

Educational System Guidelines**Organizational 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. As it is used herein, “organization” means either specific organizational units (e.g., programs, departments, divisions, colleges, etc.) or the organization in its entirety. In order to improve the quality of education, we must work with each of these three tiers and a series of guidelines have therefore been developed for them. These guidelines may be used for such endeavors as developing objectives for educational development interventions, conducting system-wide assessments, providing feedback to specific entities within the institution, et cetera.

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) Organization ensures that instructors and learners adequately utilize objectives to guide learning and development (Core Guideline)

Setting clear learning 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 as well as relating these to students' personal, professional, and/or civic life**. Moving from Level 1 to Level 3, there is a growing emphasis is on the learner being able to articulate learning objectives in ways that are more meaningful and relevant to them personally as well as being able to see the relationship between these personal learning objectives and the classes that they are taking. The organization should therefore be **proactively involved in helping both students and instructors to develop and utilize these kinds of learning objectives**.

Levels of Development		
Level 3	Level 2	Level 1
<p>At this level, the organization will help learners and instructors to collaboratively work with one another to further adapt given course objectives in ways that align with learners' own lifelong personal, professional, and/or civic goals. Resources and support from the organization will help to ensure that learners take more ownership and responsibility for their lifelong learning goals. Level 3 organizations will also work to help instructors and students to turn to community resources (such as mentors, family members, experts in the field, etc.) to help shape learner-crafted learning objectives in ways that still align with accreditation, institutional, program-specific, and/or course outcomes. The organization will also provide support so that learners and instructors better understand how curricular and co-curricular courses and programs directly support learners' lifelong personal, professional, and/or civic goals. Overall, organizations at this level intentionally work to foster a culture of relevant personalized learning objectives that help students to exceed</p>	<p>At this level, the organization will have evidence of working with instructors to adapt objectives to the backgrounds and capabilities of current learners in their class(es). The organization should be observed working with learners to continually clarify their own learning goals and relate these more directly to their personal, professional, and/or civic life. The organization should also proactively work to ensure that there is clear and sustained attention on institutional, program, course, and personal learning objectives across the institution.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Training sessions that work with instructors to continually adapt course objectives to be more relevant for and meaningful to current learners' personal, professional, and/or civic lives. • Organizational resources that provide guidance to instructors/learners on how to develop and refine learning goals that are 	<p>The emphasis at this level is on organizations working directly with instructors and learners to be aware of objectives that are measurable and that clearly identify what learners will need to be able to demonstrate. Organizations should also work to ensure that these objectives align with accreditation, institutional, and/or program-specific outcomes. There should therefore be clear evidence at this level of the organization proactively making sure that learning objectives are being given a central role/emphasis.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Training sessions for instructors on how to develop quality course objectives. • Co-curricular activities that help students to clarify learning goals for themselves. • Instructors and staff are observed working with students to better understand course and/or program objectives. • Accreditation reports that list course and/or program learning objectives and

Levels of Development		
Level 3	Level 2	Level 1
<p>high expectations and pursue their life's goals in ways that are aligned with accreditation, institutional, program-specific, and/or course standards.</p> <p>Examples:</p> <ul style="list-style-type: none"> Organizational staff are observed helping instructor and learners to collaboratively work together to adapt given objectives to align with learners' personal, professional, and/or civic goals. There is documentation that members of the organization have helped to arrange for instructor and/or students to collaboratively work with colleagues and/or community members to modify learning objectives and thereby ensure that these align with: 1) learners' personal, professional, and/or civic goals, and 2) accreditation, institutional, program-specific, and/or course outcomes. Curricular and/or co-curricular programs that help learners to better understand how course objectives and activities are related to their own personalized learning goals are supported by the organization as evidenced by the tangible resources that have been provided (e.g., money, release time to develop these programs, sending staff to training, etc.). 	<p>more relevant for and meaningful to learners' personal, professional, and/or civic lives.</p> <ul style="list-style-type: none"> Institutional surveys that help to assess how well instructors and/or learners understand the relevancy of learning objectives for learners' personal, professional, and/or civic lives. Accreditation documents that outline detailed plans for ensuring that program and/or course objectives are continually revised to meet the needs of current learners' personal, professional, and/or civic lives. 	<p>present evidence for how these programs/courses are helping students to be aware of these objectives.</p>

