

Table 2

The Rubric for an Action Within the Role of Instructor Construct (Blumberg, 2019)

Construct: I. Role of Instructor

Action: The instructor develops and uses challenging, reasonable, and measurable learning outcomes that foster the acquisition of appropriate knowledge, skills, or values. These learning outcomes should be consistent with the goals of the educational program.

	Rubric Quality Levels			
	<i>Uses instructor-centered approaches</i>	<i>Minimally uses learning-centered approaches</i>	<i>Mostly uses learning-centered approaches</i>	<i>Extensively uses learning-centered approaches</i>
Criteria or characteristics	Instructor: <ul style="list-style-type: none"> ○ Does not develop or not use learning outcomes OR ○ Articulates vague or inappropriate learning outcomes that <ul style="list-style-type: none"> ▪ Are not consistent with the goals of the educational program OR ▪ Do not foster the acquisition 	Instructor: <ul style="list-style-type: none"> ○ Develops challenging, reasonable, and measurable learning outcomes but these outcomes <ul style="list-style-type: none"> ▪ Are not consistent with the goals of the educational program OR 	Instructor: <ul style="list-style-type: none"> ○ Develops challenging, reasonable, and measurable learning outcomes that are consistent with the goals of the educational program and foster the acquisition of appropriate 	Instructor: <ul style="list-style-type: none"> ○ Places in the syllabus challenging, reasonable, and measurable learning outcomes that are consistent with the goals of the educational program and foster the acquisition of appropriate

	<p>of appropriate knowledge, skills, or values OR</p> <ul style="list-style-type: none"> ▪ Are not challenging, reasonable, or measurable 	<ul style="list-style-type: none"> ▪ Do not foster the acquisition of appropriate knowledge, skills, or values 	<p>knowledge, skills, or values AND</p> <ul style="list-style-type: none"> ○ Places these outcomes in the syllabus, but does not refer to them during the course 	<p>knowledge, skills, or values AND</p> <ul style="list-style-type: none"> ○ Regularly refers to them throughout the course
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Table 2 continued. Evidence for rubric scores:

List the learning outcomes for the course(s):

Evidence to support this rating (briefly summarize):

Documentation location of evidence (i.e., syllabus, assignment). Attach and notate:

Suggestions for improvement: