

TDP Reflection Rubric

CTL assesses Application and Practice reflections submitted in the TDP by means of the rubric below (it extends onto the second page of this handout). Every participant in the TDP receives written feedback from CTL on at least one submitted Application and Practice reflection.

A Pedagogy Workshop reflection rubric is also available on the TDP website, at <https://tdp.ctl.columbia.edu/progress/reflectionguidelines/>.

Application and Practice reflection rubric

	Poor engagement	Fair engagement	Good engagement	Excellent engagement
Engagement with peer feedback	Author summarizes the observation or review experience but does not provide details about the feedback they received OR does not appear open to receiving feedback	Author describes the feedback they received and appears open to feedback, but does not provide a rationale for how they will incorporate this feedback in their teaching	Author includes explicit details about the feedback they received and provides a general rationale for how they will incorporate this feedback into their teaching practice	Author analyzes the feedback they received in the context of their goals for the observation/ review and has a detailed, well- reasoned plan for incorporating feedback into their teaching practice
Evidence of change in perspective or approach to teaching	Author does not indicate (whether explicitly or implicitly) changes in perspective or approach to teaching	Author may state a change in perspective or approach to teaching (either explicitly or implicitly), but does not describe this change	Author explicitly describes a change in their perspective or approach to teaching	Author explicitly describes a change in their perspective or approach to teaching, providing reasoning and/or specific examples

	Poor engagement	Fair engagement	Good engagement	Excellent engagement
Focus on student learning / engagement	Author does not address the impact of teaching perspectives or approaches on student learning / engagement	Author addresses but does not describe the impact of teaching perspectives or approaches on student learning / engagement	Author generally describes how specific teaching perspectives or approaches impact student learning / engagement	Author describes how specific teaching perspectives or approaches impact student learning by using their own examples and/or centering the student's perspective
Length of reflection	The reflection is less than 50 words	Reflection is between 50 and 100 words	Reflection is between 100 and 200 words	Reflection is more than 200 words