Educational System Guidelines
Learner Tier
Learning Competencies
Intermediate Level

The following are competencies that have been extracted from the Educational System Guidelines for the Learner Tier. 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. The following are the Level 2 competencies found on these Educational System guidelines. Basically, learners at this intermediate level will need to be able to demonstrate the following proficiencies. Basic (Level 1) and Advanced (Level 3) competencies have also been created. The "*Core Competencies*" listed below correspond to those that are listed as "*Core Guidelines*" on the Educational System Guidelines for this Tier. For the Educated Citizen Areas listed, the learner should be able to develop in the respective area(s) by engaging with the given competency. There are associated feedback forms and detailed explanations that accompany these competencies.

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- *Objectives*:
  - Learner is able to articulate the relevancy of learning objectives for their professional, civic, and/or personal life. (*Core Competency*)
    - Educated Citizen area(s): Critical Thinking
- *Assessments*:
  - The learner can use assessment information to modify their study strategies to better support their own learning progress. (*Core Competency*)
    - Educated Citizen area(s): Critical Thinking, Holism
  - In addition to using instructor feedback to identify their own strengths and weaknesses, the learner is able to engage in additional/supplemental learning experiences that will help them to apply feedback from assessments and thereby improve their competencies in their courses. (*Core Competency*)
    - Educated Citizen area(s): Critical Thinking, Holism
  - The learner can work to help ensure that their use of specific assessments is valid and reliable in helping them to improve in their learning and development.
    - Educated Citizen area(s): Critical Thinking
  - In addition to conducting self- and/or peer-assessments, the learner is able to work with instructors, staff, and/or peers to apply the results of these self- and/or peer-assessments in order to strengthen their own and/or their peers' competencies.
    - Educated Citizen area(s): Critical Thinking
- *Activities, Organization, & Resources*:
  - The student can proactively learn about other students' diverse perspectives, critically reflects on these, and/or helps others to engage with relevant KSAs* in improved ways. (*Core Competency*)
    - Educated Citizen area(s): Intercultural Competency, Communication
  - The learner is able to use more complex higher order thinking skills (e.g., synthesizing, creating, innovating, etc.) for course KSAs* and/or challenges assumptions inherent in course concepts, materials, theories, methods, activities, etc. (*Core Competency*)
    - Educated Citizen area(s): Critical Thinking

- o The learner can expand the options for their own responsible use of relevant and more interactive technologies to improve their learning. These technologies should be integral to their engagement with learning experiences and intermediate technical skills may be required.
  - Educated Citizen area(s): Holism
- o The learner can work to adapt relevant KSAs* for authentic contexts/scenarios in order to address a given real-world problem or issue.
  - Educated Citizen area(s): Critical Thinking, Holism, Civic Engagement
- o In addition to seeking out activities that repeatedly employ key KSAs*, the learner is able to engage with a variety of sequenced resources and learning experiences that scaffolds their competencies in key course KSAs* and are matched to their own experiences, needs, and interests. (*Core Competency*)
  - Educated Citizen area(s): Critical Thinking, Holism
- o *Mission-Centered Focus*: In addition to following set behavioral expectations, the learner can proactively engage in activities that help to foster a learning environment of respectful interactions, mutual support, and individual/group responsibility for the learning environment.
  - Educated Citizen area(s): Intercultural Competency, Communication
- *Teaching & Learning Theories*:
  - o The learner is able to use observations of their own and others' progress as well as evidence-based resources to inform their own holistic learning theories. Based upon this information, they are able to adjust their study strategies. (*Core Competency*)
    - Educated Citizen area(s): Critical Thinking, Communication, Holism
  - o The learner can utilize one or more evidence-based active learning strategies and is able to articulate how they have adapted these strategies to fit with the classes that they are currently taking. (*Core Competency*)
    - Educated Citizen area(s): Critical Thinking
  - o The learner is able to draw from evidence-based literature and data to develop (e.g., design, implement, and evaluate) their learning strategies. There should be direct alignment between the modules/units of their courses and their own learning goals, study strategies, and how they assess these goals and strategies. (*Core Competency*)
    - Educated Citizen area(s): Critical Thinking, Holism
- *Learner Background Considerations*:
  - o In light of their own relevant prior knowledge, interests, skills, and capabilities, the learner can use multiple learning strategies to pursue and demonstrate their achievement of learning goals. The learner should also be able to adapt and use modified ADA resources to address their own learning needs. (*Core Competency*)
    - Educated Citizen area(s): Critical Thinking, Intercultural Competency
  - o In light of their own cultural locations (e.g., SES, ethnicity, gender, age, etc.), the learner can utilize multiple culturally appropriate learning strategies in pursuing and demonstrating their achievement of learning goals.
    - Educated Citizen area(s): Critical Thinking, Intercultural Competency
  - o *Mission-Centered Focus*: In pursuit of learning goals, the learner is able to engage in experiences that helps them to directly work with diverse people from under-represented and marginalized populations. The learner can also proactively assist others in exploring how their own biases can affect perceptions and actions, particularly as these biases relate to under-represented and marginalized communities. (*Core Competency*)
    - Educated Citizen area(s): Civic Engagement, Intercultural Competency
- *Professional Development, Leadership, & Evidence-Based Practice*:

- Based on personal reflections and feedback from peers and mentors, the learner is able to identify needed areas of ongoing discipline-specific professional development and participates in co- and/or non-curriculum learning experiences that address these identified areas of improvement. (*Core Competency*)
  - Educated Citizen area(s): Critical Thinking, Holism
- The learner can engage in school-wide decision making processes with others to identify common goals, develop strategies for pursuing these goals, and evaluate progress towards them. The learner should also be able to actively and consistently contribute to the growth of others through mentoring and feedback.
  - Educated Citizen area(s): Civic Engagement, Intercultural Competency, Holism
- The learner can demonstrate the ability to collaborate with others to jointly conduct evidence-based and/or scholarly projects that improve discipline-specific practices for themselves and/or others. (*Core Competency*)
  - Educated Citizen area(s): Critical Thinking, Civic Engagement

KSAs* - Knowledge, Skills, and/or Attitudes