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

Feedback Table - Assessments

1) The organization supports instructors and learners in utilizing varied assessments to support learning and development. (Core Guideline)

Using assessments is central to education. Organizational units should therefore support the use of assessments in at least two ways. First, the organization should ensure that multiple assessments and types of assessment are being used to help confirm 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 so the organization should support the use of **multiple types of assessments to help to provide a more robust picture of learners' actual capabilities** in relation to course concepts/skills as defined by the objectives. Secondly, organizations should provide **training and resources on how assessment data can be used to continually modify teaching and study strategies** to better meet the needs and performances of current learners.

Levels of Development		
Level 3	Level 2	Level 1
<p>Level 3 continues with the work of Levels 1 and 2, only now the organization proactively helps learners and instructors work together on many of these tasks. In addition to the previous levels, the organization provides the training and support needed for learners and instructors to continually work together to expand upon the range of assessments that are utilized as well as to analyze the data that is collected from these assessments. The organization helps instructors and learners to collaboratively decide how learners can continue to improve in relation to course knowledge, skills, and/or attitudes based upon assessment data. Being more cooperative in nature, the culture of Level 3 organizations for this guideline are characteristically different from the previous levels as the organization ensures that learners and instructors work together to identify and analyze assessments as well as to modify teaching/study strategies in light of this assessment data.</p>	<p>At this level, similar kinds of processes are present as with Level 1: the organization supporting the gathering and analyzing of data from multiple types of assessment. However, at this level, the organization will additionally be observed working with learners and instructors to further improve the quality and effectiveness of their teaching/study strategies as their courses unfold. The emphasis here is on continually modifying these strategies in real-time based upon learner performance on assessment data. At this level, these strategies are therefore more fluid as the learners and instructors adjust these in an effort to further maximize student learning and development.</p> <p>Examples:</p> <ul style="list-style-type: none"> There is evidence of the organization providing training and/or support to learners and instructors on how to use assessments to modify teaching/study strategies. 	<p>At this most basic level, the organization will work with learners and instructors to gather and analyze assessment data. The organization should help learners and instructors to 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.). The organization will also help learners and instructors to be able to use data from previous experiences in teaching/learning (e.g., prior classes) to inform their ongoing reflections on assessments.</p> <p>Examples:</p> <ul style="list-style-type: none"> There is evidence of the organization providing training and/or support to learners and instructors on how to use multiple types of assessments to draw conclusions about learner progress towards learning objectives.

Levels of Development		
Level 3	Level 2	Level 1
<p>Examples:</p> <ul style="list-style-type: none"> • Organization is observed providing training/support for learners and instructors to select and analyze a variety of assessments that will help them to better understand what is influencing learner progress. • There is evidence that the organization has provided support so that instructors and learners can name specific and multiple assessments that they have used to modify their study/teaching strategies in consultation with one another. • As a direct result of the training/support that the organization has provided, instructors 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. • Organization actively creates and supports events where learners and instructors can work together to critically reflect on assessment data as well as to modify their teaching and/or study strategies. 	<ul style="list-style-type: none"> • There is evidence of the organization assessing how well learners and instructors can use assessments to modify teaching/ study strategies and then providing training/support as a result. • As a result of organizational training and/or support, instructor(s) are observed using assessment data to modify course/module activities and/or resources in real-time as their course unfolds. • As a result of organizational training and/or support, learner(s) are observed using assessment data to modify their study strategies. 	<ul style="list-style-type: none"> • As a result of organizational training and/or support, instructor(s) 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. • As a result of organizational training and/or support, learner(s) are observed using assessments (formal and/or informal) to assess their own competencies in relation to specific knowledge, skills, and/or attitudes. • There is evidence of the organization assessing how well learners and instructors can use multiple types of assessments to draw conclusions about learner progress and then providing training/support as a result.

