A rubric you can use to evaluate your own teaching philosophy

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Appropriate format (length, voice, free of jargon)	The philosophy is more than two pages, is not in 1st person, or uses excessive jargon.	Statement is appropriate length but includes substantial jargon or is not written in 1st person.	Statement is written in appropriate length and voice, and is free of technical jargon.
Logic and clarity	Paragraphs are not developed, or they lack clear transitions. Overall, the statement lacks focus.	Philosophy statement is mixed in terms of clarity, paragraph development, flow, or focus.	Paragraphs are well-developed with good transitions between them. Overall, the statement is focused and flows logically.
Specificity	Philosophy statement is presented in broad, general language and lacks specifics or anecdotal evidence.	Philosophy statement is supported by some specific language but does not include anecdotal evidence.	Philosophy statement is well-supported by specific language and anecdotal evidence.
Foundation in beliefs about teaching and learning	Philosophy statement reflects almost no examination of personal beliefs about the complexities of teaching and learning.	Philosophy statement reflects examination of personal beliefs about *either* teaching or learning without making connections.	Philosophy statement clearly reflects examination of personal beliefs about the complexities of teaching and learning.
Reflection	Philosophy statement expresses little original thought or connection to personal development.	Philosophy statement demonstrates some original thought but overall seems to lack authentic personal meaning.	Philosophy statement contains much original thought demonstrating personal development and meaningful reflection.