When we take a scholarly approach to teaching, we examine our practice, carefully designing strong learning experiences for our students and gathering evidence that our approaches are working. The teaching statement is an opportunity to showcase how you have honed your craft as a teacher, and what you have accomplished in your teaching. Your statement should address the issues below, but of course, it need not respond to every question. These questions are meant to help you reflect on your teaching and how you have developed as a teacher.

**Teaching Situation**
What is your teaching situation or assignment? What courses do you typically teach, and what is noteworthy about those courses (level, enrollment, modality, community engagement, etc.)? What role did you play in designing or redesigning the courses you teach?

**Goals for Student Learning**
What are your goals for student learning in your courses? How do you intend for students to develop intellectually, personally, and professionally through your work with them? What should they know or be able to do because they took your course(s)? How do you determine these goals?

**Teaching Methods**
What strategies or approaches do you use in order to help students achieve those goals? For example, what do you ask students to do that helps them learn? How do you give them feedback that helps them make progress? How/why have you chosen these strategies? How are they informed by the scholarship of teaching and learning/education research in your field, or by other research or best practices?

What strategies do you use to ensure that your teaching is inclusive? How do you ensure that your courses are designed for equity and provide an environment in which students of all genders, races, ethnicities, abilities, etc., can learn and succeed?

**Results & Effectiveness**
How do you gather evidence of student learning? (i.e., What strategies do you use to evaluate students’ progress toward the learning goals and objectives of the course? How do you determine whether the teaching methods you’re using are producing the learning you want to see?) What have your data indicated? How have you used this information to improve your teaching?

**Evaluation & Reflection**
How have you used feedback from colleagues and students to improve your teaching practices or the design of your courses? (e.g., Do you take note of where students struggle and build support into your course? Have you responded to student concerns conveyed in evaluations? Have you conducted mid-semester feedback sessions to identify where students are struggling? Etc.) How do you reflect on and improve your teaching after each semester or academic year?

**Professional Development**
What outside resources (workshops, consultations, reading material, research, conferences, teaching observations, etc.) have you used to make your teaching more effective? How do you contribute to the teaching effectiveness and teaching culture in your department or field?
If applicable:

How have you developed new courses for your department or program, to help students achieve the learning goals of the program?

How have you contributed to curriculum development or refinement in your department or program?

How have you managed multiple course sections? How have you ensured consistency across sections, or enriched the learning experiences of students across sections?

How have you contributed to the professional development of TAs or colleagues’ teaching through supervision, mentorship, or other methods?

How have you fostered student learning as an advisor or mentor?

How has your research or original creative work enriched your teaching?

How has your service (to the community or to professional organizations) enriched your teaching?

What additional reflections do you have on teaching?