the learning goals? Are there any methods noted that appear to have no obvious connection to one of the stated learning goals? Are there any learning goals without any obvious connection to methods for accomplishing them?
4. Are concrete examples provided to illustrate the methods? [Can you answer this question: “For this method and/or example, does the description in the statement more or less match what I would see if I was standing in the back of the room observing it taking place?”][Can you also answer this question: “That sounds interesting. Is it clear to me more or less how this works?”]
5. Are there opportunities to insert even more concrete details to enrich the methods or examples that are noted? [For example, if the statement is describing methods/examples from more than one course, is it clear from which course each method/example comes? For the methods/examples, could a quick reference to a specific text (i.e. source of content) be inserted?]
6. Are assignments or assessments (graded or not graded) included? Is it clear what they are and how they work? Is it clear how they connect to one of the learning goals or methods noted?
7. Is it clear how the learning environment of the class is established or cultivated? If the methods emphasize “interaction” or “engagement” or “student-centered,” is it clear how students come to feel empowered or confident to contribute?
8. If “diversity” or “equity” or “inclusion” or related terms are indicated as important (e.g. as an explicit learning goal or in order to bring in “diverse perspectives” or “diverse voices,” etc.), is it clear how the methods/examples or assignments/assessments facilitate this aim? Are there opportunities to be more explicit about how to promote this aim (such as reference to particular texts used or guest presenters or ways to include/highlight diverse student experiences or voices in the class, etc.)?
9. Does the conclusion refer back to the opening in any way – in order to reiterate it, extend it, or otherwise invoke it to make a final, concluding point [especially if a story or anecdote is used in the opening]? Is there an obvious alternative to the current opening/ending – for example an interesting example used that might serve as a more intriguing opening or conclusion?
10. Is the language used – terms, references, etc. – clear? In general, does the statement “tell” me something or is it showing me with examples? Is there jargon that needs explained or exemplified with an example? Are emotional terms present (“love teaching” “passionate” etc.) rather than examples that demonstrate this?