Educational System Guidelines
Course-Instructor Tier
Guidelines Checklist

The following is a checklist of evidence-based educational system guidelines to help guide instructors in the development of their courses. 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. Each of the items are divided into several main categories as shown below. The list below is a summary of the guidelines that have been identified to date. There are also feedback forms that contain the more detailed levels for each guideline. We have also compile numerous statistics and citations that support each of these guidelines.

Prepared by: Eric J. Kyle

If this form is being is used for course/instructor assessment and/or feedback, please note the following information:

Course(s)/ Instructor(s) being considered: _____

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

If this form is being used for course assessment purposes, it may be used for either the class as a whole or for specific weeks, modules, units, etc. within the class. Please mark one of the following:

☐ Entire Course

☐ Week/Module/Unit Level:_____

* - Guideline is considered a "*Core Guideline*" based on the number of resources that highlight this guideline as being important as well as the effect size on student learning and development that educational research studies have documented.

Guideline	Much Evidence	Some Evidence	Little Evidence	N/A
Objectives				
1) *Objectives describe observable and measurable levels of proficiency that are aligned with accreditation, institutional, and/or discipline-specific standards	☐	☐	☐	☐

Guideline	Much Evidence	Some Evidence	Little Evidence	N/A
Assessments				
1) *The course utilizes varied assessments (e.g., formative and summative, formal and informal) to establish learners' levels of proficiencies in relation to the stated course objectives as well as to guide the course's development	☐	☐	☐	☐
2) *Feedback to learners is: a) positive, b) related to specific objectives and criteria, c) provides suggestions for how learners can continue to progress, and d) are conducted in a "timely" manner, providing learners with feedback that can be implemented in subsequent activities	☐	☐	☐	☐
3) Assessments are utilized in accordance with evidence-based recommendations and, whenever possible, their reliability and validity is established	☐	☐	☐	☐
4) When appropriate, self- and/or peer-assessments and reflections are utilized that are intended to lead to improved learning and development	☐	☐	☐	☐
Activities, Organization, & Resources (AORs)				
1) *Activities and resources intentionally foster learner-learner interactions	☐	☐	☐	☐
2) *Activities and resources help learners to progress in higher order thinking to improve learning and development	☐	☐	☐	☐
3) Course intentionally integrates relevant and interactive technologies to improve learning and development	☐	☐	☐	☐
4) The course helps learners to adapt relevant KSAs** to address real-world issues in authentic contexts	☐	☐	☐	☐
5) * The course has learners engage in activities in ways that consistently scaffolds their increasing competencies for key KSAs**	☐	☐	☐	☐
6) *Mission-Centered Focus*: The class environment is one that is experienced by learners to be safe, inclusive, and caring	☐	☐	☐	☐
Teaching & Learning Theories				
1) *Instructor is able to articulate: a) specific and holistic teaching and learning theories that they might utilize; and b) when and how these theories might apply	☐	☐	☐	☐
2) *Course utilizes active teaching and learning strategies. In particular, the following are highlighted in the literature: peer teaching/tutoring; elaboration and self-reflections; real-world projects and activities; metacognitive and study strategies; problem-based learning; workplace experiences; inquiry-based pedagogies; role-playing; modeling followed by learner practice; class discussions; concept mapping; game-based strategies	☐	☐	☐	☐

Guideline	Much Evidence	Some Evidence	Little Evidence	N/A
3) *Instructor is able to demonstrate the processes/methods by which they develop their course and there is alignment among course elements	☐	☐	☐	☐
Learner Background Considerations				
1) *Course is adapted to learners' relevant prior knowledge, interests, skills, and capabilities and ADA considerations are addressed	☐	☐	☐	☐
2) Instructor is able to appropriately modify the course in light of learners' diverse cultural locations (e.g., SES, ethnicity, gender, age, etc.)	☐	☐	☐	☐
3) *Mission-Centered Focus*: In pursuit of learning objectives, the course engages learners in diverse cultural experiences with under-represented and marginalized communities that proactively reduce biases and increase justice for these populations	☐	☐	☐	☐
Professional Development, Leadership, & Evidence-Based Practice				
1) *Instructor engages in and supports professional development opportunities related to improving their educational competencies	☐	☐	☐	☐
2) Instructor actively participates in leadership roles and responsibilities that improve the institution's education and culture	☐	☐	☐	☐
3) *Instructor conducts evidence-based practice and/or scholarly projects that improve the quality of education	☐	☐	☐	☐

KSAs** - Knowledge, Skills, and/or Attitudes

Comments, Notes: