

TDP Reflection Rubric

CTL assesses Pedagogy Workshop reflections submitted in the TDP by means of the rubric below. Every participant in the TDP receives written feedback from CTL on at least one submitted Pedagogy Workshop reflection.

An Application and Practice reflection rubric is also available on the TDP website, at <https://tdp.ctl.columbia.edu/progress/reflectionguidelines/>.

Pedagogy Workshop reflection rubric

	Poor engagement	Fair engagement	Good engagement	Excellent engagement
Evidence of change in perspective or approach to teaching	Author does not indicate (whether explicitly or implicitly) changes in perspectives 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
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 by using their own example or centering the student's perspective	Author describes how specific teaching perspectives or approaches impact student learning by using their own examples and centering the student's perspective
Length of reflection	The reflection is less than 100 words	Reflection is between 100 and 150 words	Reflection is between 150 and 250 words	Reflection is between 250 and 350 words