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Generative artificial intelligence (GenAI) can be used as a feedback partner when writing a reflective teaching statement. This guide provides sample prompts to help you get started. Remember, GenAI is a tool—it can support your workflow and provide you with useful feedback, but it cannot substitute for your expertise and the expertise of your colleagues. It should not be your sole source of feedback, and you need to check its work.

You Will Need:

- **Access to the GenAI tool of your choice.**
- **Your teaching statement.**
- **The rubric you would like to use to evaluate your teaching statement.** [One option](#) for a popular rubric was developed by Chris O’Neal, Deborah Meizlish, and Matthew Kaplan at the Center for Research on Learning and Teaching at the University of Michigan.

Sample Prompts for Feedback

Provide Context and Upload Teaching Statement

Provide the GenAI with context to help it provide effective feedback. Include this information before any of the prompts that follow:

You are a (*discipline*) professor on a search committee for a new faculty member in (*Department*) at (*college/university*). You are evaluating teaching statements from applicants. You receive the following teaching statement, attached. [*Attach your teaching statement.*] In a moment, I will ask you to evaluate this statement. Please wait for my next instructions.

Describe Teaching Philosophy

See how a reader (in this case, the GenAI) might summarize your teaching statement:

How would you describe this applicant's teaching philosophy, in a few sentences?

Evaluate the Teaching Statement Using the Rubric

Ask the GenAI to evaluate your teaching statement using your rubric of choice:

How would you rate this teaching statement using the attached rubric? [*Attach your rubric of choice.*]

Get Content-Oriented Feedback on the Teaching Statement

Request content-oriented feedback based on the rubric of your choice:

Give me feedback on this teaching statement using the attached rubric. [*Attach your rubric of choice.*] Tell me at least (*number*) things that were done well, and (*number*) things that could be improved and how to improve them.

Request more feedback:

What are (*number*) more improvements that could be made?

Learn more about the feedback you receive:

Why do you recommend “(*feedback*)”?

Get Technical Feedback on the Teaching Statement

Request technical feedback on your writing:

Please edit the attached teaching statement for grammar, spelling, and punctuation but do not make any significant revisions to the content.

(Adapted from [Cynthia Alby](#)—a fantastic prompt resource!)

Get Structural Feedback on the Teaching Statement

Request structural feedback on your writing:

How could I reorder the content of this teaching statement to make it flow more smoothly?

Get Suggestions on Content Placement

Ask the GenAI for suggestions on where to include desired content in your statement:

I want to make clear in this teaching statement that I care about (*content*). Where might I add that to the teaching statement?

Prompt the AI to Ask You Questions When You Get Stuck

Not even sure where to start writing? Ask the GenAI to ask you questions to help you brainstorm:

I am a graduate student in (*discipline*) preparing to write my reflective teaching statement for the academic job market. I don't know where to start. Ask me

(number) questions to help me generate some ideas for what to write about in my reflective teaching statement.

Request more questions:

Ask me more about (*initial question, or “my core values and beliefs about teaching and student learning”*).

Example Conversation: Generated May 2026 (conversation copied from ChatGPT)

User:

You are a music professor on a search committee for a new faculty member in Music at the University of Virginia. You are evaluating teaching statements from applicants. You receive the following teaching statement, attached. How would you describe this applicant's teaching philosophy, in a few sentences?

ChatGPT:

This applicant articulates a teaching philosophy centered on critical inquiry, intellectual risk-taking, and the cultivation of student confidence through questioning rather than the transmission of fixed answers. Drawing on Baldwin, they emphasize education as a process of interrogating power structures—especially around race, culture, and history—and consistently connect historical materials to contemporary issues to make learning relevant and transformative.

Pedagogically, they foreground an interdisciplinary, discussion-driven classroom that uses popular music and cultural artifacts to engage students while encouraging them to challenge assumptions and apply analytical frameworks (e.g., critical race analysis) to everyday culture. They position themselves less as an authority than as a collaborative learner, prioritizing an inclusive, responsive classroom environment that supports open dialogue on difficult topics and adapts to students’ emotional and intellectual needs.

Finally, their approach to assessment and classroom practice reflects a strong commitment to inclusivity and student-centered learning, using varied assignments and emphasizing growth, engagement, and accessibility for diverse learners.

User:

How would you rate this teaching statement using the attached rubric?

ChatGPT:

Using the rubric, I would rate this teaching statement as **consistently “Excellent” across nearly all categories**, with only minor room for sharpening in assessment articulation.

