

# Practitioner Level Reflective Questions and Assessment Rubric



- Reflect on the process of developing a SoTL project. What have you learned about your teaching practices and/or student learning? What might you adapt or change in the future when it comes to your teaching approaches?
- How has your participation in CLT and CIRTL programming contributed to your professional development of SoTL work? (Please include reference to specific programming that you have attended and or steps in developing your SoTL project, and include reference to specific programming that you have attended and consider reflecting upon the CIRTL Core Themes: Core Themes: i) Learning-through-diversity, ii) Teaching-as-Research, iii) Learning Communities.)
- Include any artifacts of dissemination (e.g., paper draft, conference slides, workshop description).

	Met Expectations	Has Not Met Expectations	Not Present
<i>SoTL impact on practice</i>	Reflection articulates the impact of the process of SoTL on their teaching practice and student learning.	Reflection describes their SoTL process experience, but does not discuss its impact on their teaching practice or student learning.	No discussion of their SoTL process or its impact on teaching practice and student learning.
<i>Connection with professional development</i>	Reflection articulates the impact of their CLT/CIRTL experience, the SoTL process on their professional development, <b>and</b> provides examples of the sharing of their SoTL work.	Reflection articulates the impact of their CLT/CIRTL experience <b>or</b> the SoTL process on their professional development and does not provide examples of how they have shared their SoTL work.	No discussion of how their CLT/CIRTL experience or engaging in the process of SoTL has impacted their professional development.
<i>Clarity of reflection</i>	Reflections are written in a narrative form and allows the reader to fully comprehend the impact of the CLT/CIRTL program and the SoTL process on their teaching practice.	Reflections are not written in a narrative form and the impact of the CLT/CIRTL program or SoTL process on their teaching practice is difficult to understand.	Reflections are difficult to follow, and there is little to no reflection on practice incorporated.