

Educational System Guidelines

Course-Instructor Tier

Teaching & Learning Competencies

Foundational Level

The following are competencies that have been extracted from the Educational System Guidelines for the Course-Instructor 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 1 competencies found on these Educational System guidelines. Basically, instructors at this basic level will need to be able to demonstrate the following proficiencies. Intermediate (Level 2) 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 instructor should be able to develop in the respective area(s) by engaging with the given competency. The instructor should also be able to help students to develop in the area(s) listed for each competency. There are feedback forms and detailed explanations that accompany these. We have also compile numerous statistics and citations that support each of these guidelines.

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- ***Objectives:***
 - The instructor is able to use given accreditation, institutional, and/or discipline-specific standards to develop measurable learning objectives. (*Core Competency*)
 - Instructor Educated Citizen area(s): Critical Thinking
 - The instructor can refer to course/module objectives in their courses in general ways. (*Core Competency*)
 - Instructor Educated Citizen area(s): Communication
- ***Assessments:***
 - The instructor is able to use multiple types of assessments to draw conclusions about learner progress towards the learning objectives. (*Core Competency*)
 - Instructor Educated Citizen area(s): Critical Thinking, Holism
 - Using objective-generated criteria, the instructor is able to point out strengths and weaknesses in performance and offer positive and concrete suggestions for how learners can improve their work on subsequent assignments. (*Core Competency*)
 - Instructor Educated Citizen area(s): Communication
 - The instructor is able to follow evidence-based recommendations for implementing, interpreting, and applying specific assessments.
 - Instructor Educated Citizen area(s): Critical Thinking
 - The instructor is able to provide learners with criteria for an assignment to guide performance. The instructor is able to then assist each learner in examining her/his and/or each other’s work in relation to these criteria.
 - Instructor Educated Citizen area(s): Critical Thinking, Communication
 - Student Educated Citizen area(s): Critical Thinking
- ***Activities, Organization, & Resources:***
 - The instructor is able to develop activities that intentionally structure simple interactions among learners to support learning and development. (*Core Competency*)
 - Instructor Educated Citizen area(s): Intercultural Competency

- Student Educated Citizen area(s): Intercultural Competency, Communication
 - The instructor is able to guide learner engagement with simpler critical thinking skills (e.g., apply, analyze, and evaluate) for course KSAs*. (*Core Competency*)
 - Instructor Educated Citizen area(s): Critical Thinking
 - Student Educated Citizen area(s): Critical Thinking
 - The instructor is able to provide opportunities for learners to use relevant technologies in simpler ways that support but do not fundamentally change the learning experiences. Only very basic technology skills are needed by learners.
 - Instructor Educated Citizen area(s): Holism
 - Student Educated Citizen area(s): Holism
 - The instructor is able to guide learners in applying course KSAs* in authentic contexts/scenarios in direct and unmodified ways.
 - Instructor Educated Citizen area(s): Holism, Civic Engagement
 - Student Educated Citizen area(s): Holism, Civic Engagement
 - The instructor is able to clearly and intentionally guide learners through activities across the course that has them repeatedly engage key KSAs* and scaffolds their growing competencies in these areas (i.e., ensures achievement before moving on to new KSAs*). (*Core Competency*)
 - Instructor Educated Citizen area(s): Critical Thinking, Holism
 - *Mission-Centered Focus*: The instructor is able to develop explicit expectations for a safe and positive learning environment and to ensure that there is evidence of behavior in their courses that include respect and caring for one another.
 - Instructor Educated Citizen area(s): Intercultural Competency, Communication
 - Student Educated Citizen area(s): Intercultural Competency, Communication
- *Teaching & Learning Theories*:
 - The instructor is able to articulate their own understanding of holistic student learning and development and is able to adjust their courses' teaching strategies in light of these understandings. (*Core Competency*)
 - Instructor Educated Citizen area(s): Critical Thinking, Communication, Holism
 - Drawing on specific active teaching & learning strategies, the instructor is able to apply these to their courses. (*Core Competency*)
 - Instructor Educated Citizen area(s): Critical Thinking
 - The instructor is able to follow some process to design, implement, and evaluate their courses. The instructor is also able to ensure that there is direct alignment among the course's objectives, activities, assessments. (*Core Competency*)
 - Instructor Educated Citizen area(s): Critical Thinking, Holism
- *Learner Background Considerations*:
 - Drawing on past experiences and/or external resources, the instructor is able to appropriately adjust their courses to meet the diverse prior knowledge, interests, skills, and capabilities of learners. The instructor is also able to apply interventions, modifications, and accommodations based on ADA requirements. (*Core Competency*)
 - Instructor Educated Citizen area(s): Critical Thinking, Intercultural Competency
 - The instructor is able to access resources to expand their understanding of the SES, ethnic, gender, age, etc. differences among learners and their communities and can then modify their courses in light of this.
 - Instructor Educated Citizen area(s): Critical Thinking, Intercultural Competency
 - *Mission-Centered Focus*: The instructor is able to include multiple cultural perspectives and experiences of under-represented and marginalized communities in their courses that align with course objectives. The instructor is able to articulate how their own personal biases can affect

perceptions and actions, particularly as these biases relate to under-represented and marginalized communities. (*Core Competency*)

- Instructor Educated Citizen area(s): Civic Engagement, Intercultural Competency
- *Professional Development, Leadership, & Evidence-Based Practice:*
 - The instructor is able to engage in structured individual and/or group professional learning opportunities that help them to stay current with essential KSAs* in their discipline as well as to provide all learners with effective curriculum and learning experiences. (*Core Competency*)
 - Instructor Educated Citizen area(s): Critical Thinking, Holism
 - The instructor is able to participate in school-wide efforts to implement a shared vision and they can actively contribute to a supportive and collaborative institutional culture.
 - Instructor Educated Citizen area(s): Civic Engagement, Intercultural Competency, Holism
 - The instructor is able to work to improve their instructional practices through evidence-based and/or scholarship projects. (*Core Competency*)
 - Instructor Educated Citizen area(s): Critical Thinking

KSAs* - Knowledge, Skills, and/or Attitudes