| **Reflection: Feedback on Teaching** | Considers some of the specified feedback &/or summarizes feedback, rather than reflecting critically on it. Offers few/no concrete examples. May focus only on positive feedback and may not include ideas for improvement. | Follows prompt and reflects critically on all specified feedback: peer observation, video recording, faculty mentor, and student evaluations (if applicable). Describes at least one significant observation/pattern in feedback, but may not interpret what pattern means or explain how learning will be used. Key points/patterns may not be grounded in concrete examples. Makes some mention of future development, though perhaps only cursorily. | Follows prompt and reflects critically on all specified feedback: peer observation, video recording, faculty mentor, and student evaluations (if applicable). Describes significant observations/patterns in feedback, interprets what patterns mean for teaching, and explains how feedback will be used. Key points/ patterns are grounded in concrete examples. Explains significance of these points/patterns. Includes ideas for future development. | |

Reflection: Teaching