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

2) The organization cultivates a teaching and learning environment where quality feedback is used by instructors and learners to continually improve learner competencies and foster self-regulated learning skills. (Core Guideline)

For this guideline, the organization should know that numerous studies continue to show that learners benefit from high quality and detailed feedback that aids them in better knowing where and how they can continue to improve in their courses. At the lower level, the **organization will be observed working with learners and instructors to offer and utilize feedback** that identifies areas of strength as well as areas of needed improvement. Beyond this, there should also be evidence of the **organization providing training and support for learners and instructors on how to then use this feedback to identify and engage with learning activities** that empower learners to continually improve. At the highest levels, the organization will be able to demonstrate that they are **proactive in supporting the use of this feedback to foster more collaborative self-regulated learning environments**.

Levels of Development		
Level 3	Level 2	Level 1
<p>This level is intended to not only improve student learning and development in relation to key course concepts/skills but to also build their metacognitive, critical thinking, and problem solving skills. As a result, the organization should be observed providing learners and instructors with the close support that they need as well as the necessary training and resources to be able to use feedback to foster self-regulated learning. Instructors should therefore be able to work with learners in identifying and utilizing strategies that will help learners to improve their learning and development based upon the feedback that they have been provided. As with Level 3 for other guidelines, the organizational culture in relation to feedback should be more collaborative in nature. Learners should, in response to this culture, also be observed taking more ownership of their learning as a result of organizational interventions. This collaborative and self-regulated learning culture, when carefully tended to by the organization, should therefore be one in which noted areas of</p>	<p>Working to improve upon the previous level, Level 2 organizations will help learners and instructors to develop the competencies that they need to be able to engage with activities that will help learners to continue to improve. These activities should directly relate to the feedback that has been generated at Level 1. In other words, these learning experiences should help learners to address noted areas of strength/improvement. Organizations at this level will therefore be observed working with both learners and instructors to continually develop activities that are based upon feedback.</p> <p>Examples:</p> <ul style="list-style-type: none"> • The organization provides learners and/or instructors with resources that talk about how to identify activities that can help learners to improve using feedback. • As a result of attending an event on how to use feedback to improve learning, students are observed engaging in learning 	<p>Organizations at this level will be noted working with both learners and instructors to more effectively develop and/or use feedback. Working with instructors, the organization will strive to ensure that feedback is positive, related to specific objectives and criteria, provides suggestions for how learners can continue to progress, and are conducted in a “timely” manner, providing learners with feedback that can be implemented in subsequent activities. In supporting learners, on the other hand, the organization will help them to use feedback to further clarify what their own areas of strength/improvement are. Overall, then, at this level there should be evidence of the organization providing support and resources on how to more effectively utilize feedback to improve learning.</p> <p>Examples:</p> <ul style="list-style-type: none"> • The organization hosts lunch and learns for instructors on how to create more effective feedback.

Levels of Development		
Level 3	Level 2	Level 1
<p>strength/improvement give rise to learning activities that directly address these areas.</p> <p>Examples:</p> <ul style="list-style-type: none"> • There is evidence of the organization providing training to instructors on how to work with learners' in building self-regulated learning skills. • The organization hosts events where students collaboratively reflect on feedback that they have received and to then identify strategies that will help them to improve in their courses. • Institutional site(s) contain resources that help learners to collaboratively utilize feedback in ways that guide the development of more effective study strategies. • Organization provides tutors who are trained to help students to continually review assessment feedback with instructors and/or other students and then modify their study habits. • Organization supports a mentoring system where instructors learn to develop students' self-regulated learning skills in relation to course feedback that they provide. 	<p>experiences that help them improve in their courses based upon feedback that they have received.</p> <ul style="list-style-type: none"> • Learners can state how organizational staff have worked with them to learn how they can apply feedback that they have received on previous assignments to subsequent assignments. • Course materials (e.g., syllabus, discussion boards, drop boxes, etc.) of instructors who have completed training on feedback will show evidence of requiring students to complete an assignment where they have to apply instructor feedback from previous assignments to subsequent assignments. 	<ul style="list-style-type: none"> • Organizational staff are observed working directly with students to reflect on feedback that they have received in an effort to identify areas of strength/improvement. • As a result of organizational training/support, instructors are observed providing their students with timely, detailed, and constructive feedback. • Learners taking part in a student success event are able to state how they have used feedback from others to improve in one or more of their courses, being able to highlight the areas of strength/improvement that were identified by the feedback that was provided.

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

3) The organization intentionally works to ensure that assessments are utilized in accordance with evidence-based recommendations and, whenever possible, their reliability and validity is established.

As most educational institutions know, assessments are an integral part of ensuring high quality teaching and learning processes. However, there are numerous kinds of assessments that can be used. It is therefore imperative, with so many possibilities, that the **organization works with learners and instructors** so that they **utilize assessments that are most appropriate for their applications**. This means, following this guideline, that there will be clear evidence of the organization providing training and support on how to use assessments in accordance with evidence-based recommendations. At higher levels, the organization should be **observed proactively empowering learners and instructors to consistently collaborate** with one another to **reduce bias and establish the validity and reliability** of these assessments. The organization should also help to ensure that the information gleaned from these assessments is providing the kinds of insights that learners and instructors need in order to **make decisions related to improving their teaching/ learning strategies**.

Levels of Development		
Level 3	Level 2	Level 1
<p>Level 3 organizations will be found to have interventions that directly foster a culture of collaboration in relation to the evidence-based use of assessments. There will be strong indicators of the organization proactively working with learners and instructors as both of these groups continually work together to interpret and capitalize on the information that assessments are providing in reliable, valid, and unbiased ways. At this level, the organization moves beyond working with learners and instructors individually and/or as distinct groups, and instead strives to bring them together to more effectively utilize assessment data in congruence with current best practices. Intentionally working to build a collaborative culture, the organization will therefore be found working to create and support opportunities for learners, instructors, staff, and administrators to engage in this work together.</p>	<p>This level builds upon and is inclusive of the previous level. Here, there will be strong evidence of the organization supporting learners and instructors in their work to establish the reliability and validity of the assessments that they are using to help improve learning and development. Working with learners, the organization will provide training, mentoring, resources, etc. that helps them to verify that the changes they are making to their learning strategies (based upon assessment results) really are improving their achievement. For instructors, the organization will proactively work to guide them on how to perform reliability, validity, and bias checks for the assessments that they are using in their courses.</p> <p>Examples:</p> <ul style="list-style-type: none"> The organization provides training and/or one-on-one consultations with instructors on how to perform reliability, validity, and 	<p>At this level, the organization should be able to identify and/or be observed using specific interventions that are designed to help learners and instructors utilize evidence-based recommendations to help guide the use of assessments. For instructors, the organization will work with them to continually be aware of evidence-based findings related to assessments as well as providing them with the support that they need to implement them in accordance with these recommendations. Working with learners, and following best practices, organizational staff will help them to better understand what their assessment results mean and how these results might be used to help learners to modify their study strategies and continue to improve. Overall, organizations at this level are focused on helping learners and instructors to more successfully use assessments to improve learning and development as outlined by current evidence-based best practices.</p>

