Reflection on Teaching Feedback

One important aspect of your development as a teacher is the critical consideration of feedback you receive about your teaching. This feedback will come from a variety of sources, including your faculty mentor, your peers, and others who have observed you in the classroom. You can also provide your own feedback by observing yourself teach via video recording. The purpose of the Reflection on Teaching Feedback is to help cultivate the habit of critical reflection as a teacher by writing about the feedback you have received on your teaching thus far. The process of taking time to reflect on the feedback you have received is an important part of your development, and can provide insight to your strengths, weaknesses, and future directions for development as a teacher. Writing a reflection on your teaching feedback can also be the basis for later documents used in the faculty review process.

Guidelines

To meet this requirement, you must:

1. **Reflect critically on the feedback you have received on your teaching as part of the Certificate Program.** This feedback should include:
    a. Student evaluations (if applicable)
    b. Peer observation (if applicable)
    c. Your own observation of your teaching (teaching video recording)
    d. Mentor feedback (on your teaching video and any other teaching he/she has observed)
    e. Any other feedback you wish to consider.

2. **Write a short reflection paper (1-2 pages) that:**
    a. Describes significant observations or patterns in the feedback;
    b. Interprets what you think the patterns tell you about your teaching;
    c. Explains how you will use what you have learned from this critical reflection; and
    d. Uses concrete examples from the feedback for support of your conclusions

Questions to Consider

To stimulate your thinking, you might consider some or all of the following questions as you reflect on the feedback (you are not required to respond to these questions; they are simply to help you get started with

Additional primers include:

1. What? So what? Now what?
2. Completing these sentences (Clayton, 2013):
    a. I learned that…
    b. I learned this (through, when, by)…
    c. This learning matters because…
    d. In light of this learning I will… (set goals)