

LTC B
Teaching Philosophy Statement

August 1, 2007

The quality of teaching dictates the quality of learning which occurs in a classroom. Quality teaching reflects two core values: Value for the individual student (what Lowman called Interpersonal Rapport) and Value for the subject (what Lowman called Intellectual Excitement). At USMA, teaching takes on a unique role – each cadet whom I impact will go on to be a military leader and impact many others. Therefore, at USMA, quality teaching must also reflect a third core value: Value as a role model.

- (1) I communicate value for the individual student by:
 - a. Learning and using each student's name.
 - b. Learning about each student – where he/she is from, what his/her major is, what he/she plans to branch upon being commissioned in the military.
 - c. Making classroom material relevant and applicable to the situations of each student. Show respect for the choices of all students. When providing military examples of subject matter application, utilize material from different branches and functional areas.
 - d. Providing personal and professional development through a minimum of one 1-on-1 session with each cadet per semester.
- (2) I communicate value for the subject by:
 - a. Coming to class prepared and teaching in an engaging manner. I will utilize a variety of teaching strategies in each lesson, including lecture, small group and class discussion, hands-on activities, and assessment. I will plan each class and review my materials before class. I will demonstrate through my preparedness with regard to and excitement for the material that I value the subject.
 - b. Emphasizing the importance of coming to class prepared. Short quizzes at the beginning of class will assess reading and preparation for class. I will collect homework to communicate that I care about its completion.
 - c. Showing real world examples and military examples of application in each lesson, so that the students understand WHY the information is important.
 - d. I will provide optional review sessions before each major graded event, and offer to provide feedback of paper drafts, in order to help those students who want to do well and work hard.
 - e. I will remind students regularly of my open door policy, and that I am always available for tutoring and guidance.
- (3) I communicate my value as a role model by:
 - a. Remembering the core values which I am teaching – I can demonstrate and model standards of professionalism, respect, and integrity, through simple acts including: the condition of my uniform, the condition of my office, my preparedness for class (showing respect for the time they have given me), being on time for meetings with cadets, responding promptly to emails and phone calls.

- b. Remembering that when a cadet fails to live up to a core value, if I don't correct it, I am condoning it. For instance, if a cadet fails to use appropriate courtesy in announcing himself upon entering my office, or in sending an RSVP to an invitation, or if a cadet's uniform or work fails to meet standards, it is my duty to model appropriate conduct by making the correction.
- c. Leaders and role models continually assess performance of self and subordinates. I will post this teaching philosophy in a conspicuous location in my office and refer to it occasionally for an azimuth check. I will review this teaching philosophy at the end of the semester to see if it should be revised (or to see if I need to revise my behaviours!). I will assess cadet performance frequently by using classroom assessment techniques learned last semester. I will provide feedback to cadets regularly to let them know how I think they are doing and to attempt to keep them both focused and inspired.
- d. Leaders and role models enjoy their jobs and are a pleasure to work with. I will remember to have fun at this job – the greatest Army assignment I've ever had!