Levels of Development		
Level 3	Level 2	Level 1
<p>Examples:</p> <ul style="list-style-type: none"> • The organization host events where learners, instructors, staff, etc. collaborate on developing, implementing, and/or interpreting evidence-based assessments. • As a direct result of institutional support, instructors are observed working with students to choose, use, and reflect on the results of specific evidence-based assessments. • Learners can articulate, after attending a training session, how they have worked with others to modify their study strategies based upon specific assessment results in reliable and valid ways. • An organizational site is observed to have opportunities for online collaboration in developing, implementing, and/or interpreting evidence-based assessments and this site is actively being used for these purposes by learners and/or instructors. 	<p>bias checks for the assessments that they are using in their courses.</p> <ul style="list-style-type: none"> • Instructor are observed, with direct organizational support, working to review assessment data and determine if the assessments are consistently reflective of students' actual abilities (e.g., verify assessment validity, reliability, and non-bias). • Learners can describe how they have worked directly with organizational staff to verify that the improvements they have made to their study strategies (in response to their performance on quizzes, papers, etc.) are leading to positive improvements in their achievement. • The organization host events where instructors, learners, and/or their peers can work to develop evidence-based assessments and verify their reliability/validity. 	<p>Examples:</p> <ul style="list-style-type: none"> • There is evidence of the organization hosting training sessions for learners on how to interpret and use results from quizzes, papers, portfolios, clinicals, etc. to improve their study strategies. • As a direct result of support that has been provide by the organization, instructors are observed using evidence-based assessment strategies (e.g., team-based learning, rubrics that have been validated by others, etc.) in one or more of their courses. • Organizational staff are able to articulate which evidence-based assessment strategies that they have worked with instructors and/or learners to use. • Learners, after attending an event on effectively using assessments, are observed using specific recommendations that provide insights into how to interpret and/or apply assessment results to improve their study strategies.

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

4) The organization supports the use of self- and peer-assessments to improve learning and development.

Across many of the guidelines, especially at higher levels, there is a distinct emphasis on collaborative approaches to course development. In addition, educational research has repeatedly shown that **students learn a great deal when working with their peers**. Peer tutoring, for example, has been found to be one of the more effective means to foster learning (Hattie, 2009, p. 186-87). Organizations should therefore intentionally work to support both learners and instructors in their collaborative use of these kinds of assessments and teaching/learning strategies. Overall, the **primary purposes** of self- and peer-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**. As organizations work with learners and instructors, following the levels for this guideline, there should be an increasing trend towards **developing collaborative self-regulated learning skills** via self- and peer-assessments.

Levels of Development		
Level 3	Level 2	Level 1
<p>For Level 3, there will be evidence of the organization working directly with learners and instructors to help them to collaboratively generate self/peer-assessment criteria. Working with learners, this will mean helping them to take more initiative to develop and implement these kinds of assessments in order to continually improve their learning strategies. On the instructor side, the organization will help them to learn how to develop course modules that integrate this kind of work. For instance, helping an instructor to create an activity where learners work in small groups to create a rubric that will then be used (with input from the instructor) to assess their papers. At this level, then, the organization will proactively work to foster a more collaborative and self-initiating culture when it comes to self/peer-assessments. In other words, the organization should be found helping learners and instructors to work more closely together to initiate and utilize these assessments.</p>	<p>At this level, the organization will continue to support the use of self- and peer-assessments among learners and instructors alike. Beyond this, however, Level 2 organizations will help instructors and learners to utilize the results of these kinds of assessments in more effective ways. For instructors, this might mean guiding them in how to develop courses that have learners apply self- and/or peer-assessment data to subsequent activities. For learners, it might entail helping them to continually reflect on and modify their study strategies as well as engage in supplemental activities based upon self- and/or peer-assessment results. This level is therefore distinguished by organizational interventions that explicitly empower students and instructors to use self/peer-assessment results to improve teaching/learning.</p> <p>Examples:</p> <ul style="list-style-type: none"> There is evidence of the organization providing support and/or training to learners and instructors on how to use 	<p>Level 1 organizations for this guideline will be able to show evidence of providing the training and/or support that learners and instructors need in order to be able to more effectively engage with self- and peer-assessments. Organizations should be observed helping both of these groups to learn how to generate and/or utilize detailed criteria as the basis for these teaching/learning strategies. They should also be found working with learners and instructors on how to provide high quality feedback in relation to these assessments (e.g., detailed, positively constructive, directly related to the criteria, notes areas of strength and improvement, etc.). Overall, there should be evidence of the organization taking intentional and system-wide steps to encourage and support self- and peer-assessments.</p> <p>Examples:</p> <ul style="list-style-type: none"> As a direct result of events hosted by the organization, instructors are observed guiding students in evaluating their own

