Statement of Teaching Philosophy
Feedback Form for First Draft

1. **Content and formatting.** This checklist gives a quick overview if the required elements, including formatting and style, 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
At least a couple of the listed issues are discussed in detail.				
Beliefs about teaching are illustrated with examples.				
Examples are relevant, illustrative, and are from the personal practice of the participant.				
The paper has an introduction, body and conclusion.				
The paper is NOT broken down into subsections with subtitles.				
Narrative is coherent and devoid of lists.				
The paper's arguments are logical.				
The paper has a good flow.				
Formatting requirements are kept (font, spacing, margins)				
The proper voice is used (personal and professional).				
The proper audience is targeted (colleagues).				
Writing style is clear and easy to understand.				
No or few typos or grammatical mistakes only.				
The approximately 600-word length requirement is met.				

Comments:

2. **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: