

Educational System Guidelines
Course-Instructor Tier
Explanation Sheets

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. 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. We have also compile numerous statistics and citations that support each of these guidelines.

The more detailed explanations below are intended to provide further insights into each of the guidelines and their associated levels. A narrative description is provided along with examples that one might expect to find for each of the levels. Each guideline is separated out to have its own sheet of paper (front and back). Each sheet provides a narrative description as well as examples for each level. Overall, in addition to providing clarity, these explanations should also help to improve reliability when using the guidelines.

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Feedback Table - Objectives

1) Objectives describe observable and measurable levels of proficiency that are aligned with accreditation, institutional, and/or discipline-specific standards (Core Guideline)

Setting clear objectives is generally considered to be essential for education. Meta-analyses as well as evidence-based assessment rubrics affirm this. As a result, this **guideline highlights the importance of having both measurable objectives and communicating these** clearly to students. Both sets of criteria for this guideline have similar trends from Level 1 to Level 3 in that they both become more collaborative at higher levels. For the first criteria, the growing emphasis is on **learners taking a more proactive part in helping to develop and/or refine measurable course objectives for themselves**. For the second set of criteria, learners are tasked with **being able to articulate course objectives in ways that are more meaningful and relevant to them**. It must be noted, however, that these criteria are mutually independent. In other words, learners may be able to articulate objectives in their own words that have been provided to them by the instructor.

Levels of Development		
Level 3	Level 2	Level 1
At this level, instructors will collaboratively work with learners to further adapt given objectives to align with their own personal, professional, and/or civic goals . This might include taking a more nuanced and focused view of the current objectives and/or developing new ones altogether. This level is therefore focused on helping learners to take more ownership and responsibility in the course. As a part of these processes, instructors and students might additionally turn to community resources (such as mentors, family members, experts in the field, etc.) to help shape these learner-crafted objectives in ways that still align with accreditation, institutional, and/or program-specific outcomes. There should therefore be evidence of activities where learners create/adapt their own objectives for the course/module to better fit with their own personal, professional, and/or civic goals. Following the first criteria at this level, learners should be able to articulate	Accreditation and discipline-specific expectations are typically more global in nature and need to be adjusted for one's local context. At this level, objectives should be adapted to the backgrounds and capabilities of learners in the class and the instructor can articulate how they have adjusted the objectives in these ways and/or they are observed explaining these adjustments to learners. For example, objectives may need to be adjusted for specific cultures (such as immigrant populations), ADA learners, and/or learners who are accelerated. Instructors should therefore be able to articulate/demonstrate how they have adjusted the objectives in the course to meet the needs of the learners that they have in the current class . Also, moving beyond Level 1, a course at this level clearly demonstrates adequate and focused attention on the course/module objectives. The instructor should be observed explaining the objectives to students as well as their relevance for	The emphasis at this level is on having objectives that are observable and measurable, clearly identifying what learners will need to be able to demonstrate by the end of the course/unit as measured by course assessments. There should be clear evidence that these objectives align with accreditation, institutional, and/or program-specific outcomes . There are numerous examples of measurable objectives that are available online as well as rubrics that can help to assess the quality of objectives. In addition, while objectives in the course/modules may be present, the instructor may not spend an adequate amount of time helping learners to understand them. Overall, the concern is twofold: 1) the objectives may not have a central role in the design and implementation of the course/module, and 2) the students are not being adequately directed as to where they should focus their efforts and/or what the overall purpose of the course/module and its activities are. At this

Levels of Development		
Level 3	Level 2	Level 1
<p>course/module objectives in their own words. The emphasis here is on learners having internalized and made sense of the objectives in their own ways. There should therefore be evidence of learners being able to articulate the objectives of the course/module using terms, examples, etc. that differ significantly from the given objectives but in ways that are still congruent with them. Learners should also be able to state why they are engaging in given course activities and how these relate to the course/module objectives.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Instructor and learners collaboratively work to adapt given objectives to align with learners' personal, professional, and/or civic goals. • Course materials (e.g., syllabus, course site, emails, etc.) provide evidence that instructor and learners have collaboratively worked to adapt given objectives to align with learners' personal, professional, and/or civic goals. • Instructor can state how course/module objectives have been (or will be) collaboratively developed with learners and align with: 1) learners' personal, professional, and/or civic goals, and 2) accreditation, institutional, and/or program-specific outcomes. • Instructor collaboratively works with colleagues to modify objectives and ensure that these align with: 1) learners' personal, professional, and/or civic goals, and 2) accreditation, institutional, and/or program outcomes. 	<p>the course. Objectives should be referred to regularly throughout the course/module and they might be presented in a variety of ways (e.g., explanation, graphic organizers, etc.).</p> <p>Examples:</p> <ul style="list-style-type: none"> • Instructor is able to state how they have adjusted course/module objectives for the current learners in the course, particularly their personal, professional, and/or civic lives. • Instructor is observed explaining to learners how they have adjusted course/module objectives for the current learners in the course, particularly their personal, professional, and/or civic lives. • Course materials (e.g., syllabus, handouts, course site, announcements, emails, etc.) that explain how they have or will adjust course/module objectives for the current learners in the course, particularly their personal, professional, and/or civic lives. • Learners are able to state what the course/module objectives are. • Learners are able to state the relevance of course/module objectives for their personal, professional, and/or civic lives. 	<p>level, then, the objectives should be present but are not observed as being given a central role/emphasis in the course/unit. Regardless, the given objectives should be aligned with accreditation, institutional, and/or discipline-specific standards.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Course objectives are listed in one or more of the following: syllabus, course site, presentation slides, course materials, written on the board, etc. • Source(s) of course/module objectives is clearly identified in the syllabus and/or course materials (i.e., from discipline-specific accrediting bodies, discipline-specific organizations, organization's department/division/program, textbook publisher, etc.) • Instructor is able to state what the source(s) of course/module objectives are (i.e., from discipline-specific accrediting bodies, discipline-specific organizations, organization's department/division/program, textbook publisher, etc.) • Instructor generally refers to the objectives by having them on presentation slides, discussing them in general ways, etc.

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

Feedback Table - 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. (Core Guideline)

Using assessments is central to education. In the course, following this guideline, assessments should play a central role in at least two ways. First, multiple assessments and types of assessment should be used to help ensure that learner proficiencies are being more accurately measured. Each type of assessment (e.g., exams, research papers, portfolios, etc.) is inherently limited in the kinds of information that it can give and using **multiple types of assessments helps to provide a more robust picture of learners' actual capabilities** in relation to course concepts/skills as defined by the objectives. Secondly, **assessment data should be used to continually modify course elements** (e.g., objectives, activities, resources, etc.) to better meet the needs and performances of current learners. Overall, the trend for this guideline is from individual to collaborative analyses and from being instructor-driven to learner-generated assessments.

Levels of Development		
Level 3	Level 2	Level 1
Level 3 continues with the work of Levels 1 and 2, only now the instructor is observed to be working with learners and colleagues on many of these tasks. In addition to the previous levels, the instructor continually works with learners to expand upon the range of assessments that are utilized as well as to analyze the data that is collected from these assessments. The instructor and learners are also observed working together to decide how learners can continue to improve in relation to course knowledge, skills, and/or attitudes based upon assessment data. Being more collaborative, the culture of Level 3 classes for this guideline are characteristically different from the previous levels as the instructor works directly with students to identify and analyze assessments as well as to modify course elements in light of this assessment data.	At this level, similar kinds of processes are present as with Level 1: gathering and analyzing data by utilizing multiple types of assessment. However, at this level, the instructor will additionally be observed working to further improve the quality and effectiveness of the course for their learners as the course unfolds. The emphasis here is on continually modifying the course in real-time based upon learner performance on assessment data. At this level, course elements (e.g., activities, materials, assessments, etc.) are more fluid as the instructor adjusts these in an effort to further maximize student learning and development as learners are working through the course/modules. Examples: <ul style="list-style-type: none"> Instructor is observed using assessment data to modify course/module activities and/or resources in real-time as their course unfolds. 	At this most basic level, the instructor will work individually to gather and analyze assessment data . The instructor should be able identify the multiple types of assessment that they are gathering, whether these assessments are formal (e.g., exams, papers, etc.) or informal (e.g., observations, passing conversations with students, emails/correspondence, etc.). Instructors might also use data from previous experiences in teaching the course to inform their ongoing reflections and revisions to the course. Examples: <ul style="list-style-type: none"> Instructor is observed using two or more assessments (formal and/or informal) to assess learners' competencies in relation to specific module/unit knowledge, skills, and/or attitudes. Course materials (e.g., syllabus, handouts, course site, announcements, emails, etc.)

Levels of Development		
Level 3	Level 2	Level 1
<p>Examples:</p> <ul style="list-style-type: none"> • Instructor and learners are observed working together to select, analyze, and/or develop strategies, plans, etc. for how learners can continue to improve based upon assessment data that has been gathered to date. • Instructor is observed working with colleagues to select, analyze, and/or develop strategies, plans, etc. for how learners can continue to improve based upon assessment data that has been gathered to date. • The syllabus, course site, and/or other course materials have evidence of instructors and learners working together to select, analyze, and/or develop strategies, plans, etc. for how learners can continue to improve based upon assessment data that has been gathered to date. • Instructors, colleagues, and/or students are able to state how they have worked with one another to select, analyze, and/or develop strategies, plans, etc. for how learners can continue to improve based upon assessment data that has been gathered to date. 	<ul style="list-style-type: none"> • Instructor is able to state how they are using assessment data to modify course/module activities and/or resources. • Course materials are observed being updated in response to course assessments. • The course site is observed to be updated in response to course assessments. • Course announcements state that course resources and/or activities have been modified as a result of student performance on assessments. 	<p>demonstrate that the course uses 2 or more assessments to assess learners' competencies in relation to specific module/unit knowledge, skills, and/or attitudes.</p> <ul style="list-style-type: none"> • The instructor can identify two or more assessments (formal and/or informal) that they are using to assess learners' competencies in relation to specific module/unit knowledge, skills, and/or attitudes. • Learners can identify two or more assessments that were used to assess their competencies in relation to specific module/unit knowledge, skills, and/or attitudes.

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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. (Core Guideline)

Numerous studies continue to show that learners benefit from detailed feedback that aids them in better knowing where and how they can continue to improve in the course. As this guideline clearly states, this feedback should be directly related to the course/module objectives and it **should be provided to learners close enough to the completion of the assignment so that they can implement the feedback on similar and subsequent activities**. It should also be **chronologically close** enough to the assignment’s completion such that it is **still relatively memorable and meaningful** to learners (e.g., within about a week’s time or before moving onto to other major course/module concepts, skills, etc.). Overall, the trend for this guideline is from the instructor simply providing effective feedback to their working with learners to help them identify strategies that will improve their performance in the course.

Levels of Development		
Level 3	Level 2	Level 1
<p>Further building upon Level 2, at this level instructors will work with learners to help them to identify and utilize strategies that will help them to improve their learning and development based upon the feedback that they have been provided. This level is more collaborative as well as self-directed as students are guided in reflecting on their performance in relation to the feedback that has been provided as well as in determining steps that learners might take to improve. Level 3 is therefore be more collaborative between the instructor and learners as they work to find more effective strategies for improvement in light of the specific feedback that has been provided. This level is intended to not only improve student learning and development in relation to key course concepts/skills but to also build metacognitive, critical thinking, and problem solving skills.</p> <p>Examples:</p> <ul style="list-style-type: none"> Instructor is observed empowering students to review feedback that has been provided and to 	<p>Following the previous level, Level 2 for this guideline continues to provide very detailed feedback to learners. However, the course also has activities that help students to act on the feedback and work to further improve their competencies in relation to relevant concepts/skills. Examples might include revising a draft of a paper, allowing students to research correct answers to exam questions that they have missed, and further practicing and/or re-taking a skills test. This level is therefore distinguished by activities that explicitly empower students to act on the suggestions that have been made for how they can improve their performance.</p> <p>Examples:</p> <ul style="list-style-type: none"> Students are observed completing an activity that has them apply the instructor feedback that they received previously. Assessments data (formal and/or informal) shows evidence of students being required to 	<p>Level 1 involves the instructor following the details given for this guideline. Feedback is not negative, deconstructive, or judgmental, but rather encouraging and positively framed. This feedback also continually compares specific portions of student work to the course/module/assignment objectives noting where the work is being done well in relation to these objectives as well as where adjustments and improvements may be needed. Finally, instructor feedback should also provide suggestions and strategies for how the learner can improve on subsequent activities. Overall, learners should be able to act on this feedback in ways that are better than before they received the feedback.</p> <p>Examples:</p> <ul style="list-style-type: none"> Instructor is observed to be verbally providing students with timely, detailed, and constructive feedback.

Levels of Development		
Level 3	Level 2	Level 1
<p>develop concrete plans for how to continue to improve in the class.</p> <ul style="list-style-type: none"> Students complete an assignment where they have to review feedback that has been provided by the instructor and to then develop a concrete plan for how they will use this feedback to continue to improve in the class. Students are able to state how they have been guided by the instructor(s) to use feedback that has been provided by the instructor(s) to modify their study strategies to continue to improve in the class. Course materials (e.g., course site, syllabus, handouts, etc.) have directions that guide students in using feedback that has been provided by the instructor and to develop concrete plans for how to continue to improve in the class. Students are then required to follow these directions for one or more assignments. 	<p>complete an assignment where they had to apply instructor feedback.</p> <ul style="list-style-type: none"> Instructor can state how they have had students apply feedback that they have provided on previous assignments to subsequent assignments. Learners can state how they have applied feedback that they have received on previous assignments to subsequent assignments. Course materials and/or site (e.g., syllabus, discussion boards, drop boxes, etc.) state how students are and/or will be required to complete an assignment where they have to apply instructor feedback on previous assignments to subsequent assignments. 	<ul style="list-style-type: none"> Instructor is able to state when and how they have provided students with timely, detailed, and constructive feedback. Students are able to state when and how they have received timely, detailed, and constructive feedback from the instructor. Course assessment data (formal and/or informal) show evidence of the instructor providing students with timely, detailed, and constructive feedback. Course site (e.g., discussion boards, announcements, etc.) show evidence of the instructor providing students with timely, detailed, and constructive feedback. Course materials (e.g., handouts, course presentation slides, etc.) show evidence of the instructor providing students with timely, detailed, and constructive feedback.

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

3) Assessments are utilized in accordance with evidence-based recommendations and, whenever possible, their reliability and validity is established.

Clearly, assessments are a necessary and integral part of any course and there are numerous kinds of assessments that one can use. It is therefore imperative, with so many possibilities, that a **course utilize assessments that are most appropriate for its content, learners, institutional setting, etc.** Overall, course assessments should be used in accordance with evidence-based recommendations and instructors should consistently collaborate with others to **reduce bias and establish the validity and reliability** of these assessments to help ensure that the information gleaned from these assessments is providing the kinds of insights that instructors need in order to make decisions related to course design and student achievement.

Levels of Development		
Level 3	Level 2	Level 1
<p>Building upon the previous levels, at Level 3 the instructor proactively works with learners and/or others to improve evidence-based assessments in their course in terms of their reliability, validity, and non-bias. Such collaboration should focus on analyzing assessment data as well as adapting the assessments so that they provide greater congruence with the evidence-based recommendations. In addition, the instructor should work individually and/or with others to continually modify the assessments as a result of the gathered data.</p> <p>Examples:</p> <ul style="list-style-type: none"> The instructor is observed working with students to review assessment data and collaboratively determine if the assessments are reflective of students' actual abilities (e.g., verify assessment validity). The instructor is observed working with students to choose, use, and reflect on the results of specific evidence-based assessments. 	<p>Across the class, as well as across multiple offerings of the course, the instructor should work to establish the reliability and validity of the evidence-based assessments that they are using in the course. Assessment data is useless at best and misleading at worst if the assessments are unreliable and/or invalid. Furthermore, there should be evidence that the instructor has and continues to conduct bias analyses on their assessments to help ensure that one group of students (based on age, gender, SES, ethnicity, etc.) is not consistently and unjustifiably outperforming other groupings of students.</p> <p>Examples:</p> <ul style="list-style-type: none"> The instructor can state how they have reviewed assessment data to determine if the assessments are reflective of students' actual abilities (e.g., verify assessment validity). The instructor invites others to assess student achievement on one or more course assignments and reliability/validity 	<p>At this level, instructors should be able to identify and/or be observed using evidence-based recommendations that they are relying on to help guide the design and implementation of the assessments being used in their course. They should also be able to articulate how they are interpreting assessment results as well as how these interpretations align with the evidence-based recommendations that they are drawing from.</p> <p>Examples:</p> <ul style="list-style-type: none"> Instructor is observed using an evidence-based assessment strategy (e.g., team-based learning, rubrics that have been validated by others, etc.). Course materials (e.g., course site, syllabus, handouts, etc.) show evidence of the use of an evidence-based assessment strategy (e.g., team-based learning, rubrics that have been validated by others, etc.). The instructor is able to articulate which evidence-based assessment strategy they are utilizing.

Levels of Development		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> The instructor is observed working with colleagues to reflect on assessment data to collaboratively decide how to use these results to help improve student achievement in the course. Instructor and/or their peer(s) can show evidence that they worked together to develop reliable, validated, and/or non-biased assessments. Course materials (e.g., course site, handouts, presentation slides, announcements, etc.) show evidence of the instructor(s) and students working collaboratively to develop, implement, and/or analyze assessments that align with evidence-based standards. 	<p>are established based upon these multiple assessments.</p> <ul style="list-style-type: none"> Instructor is able to articulate the process(es) by which they have validated and established the reliability of their assessment strategies. Assessment results do not show evidence of similar student performance receiving significantly different assessment scores (e.g., check for biases and/or lack of reliability). Instructor selects assessments to use in the course that have already been found to be reliable and valid for similar populations. 	<ul style="list-style-type: none"> The instructor can identify specific evidence-based literature to support the assessments that they are using in their course (e.g., literature on writing good multiple-choice questions, processes for developing higher quality rubrics, etc.) Assessments and assessment data are observed to align with specific evidence-based best practices (e.g., discrimination indices on multiple choice questions are within acceptable limits, rubrics used in the course align with best practices, etc.).

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

4) When appropriate, self- and/or peer-assessments and reflections are utilized that are intended to lead to improved learning and development.

Across many of the guidelines, there is a distinct emphasis on collaborative approaches to course development. In alignment with these aims, self- and peer-assessments can be a central part of one's courses. The **primary purposes** of these kinds of assessments are to help learners not only to continue to progress in relation to course concepts/skills but also to **take more responsibility for their own and one another's learning and development**. These kinds of assessments are also intended to foster deeper learning by having students engage more directly in their educational processes. Self- and peer-feedback should follow the other Assessment guidelines given above. Overall, the trend for these levels is from more instructor-centered and structured assessment activities towards more self-directed and learner-driven improvements across the course.

Levels of Development		
Level 3	Level 2	Level 1
<p>At this level, there will be evidence of the instructor working with learners to generate self/peer-assessment criteria. The primary shift, then, is from instructor-driven criteria at previous levels to collaboratively-generated assessment criteria at this level. In addition, similar to Guideline #2 for this area, classes at this level will require students to reflect on self/peer-assessment outcomes, develop plans/strategies to improve, and then implement these plans. Level 3 therefore extends the work of Level 2 by more explicitly engaging students in reflecting on, learning from, and responding to self- and/or peer-assessments. These kinds of assessments are therefore intended to help increase students' self-regulated learning skills as they reflect more deeply on what a course assignment requires, work to complete and assess the assignment for themselves and/or one another, and finally work to improve their performance on similar and subsequent assignments. In courses at this level, instructors can be observed to work with learners to identify more effective learning strategies that will help them to continue to improve in the course.</p>	<p>Level 2 is similar to the previous level in that students will utilize criteria to complete self- and peer-assessments to improve and deepen their learning and development. Courses at this level, however, will then intentionally have students use the results of these assessments. An example might include revising a draft of a paper that has been self-assessed or improving their discussion board posts based on replies they have received from peers. This level is therefore distinguished by activities that explicitly empower students to act on the suggestions that have been gathered from self/peer-assessments.</p> <p>Examples:</p> <ul style="list-style-type: none"> Students are observed completing activities that guide them in applying the results of self/peer-assessments, such as revising a draft of a paper. Course site has assignments that require students to use feedback received from peers to revise/improve their work/learning. 	<p>At this level, the instructor will provide most of the guidance for learners to engage with self- and/or peer-assessments. These kinds of assessment activities are highly structured as learners are taken, step-by-step, through these processes. A course at this level should not only have these kinds of activities but also detailed criteria (e.g., rubrics, info sheets, guidelines, etc.) which learners are instructed on how to use.</p> <p>Examples:</p> <ul style="list-style-type: none"> Instructor is observed guiding students in evaluating their own and/or one another's work using a set of guidelines that the instructor has provided. Course assignment(s) require students to use a rubric to assess their own and/or each other's work. Discussion boards and/or other course materials show evidence of students critically reflecting on their own and/or each other's work in relation to a set of standards that they have learned about in class.

