

**Teaching Statement Template**

For year 1 of a 3-year evaluation cycle

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.

NOTE: Use this template to guide the content of your Teaching Statement. The elements indicated below correspond to those expected in the Teaching Statement Evaluation Guide. Text in brackets is included for guidance and should be removed from your final statement document.

Faculty Name:

School:

Department:

1. Instructional Goals for the year

[Discuss your measurable goals as an instructor from the previous year (examples: I wanted to flip my class, change participation to in-class work, increase active learning, etc.)]

1. Instructional Practices – Year 1 focus: active-learning strategies

[Discuss your active-learning strategies that support your goals identified above. Give specific examples of, and discuss the value of, activities and strategies you use in courses to help students engage with and process course content.]

1. Outcomes of instructional goals for the year

[Discuss the outcomes of your efforts. Present clear, concise evidence of whether your goals were accomplished, and lessons learned.]

1. Instructional Alignment – Year 1 focus: definition of excellence in teaching

[Give specific examples of how your teaching practices align with and support your school’s definition of teaching excellence and/or USC’s Definition of Excellence in Teaching.]

1. Areas for improvement

[Articulate specific areas for improvement or changes to teaching practices based on student outcomes, USC Student Learning Experience Evaluation, or other data.]

1. Improvement goals for next year

[Delineate at least two (2) clear, concise, measurable goals for improving your teaching practices for the next academic year, aligned with the above areas for improvement.]