Teaching Philosophy Statement

To complete the Apprenticeship in Teaching Program, participants are required to write a Teaching Philosophy Statement. To fulfill this task, participants will need to:

- Write their own teaching philosophy statement (see below);
- Submit their teaching philosophy to a faculty member in their department for feedback, along with the Teaching Philosophy Faculty Verification form.
- Once feedback is received from the designated faculty member, submit the following items electronically to atprogram@georgetown.edu:
  1. the original draft;
  2. faculty comments on the original draft;
  3. a revised draft; and
  4. the signed Faculty Verification form.
- Receive feedback from CNDLS; and
- If necessary, revise and resubmit final version to CNDLS.

Suggestions and Expectations

A teaching philosophy statement is a short narrative (usually two pages or less) that includes reflective commentaries focused on particular teaching episodes. A teaching philosophy statement should create a coherent picture of one’s classroom teaching practice. It often includes a higher-level description of one’s conception of or values with regard to teaching and learning, a description of how one implements those values in their teaching, and a justification for why one teaches this way (it’s helpful to think of this in terms of evidence). One should draw on concrete examples from their time as a teacher or as a student.
The core AT workshop "The Teaching Portfolio" will be helpful for those composing a teaching philosophy statement. In addition, we strongly encourage participants to consult Cornell's webpage on teaching philosophies.