

**Tool for Preparing a Teaching Philosophy Statement  
Teaching Inventory & Self-Assessment**

CONTEXTS OF TEACHING EXPERIENCE	
Courses and subjects you have taught (name, dates, K-16)	BS171 Cells and Molecules Laboratory online Fall 2021 BS161 Cells and Molecules Lecture Spring 2022 IBIO 341 Genetics Fall 2022
Modules within courses you have taught	Lecture on recombination in practice – recombinant inbred lines and how we use them
Non-course-based teaching experiences (coaching, private lessons)	MI DNA Day – one day in high school science classroom talking about DNA in ecology and evolution – May 2023 (developed material) Project Learning Tree Outdoor education training for a summer of twice weekly naturalist programming Teaching field collection skills to outdoor naturalists?
Course/style (lecture, lab, recitation, on-line, field, etc.)	TA (i.e. led) for online lab section TA (i.e. assisted) for in person lecture section x2 TA (i.e. led) for in person recitation sections
Institutional Contexts (public, private, evangelical, liberal arts, community college, research university, HBCU, other)	Research university mainly, outdoor education was K-8 focused
STUDENTS	
Level (graduate, undergraduate, non-degree, adult learner, etc.)	mostly undergraduates
Populations/demographics (first generation, privileged, student athletes, differentially prepared, differentially abled, 1 – 17 year olds (K-12), 18-22 year olds (college), adult students (25+), international, ESOL, rural, geographic region, other)	Mainly college age students, mostly white
COMPONENTS OF TEACHING PRACTICE	
Delivery Method (lecture, discussion, advising, mentoring, coaching, other)	Lecture and discussion Have done lab online

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Curriculum Development (module, class, course, program, other)	I haven't done full curriculum development yet. I will do some curriculum (ish) development in the FASTER fellow position in guiding FAST fellows through the process.
Assessment of Student Learning (formative & summative)	Wrote student work problems and some exam questions for IBIO 341. Use of previously developed surveys to assess science literacy.
Providing Feedback (including but not restricted to, grading)	Lots of grading for 161 – exams, short writing assignments through CERs Feedback to student suggested answers during class.
Student Engagement	Developed student modelling activity; I want my classroom to be learned focused so lots of group work, lots of clicker questions with time for discussion
Soliciting and Integrating Feedback on Learning and Teaching (Classroom Assessment Techniques; Clickers, other)	I have some experience using clickers, and I absolutely want clickers incorporated into my classroom with an element of answer question, discussion, answer the same question again.
Collaboration	Team teaching experience with BS161; talking to other FAST Fellows about our teaching projects was a good collaborative environment.
Use and integration of new technologies (podcasting, video, lecture capture, social media, other)	I have looked up podcasts to use, but haven't gotten them. I have used document cameras but typically prefer to write on slides to work through problems with students.
Universal Design (Higher Education Opportunity Act of 2008) <i>see</i> <a href="http://www.cast.org">www.cast.org</a>	
Connections you have made between your teaching and research.	Mentored teaching project – implemented in classroom spring 2023
Connections you have made between other professional experiences and teaching.	Connecting with education minded folks at SSE.
<b>COMPONENTS OF TEACHER KNOWLEDGE</b>	

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How People Learn	People learn through practice and feedback! Providing opportunities for practice and feedback within the classroom is really important.
Disciplinary / Content Knowledge	I'm not really sure what this box means. I am getting a PhD in plant bio so I have disciplinary knowledge to teach about biology broadly (I think at least)
Pedagogical Content Knowledge	<p>Using backwards design to focus first on student learning objectives, then assessment, and finally on developing classroom activities that will allow students to learn the content. I also like to use a flipped classroom approach where students spend time before class reading preparatory material and or watching lecture videos before entering the classroom. This allows time in the classroom to be focused on presenting material to students for a second time through activities, rather than through lecture. This also allows time for practice and feedback within the classroom when the teaching team and peers are present to provide constructive feedback.</p> <p>Emphasizing a growth mindset for students is also important. I incorporate reflection activities into student assessments that allow students to reflect on their level of learning at that point in time to show that our goal is to improve throughout the semester – we don't need to know everything after unit 1 but can improve throughout the entire semester. This also doesn't mean everything will be easy at the end of the semester! But our goal is to have grown. I also incorporate questions to encourage students to think metacognitively during this time and emphasize to students that when we talk about low test scores, we are also going to talk about how the student prepared and how they might do so different next time.</p>
Technological Knowledge	??
Self-knowledge (experience with and approach to reflecting upon own practice and teaching)	I think I can do better in reflecting on my teaching. So far I feel like I have noticed things I do that I can improve a lot for the future (lecture less, provide more structured groups, stop by all groups more consistently, never assume folks know what is going on in the classroom)
<b>BELIEFS ABOUT TEACHING</b>	
How do you define teaching? Learning?	<p>I really liked Kirstin's thinking of being a teacher is like being a coach. There to provide guidance and feedback to help everyone learn and reach their goals.</p> <p>Learning is acquiring new knowledge and skills that get incorporated into understanding from prior experiences.</p>

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<p>What do you hope to achieve when you teach? What does that say about you as a teacher?</p>	<ol style="list-style-type: none"> <li>1) I want to teach my students how to learn so they have that knowledge with them</li> <li>2) I want to teach my students skills they need to be functional members of society and skills they need for their future career goals</li> <li>3) Each student to feel like they belong in the classroom and are capable of learning</li> <li>4) I hope this says I am a teacher who cares about their students?</li> </ol>
<p>Does your subject matter impact your beliefs about teaching? If so, how?</p>	
<p>What learning goals do you have for your students?</p>	
<p>What is your approach to improving your teaching?</p>	<p><b>Listening to student feedback, tracking performance on assessments</b></p>
<p>What are some of your most difficult challenges? How are you addressing them?</p>	<p><b>Currently I think it is planning an appropriate amount of learning for each class period (I plan too much)</b></p>

McDaniels, M. (2016). Tool for producing a teaching philosophy statement. Unpublished.