Levels of Development		
Level 3	Level 2	Level 1
<p>Examples:</p> <ul style="list-style-type: none"> Students are observed working in groups to create self/peer-assessment criteria. An assignment that guides learners in developing self/peer-assessment criteria, has them apply these assessments, requires them to reflect on the results of these assessments, and then directs them to develop strategies for revisions and/or improvements. Course materials (e.g., syllabus, handouts, presentation slides, etc.) contain directions that guide students in developing, implementing, and analyzing self/peer-assessments and students are required to follow these directions and then develop strategies for increasing their competencies in the course. The instructor is observed guiding students through self-regulated learning processes (e.g., goal setting, developing learning strategies, evaluating progress, revising strategies, etc.) and requires students to engage in these via self/peer-assessments that have been collectively developed by the class. Instructor(s) and/or students are able to articulate how they have (or will) collaboratively engage in developing self/peer-assessments, analyzing the results of these, and then develop strategies to improve in the course. 	<ul style="list-style-type: none"> Course materials (e.g., syllabus, handouts, presentation slides, etc.) contain directions that guide students in applying the results of peer/self-assessments and students are required to follow these directions in the course. Instructor is able to articulate how they guide students in a step-by-step manner to use self/peer-assessment data to revise assignments, improve on exams, etc. Students are able to articulate how they have been guided by their instructor in a step-by-step manner to use self/peer-assessment data to revise assignments, improve on exams, etc. 	<ul style="list-style-type: none"> Students and/or instructor(s) can state how they engage in self- and/or peer-assessments in relation to course concepts/skills. Course utilizes teaching/learning strategies that require students to evaluate their own and/or each other's work (e.g., Team-Based Learning, Self-Regulated Learning activities, etc.).

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

Feedback Table - Activities, Organization, & Resources

1) Activities and resources intentionally foster learner-learner interactions. (Core Guideline)

Social-cultural learning theories assert that students learn as much through their interactions with one another as they do on their own. Evidence-based studies and assessment tools have confirmed the **substantial impact that learner-learner interactions have on student achievement**. This guideline therefore seeks to articulate the kinds of student interactions that different classes might have. The general trend with these levels is from simpler and more instructor-guided activities towards ones where learners are helping to determine the directions that their projects/tasks should go in. As a result, **learner-learner interactions are deeper and more intentional at higher levels** and require more complex collaboration and group work skills as well as higher order thinking.

Levels of Development		
Level 3	Level 2	Level 1
<p>This level extends beyond the previous one by requiring learners to collaboratively engage in long-term decision-making, problem solving, real world projects, etc. These kinds of activities typically require learners to engage with both one another as well as course content/skills in ways that require more responsibility. Examples of activities might include small groups completing extended service-learning projects, design projects for ill-defined problems, long-term peer assessment partnerships, and semester-long group research projects. Groups should be observed and supported in their transitions through normal group development processes (e.g., forming, norming, storming, performing, adjourning) as they engage in these activities over an extended period of time.</p> <p>Examples:</p> <ul style="list-style-type: none"> Assessment data shows clear evidence of students engaging in activities that have required them to demonstrate their abilities 	<p>This level has learners engage with one another in deeper and more intentional ways. Here, learners are encouraged to better understand the diverse perspectives that their classmates have in relation to course knowledge, skills, and/or attitudes (KSAs) and to engage with these perspectives in more critically constructive ways. Examples might include peer teaching/tutoring, small and large group debates, group problem-solving assignments, and small group analyses of case studies. Learners at this level will also be more supportive of one another's educational journey by intentionally helping each other to engage with course KSAs in deeper ways.</p> <p>Examples:</p> <ul style="list-style-type: none"> Learners are observed cooperatively engaging with course content in more critically reflective and long-term ways. Learners are observed questioning their own and one another's assumptions, exploring how/why they understand course content in 	<p>At this level, learner interactions are shorter and more superficial, requiring little more than common social skills. As a result of these kinds of interactions, learners will be learning more about one another and engaging with content/skills in simpler ways. Examples of these kinds of activities might include brief and more general class discussions, short think-pair-shares, quick game-based activities, simple role playing, and collaborative activities that do not require more than a simple engagement with course content/skills. Overall, this level is focused on having students interact in simpler ways.</p> <p>Examples:</p> <ul style="list-style-type: none"> Students are observed to work in short-term groups on simpler activities, problems, etc. related to course concepts and skills. The course site has evidence of assignments where students are required to collaborate on short-term activities.

Levels of Development		
Level 3	Level 2	Level 1
<p>to collaborate on long-term problem-solving, research, service-learning, etc. projects.</p> <ul style="list-style-type: none"> Groups are observed to transition through typical group development processes (e.g., forming, norming, storming, performing, adjourning) across the course. Students and/or instructor(s) are able to articulate and present evidence of how groups have been working together in long-term ways on projects that have required them to collaborate on activities such as service-learning projects, design projects for ill-defined problems, long-term peer assessment partnerships, and semester-long group research projects. Course materials (e.g., syllabus, handouts, course site, etc.) show clear evidence of students completing activities that have required them to demonstrate their abilities to collaborate on long-term problem-solving, research, service-learning, etc. projects. 	<p>the ways that they do, providing constructive feedback and support to one another, etc.</p> <ul style="list-style-type: none"> There is evidence of students being assigned to long-term groups where they are required to engage with course content and one another in increasingly complex ways (e.g., applying, evaluating, analyzing, etc.). The instructor is able to describe how they have designed group activities that require students to engage with course content and one another in increasingly complex ways (e.g., applying, evaluating, analyzing, etc.). Assessment data has evidence of students working in groups in ways that result in their engaging with course content and one another in increasingly complex ways (e.g., applying, evaluating, analyzing, etc.). 	<ul style="list-style-type: none"> The instructor and/or students are able to describe group-work activities that they have (or will) engaged that were of shorter duration. Assessment data shows evidence of learners working together for brief periods to complete the assessment. Groups in the class are typically formed using random selection such that members of each group only work with one another for brief periods.

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

2) Activities and resources help learners to progress in higher order thinking to improve learning and development. (Core Guideline)

Critical thinking skills are widely acknowledged to be essential competencies that students need to develop. This guideline is therefore intended to **help instructors to focus on these skills** in relation to course knowledge, skills, and/or attitudes (KSAs). The trend from Level 1 to Level 3 is from learners being **guided through simpler critical thinking activities** towards their having to use more complex higher order thinking. At the highest level, **learners take more control and initiative** in developing these kinds of activities. These increasingly complex skills may build gradually across the course or they may be engaged from the very beginning with scaffolded support being provided along the way. Overall, the goal is to help students to continue to develop in these very important capabilities.

Levels of Development		
Level 3	Level 2	Level 1
<p>Being more learner-driven, at this level the instructor collaborates with students to develop activities that engage in the higher order thinking skills described for the two previous levels. In contrast to the instructor providing structure and resources as they would at Levels 1 and 2, learners are instead guided in identifying methods, resources, theories, etc. that they might utilize themselves. As a result, learners are not only using higher order thinking skills in the activities that they are helping to develop but they are also using these skills as part of the activity development process itself. The primary focus at this level, then, is having learners take primary responsibility for the development of higher order thinking activities to support their ongoing educational journey.</p> <p>Examples:</p> <ul style="list-style-type: none"> The course requires students to identify and address an ill-defined problem in their local community. 	<p>For Level 2 courses, learners will be expected to engage with higher order thinking skills that are more synthesizing, integrative, and multi-dimensional in nature. Instructors should therefore be observed to model these kinds of thinking skills and there should be activities that require learners to actively engage in and apply them. These courses might also have learners question and critically reflect on the course itself. Here, students might question a textbook's position, the instructor might encourage students to challenge the instructor's claims, or a theory that is being presented might be analyzed for its inherent limits and/or biases. Overall, courses at this level empower students to engage in more complex higher order thinking skills in relation to course knowledge, skills, and/or attitudes (KSAs).</p> <p>Examples:</p> <ul style="list-style-type: none"> Instructor is observed facilitating small group activities that require students to use course concepts to create, innovate, design, etc. 	<p>At this level, learners are intentionally guided by the instructor in their understanding and application of more basic critical thinking skills such as evaluating information based upon given criteria, comparing and contrasting course concepts, and inductive/deductive reasoning skills. This level is therefore distinguished by: 1) the instructor providing most of the structure and resources for learners to operate within and utilize, and 2) engagement with more basic levels of critical thinking skills. Examples of this level might include students' learning basic methods of inquiry that are common for the discipline, simpler gather-organize-analyze-report projects, and having learners evaluate information based upon given criteria.</p> <p>Examples:</p> <ul style="list-style-type: none"> Instructor is observed facilitating a class discussion where students critically evaluate course knowledge/skills.

Levels of Development		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> The instructor(s) and learner(s) are observed collaborating to develop a semester-long research project that is directly related to course concepts/skills. Students are required to develop a rubric to assess a course paper and then make revisions based upon self/peer assessments using this rubric. The instructor can describe course activities where students had to develop their own inquiry-based projects/experiments. 	<ul style="list-style-type: none"> Course assignments require learners to identify and critically analyze assumptions that are inherent in course readings. Students in the class complete a semester-long project where they have to propose novel solutions to real-world problems. The instructor is observed demonstrating and explaining how to synthesize specific course knowledge and/or skills and then requires students to do likewise with different parts of the course. 	<ul style="list-style-type: none"> The course has assignments that require students to analyze a case study using concepts from the class. Students are able to state how they have applied specific skills they are learning to a real-world situation. The class has a project where students are required to compare-contrast course knowledge, skills, and/or attitudes.

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

3) Course intentionally integrates relevant and interactive technologies to improve learning and development.

The use of technology in courses can span from simpler applications to using it ways that redefine the activities that the technology is being used with. Models such as **SAMR (Substitution, Augmentation, Modification, and Redefinition)** provide further insights into these kinds of technology integration. Overall, one of the primary aims of technology integration is to help our students to gain the competencies that they will need in order to **more effectively utilize relevant technologies in their personal, civic, and/or professional lives**. Another primary aim is using these technologies in ways that genuinely help to improve student learning and development in the course. As a result, when assessing technology integration, we must consider how reliant on the technology an activity is (i.e., how easily can the activity be completed with or without the specific technology) as well as the competencies that such technology use requires.

Levels of Development		
Level 3	Level 2	Level 1
<p>The integration of technology at Level 3 is much more sophisticated than the previous two levels. In general, the activity would be very difficult to complete without the use of technology and the technology itself redefines the nature of the activity. Examples of such technology enhanced activities at this level might include online collaborative projects with communities from other parts of the nation/world, online team-based mind maps, use of intelligent tutoring systems, and immersive 3D digital simulations. Learners are also often required to develop/utilize more advanced technical skills, which are needed in order to effectively develop and/or use these kinds of technologies to improve their learning. In addition, as with other guidelines, there should be some evidence of instructors collaborating with learners in choosing and implementing these technologies and/or developing their technology skills sets.</p> <p>Examples:</p> <ul style="list-style-type: none"> The instructor(s) and students are observed working together create 	<p>For this level, technology integration is more sophisticated and requires more technical skills for learners. The learning activities themselves are modified as they rely more heavily on the technology that is being utilized. Examples might include using a spreadsheet to conduct analysis and generate charts, using interactive digital games/apps to help prepare for a test, creating a digital photo collage to illustrate important course concepts, and using online survey software to collect large samples of data. Also, learners must sometimes (but not always) have a better understanding of the technologies that they are using in order to be able to complete the activities in ways that foster deeper learning. As a result, this level may require learners to have and/or develop more sophisticated technological skills in order to be able to effectively use the technologies to further enhance their learning.</p>	<p>Level 1 technology integration in a class will typically involve more basic and supportive uses. For example, technology might be used to enable learners to track their grades, access resources, submit assignments on the learning management system (LMS), conduct simple internet searches, use email, take notes electronically, etc. Only basic technical skills (such as accessing and navigating) are required and the activities themselves are not impacted by the technology in significant ways (i.e., the activity could be completed fairly easily via non-technology ways if necessary). At this level, technology is more of a convenient “means-to-an-end” rather than being integral to the learning process itself.</p> <p>Examples:</p> <ul style="list-style-type: none"> Students are observed downloading and submitting assignments via the course learning management system (LMS). Course assignments require students to conduct an internet search to find information.

Levels of Development		
Level 3	Level 2	Level 1
<p>interactive elearning modules that they will complete.</p> <ul style="list-style-type: none"> The course site contains links to (or has embedded in it) virtual 3D software/simulations that are used to help students better understand course concepts. Students and the instructor(s) collaborate using online technologies with a school from another part of the world to complete a real-world project together. The instructor(s) and students use HTML to collaboratively create a website as part of the course. 	<p>Examples:</p> <ul style="list-style-type: none"> The course requires learners to use interactive digital games/apps to help them better learn concepts. Learners are observed submitting digital storytelling projects in place of written papers for an assignment. The instructor is observed demonstrating how learners can use a virtual patient/client to practice skills. The course site contains interactive elearning modules that students must complete. 	<ul style="list-style-type: none"> Students are observed taking notes and accessing the course site during face-to-face sessions. The course site contains discussion boards that students are required to participate in. The syllabus contains technology use expectations that encourage technology in the class but also outline the etiquette related to this use.

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

4) *The course helps learners to adapt relevant KSAs* to address real-world issues in authentic contexts.*

Preparing students to be competent co-workers and community members is central part of the mission of education. As a result, our **class should help learners to be able to apply course knowledge, skills, and/or attitudes (KSAs) in real-world situations**. Doing so will not only help with their transference of KSAs to these situations it will also aid in helping these KSAs to be more relevant and meaning to students, which is an important part of fostering deeper learning. As a course moves from Level 1 to Level 3, learners **move from more simply engaging course concepts/skills within authentic settings/scenarios towards more actively identifying and directly addressing real-world problems**. The transition is therefore twofold: 1) from instructor-driven to collaborative, and 2) from simple presence in an authentic setting/scenario towards engaging more directly with real-world issues. Overall, courses should therefore **prepare learners to be able to develop KSAs in ways that are directly related to the authentic settings** of their personal, professional, and/or civic lives.

Levels of Development		
Level 3	Level 2	Level 1
<p>Level 3, like many other guidelines, is more collaborative in nature wherein the instructor(s) and community members work with learners to identify real-world problems or issues and then engage with these within authentic contexts/scenarios. This therefore differs from Level 2, where learners are provided with a real-world issue by the instructor. However, these projects also build upon Level 2 by still requiring significant adaptations to be made to relevant KSAs. Activities for this level should include the following: 1) they are collaboratively generated by students, community members, and the instructor, and 2) require significant modifications to course KSAs. Overall, the focus for this level is therefore on learners having more collaborative responsibility and leadership with instructors and/or community partners in identifying real-world issues and then working to find effective ways of addressing these issues by adapting KSAs to their authentic contexts.</p>	<p>This level is somewhat similar to Level 1 in that course knowledge, skills, and/or attitudes (KSAs) are engaged in authentic and real-world contexts/scenarios. However, at this level learners are provided with a problem or they will engage with a real-world issue that they might be expected to find in such a context. In order to be able to address this given issue/problem, learners should also be expected to adapt key KSAs in significant ways. This requires a higher level of competency on the part of the learner compared with Level 1, where learners merely had to apply what they had learned in direct and unmodified ways. This level is therefore distinguished from the previous level by 1) having learners address real-world issues that are provided by the instructor and/or community partner(s) and 2) requires them to modify the relevant KSAs in significant ways in order to address these problems/issues.</p>	<p>Level 1 courses for this guideline seek to place learners within the authentic settings/scenarios that are most likely to apply the central course KSAs. Exposure to such diverse and real world settings is key at this level and the application of the KSAs will be direct and unmodified. This means that learners are only expected to apply the KSAs in the exactly the same way as they were taught without any kind of adaptations or modifications to the KSAs (adaptations and modifications are a Level 2 competency according to this guideline). In addition, such applications will have the primary purpose of helping the learner to better learn the concepts/skills rather than attempting to address a specific real-world problem/issue (this is a Level 2 competency). Learners in these courses therefore have the added benefit of engaging with course KSAs in similar contexts/scenarios as they will need to apply them in their professional, civic, and/or personal lives.</p>

Levels of Development		
Level 3	Level 2	Level 1
<p>Examples:</p> <ul style="list-style-type: none"> • There is evidence of students working with a community partner to conduct an asset/needs assessment and create a plan to address identified assets/needs via adapting relevant course KSAs. • Course activities include student-generated case studies that require learners to use modified versions of course KSAs in order to complete them. • The class is observed partnering with an organization to complete a Continuous Quality Improvement (CQI) project that aligns with learning objectives and results in recommendations being made to the organization. • Students complete an advocacy project that they are passionate about where they identify relevant organizations who are working on the topic and then work with these organizations to strategize and/or work towards making change. 	<p>Examples:</p> <ul style="list-style-type: none"> • Course requires students to complete a service-learning project in the community where they adapt course concepts as part of their analyses and planning. • Students are observed adapting course skills (such as healthcare skills, conflict mediation, strategic planning, web development, etc.) to help a non-profit organization. • Syllabus shows evidence of the course having highly structured internships where students are required to adapt the skills they are learning in class to these workplace settings. • The course has an assignment where learners collect and analyze data in the field in order to help address a local problem. 	<p>Examples:</p> <ul style="list-style-type: none"> • The class is observed meeting in real world settings (e.g., hospitals, public schools, community centers, etc.). • Students are observed engaging in role playing activities that mimic real-world situations. • The course has an immersion trip as part of the course that has the primary purpose of exposing students to specific contexts, but not addressing specific issues/problems in the community. • Students are observed practicing a skill in a real-world setting (e.g., taking blood pressures at a community center, learning how to collect water samples from a local creek, etc.).

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

5) The course has learners engage in activities in ways that consistently scaffolds their increasing competencies for key KSAs*. (Core Guideline)

While the other guidelines above were more focused on specific course activities, this one identifies aspects of a course's/module's overall organization and structure. All courses, according to this guideline, should minimally **guide students through their learning and development in a step-by-step manner**. Concepts and skills should build upon previous ones and the instructor should work to **ensure that students are generally competent in core knowledge, skills, and/or attitudes (KSAs) before moving on to subsequent ones**. At higher levels, instructors will **partner with learners in developing and selecting varied pathways** that support their growth in core course KSAs. These pathways should allow for learner choice and be **tailored to better match current students' diverse backgrounds**. They should also support scaffolding wherein learners' progress to more advanced KSAs is dependent upon the demonstration of predetermined levels of competency for the more basic KSAs that these advanced topics/skills are founded upon. Overall, this **guideline is therefore focused on how the course guides learners' to engage in their learning experiences**.

Levels of Development		
Level 3	Level 2	Level 1
Similar to Level 2, courses at Level 3 for this guideline allow for multiple pathways to engaging with course concepts and skills. At this level, however, learners have a more proactive role in developing these varied pathways . For example, Level 3 courses may involve learners in developing specific projects and activities, guide them in creating assessments (such as rubrics, test questions, etc.), help them in locating and utilizing resources, and/or mapping out learning pathways that enable them to meet course/module objectives. Here, there is a much greater emphasis on self-directed learning and the instructor empowers learners to identify their own strengths and weaknesses in relation to course KSAs and to then develop learning paths in response to these . The instructor will also ensure that these student-generated paths to learning are scaffolded (as outlined by Level 1) and that they align with course objectives.	Level 2 builds upon the expectations of Level 1 but does so in more varied ways. Here, a greater emphasis is given to matching course pathways to the unique backgrounds and needs of current learners . This level is therefore similar to the first level in that it still meets the same standards of scaffolding but differs in that it is more varied with multiple pathways. Central to this level, then, is that the course allows for multiple paths to engaging with and demonstrating course competencies , pathways that are matched to the diverse backgrounds, capabilities, and interests of current learners in the class. Examples: <ul style="list-style-type: none"> The course offers multiple activities for completing an assignment (e.g., written paper, digital storytelling project, formal presentation, etc.). The course allows students to choose from among several different ways to demonstrate 	Numerous educational research studies have and continue to show that repeated and distributed engagement with key concepts/skills is better than engaging with these concepts/skills in a very intense and shorter period of time. As a result, there should be clear evidence of continual engagement across the course/module(s). A class at Level 1 will therefore guide students through key course knowledge, skills, and/or attitudes (KSAs) in scaffolding ways. This means that learners are aided in grasping foundational KSAs in deeper ways before moving onto to newer and more complex ones . Overall, then, a course at this level will show evidence of guiding students through key KSAs in scaffolded ways . Examples: <ul style="list-style-type: none"> The course contains elearning modules that help students to master foundational concepts before moving onto more advanced ones.

Levels of Development		
Level 3	Level 2	Level 1
<p>Examples:</p> <ul style="list-style-type: none"> The instructor is observed working with students to decide upon their own learning path from a given set of possibilities. Instructor(s) and students are observed collaboratively developing specific projects and activities for the course that scaffold each student's competencies for course concepts/skills. There is evidence of students and instructors creating a rubric that outlines the scaffolded progress (i.e., different levels of competency) that learners will need to demonstrate across the course. The class contains an assignment that requires students and the instructor(s) to work together to identify the articles, videos, books, etc. that each learner will use to develop their course competencies. 	<p>their competencies on key course concepts/skills (e.g., multiple choice quiz, oral exam, etc.).</p> <ul style="list-style-type: none"> The course site has multiple elearning modules for the same unit that students can choose from to support their learning. The instructor is observed providing multiple ways of explaining and representing a core concept/skill (e.g., lecture, demonstration, use of videos, etc.). The instructor is observed helping students to choose an assignment to complete that better matches the students' background and interests from among a set of given course activities. 	<ul style="list-style-type: none"> Students are required to complete a series of self-check quizzes throughout the course and the results are used by the instructor to more closely work with students who are struggling with core concepts/skills. The course site is setup so that students are not allowed to progress to the next unit until they have demonstrated a certain level of achievement on previous units. The instructor is observed working with individuals/groups to ensure that they understand foundational topics before moving the class onto subsequent topics.

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

6) Mission-Centered Focus: *The class environment is one that is experienced by learners to be safe, inclusive, and caring.*

These kinds of environments are to be expected in any context. Some cognitive science studies have shown that **we learn and retain more when we are less stressed**, so these environments are particularly important for educational settings (be they online or face-to-face environments). Learning, as may be seen by these Educational System Guidelines, is an iterative process of trial-and-error, continuous feedback, and ongoing efforts to continually improve. As a result, **classes should be safe spaces** that allow **for risk-taking** without fear of failure, they should encourage free and **positively supported exploration of ideas and diverse perspectives**, and they should be ones in which participants support and **challenge one another in affirming and constructive ways**. In order to help facilitate such learning environments, **there need to be clear expectations** that students are not only coached on but also have a part in developing. Overall, then, the trend across these levels is from instructor-generated expectations towards collaborating with learners to set such expectations and then engaging them in interactions in ways that embody the expectations. When assessing a course for this guideline, we can therefore look at the extent to which learners are involved in both setting these expectations and then being guided to act in accordance with them.

Levels of Development		
Level 3	Level 2	Level 1
<p>This level includes the previous levels' recommendations for having and utilizing clear behavioral expectations. However, for courses at this level, the instructor will be found working with learners to define and implement these expectations. Activities and interactions at this level might include the instructor leading students through a brainstorming process to generate expectations, small groups setting their own ground rules for how they will interact, the instructor modeling the collaboratively developed expectations, and incentives being offered to learners who clearly demonstrate the expectations (though research has shown that the impact of such external/extrinsic rewards are limited and they follow a law of diminishing returns). A class at this level is therefore one that is more collaborative in relation to this guideline and should result in expectations that are more meaningful to learners.</p>	<p>Level 2 includes the previous level's recommendations of having clear behavioral expectations for the class. It then goes beyond this by having activities that intentionally facilitate learners' safe, inclusive, and caring interactions. Overall, the goal here is to have students intentionally practice these expectations via the activities and assessments that they are required to complete in the course. It is one thing to have clear expectations that students must minimally comply with (Level 1) but quite another to help them to intentionally utilize these expectations in course activities (Level 2).</p> <p>Examples:</p> <ul style="list-style-type: none"> Learners are required to participate in a class debate where they are led by the instructor in positively and constructively engaging with viewpoints and opinions that are different from their own. 	<p>Level 1 for this guideline involves the instructor setting expectations for a safe, inclusive, and caring class environment. These expectations should not only be stated in the beginning of the class but also explicitly addressed throughout the course. At this level, there will therefore be clear evidence of learners interacting with one another in ways that are congruent with the course's behavioral expectations. There will also be evidence of the instructor positively and proactively working to ensure that that they are adhered to.</p> <p>Examples:</p> <ul style="list-style-type: none"> The syllabus clearly states behavioral expectations. The instructor is observed correcting students when they act in ways contrary to these expectations (e.g., asking a student to put

Levels of Development		
Level 3	Level 2	Level 1
<p>Examples:</p> <ul style="list-style-type: none"> The instructor is observed leading students through a brainstorming process to generate behavioral expectations for the class. The class has an activity that leads small groups through a process of setting their own ground rules for how they will interact and resolve conflicts. The instructor is observed modeling the expectations that were developed collaboratively by the class. The instructor is observed encouraging students to modify class expectations if they need to be changed. 	<ul style="list-style-type: none"> Small groups are required to report how they have followed the behavioral expectations of the course as they have worked together to complete a project. Students are observed participating in a peer tutoring activity in ways that explicitly conform to the class' behavioral expectations. The instructor is observed coaching students in relation to the expectations as they work on a small group activity. 	<p>their phone away, redirecting a student who is off-task, etc.).</p> <ul style="list-style-type: none"> Students are observed affirming one another's efforts (e.g., saying "Good Job!," thanking others for their help, etc.). The instructor is observed encouraging students to take risks by attempting difficult problems, answering complicated questions, etc. and then positively affirms their efforts when they do. The class shows clear evidence of positively supporting trial-and-error approaches to learning (e.g., students are positively supported while repeatedly working on a skill until they achieve competency). The instructor is observed affirming students for sharing their diverse beliefs, viewpoints, answers, etc.

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

Feedback Table - *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.*
(Core Guideline)

What instructors believe about student learning and development and how to shape it **can greatly influence how they will design and implement a course**. For instance, an instructor who believes that learners are an empty bucket that simply needs to be filled with information will likely approach their course differently from someone who thinks that learners already come with basic knowledge upon which they need to construct new concept/skills. As a result of this claim, this **guideline is intended to help instructors reflect upon these teaching and learning theories as well as how they are using them** to improve their classes. Overall, the trend is from simply being more explicit about these theories to drawing from multiple ones to help guide the course's development.

Levels of Development		
Level 3	Level 2	Level 1
This more complex level further builds upon the previous level when the instructor is able to articulate how the diversity of students in their course necessitates the use of multiple theories to support holistic learning and development. In addition, an instructor at this level will recognize that different course knowledge, skills, and/or attitudes (KSAs) likely require different theories in order to maximize learning for each KSA. This level therefore represents an intellectual advancement for instructors in relation to these teaching and learning theories when they come to realize that one holistic theory is not sufficient to provide the kinds of nuanced and more complex insights and guidance that are needed when working with diverse learners and varying concepts/skills. Instructors should therefore be able to clearly articulate why multiple holistic theories are needed to direct their course and how each of these are being used to guide course development . Finally, and related to other	Level 2 extends beyond Level 1 when the instructor reflects upon the actual learners in their course and how they seem to be holistically learning and developing in relation to course concepts/skills. These reflections can be based upon assessment data that they have gathered and/or conversations with learners about this topic (via class discussions, one-on-one meetings with students, and/or indirectly via papers, journals, discussion board posts, etc.). The instructor should then be able to compare this information with their own views of holistic learning and development and note similarities and differences. Finally, by additionally drawing from evidence-based holistic teaching and learning theories , the instructor should then be able to articulate how they are using this synthesized knowledge to modify and improve their course .	At this level, instructors will work to be able to explicitly state what their own views of student holistic learning and development are and how they are using these models to inform and guide the course's development. Instructors do not necessarily need to be able to label these teaching and learning theories (e.g., constructivism, cognitive science models, etc.). Rather, it is more important that they are able to clearly articulate: 1) the processes by which they believe students holistically learn/develop , 2) strategies that can be used to help students to grow along these paths (i.e., align with their understandings of learning processes), and 3) how they have designed their course to support such learning and development (i.e., that align with their theories). Overall, inconsistencies between these theories and how the course is designed should be pointed out at this level.

Levels of Development		
Level 3	Level 2	Level 1
<p>guidelines, Level 3 here is intended to support more collaborative classes where there are many different pathways to achieving course objectives. The instructor should be able to explain how each of the pathways is related to one or more of the evidence-based teaching/learning theories that they are using.</p> <p>Examples:</p> <ul style="list-style-type: none"> • The instructor is able to identify 2 or more evidence-based teaching/learning theories that they have worked with others to help guide their course development. • The instructor can state how they have worked with others and used assessment data in addition to 2 or more evidence-based teaching/learning theories to better understand how their students learn best in their class. • The syllabus contains a statement that briefly describes 2 or more general theories that the course is based upon. • The instructor can explain how they have worked with others to use different evidence-based teaching theories to develop multiple pathways for students in their course. 	<p>Examples:</p> <ul style="list-style-type: none"> • The instructor can state how they have used assessment data to better understand how their students learn best in their class. • The instructor can identify specific evidence-based learning theories to inform their understanding of learning processes. • The instructor is observed using a specific evidence-based learning theory to inform the teaching strategies being used in their course. • The instructor can articulate how their understanding of learning processes is based upon both evidence-based theories and their observations of students in their classes. 	<p>Examples:</p> <ul style="list-style-type: none"> • Instructor is able to state the general processes by which they believe learning happens. • Instructors can describe how the activities in their class directly support students' learning processes. • The syllabus contains a statement that briefly describes the general teaching and learning theories that the course is based upon. • The instructor articulates how the general teaching theories they are using for their class help students to learn more effectively.

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

2) Course utilizes active teaching and learning strategies. (Core Guideline)

Increasingly over the past few decades, educational literature has given a **central emphasis on the use of active teaching and learning strategies**. In particular, the following active strategies are repeatedly highlighted in the literature (if known, the effect size is noted for each): elaboration and self-reflections (0.64); self-regulated learning and study strategies (0.6); direct instruction or modeling followed by learner practice (0.59); peer teaching/tutoring (0.54); concept mapping (0.46); class discussions, debate, etc. (0.46); problem solving, problem-based learning, etc. (0.35); real-world and clinical simulations (0.33); inquiry-based pedagogies (0.31); real-world projects, service-learning, etc.; workplace experiences, internships, etc.; role-playing; and game-based strategies. As this list suggests, **there are numerous strategies that instructors can draw from** to use in their course. The challenges in using these strategies are twofold: 1) choosing **which strategy(ies) to use**, and 2) **how to adapt them** for one's course. Overall, the trend for this guideline is from using these strategies in basic ways **towards developing multiple evidence-based strategies in collaboration with learners**. In addition, as one moves to higher levels, the strategies should **more closely match the background, interests, capabilities, etc. of learners** while simultaneously ensuring that these strategies **foster genuine progress towards the learning outcomes**.

Levels of Development		
Level 3	Level 2	Level 1
Level 3 for this guideline is similar to Level 3 for other guidelines in that it is more collaborative and draws from multiple sources. The course should have clear evidence of multiple active teaching and learning strategies . The instructor should be able to articulate/ demonstrate which strategies they are utilizing and they should be able to point to specific evidence-based literature for each of these (similar to Level 2). Beyond this, the course should also have clear evidence of learners being empowered to choose and/or develop their own active ways of increasing their competencies with course knowledge, skills, and/or attitudes (KSAs) as defined by the objectives. The instructor should work with students to ensure that these individualized pathways are congruent with evidence-based recommendations as well as the course objectives.	<p>This level further extends upon the previous one when the instructor is able to articulate/ demonstrate how they are using specific evidence-based active teaching and learning strategies (see a beginning list of such strategies above). Ideally, they should be able to present specific evidence-based literature that they are relying on as well as articulate/demonstrate how these strategies are being applied to their course. Finally, the instructor should be able to state/demonstrate what adaptations they have made to these strategies in light of the current course, given its unique content, students, learning environment(s), etc.</p> <p>Examples:</p> <ul style="list-style-type: none"> The instructor can state which evidence-based strategies that they are using in their course and can name which evidence-based source(s) support the use of these strategies and how 	<p>Level 1 is achieved with the acknowledgement of active teaching and learning strategies in the course. The instructor should be able to articulate/demonstrate what strategy(ies) they have chosen and how these are being used in the course to help students to achieve the learning objectives. These strategies can involve individual, small group, or whole class activities and they should clearly help learners to actively engage with course concepts/skills. In addition, following other guidelines, these strategies should clearly align with the course's learning objectives.</p> <p>Examples:</p> <ul style="list-style-type: none"> The instructor is observed engaging students in course discussions/debates that requires each student to be actively involved. The course contains assignments where learners must reflect on their own progress

Levels of Development		
Level 3	Level 2	Level 1
<p>Examples:</p> <ul style="list-style-type: none"> The instructor is observed working with students to select and adapt evidence-based activities for an upcoming unit. The instructor can identify 2 or more evidence-based active strategies that they are using as well as how they have collaborated with students to adapt these for the course. The class is observed to have 2 or more evidence-based active teaching strategies being used. The class has an assignment where learners must reflect on their own progress and develop evidence-based learning strategies for improving their competencies. 	<p>they are adapting them for their current course.</p> <ul style="list-style-type: none"> The syllabus contains a statement regarding the active teaching strategies that are being used in the course and identifies which evidence-based source(s) support the use of these strategies. The instructor is observed facilitating an active learning strategy with students and they explain to students the evidence-based reasons for engaging with these activities. The instructor is able to explain how and why they have adapted a specific evidence-based strategy for the class. 	<p>and develop a plan for improving their competencies.</p> <ul style="list-style-type: none"> The course site shows evidence of students being required to conduct a peer assessment. The class is observed to have a rhythm of lecturing/demonstrating for 15-20 minutes followed by learners practicing and actively engaging with the concepts/skills that were just presented.

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

3) *Instructor is able to demonstrate the processes/methods by which they develop their course and there is alignment among course elements.* (Core Guideline)

ADDIE, backward design, universal design for learning, learner-centered, rapid prototyping, etc. are all examples of the **many instructional design strategies that can be used to help guide course development**. While instructors may not know the details for these specific strategies, they **should still be able to articulate the processes by which they are designing, implementing, and evaluating** their course. This guideline is therefore intended to capture these abilities. Overall, there are two trends: 1) from individually following some course development process/strategy towards collaborating with others and looking to evidence-based literature for help with this; and 2) there being close alignment among some of the course's major elements towards this alignment existing for all course elements at both the course and weekly/module/unit levels. In other words, **this guideline becomes more collaborative and complex** as one moves towards higher levels.

Levels of Development		
Level 3	Level 2	Level 1
Similar to other guidelines for this area, Level 3 builds directly upon Level 2 in more collaborative ways. The instructor should be able to articulate the evidence-based steps by which they are developing their course but these steps should now include collaboration with others . Such collaborations should be intended to further aid the instructor in their course's development. Examples of this might include turning to colleagues for ideas on how to adapt specific evidence-based instructional strategies, reviewing assessment data together and deciding which direction(s) the course should go next, and meeting to redesign the course based on past experiences. The instructor should be able to clearly state who they are working with and how these collaborations are directly impacting their evidence-based course development work. Alignment is also further extended at this level with all course elements being directly aligned at all levels of the course . Following the framework developed for these guidelines, alignment for the following course elements should be verified:	Level 2 continues to extend the previous level. The course development process articulated by the instructor should now also include evidence-based resources . The instructor should be able to clearly state which evidence-based resources they are utilizing and how these directly impact their course development processes. There should be two sources of evidence-based resources: 1) external resources (e.g., educational research literature, experts in the field, etc.), and 2) data from their own courses. There should therefore be evidence of the instructor using one or both of these sources to support their course development processes. Alignment at this level is also extended to include not only course level objectives, activities, and assessments but also the course's module/ unit/ weekly levels as well. For example, the research project skills mentioned in Level 1 might be distributed across several units/weeks in the course. If so, there should be clear evidence of each unit's objectives, activities, and assessments that not only align with each other but also with the course level . Overall, the goal is to help ensure	At Level 1 for this guideline, the instructor should be able to clearly articulate some process or set of steps that they are using to design, implement, and evaluate the course . Such course development might include reflecting on student performance in past classes, looking to discipline-specific educational literature, analyzing assessment data, following standardized curriculum, etc. to help guide these processes. If an instructor states that they are using one or more of the common instructional design methods found in the literature (e.g., ADDIE, backward design, etc.), then they should also be able to state how they are applying these to the current course in detailed ways. In addition, there should be clear evidence of course level objectives, activities, and assessments being aligned with one another. For example, if one of the course objectives involves learners being able to demonstrate their abilities to conduct a research project, then there should be activities that guide students through these methods as well as assessments that verify their competencies in these research project skills. Such

Levels of Development		
Level 3	Level 2	Level 1
<p>objectives, activities, assessments, teaching and learning theories, and learner background considerations. Again, this alignment should be affirmed by course materials and/or in discussions with the instructor and should exist at the modules/units/week levels as well.</p> <p>Examples:</p> <ul style="list-style-type: none"> • The instructor can describe the evidence-based processes by which they developed their course and these steps include working with others at various stages. • The instructor is observed meeting with peers to discuss how one or more of their classes are going and what might be done to continually improve them. • There is close alignment between the weekly/module/unit objectives that are listed in the syllabus or on the course site and the activities and assessments that used in these weeks/modules/units. • The instructor is able to state how a specific activity or assessment is directly related to one or more course objectives and learning theories as well as the unit that this activity/assessment is a part of. 	<p>that these course elements are working as closely together as possible to support student learning and development.</p> <p>Examples:</p> <ul style="list-style-type: none"> • The instructor can identify data from their class that they are using to help develop course objectives, activities, and assessments. • A review of the course site and/or materials reveals close alignment among course and module/ weekly elements. • The instructor is able to identify specific evidence-based resources that they are using to support their course development processes. 	<p>alignment could be verified by both reviewing course materials (e.g., syllabus, course site, observations, etc.) as well as via discussions with the instructor.</p> <p>Examples:</p> <ul style="list-style-type: none"> • The instructor is able to clearly articulate some process or set of steps that they are using to design, implement, and evaluate the course. • The instructor is observed closely following a prescribed curriculum to develop their class. • There is close alignment between the course objectives that are listed in the syllabus and the activities and assessments that used. • The instructor is able to state how a specific activity or assessment is directly related to one or more course objectives.

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

Feedback Table - Learner Background Considerations

1) Course is adapted to learners' relevant prior knowledge, interests, skills, and capabilities and ADA considerations are addressed. (Core Guideline)

This guideline is one of the most consistently emphasized across evidence-based literature, assessments, and theories. At its core, **education might be simply conceived of as a process of taking students from where they currently are in relation to course knowledge, skills, and/or attitudes (KSAs) towards the levels of competencies that are defined by the objectives.** This therefore requires engaging with learners' current backgrounds, knowledge, interests, etc. in order to help better them to progress towards these objectives. This is **particularly important for learners with ADA considerations** as many courses have not been developed for such diversity of differences. The overall trajectory of this guideline therefore spans from the instructor developing the course to meet these diverse backgrounds based upon their experiences with previous classes towards collaborating with students in continually adapting the course as it unfolds in real-time. As with other guidelines, the movement is from more instructor-centered initiatives at Level 1 to more collaborative approaches at Level 3.

Levels of Development		
Level 3	Level 2	Level 1
Level 3 courses are much more participatory for students than the previous two levels in that instructors will be observed collaborating directly with learners in the class to construct multiple pathways to the objectives that are more in line with learners' backgrounds. Here, the primary focus is on helping students to become more self-directed in their own learning and development and better able to adapt the course to meet their own prior knowledge, skills, interests, and capabilities. While much of this work is done directly with students in the course, the instructor should also look to colleagues and other external resources to aid them in these collaborative modifications, particularly for ADA resources. The incorporation and adaptation of these ADA resources/support should have the purpose of helping all students in the class to be more successful. Collaborative course modifications can affect every part of the class including more	Courses at Level 2 differ from Level 1 by allowing for multiple pathways to engaging with the course. These multiple pathways, however, should match the diversity of students that are or are likely to be in the class based upon learners' prior knowledge, current interests, capabilities, and skills. They should also closely align with course objectives. For ADA-related resources, the instructor should modify these in order to better fit with all of the current learners in their course. Studies on ADA resources/accommodations are revealing that non-ADA as well as ADA students benefit from well-designed ADA compliant courses. Instructors at this level should therefore show evidence of developing their course to meet ADA best practices in ways that benefit all students. Examples: <ul style="list-style-type: none"> The instructor is observed helping students to choose from a number of given assessment 	At the level, instructors will tend to rely more heavily on past experiences and/or external sources to adapt the course to meet the diverse backgrounds and/or ADA needs of learners. The instructor should be able articulate/demonstrate what past experiences they are drawing from and/or what specific external resources they are utilizing to support the course's modified development. These experiences and/or resources should therefore be directly related to learners' knowledge, interests, skills, and/or capabilities (including ADA, if relevant). Examples: <ul style="list-style-type: none"> The instructor is observed using ADA checklists or guidelines from the internet to help develop their course. The instructor is able to state how they have reflected on student performance in previous

Levels of Development		
Level 3	Level 2	Level 1
<p>nuanced and refined objectives, the activities that learners engage, and how students demonstrate their proficiencies (i.e., assessments).</p> <p>Examples:</p> <ul style="list-style-type: none"> The instructor is observed meeting with students one-on-one to develop individualized learning plans for the course. The course contains an activity where small groups create their own service-learning project that is of direct interest and relevance to them. The instructor can state how they have worked with students to select ADA-compliant resources to better support all students in the class. The class is observed collaboratively engaging in Universal Design for Learning (UDL) processes to develop an up-coming unit for the course. 	<p>options, which are better suited to learners' capabilities, to demonstrate their competencies in specific course concepts or skills.</p> <ul style="list-style-type: none"> The course allows students to choose a research project that better meets their current interests. The instructor is observed presenting multiple representations of key course concepts/skills in an effort to address current learners' diverse needs. The instructor can state how they developed multiple pathways (e.g., 2 or more: modules, sets of course materials, videos, etc.) to help students achieve learning outcomes. 	<p>classes and has modified their course to better fit with learners' needs and capabilities.</p> <ul style="list-style-type: none"> The instructor is observed working with a colleague to develop a course based upon their combined experiences of prior students. The instructor is able to identify specific resources that they have used to help them better understand how their students learn and articulate how they have used these resources to develop one or more of their classes.

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

2) Instructor is able to appropriately modify the course in light of learners' diverse cultural locations (e.g., SES, ethnicity, gender, age, etc.).

Somewhat similar to the previous guideline, this one is more directly **centered on the cultural considerations of each learner** whereas the previous guideline was more related to their individual prior knowledge, interests, capabilities, etc. Recognizing that one's culture deeply influences learning and development, this guideline focuses on identifying how instructors are adapting their course in light of cultural considerations. A student's cultural location can include one or more of the following: **ethnicity, gender, age, socio-economic status (SES), educational level, sexual orientation, religious tradition, geographic location, political affiliations, etc.** These and other cultural factors influence many of the considerations named in the previous guideline. As a result, developing classes to be **more aware of these factors and intentionally engaged with them (i.e., culturally responsive teaching) should result in greater gains** in student achievement. Trends for the levels of this guideline range from the instructor simply working to be more aware of how learners' cultural location might influence learning to their working directly with students as well as community members to **modify the course to be more culturally responsive**.

Levels of Development		
Level 3	Level 2	Level 1
<p>Similar to many other guidelines, a Level 3 course will show evidence of the instructor working directly with learners as well as outside colleagues and community members to adapt course elements to better meet learners' diverse cultural locations. The course should therefore have evidence of multiple pathways to engaging with course concepts/skills that are developed in collaboration with students. Also, courses at this level will integrate diverse cultural perspectives via course materials and activities. Overall, this level is very similar to the previous guideline but has a more specific emphasis on the cultural locations of students as well as diverse cultural engagement with course knowledge, skills, and/or attitudes (KSAs).</p> <p>Examples:</p> <ul style="list-style-type: none"> The instructor is observed working with students and community members to develop 	<p>Similar to the previous guideline, courses at Level 2 differ from Level 1 by allowing for multiple and culturally responsive pathways to engaging with the course. These multiple pathways, however, should match the cultural diversity of students and the wider communities that are currently or are likely to be in the class based upon learners' ethnicity, age, gender, socioeconomic status (SES), etc. These multiple pathways should also lead students to achieving the course/module objectives.</p> <p>Examples:</p> <ul style="list-style-type: none"> The course empowers students to choose a class project that is relevant to their own ethnic heritage. The course site contains multiple elearning modules that students can choose from and are tailored to one or more cultural locations. 	<p>At this beginning level, the instructor should be able to identify some of the various cultural locations of learners based on ethnicity, age, gender, socioeconomic status (SES), etc. The instructor should also be able to identify resources that they are using to help them to better understand one or more of these cultural factors and how these might influence learning and development. The instructor then uses this knowledge to modify the class. At this level, then, instructors will be able to: 1) identify the cultural locations of learners in the course, 2) state which resources they are relying to inform their understandings of these cultural locations and how these might influence learning and development, and 3) articulate/demonstrate how they have adapted course elements based on these understandings. The primary aim at this level is the instructor developing a beginning understanding of their students' cultural locations and then</p>

Levels of Development		
Level 3	Level 2	Level 1
<p>a class project that is relevant for the community.</p> <ul style="list-style-type: none"> There is evidence of the instructor working with students to identify culturally diverse resources that will become required reading for a unit in the course. The instructor empowers student groups to create a summative course assessment that is culturally appropriate for everyone in the group. The instructor is observed working with students to develop personalized learning goals that encourage them to adapt course concepts/skills to their own and/or their community's cultural location. 	<ul style="list-style-type: none"> The instructor requires students to find additional culturally appropriate articles on a topic. The class contains an activity that requires students to identify a specific culture that they are likely to work with in the future that they know very little about and to complete a project in relation to this culture. 	<p>making changes to the course to be more aligned with these locations.</p> <p>Examples:</p> <ul style="list-style-type: none"> The instructor is able to accurately identify one or more cultural locations (e.g., SES, ethnicity, gender, age, etc.) of students in their class and can state how they have developed the course in light of this awareness. The instructor can identify one or more resources (e.g., articles, books, students, mentors, websites, etc.) that they have used to help them to better understand their current students' cultural locations. The class contains resources that accurately represent the cultural diversity of students in the course. The instructor is observed discussing with students how course concepts/skills might vary based on one's cultural location.

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

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.* (Core Guideline)

Educational studies in the U.S. continue to document a significant gap in achievements between at least two sets of groups: 1) middle/upper and lower SES students, and 2) Euro-American and Non-Euro-American students. In response, nation-wide PK-16 initiatives have been launched in an attempt to close these gaps. **This guideline is reflective of these initiatives and is intended to help ensure that each class is adequately addressing the needs of marginalized, under-resourced, and lower performing students.** Furthermore, following this guideline, classes should help to prepare students to proactively engage with marginalized and under-resourced communities in positively transforming ways. Overall, the trends from Level 1 to 3 are from having students be more aware of diverse perspectives to actively engaging with diverse people and communities. It also entails having the instructor not only address their own personal biases but also helping their students to do likewise.

Levels of Development		
Level 3	Level 2	Level 1
Level 3 continues with both the considerations from Level 2. The course intentionally facilitates interactions among learners as well as with other people/communities in ways that deepen their ability to work with diverse cultures. Again, a central emphasis is given to marginalized and under-resourced populations and students learn how course concepts/skills directly relate and can be applied to working for change in solidarity with these communities. As they engage in this work, attention should be given to developing students' civic engagement and intercultural competency knowledge, skills, and attitudes (KSAs) at higher levels as they relate to under-resourced and marginalized communities. Numerous rubrics are available online that outline these KSAs and the instructor should identify and integrate the most appropriate ones for their class. A review of course materials should clearly identify these resources.	At this level, there are two primary considerations. The first extends upon Level 1 by having learners engage more directly with marginalized and under-resourced communities. Here, the interactions are more immersive and direct rather than simple exposure as it was with Level 1. For the second consideration, the work on identifying and transforming biases also expands at this level when the instructor now works with learners in these areas. While it might at first appear that multicultural engagement from the previous guideline includes transformative reflections on biases , this is not always the case. Courses at this level therefore explicitly and directly address these kinds of personal reflections with learners , scaffolding them towards a deeper awareness of their own biases and how these might be affecting their perceptions of and engagement with diverse people and communities. The class should therefore have clear evidence of these kinds of reflective activities across the course, particularly	Level 1 for this guideline is primarily focused on exposing learners to diverse perspectives within the class as well as in the community (locally, regionally, nationally, and/or globally). In line with the aims of this guideline, a specific emphasis is given to the lived experiences and perspectives of under-resourced and marginalized communities. The second part of this level involves the instructor actively becoming more aware of their own biases and how these might be affecting their actions personally, civically, and professionally. Of particular importance for this guideline are instructor biases that are related to lower performing students as well as learners from marginalized and under-resourced communities. The instructor should therefore be able to: a) articulate/demonstrate awareness some of their potential biases , b) state/demonstrate how these biases might be affecting their work as an educator, and c) reflect on and take concrete steps to prevent these biases from adversely affecting their students. Instructors might also conduct self-

Levels of Development		
Level 3	Level 2	Level 1
<p>Examples:</p> <ul style="list-style-type: none"> The course contains social justice projects where students are required to work with a local advocacy group. Students in the course are observed partnering with families and community members from under-represented backgrounds to complete a neighborhood improvement project. A course assignment requires students to work with policy makers to bring about policy changes that influence marginalized populations. The instructor is observed using a civic engagement and/or intercultural competency rubric to help guide the development of the course. 	<p>as they relate to under-resourced and marginalized populations.</p> <p>Examples:</p> <ul style="list-style-type: none"> The course includes community-based projects that expose students to under-resourced communities. The course contains assignments where students are required to: a) articulate awareness of some of their own potential biases that are related to age, gender, ethnicity, etc.; b) state how these biases might be affecting their interactions with others; and c) identify concrete steps that they are taking to prevent these biases from adversely affecting their personal, professional, and/or civic lives. Learners are observed completing a service-learning project that requires them to connect with local and global peers from marginalized backgrounds. Students are required to complete an Implicit Association Test (IAT) and reflect on the possible implications of the results. 	<p>analyses on their course to identify and help them better address gaps among groups of students in their class (i.e., based on SES, ethnicity, gender, GPA, performance in the class, etc.).</p> <p>Examples:</p> <ul style="list-style-type: none"> The course contains materials (e.g., readings, videos, etc.) from diverse perspectives of under-resourced and/or marginalized communities. Learners are observed interacting with one another's viewpoints and then comparing these perspectives with someone from an under-resourced and/or marginalized background. The course hosts guest speakers from marginalized groups. The instructor is able to: a) articulate awareness some of their own potential biases that are related to age, gender, ethnicity, etc.; b) state how these biases might be affecting their interactions with specific students in the class; and c) identify concrete steps that they are taking to prevent these biases from adversely affecting their students.

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

Feedback Table – [Professional Development, Leadership, & Evidence-Based Practice](#) (adapted from InTASC Standards)

1) Instructor engages in and supports professional development opportunities related to improving their educational competencies. (Core Guideline)

The craft of education is a lifelong pursuit, one that can be continually improved upon. In order to help foster such ongoing growth, **instructors need to be involved in professional development opportunities**. Doing so can have a tremendous impact on student achievement as the instructor's teaching competencies improve. These opportunities can cover how to write better objectives, how to create more reliable and valid assessments, keeping up with the latest educational technologies that are available, etc. This guideline is therefore intended to help **ensure that instructors are engaging in professional development** (PD) in significant and ongoing ways. At lower levels, this involvement can be simply participating in PD sessions whereas at the higher levels the instructor will help to develop these sessions. Overall, the **instructor should be found continually and proactively pursuing a deeper, broader, and more expert levels of proficiency in their educational craft**.

Levels of Development		
Level 3	Level 2	Level 1
<p>While this level continues to build upon the previous one, it is also characteristically different. Here, the instructor will be found not only engaging in relevant professional development (PD) opportunities, they will also help to develop these. Following Level 3 for many other guidelines, these development efforts should be collaborative in nature as they work with others to design, implement, and evaluate PD offerings. These PD efforts might occur at their institution or with discipline-specific organizations that they are a part of. The PD events that they help to create should aid others in their own ongoing journey to continually improve in discipline-specific educational competencies.</p> <p>Examples:</p> <ul style="list-style-type: none"> The instructor serves on a faculty development committee and they actively work with others to develop PD events for instructors. 	<p>This level continues the previous one with the instructor continually engaging with professional development (PD) that helps them to improve as a professional educator. However, rather than attending PD events as they become available, an instructor at this level will be more intentional with assessing their current competencies and identifying areas where they need improvement. To help with this, the instructor will look to various sources and support systems such as student course evaluations, having colleagues observe their classes and provide feedback, etc. Based upon these intentional evaluations, the instructor will then seek out PD opportunities that directly address these areas – ones that continue to improve noted strengths and/or helps with weaknesses that they have. In essence, the instructor is demonstrating the self-regulated learning skills that they will need to help them to continually improve across the whole of their educational career. As a result, increased student</p>	<p>At this level, the instructor will be found participating in professional development (PD) opportunities that are readily available to them. These might include attending lunch-and-learns offered by their school, attending regional trainings in their discipline, accessing online webinars on educational technologies, etc. These PD offerings should help the instructor to stay current in their own field of study and/or help them to better understand how to teach more effectively. Regardless of the focus of the PD that they engage with, these should help the instructor to be better prepared to help their students to learn and develop in their classes.</p> <p>Examples:</p> <ul style="list-style-type: none"> There are records of the instructor regularly attending lunch-and-learns offered by their school. The instructor can show evidence of attending regional trainings in their discipline.

Levels of Development		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> The instructor is an active participant in a discipline-specific organization and they work with peers to deliver workshops and resources that help colleagues to improve their teaching proficiencies. The instructor works with student retention efforts on campus to identify best practices and help instructors and staff to align their courses and programs with these practices. The instructor collaborates with a peer to offer training sessions to colleagues on discipline-specific knowledge, skills, and/or attitudes (KSAs). 	<p>achievement in their courses should be a measurable outcome of these efforts over the long-term.</p> <p>Examples:</p> <ul style="list-style-type: none"> The instructor can describe how they have met with a colleague to review student course evaluations and then identify PD opportunities to help them to address areas noted on these evaluations. The instructor invites a staff member to talk with their class about what is going well and what might be improved and then the instructor participates in PD events that help them to improve based on the class' feedback. The instructor uses evidence-based guidelines to assess their own course and then identifies resources that will help them to address noted areas for improvement. The instructor participates in a workshop that helps them to assess one or more of their teaching competencies and then improve in these areas. 	<ul style="list-style-type: none"> The instructor is observed accessing online webinars on emerging technologies in education. The instructor subscribes to and regularly reads journals and new texts in their field, particularly those that are related to teaching and learning in their discipline.

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

2) *Instructor actively participates in leadership roles and responsibilities that improve the institution's education and culture.*

As may be seen by these guidelines, the **institution's culture greatly influences the quality of education**. Level 3 for most guidelines are highly collaborative in nature and educational research studies are finding that the more positive and interactive a school is, the higher the student achievement. This **culture is determined by the roles and responsibilities** that students, faculty, and staff have. As a result, it is imperative that each individual play an active part in helping to continually shape and guide the organization's actions, attitudes, etc. This means that **instructors should therefore be found taking on leadership roles at their institution**. At lower levels, this involvement will entail supporting positive and collaborative initiatives. At higher levels, the instructor will be found leading quality improvement projects, actively mentoring others, etc. The basic premise here is that **the more committed to quality learning and development an organization's members are as a whole, the better the education will be** within its classes/programs.

Levels of Development		
Level 3	Level 2	Level 1
Extending the work of the previous level, an instructor at Level 3 will be found taking a more proactive role in identifying and initiating institutional change projects . At Level 2, the instructor was an active participant on already existing leadership teams that designed and carried out these kinds of projects. At this level, however, there will be strong evidence of the instructor taking the initiative to identify opportunities for institutional improvement that are intended to lead to increased student achievement. Examples of these might include the instructor starting quality improvement projects, conducting their own asset-needs or SWOT analyses to identify areas for growth at the school, bringing groups together to identify challenges and brainstorm solutions, etc. An instructor at this level will also be found working to empower others to be more actively involved in leadership roles at their school. Overall, the instructor is committed to continuous improvement of their institution as evidenced by this kind of mentoring as well as by	Level 2 builds upon Level 1 when the instructor is found participating in initiatives that work to achieve specific goals . These projects may be a part of a task force that the instructor is on, ventures that their department is leading, initiatives that are being led by discipline-specific organizations, curriculum rewriting efforts, accreditation-related improvements, etc. At Level 1, the instructor may simply take part in these as a participant. At this level, however, the instructor will be an integral part of the core planning and implementation team that is leading these projects . In addition, the instructor will also be found at this level mentoring others on how to improve their educational craft . Such mentoring can happen formally via structured programs or informally as the instructor works with a colleague to reflect on and improve their course(s). Overall, this level is characterized by the instructor taking on roles where they help to lead organizational projects as well as more proactively mentor others.	At this level, the instructor will be aware of initiatives at their school that relate to supporting its vision and mission . The instructor may serve on standing committees, attend meetings or trainings related to the organization's mission, intentionally work to develop collegial friendships with co-workers, etc. Here, the instructor is an active part of already existing initiatives , behaviors, etc. of the school. They positively support the institution's culture and work to develop collaborative relationships with others. <i>Examples:</i> <ul style="list-style-type: none"> • The instructor is observed actively serving on standing committees and contributing to the committee's work. • The instructor is observed attending meetings related to the organization's mission. • There is evidence of the instructor intentionally working to develop collegial friendships with co-workers.

Levels of Development		
Level 3	Level 2	Level 1
<p>the initiatives that they take a lead role in launching.</p> <p>Examples:</p> <ul style="list-style-type: none"> • The instructor is observed starting a quality improvement project to address the lack of technology support at their school. • The instructor can show evidence of conducting their own SWOT (Strengths, Weaknesses, Opportunities, and Threats) analyses to identify areas for growth in their department. • The instructor is observed bringing students together to identify challenges at their school and brainstorm solutions. • The instructor starts a faculty mentoring program that empowers new instructors to be more involved in leadership roles at the school. 	<p>Examples:</p> <ul style="list-style-type: none"> • The instructor is observed taking an active part on a task force that is leading a curriculum rewriting effort. • The instructor proactively works with colleagues at their school to support initiatives that are being led by discipline-specific organizations. • The instructor actively contributes on a committee that is assessing accreditation-related improvements. • The instructor participates as a mentor in a structured mentoring program for new employees. 	<ul style="list-style-type: none"> • The instructor is able to articulate the organization's vision and can state how they intentionally work to support and implement this vision in their classes, with co-workers, etc.

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

3) *Instructor conducts evidence-based practice and/or scholarly projects that improve the quality of education.* (Core Guideline)

In any field of study, improvements often come incrementally via an integrated combination of learning, action, and reflection. In other words, we learn about our discipline, we try what we learn, and then we can reflect on and subsequently change how things are going. **This basic cycle is the foundation of evidence-based practice**, which should be applied to education just as it should to every field. This guideline is therefore intended to encourage instructors to apply these kinds of approaches to their educational craft. **Instructors need to establish habits of continually learning about how to teach better, apply what they are learning to their own classes, and then gather data that helps them to identify areas of strength as well as improvement.** Such endeavors can be done informally as they teach each class or more formally via scholarly projects where they follow structured research methods. At lower levels, instructors will be found working individually to improve their own course whereas at higher levels they will be found collaborating with others to have a wider impact on their institutions or teaching-oriented disciplines more broadly. Overall, **instructors should intentionally and continually use evidence/data to help improve the art and science of teaching.**

Levels of Development		
Level 3	Level 2	Level 1
Level 3 further extends the work of the two previous levels. There should still be strong evidence of the instructor collaborating with others to engage in evidence-based practice (EBP) and/or scholarly projects that are intended to improve the quality of education in their own classes and at their institution. At this level, however, there will be two significant additions. First, the instructor will be found working on projects that have a broader impact on educational theory/practice in their field. An example of this would be studying teaching strategies that are being used in multiple classes in their discipline in an effort to help the field more effectively teach their subject. Second, the instructor will then work to widely disseminate the results of these projects with colleagues at their institution and beyond. This dissemination can take the form of lunch and learns, poster presentations, journal articles, book chapters, policy revising, etc. At this higher level, the instructor therefore works to maximize the	This levels builds upon the previous one when the instructors teams up with others to work towards evidence-based improvements. As with the previous level, these efforts can be more informal ones where the instructor and their collaborators use data to improve one or more of their courses. Or they can work together to complete Scholarship of Teaching & Learning (SoTL) projects that provide insights into the theory and/or practice of education. Examples at this level might include the instructor participating in a community of practice that is focused on continually reflecting on and improving one another's classes, working with colleagues in their discipline to study teaching strategies that are effective for their field, actively participating in an institutional committee that gathers and uses data to improve persistence and completion rates in difficult classes, etc. The instructor at this level will therefore be found actively partnering with others to complete evidence-based practice and/or scholarly projects	At this level, the instructor will have clear habits of gathering data on their classes and then continually working to improve the quality and effectiveness of these based upon the data that they have gathered. Examples of this kind of work might include using formal and informal assessments of their students to help evaluate the impact of specific class activities, conducting formal educational research projects that provide insights into what is working well in their classes (or not), holding focus groups with students to help the instructor better understand how their class is being perceived or engaged with, etc. The essential component of this level is the instructor intentionally gathering data that will help them to better assess and subsequently improve their educational competencies. The instructor should therefore be able to identify the data that they are gathering as well as how they are using this data to guide incremental changes to one or more of their courses.

Levels of Development		
Level 3	Level 2	Level 1
<p>impact of their evidence-based educational projects.</p> <p>Examples:</p> <ul style="list-style-type: none"> The instructor is an active participant on a research team that is studying the teaching strategies that are being used across multiple classes in their discipline in an effort to help the field more effectively teach their subject. The instructor attends a discipline-specific conference and presents the results of an evidence-based project that they completed with colleagues. The instructor is an active participant on a discipline-specific organizational committee that is reviewing and revising educational accreditation policies and standards based on assessment data. Drawing on evidenced-based literature, the instructor works with colleagues to develop educational theories and/or strategies that they share with others via presentations and/or publications. 	<p>that are intended to improve the quality of education.</p> <p>Examples:</p> <ul style="list-style-type: none"> The instructor participates in an “active learning” community of practice that is focused on continually reflecting on and improving the teaching strategies in their course by using assessment data. The instructor is observed working with colleagues in their discipline to study teaching strategies that are effective for their field. The instructor actively participates in a persistence and completion committee that gathers and uses data to improve pass rates in difficult classes. The instructor is a part of a mentoring program where they meet regularly with another faculty member to analyze data from their classes and brainstorm possible improvements. 	<p>Examples:</p> <ul style="list-style-type: none"> The instructor is found using formal and informal assessments of their students to help evaluate the impact of specific class activities. There is evidence of the instructor conducting formal educational research projects that provide insights into what is working well in their classes (or not). The instructor is observed holding focus groups with students to help the instructor better understand how their class is being perceived or engaged with by students. The instructor is able to identify the data that they are gathering as well as how they are using this data to guide incremental improvements in one or more of their courses.

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