

Teaching Innovation Reflection Paper

Feedback Form for Final Version

COACH'S NAME:

PARTICIPANT'S NAME:

1. **Paper elements.** This checklist gives a quick overview if the required elements of the paper are present. Check (✓) the relevant column for each line and provide formative feedback below the table as relevant.

Criteria	Yes, fully	Yes, in part	No	N/A
Introduction				
The teaching challenge is described.				
Goals of the innovation are stated.				
Nature of innovation is described including how it remedies teaching challenge.				
Major findings are summarized.				
Body				
All relevant contextual issues are described.				
Facilitating and limiting factors are addressed.				
Theoretical concepts are explained clearly and in depth.				
Expected impact is clearly presented.				
Research design is clearly presented.				
Data collection methods are described.				
Nature of data is described (qualitative, quantitative ¹ , mixed).				
Method(s) of analysis (statistical tests, how qualitative data was analyzed) are clearly described.				
Quantitative results are presented in the appropriate manner. ²				
All results are both summarized and interpreted in the text.				
Limitations on data and results are stated.				
Results are compared against theoretical expectations.				
Conclusion				
Summary of findings is provided.				
The teacher demonstrated she/he could reflect on the positive and problematic aspects/outcomes of the innovation identifying their possible reasons.				

Comments:

2. **Writing.** This checklist gives a quick overview regarding writing, formatting, and stylistic requirements. Check (✓) the relevant column for each line and provide formative feedback below the table as relevant.

Criteria	Yes, fully	Yes, in part	No	N/A

¹ For quantitative data analysis, this includes variable description as well.

² Statistical information may be presented in figures/tables or in the text (but it is not sufficient to interpret result without providing the relevant test results in some format).

Paper avoids extensive recycling from earlier works.				
Citations for sources are provided.				
Citations consistently use the same referencing style and provide all the required information.				
Formatting requirements are kept (font, spacing, margins)				
Page numbers are added.				
A pertinent title is provided (describes content of paper, relatively short, appealing).				
The proper voice is used (first person singular).				
The proper audience is targeted.				
Writing style is clear and easy to understand.				
The paper's arguments are logical.				
Tables/figures follow formatting requirements.				
No or few typos or grammatical mistakes only.				
The paragraphs are of appropriate length.				
The approximately 2,400-word length requirement is met.				

Comments:

3. **Revisions.** This rubric is designed to provide basic feedback on the revisions made from the first draft to the final version. Check (✓) the relevant column for each line and provide formative feedback below the table as relevant.

Criteria	Yes, fully	Yes, in part	No	N/A
A revision report accompanies the paper or paper is annotated with comments about revision.				
The report or annotation reflects on major points of advice by coach feedback on 1st draft.				
Track changes is used in paper to identify revisions.				
Overall, revisions are satisfactory in light of the feedback on the first draft.				
The final version contains no major problems or mistakes.				

Comments:

4. **Manifestation of Program Goals.** In the table, check the level that matches how each listed program goal appeared in the participant's assignment (one ✓ per row), relying on the definitions of the levels (participants, see the Coach Evaluation Report in Appendix A of Student Handbook). In the comment section below the table, provide formative assessment by explaining the marking in the rubric. Where relevant, offer suggestions for improvement. Use as much space as necessary.

Program Goals	High-level	Mid-level	Low-level	None
Student-centeredness				
Reflective and critical attitude to teaching				
Use of theory				

Comments: