Educational System Guidelines
Organizational Unit Tier

The following guidelines are intended to aid in the continual improvement of educational systems. The underlying framework for these guidelines asserts that there are at least three tiers that impact student learning and development: 1) Learners, 2) Courses-Instructors, and 3) the Educational Organization in part or as a whole. As it is used herein, "organization" means either specific organizational units (e.g., programs, departments, divisions, colleges, etc.) or the organization in its entirety. In order to improve the quality of education, we must work with each of these three tiers and a series of guidelines have therefore been developed for them. These guidelines may be used for such endeavors as developing objectives for educational development interventions, conducting system-wide assessments, providing feedback to specific entities within the institution, et cetera. There are detailed explanations that accompany these.

The particular guidelines below focus on the organization in relation to current evidence-based educational literature. Overall, the general assertion is that the higher the Level of Development that an organizational system has for each of the guidelines below, the greater the likelihood of improved student learning and development. These guidelines are therefore intended to provide insights into the areas that educational/faculty developers can focus on with educational institutions as we work to have a positive influence on learners and the systems that impact their learning and development.

If this form is being is used assess a specific department, division, college, etc., please note the following information:

Organizational area(s) being considered: _____

Date: _____   **Reviewer(s)**: _____

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Feedback Table - *Objectives*

Guideline	Levels of Development			N/O	Suggested Educated Citizen Focus Area(s)
	Level 3	Level 2	Level 1		
1) Organization ensures that instructors and learners adequately utilize objectives to guide learning and development (Core Guideline)	☐ The organization works to **foster a culture** where instructors and learners **collaborate in developing personalized learning objectives** that align with accreditation, institutional, and/or discipline-specific standards and are relevant for learners' professional, civic, and/or personal life. ☐ The organization provides support to instructors and learners on how to ensure that learners are able to **articulate how the activities in courses relate to these** personalized objectives.	☐ The organization **provides the support** instructors and learners need to better **understand the relevancy of learning objectives** for learners' professional, civic, and/or personal life.	☐ The organization **ensures that learners and instructors are aware of accreditation, institutional, and/or discipline-specific standards** that can be used to develop measurable learning objectives.	☐	*Instructor Foci*: -Communication -Intercultural Competency *Learner Foci*: (see Learner Tier) -Critical Thinking
General Comments/Recommendations: [Be sure to include concrete details to support your statements. Following best practices for feedback, comments should be: a) positive; b) related to specific criteria above, and c) provide suggestions for how to improve (even for Level 3 development).]					

N/O – Not Observed; KSAs* - Knowledge, Skills, and/or Attitudes;

Feedback Table - *Assessments*

Guideline	Levels of Development			N/O	Suggested Educated Citizen Focus Area(s)
	Level 3	Level 2	Level 1		
1) The organization supports instructors and learners in utilizing varied assessments to support learning and development (Core Guideline)	□ The organization empowers instructors and learners to **work collaboratively to select and analyze a variety of assessments** that will help them to better understand what is influencing learner progress. □ The organization supports instructors and learners to then **use this data to help scaffold** individual learner development towards learning objectives.	□ The organization helps instructors and learners to **use assessment information to modify their teaching/ study strategies in real-time** as courses unfold to better support learner progress in their courses.	□ The organization provides training and support to instructors and learners on how to **use multiple types of assessments to draw conclusions** about learner progress towards learning objectives.	□	*Instructor Foci*: -Critical Thinking -Holism *Learner Foci*: (see Learner Tier) -Critical Thinking -Holism
2) The organization cultivates a teaching and learning environment where quality feedback is used by instructors and learners to continually improve learner competencies and foster self-regulated learning skills (Core Guideline)	□ Extending Level 2, the organization cultivates an environment where instructors and learners work together to **build self-regulated learning skills**, helping learners to use feedback to reflect on their own performance and to then **develop and apply concrete strategies for how they will continue to improve** their progress towards learning goals.	□ Building on Level 1, the organization supports learners and instructors in **developing learning experiences** that will help learners to **apply this feedback** and thereby improve their competencies.	□ The organization empowers instructors and learners to **use assessment feedback that identifies strengths and weaknesses in learner performance and offers positive and concrete suggestions** for how learners can improve their achievements **using objective-generated criteria**.	□	*Instructor Foci*: -Communication *Learner Foci*: (see Learner Tier) -Critical Thinking -Holism

Guideline	Levels of Development			N/O	Suggested Educated Citizen Focus Area(s)
	Level 3	Level 2	Level 1		
3) The organization intentionally works to ensure that assessments are utilized in accordance with evidence-based recommendations and, whenever possible, their reliability and validity is established	☐ The organization proactively empowers a culture of **collaboration to help learners and instructors engage in Level 1 & 2 activities**.	☐ The organization works with learners and instructors to **minimize bias** for specific evidence-based assessments and to **establish their validity and reliability** in helping to improve learning and development.	☐ The organization **provides ongoing training to instructors and learners on evidence-based practices** in developing, implementing, interpreting, and applying specific assessments to improve learning.	☐	*Instructor Foci*: -Critical Thinking -Intercultural Competency *Learner Foci*: (see Learner Tier) -Critical Thinking
4) The organization supports the use of self- and peer-assessments to improve learning and development	☐ The organization intentionally fosters a culture where **instructors and learners work collaboratively to generate assessment criteria**. The organization then helps them to **apply these criteria to self- and/or peer-assessments** to improve learning and development.	☐ Building on Level 1, the organization **provides support to instructors and learners to help them to apply the results of self- and/or peer-assessments** in order to increase student achievement.	☐ The organization **provides instructors and learners with training to be able to use assessment criteria** as the basis for self- and/or peer-assessments.	☐	*Instructor Foci*: -Critical Thinking -Communication *Learner Foci*: (see Learner Tier) -Critical Thinking
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Feedback Table - *Activities, Organization, & Resources*

Guideline	Levels of Development			N/O	Suggested [Educated Citizen](#) Focus Area(s)
	Level 3	Level 2	Level 1		
1) The organization intentionally supports learner-learner interactions to support learning and development (Core Guideline)	☐ Building on Level 2, the organization provides training to instructors and learners so that **long-term group projects/activities** require groups to collaborate in substantive ways (e.g., **decision-making, exploration, invention, etc**.) in relation to relevant KSAs*.	☐ The organization helps learners and instructors to cultivate an environment where students learn about **each other's** diverse **perspectives**, **critically reflect** on these, and/or **help one another** to engage with relevant KSAs* more extensively.	☐ The organization provides education for learners and instructors to know how to intentionally **develop simple interactions among learners** to support learning and development.	☐	*Instructor Foci*: -Intercultural Competency *Learner Foci*: (see Learner Tier) -Intercultural Competency -Communication
2) The organization provides support that helps learners and instructors to use higher order thinking to improve learning and development (Core Guideline)	☐ The organization **helps learners and instructors to collaboratively design and implement higher order learning experiences** that are aligned with learning objectives, result in a variety of outcomes and artifacts, and that build on learners' interests and backgrounds.	☐ The organization **provides support for more complex higher order thinking skills** (e.g., synthesizing, creating, innovating, etc.) and/or **encourages learners and instructors to challenge assumptions** in course concepts, materials, activities, etc.	☐ The **organization helps to guide** learners and instructors in how to engage with **simpler critical thinking skills** (e.g., apply, analyze, and evaluate) for relevant course KSAs*.	☐	*Instructor Foci*: -Critical Thinking *Learner Foci*: (see Learner Tier) -Critical Thinking
3) Organization intentionally integrates relevant and interactive technologies to improve learning and development	☐ The organization supports a culture where **instructors and learners collaborate** in identifying relevant **interactive technologies** that **redefine** learning processes in significant ways. These **technologies are essential** in order to engage in the learning experiences and the organization provides training and support for **advanced technical skills**.	☐ The organization **expands the options** for learners' and instructors' responsible use of relevant **interactive technologies** to support learning. The organization provides training so that **technologies are integral to engagement** with learning as well as to help improve **intermediate technical skills** for both learners and instructors.	☐ The organization **provides opportunities** for learners and instructors to **use relevant technologies** in **simpler ways** that support but do not fundamentally change the learning processes. The organization **provides training and support for very basic technology skills**.	☐	*Instructor Foci*: -Holism *Learner Foci*: (see Learner Tier) -Holism

Guideline	Levels of Development			N/O	Suggested [Educated Citizen](#) Focus Area(s)
	Level 3	Level 2	Level 1		
4) The organization helps learners and instructors to adapt relevant KSAs* *to address real-world issues in authentic contexts*	☐ The organization **helps learners and instructors to collaboratively identify real-world problems** or issues in authentic contexts/scenarios that **require KSA* adaptations** and supports them in **carrying out plans** to directly address these issues.	☐ The organization provides training for learners and instructors on how to *adapt* **relevant KSAs* for authentic contexts/scenarios** in order to **address a given real-world problem** or issue.	☐ The organization supports opportunities that help learners and instructors to know how to **apply relevant course KSAs* in authentic contexts/scenarios** in *direct* and *unmodified* ways.	☐	*Instructor Foci*: -Holism -Civic Engagement *Learner Foci*: (see Learner Tier) -Critical Thinking -Holism -Civic Engagement
5) The organization supports learners and instructors in developing activities that consistently scaffolds learners' increasing competencies for key KSAs* (Core Guideline)	☐ The organization fosters an environment where **learners and instructors work collaboratively to identify sustained and varied pathways to the development of key KSAs*** using a range of resources, learning experiences, and ways of **demonstrating scaffolded progress** towards these KSAs*.	☐ The organization provides training to learners and instructors on developing **a variety of sequenced resources and learning experiences** that scaffolds competency in key KSAs* that are **matched to learners' experiences, needs, and interests** and allow for choice.	☐ The organization **supports learners and instructors in developing activities** that repeatedly engage key KSAs* and **scaffolds learners' growing competencies in these areas** (i.e., ensures achievement before moving on to new KSAs*).	☐	*Instructor Foci*: -Critical Thinking -Holism -Intercultural Competency *Learner Foci*: (see Learner Tier) -Critical Thinking -Holism
6) Mission-Centered Focus*: The organization works to create and sustain a learning environment that is safe, inclusive, and caring*	☐ The organization intentionally helps instructors and learners to **collaborate in developing and applying expectations** for a learning climate that includes **openness, mutual respect, and positive peer relationships**.	☐ In addition to Level 1, the organization **supports activities that require** respectful interaction, mutual support, and individual/group responsibility for the learning environment.	☐ The organization has **explicit expectations** for a safe and positive learning environment and there is **evidence of behavior** that includes respect and caring for one another.	☐	*Instructor Foci*: -Intercultural Comp. -Communication *Learner Foci*: (see Learner Tier) -Intercultural Comp. -Communication

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Feedback Table - *Teaching & Learning Theories*

Guideline	Levels of Development			N/O	Suggested Educated Citizen Focus Area(s)
	Level 3	Level 2	Level 1		
1) Organization helps learners and instructors to articulate: a) specific holistic learning theories and teaching/study strategies that they might utilize; and b) when and how these theories and strategies might apply (Core Guideline)	☐ Recognizing that students **learn and develop in diverse ways**, and building on Level 2, the organization **fosters a collaborative culture** that helps learners and instructors to develop and utilize **multiple evidence-based holistic learning theories** to help guide learning and development as well as to be **able to articulate when and how** each theory is being utilized.	☐ The organization supports learners and instructors in using **observations as well as evidence-based resources to inform and adjust** their own holistic learning theories.	☐ The organization **provides training** that helps learners and instructors to **articulate their own holistic understandings of learning and development** and **how to adjust their teaching and/or learning strategies** in light of these understandings.	☐	*Instructor Foci*: -Critical Thinking -Communication -Holism *Learner Foci*: (see Learner Tier) -Critical Thinking -Communication -Holism
2) The organization helps learners and instructors to utilize active teaching and learning strategies (Core Guideline)	☐ The organization helps learners and instructors to recognize that students **learn in diverse ways** and to therefore **collaboratively develop multiple evidence-based active teaching & learning strategies**. ☐ The organization then **empowers learners and instructors to select** personalized and active ways of engaging with relevant KSAs* and to **ensure that these varied pathways align with learning objectives**.	☐ The organization provides training to learners and instructors on utilizing one or more **evidence-based active teaching & learning strategies** and how to adapt these strategies for their current courses.	☐ The organization helps learners and instructors to **draw on specific active teaching & learning strategies and to apply these** to help improve learning and development.	☐	*Instructor Foci*: -Critical Thinking -Intercultural Competency *Learner Foci*: (see Learner Tier) -Critical Thinking

Guideline	Levels of Development			N/O	Suggested [Educated Citizen](#) Focus Area(s)
	Level 3	Level 2	Level 1		
3) Organization ensures that learners and instructors are able to demonstrate the processes/methods by which they develop their courses or learning strategies and that there is alignment among these strategies with course elements (Core Guideline)	☐ The **organization** fosters a culture where learners and instructors **collaborate with others in evidence-based design, implementation, and evaluation** of teaching/learning strategies. ☐ The organization helps to ensure **alignment** for the following **teaching/learning elements:** objectives, activities, assessments, teaching/learning strategies, learner/instructor backgrounds, and teaching/learning theories.	☐ The organization **supports learners and instructors in drawing from evidence-based literature and data** to design, implement, and evaluate teaching/learning strategies. ☐ The organization helps to ensure that there is direct **alignment among course as well as module/unit/weekly** objectives, activities, and assessments for the teaching/ learning strategies being used by learners/instructors.	☐ The organization provides training for learners and instructors in **following some process** to design, implement, and evaluate teaching/learning strategies. ☐ The organization helps to ensure **alignment** among **teaching/learning objectives, activities/ strategies, and assessments**.	☐	*Instructor Foci*: -Critical Thinking -Holism *Learner Foci*: (see Learner Tier) -Critical Thinking -Holism

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Feedback Table - *Learner Background Considerations*

Guideline	Levels of Development			N/O	Suggested [Educated Citizen](#) Focus Area(s)
	Level 3	Level 2	Level 1		
1) Organization helps leaners and instructors to adapt teaching/ learning to learners' relevant prior knowledge, interests, skills, and capabilities; The organization ensures that ADA considerations are addressed (Core Guideline)	☐ The organization fosters a culture **where learners and instructors collaborate in adapting multiple teaching/learning** goals, strategies, activities, resources, and/or assessments to build upon learners' relevant prior knowledge, interests, skills, and capabilities. ☐ The organization helps learners and instructors to **collaborate in expanding the range of ADA resources** to enable all learners to exceed high standards.	☐ The organization supports learners and instructors in using learners' relevant prior knowledge, interests, skills, and capabilities to **plan multiple learning experiences/strategies and assessments** that **allow for learner choice** in pursuing and demonstrating their achievement of learning goals. ☐ The organization helps learners and instructors to **adapt teaching/ learning strategies** and use **modified ADA resources** to **address all current learners' needs, interests, capabilities, etc**.	☐ The organization helps learners and instructors to **draw on past experiences and external resources to adjust teaching/learning strategies** to appropriately meet the diverse prior knowledge, interests, skills, and capabilities of learners. ☐ The organization provides training on how to apply **interventions, modifications, and accommodations based on ADA requirements**.	☐	*Instructor Foci*: -Critical Thinking -Intercultural Competency *Learner Foci*: (see Learner Tier) -Critical Thinking -Holism
2) Organization supports learners and instructors in being able to appropriately modify teaching/ learning strategies in light of learners' diverse cultural locations (e.g., SES, ethnicity, gender, age, etc.)	☐ The organization supports learners and instructors in **collaborating to develop** different culturally appropriate pathways to pursue learning objectives. ☐ The organization supports **collaboration with a broad range of specialists and/or community members** to address learners' cultural needs and to **integrate diverse cultural resources, practices, and perspectives** into teaching/learning.	☐ The organization provides training that helps learners and instructors to **plan multiple culturally appropriate pathways of teaching/learning experiences** and assessments that **allow for learner choice** in pursuing and demonstrating their achievement of learning objectives in light of learners' relevant cultural locations (e.g., SES, ethnicity, gender, age, etc.).	☐ The organization supports learners and instructors in accessing resources to **expand their understanding** of the SES, ethnic, gender, age, etc. differences among learners and their communities and to then **modify teaching/learning strategies** in light of this.	☐	*Instructor Foci*: -Critical Thinking -Intercultural Competency *Learner Foci*: (see Learner Tier) -Critical Thinking -Intercultural Competency

Guideline	Levels of Development			N/O	Suggested Educated Citizen Focus Area(s)
	Level 3	Level 2	Level 1		
3) Mission-Centered Focus: *Organization aids learners and instructors in engaging in diverse cultural experiences with under-represented and marginalized communities that proactively reduce biases and increase justice for these populations* (Core Guideline)	☐ The organization assists learners and instructors in pursuing learning objectives by engaging with activities that **facilitate their development of advanced intercultural and civic engagement competencies**, particularly with under-represented and marginalized communities. ☐ The organization **provides opportunities and support** for learners and instructors to **proactively work for equity and justice in solidarity** with under-represented and marginalized communities.	☐ The organization provides training to learners and instructors on developing teaching/learning strategies that **facilitate learners' direct engagement with diverse people** from **under-represented and marginalized populations**. ☐ The organization intentionally fosters a culture where learners and instructors assist one another in **exploring how their own biases can affect their perceptions and actions**, particularly as these biases relate to under-represented and marginalized communities.	☐ The **organization provides support** for learners and instructors to **engage multiple cultural perspectives and experiences** of **under-represented and marginalized communities** in the pursuit of learning objectives. ☐ The organization helps learners and instructors to **explore how their own personal biases can affect perceptions and actions**, particularly as these biases relate to under-represented and marginalized communities.	☐	*Instructor Foci*: -Civic Engagement -Intercultural Competency *Learner Foci*: (see Learner Tier) -Civic Engagement -Intercultural Competency
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Feedback Table – *Professional Development, Leadership, & Evidence-Based Practice (adapted from InTASC Standards)*

Guideline	Levels of Development			N/O	Suggested Educated Citizen Focus Area(s)
	Level 3	Level 2	Level 1		
1) Organization supports learners and instructors in their professional development opportunities related to improving discipline-specific and/or educational competencies (Core Guideline)	☐ In addition to Level 2, the organization helps **learners and instructors to collaborate with one another and/or peers** to collectively create, reflect upon, analyze, and improve **professional development opportunities** that address Levels 1 and/or 2.	☐ The organization aids learners and instructors in using personal reflections and feedback from one another, peers, and mentors to **identify areas of ongoing professional development** and participate in learning experiences that **address these identified areas of improvement**.	☐ The organization provides support for learners and instructors to engage in structured **individual and/or group professional development opportunities** that help them to stay current **with essential KSAs*** in their discipline-specific and/or educational role(s).	☐	*Instructor Foci*: -Critical Thinking -Holism *Learner Foci*: (see Learner Tier) -Critical Thinking -Holism
2) Organization empowers learners and instructors to actively participate in leadership roles and responsibilities that improve the institution's education and culture	☐ The organization intentionally mentors learners and instructors as leaders in **identifying and advocating for continuous evaluation and improvement** of the institution's vision, mission, and goals that support quality learning and development. ☐ The organization empowers learners and instructors to **actively mentor and motivate one another** to participate in institutional leadership roles.	☐ The organization provides opportunities for learners and instructors to **engage in institutional decision-making processes** with one another to identify common goals, develop strategies for pursuing these goals, and evaluate progress towards them. ☐ The organization supports learners and instructors in **actively and consistently contributing to the growth of others** through mentoring, feedback, and sharing of practice.	☐ The organization actively empowers learners and instructors to **participate in school-wide efforts** to implement a shared vision and to actively contribute to a **supportive and collaborative institutional culture**.	☐	*Instructor Foci*: -Civic Engagement -Intercultural Competency -Holism *Learner Foci*: (see Learner Tier) -Civic Engagement -Intercultural Competency -Holism

Guideline	Levels of Development			N/O	Suggested Educated Citizen Focus Area(s)
	Level 3	Level 2	Level 1		
3) Organization supports learners and instructors in conducting evidence-based practice and/or scholarly projects that improve discipline-specific competencies and/or quality education (Core Guideline)	☐ The organization supports learners and instructors in **working collaboratively** to conduct **evidence-based practice and/or scholarly** projects that have an **impact** on one's educational and/or **discipline-specific theories, practices, and/or policies** more broadly. The organization provides the resources and support that learners and instructors need in order to **disseminate the results** of these projects via presentations and/or publications.	☐ The organization empowers learners and instructors to **collaborate with one another and colleagues** to jointly **conduct evidence-based practice and/or scholarly** projects that **improve instructional** and/or **discipline-specific practices** for themselves and/or others.	☐ The organization helps learners and instructors to **improve** their discipline-specific and/or educational practices **through evidence-based practice and/or scholarly projects**.	☐	*Instructor Foci*: -Critical Thinking -Civic Engagement -Communication *Learner Foci*: (see Learner Tier) -Critical Thinking -Civic Engagement -Communication
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