

Learner-Centered Rubric for Self-Assessment

#1: The role of the teacher (The teacher is not a conveyor of information; the teacher is a facilitator. It's the students who do the hard messy work of learning; they are not passive recipients of knowledge.)

Learner-Centered	Transitional	Teacher-Centered	Comments
<i>Description: In the classroom, I do not simply convey information; I facilitate significant learning experiences in which the students engage in the authentic work of the discipline and learn the information for themselves.</i>	<i>Description: There is a mix of lecture and student engagement.</i>	<i>Description: I do the vast majority of talking, summarizing, and analyzing.</i>	
1. For the majority of the class session, I act as a resource person (giving constructive feedback, eliciting different approaches, encouraging repeated attempts, etc.), working to support and enhance student investigations.	1. Occasionally during the class session, I act as a resource person, working to support and enhance student investigations.	1. I do not act as a resource person during class or work to support and enhance student investigations.	
2. I expect students to generate examples, review material, solve problems, lead discussions, critically analyze information, etc.	2. There are opportunities for the students to generate examples, review material, solve problems, etc., but these opportunities are limited or the purpose of the activities is not clearly connected to course material.	2. The class session consists predominantly of me conveying information; students watch while I work.	
3. I welcome questions and make an effort to redirect them to the rest of the class so that other students answer questions rather than the teacher.	3. I welcome questions, but questions are mostly answered by me rather than other students.	3. Questions from students may be entertained to a limited degree.	
4. I ensure that the tasks students do in class are challenging.	4. I ensure that the tasks students do in class are moderately challenging.	4. I don't provide any opportunities for students to engage in challenging tasks. Alternately, the tasks I provided are not very challenging.	

Based on Nova Southeastern University based on Weimer, 2013.



#2: The balance of power (The students have opportunities to influence the learning process.)

Learner-Centered	Transitional	Teacher-Centered	Comments
<i>Description: My students have frequent opportunities to influence the learning that occurs in the classroom.</i>	<i>Description: My students have some opportunities to influence the class.</i>	<i>Description: My students have no influence over the class.</i>	
5. Student questions and comments often influence the focus and direction of learning/instruction.	5. Student questions and comments are encouraged and answered, but those questions/comments do not influence the focus and direction of the class or prompt the teacher to change the current focus.	5. Student questions and comments are rare.	
6. Students have frequent opportunities to provide feedback about the pace, structure and content of the course.	6. Students have some opportunities to provide feedback about the pace, structure and content of the course.	6. Students have few opportunities to provide feedback about the pace, structure and content of the course.	
7. There is a high proportion of student talk related to content, and a significant amount of it occurs between and among students.	7. There is a high proportion of student talk related to content but usually between teacher and student.	7. There is very little student talk related to content; the teacher does most or all of the talking.	

Based on Nova Southeastern University based on Weimer, 2013.



#3: The function of content (Instead of my “covering” the material, the students develop learning skills and learn how to think, act and perform like those in the discipline.)

Learner-Centered	Transitional	Teacher-Centered	Comments
<i>Description: I design activities that pair course content and the learning skills students will need when they think, act, and perform like those in the discipline.</i>	<i>Description: I design some activities that pair course content and the learning skills students will need when they think, act, and perform like those in the discipline.</i>	<i>Description: I cover content in a way that does not promote students thinking, acting, and performing like professionals in the discipline. Learning skills are not developed by the students.</i>	
8. There is evidence that I help students learn how to ask good questions, how to read effectively, how to critically analyze information, how to write, how to study, how to summarize information, how to work effectively in groups.	8. There is some evidence that I help students learn how to ask good questions, how to read effectively, how to critically analyze information, how to write, how to study, how to summarize information, how to work effectively in groups.	8. There is no evidence that I help students learn how to ask good questions, how to read effectively, how to critically analyze information, how to write, how to study, how to summarize information, how to work effectively in groups.	
9. The tasks that students do in class seem to reinforce skill development (e.g., students need to read effectively in order to solve problems or analyze case studies in class; they need to work effectively in groups in order to be successful in the class).	9. Some of the tasks that students do in class reinforce skill development (e.g., students need to read effectively in order to solve problems or analyze case studies in class; they need to work effectively in groups in order to be successful in the class).	9. The students do no tasks in class that reinforce skill development; I am primarily covering content.	
10. Content is utilized in such a way as to provide opportunities for students to think like professionals in the discipline.	10. Content is utilized in such a way as to provide some opportunity for students to think like professionals in the discipline.	10. Content is not utilized in such a way as to help students think like professionals in the discipline.	

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#4: Student responsibility for learning (My role is to be approachable, caring, consistent, and to make sure students understand their responsibility and the consequences when they fail to live up to that responsibility.)

Learner-Centered	Transitional	Teacher-Centered	Comments
<i>Description: The classroom atmosphere is such that students understand they are responsible for their own learning and there exists a warm classroom climate.</i>	<i>Description: I do a relatively good job of ensuring that students understand they are responsible for their own learning. There exists a somewhat warm classroom climate.</i>	<i>Description: There is little to no evidence that students understand they are responsible for learning. The classroom climate is not warm.</i>	
11. Students are expected to have prepared before class and there is evidence that the majority in fact have actually prepared (e.g., they are able to answer questions about the prior information, they can apply the prior information to new situations, they ask questions that show that they've prepared beforehand).	11. Although students are expected to have prepared before class, many have not and there are no consequences.	11. There is little to no evidence that students were supposed to prepare anything for the class session.	
12. I am patient and caring. I know all or most students by name. The teacher listens carefully to students. I treat students fairly and consistently (in other words, no one gets "special treatment," there is consistency between what I say and what I do).	12. I am mostly caring, but there may be a few issues, such as some students getting special treatment, not knowing several students' names, occasionally seeming to not listen carefully to students, showing impatience occasionally. Alternately, although I am patient and caring, I interact so little with students that it is difficult to evaluate other dimensions like the extent to which the teacher listens carefully, knows all of the students' names, etc.	12. I do not exhibit patience or a caring attitude. I know very few or no students' names.	
13. All or almost all students put effort into the class (e.g., they arrive on time, they're not on their computers or cell phones during the class, they participate in class when asked). If some students choose not to put in effort, I am aware and take action to engage them.	13. The majority of students put effort into the class (e.g., they arrive on time, they're not on their computers or cell phones during the class, they participate in class). However, when they fail to put effort in, there are no consequences (I do not notice or I ignore the behavior).	13. The majority of students are not paying attention or putting effort into the class (e.g., many students are late, they're on computers, etc.). There are no consequences for this behavior.	
14. Expectations are high, and students appear to respond positively. The students support each other in achieving those high expectations.	14. Expectations are neither high nor low. OR, expectations are high and some students respond positively whereas others appear to be frustrated and struggling.	14. Expectations are low. OR, expectations are high and students respond negatively.	
15. There is a positive climate in the classroom (e.g., mutual respect, good rapport between the students and me and among the students, students listen to each other and respond to each other respectfully).	15. There is an average climate in the classroom. For example, the students are polite, but they don't seem to listen or respond to each other. Alternately, there is little opportunity to judge the climate because there is little interaction in the class.	15. There is a negative climate in the classroom. For example, students may be openly hostile to each other or to me. Students pay attention to me but tune out when other students talk. Students "clockwatch" in the classroom.	

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#5: The learning potential in assessments (Evaluation is more than just getting a grade; it promotes learning. Self-assessment and peer assessment are promoted.)

Learner-Centered	Transitional	Teacher-Centered	Comments
<i>Description: I use assessments to promote learning in creative ways.</i>	<i>Description: There is some effort to use assessments to promote learning but there are missed opportunities as well.</i>	<i>Description: The learning potential in assessment is ignored.</i>	
16. Students have opportunities for self-assessment/reflection (e.g., reflection minute papers, reflection about assignments, reflection connecting material in class to the students' personal lives, asking questions such as "How do you know you're correct?").	16. There is some opportunity for self-assessment/ reflection in the class.	16. There is no self-assessment or reflection.	
17. There is student peer assessment during the class (e.g., I use questions such as asking for one student to restate and comment on another student's answer, the students evaluate each others' work.).	17. There is some evidence of peer assessment during the class.	17. The teacher is the only one assessing work (for example, the teacher tells the students when they are correct or incorrect).	
18. I use various formative assessment techniques during class (e.g., ticket out the door, clickers, group work) and act on those assessments to improve student learning and move the class forward.	18. I use some formative assessments (e.g., clickers, worksheets, asking questions, etc.), but it's not clear that these assessments improve student learning or move the class forward.	18. There is no use of formative assessments.	
19. I emphasize the importance of learning and understanding the material (not for points or grades).	19. I put some emphasis on the importance of learning and understanding the material, but also place some emphasis on grades (e.g., I say things like, "You'll need this for the test," "You need this information to get points on the assignment").	19. I and my students are focused primarily on grades (e.g., "Will this be on the test?"; I say things like, "You'll need this for the test," "You need this information to get points on the assignment").	
20. I use summative assessment as a means of providing specific feedback on student learning. Students can apply what they learned from that feedback to future situations.	20. I sometimes use summative assessment as a means of providing specific feedback on student learning. Students can occasionally apply what they learned from that feedback	20. I rarely provide specific feedback on summative assessment beyond a grade.	

For each of the 20 categories, circle the description that best matches the way you feel about your instruction. Add up each column and multiply the sum by 2 for learner-centered, 1 for transitional, and 0 for teacher-centered. Then add up the total score.

<u>Score</u>	<u>Type of Class</u>
0-14	Teacher-centered
15-24	Transitional
25-40	Learner-centered

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