1. Goals for student learning — Excellent

The candidate clearly defines goals that extend beyond content mastery to include critical thinking,

confidence, and the ability to interrogate power structures, especially around race and culture. These goals are discipline-specific (music/popular culture studies) and emphasize both intellectual and affective development.

2. Enactment of goals (teaching methods) — Excellent

This is a major strength. The statement provides **rich, concrete examples** (e.g., minstrelsy and hip-hop appropriation debates, Stone Mountain case study) and clearly explains how these methods support the stated goals. The pedagogy is deeply aligned with the discipline and shows thoughtful rationale and implementation.

3. Assessment of goals — Strong to Excellent (slight weakness)

The candidate does describe a range of assessments (participation, essays, digital humanities projects, exams) and connects them to inclusivity and different learning styles. However, the **link between assessments and specific learning goals or disciplinary priorities could be more explicitly articulated**, which keeps this just shy of unequivocally excellent.

4. Inclusive learning environment — Excellent

Inclusivity is **deeply integrated throughout** rather than treated as an add-on. The candidate demonstrates sophisticated awareness of identity, power, and student experience, and provides concrete examples (e.g., facilitating discussion after the UVA assault report, designing flexible assessments). This aligns very strongly with the rubric's highest standard.

5. Structure, rhetoric, and language — Excellent

The statement is **cohesively organized around a clear theme** (Baldwin and questioning), uses vivid and discipline-specific examples, and avoids empty jargon. It is engaging, polished, and rhetorically effective.

Overall assessment:

This is a **highly compelling, top-tier teaching statement**. It demonstrates a clear, coherent philosophy; strong alignment between goals and pedagogy; and an especially impressive commitment to inclusive, critically engaged teaching. The only modest area for improvement is making the assessment strategy more explicitly tied to stated learning outcomes.

User:

The applicant wants to make clear in this teaching statement that they care about using student feedback to improve their teaching. Where could they add that to the teaching statement?

ChatGPT:

Right now, student feedback appears only at the **end of the statement** as course evaluations that validate the candidate's effectiveness. That framing shows impact, but not **how feedback informs ongoing pedagogical improvement**. To strengthen this dimension, the applicant could integrate it in a few strategic places:

1. In the assessment paragraph (best fit)

After describing varied assignments and inclusive assessment practices, they could add a sentence about **formative feedback loops**—e.g., mid-semester evaluations, informal check-ins, or iterative course adjustments. This is the most natural location because the rubric links assessment to how instructors gauge whether goals are being met.

2. In the discussion of classroom environment

When they describe adapting to the emotional needs of students (e.g., the UVA assault discussion), they could briefly note that they **solicit and respond to student input** to shape class direction and pacing. This would reinforce their responsiveness and student-centered approach.

3. Revise the final paragraph on student evaluations

Instead of only quoting praise, they could add a short transition such as:

- how they **analyze feedback critically**,
- an example of a change they made based on it, or
- how feedback informs future course design.

This would turn the section from evidence of success into evidence of **reflective teaching practice**.

Most effective strategy: combine (1) and (3)—add a forward-looking sentence about **using feedback to adjust teaching in real time** in the assessment section, and revise the conclusion to show **long-term pedagogical refinement**. This would clearly signal that feedback is not just received, but actively used.

User:

Keeping the rubric in mind, how would you advise a graduate student in psychology who is preparing to write a reflective teaching statement for the first time? They aren't sure where to start. Ask 5 questions they could consider to generate some ideas for what to write about in their reflective teaching statement.

ChatGPT:

A good way to get started is to move from abstract ideas (“I value teaching”) to specific, experience-based reflection that aligns with the rubric: goals, methods, assessment, and inclusion. Here are five questions designed to help a psychology graduate student generate that kind of material:

1. What do you want your students to *be able to do* with psychology after your course—not just what do you want them to know?
(e.g., apply research methods, evaluate evidence, understand human behavior in real-world contexts)
2. Can you describe a specific teaching moment (discussion, activity, or assignment) that worked well—or didn’t—and what it revealed about how students learn psychology?
(This helps you connect teaching methods to learning goals.)

3. How do you know whether your students are actually learning what you intend?
What assignments, exams, or activities give you meaningful evidence—and why those in particular for psychology?
4. How do you account for differences in students' backgrounds, identities, or comfort with topics like mental health, identity, or research methods?
(Think about both classroom climate and how you design learning experiences.)
5. When students give you feedback—formally or informally—how have you used it (or how would you use it) to adjust your teaching?
Can you point to a specific change you made or would make?

If they can answer these with concrete examples—even from limited teaching experience—they'll have the core building blocks of a strong, rubric-aligned teaching statement.