

# Teaching statement evaluation guide

Use of this specific tool is not required by USC administration; it is intended as an example of best practices. Schools and departments may choose to create their own tool, edit this tool in any way that makes it a better fit, or use this tool as it is.

## WHAT IS THIS RESOURCE?

A teaching statement is a written reflection by a faculty member on their teaching experience. This document is a guide for reviewing a faculty peer’s teaching statement. The guide can be adjusted to accommodate school-specific requirements. Faculty preparing their teaching statements for review should have access to the associated template prior to their statement submission.

## HOW DO I USE IT?

If an element is included in the teaching statement you are reviewing, check it off and use the comment box to offer feedback on how well that element is addressed. For assistance, please [contact CET](http://cet.usc.edu/).

The Teaching Statement expectations can be varied over a three-year cycle to eliminate redundancy and address a broader scope of reflection. Possible variations over a three-year cycle are suggested below.

### The teaching statement

* 1. Communicates instructor’s measurable goals from the previous academic year.

**Comments:**

* 2. Provides specific examples of teaching practices that support the instructor’s goals above, including:
* Year 1: active-learning strategies.
* Year 2: key assignments/assessments.
* Year 3: course materials.

**Comments:**

* 3. Points to clear, concise evidence of whether goals were accomplished, and lessons learned.

**Comments:**

* 4. Describes how the instructor’s teaching practices align with and support.
* Year 1: their school’s definition of teaching excellence and/or [USC’s Definition of Excellence in Teaching](https://usccetstg.wpengine.com/about/usc-definition-of-excellence-in-teaching/).
* Year 2: their school’s mission statement.
* Year 3: their school’s Diversity and Inclusion Plan.

**Comments:**

* 5. Articulates specific areas for improvement or changes to teaching practices based on student outcomes, USC Student Learning Experience Evaluation, or other data.

**Comments:**

* 6. Delineates clear, concise, measurable goals for improving teaching practices for the next academic year aligned to stated areas for improvement.

**Comments:**