Levels of Development		
Level 3	Level 2	Level 1
<p>Examples:</p> <ul style="list-style-type: none"> • The organization hosts events where learners and instructors work together to learn more about self/peer assessments and how they can work more closely together to develop these. • As a result of working with staff, students are observed working in groups to create and use self/peer-assessment criteria to improve their learning strategies. • After attending a training session, an instructor is observed creating 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. • The organization hosts speakers on how to develop and use self/peer assessments in more collaborative and self-initiating ways. 	<p>self/peer-assessment results to improve teaching/learning strategies.</p> <ul style="list-style-type: none"> • As a result of attending organization events, students are observed using self/peer-assessment results to modify their study strategies and/or engage in supplemental activities that are intended to improve their competencies. • Instructor is able to articulate, after attending a training session, how they have guided students in a step-by-step manner to use self/peer-assessment data to revise assignments, improve on exams, etc. • Organization provides peer tutors that help learners to critically reflect on their own and their classmates' work and then utilize this information to modify their learning strategies and/or seek out supplemental activities. 	<p>and/or one another's work using a set of guidelines that the instructor has provided.</p> <ul style="list-style-type: none"> • Learners will be observed, while attending an organizational event or thereafter, using rubrics or guidelines that have been provided by one or more of their classes to assess their own and/or their classmates' progress. • The organization provides documentation of training sessions that have been offered to instructors and/or learners on the effective use of self- and/or peer-assessments. • Supporting self- and peer-assessments is explicitly addressed in organizational strategic plans and specific interventions have been identified for providing this kind of support.

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

Feedback Table - Activities, Organization, & Resources

1) The organization intentionally supports learner-learner interactions to support learning and development. (Core Guideline)

For this guideline, an organization will be found to **intentionally support interactions among learners**. Social-cultural learning theories assert that students learn as much through their interactions with one another as they do on their own. As a result, the organization will proactively **work with learners as well as instructors to nurture high quality peer-to-peer interactions** that encourage critical reflection, complex decision-making, etc. Overall, following these guidelines, the organization will help faculty, students, and staff to continually **create collaborative micro-cultures that are geared towards improving student achievement**.

Levels of Development		
Level 3	Level 2	Level 1
<p>A Level 3 organization will extend the guidance that they are providing to learners and instructors beyond the two previous levels. Here, the organization will proactively provide opportunities for its constituency to learn more about how to develop and effectively engage with substantial group work. Examples 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. The organization will help learners and instructors alike to better understand the complexities of engaging in these kinds of activities as well as providing guidance on how to better support transitions through normal group development processes (e.g., forming, norming, storming, performing, adjourning).</p> <p>Examples:</p> <ul style="list-style-type: none"> Organization provides training on how to develop such teaching/learning strategies as extended service-learning projects, faculty-student research projects, design 	<p>At this level, the organization will work directly with learners and instructors to engage with and/or facilitate critical and mutually supportive group work. In these kinds of learner-learner interactions, group members will be observed critically reflecting on their own and their classmates' views of course content. They will also be more supportive of one another's educational journey by intentionally helping each other to engage with course knowledge, skills, and/or attitudes (KSAs) in deeper ways. As a result, the organization will be observed providing resources, training, and support that helps students, staff, and faculty to develop these kinds of deep engagement.</p> <p>Examples:</p> <ul style="list-style-type: none"> The organization provides training sessions to instructors on such teaching strategies as peer teaching/tutoring, small and large group debates, team-based learning, group problem-solving assignments, small group analyses of case studies, etc. 	<p>Organizations at Level 1 will be observed providing training and support to learners and instructors on how to utilize learner-learner interactions in simpler, yet more effective ways. At this level, these kinds of activities will be shorter and more superficial, requiring little more than common social skills and a more surface level engagement with course knowledge, skills, and/or attitudes. However, the organization will work to ensure that instructors know how to develop these kinds of activities following best practices and that learners understand the learning benefits that can be derived from them. Overall, then, this level is focused on having students interact in simpler ways.</p> <p>Examples:</p> <ul style="list-style-type: none"> The organization provides training sessions on how instructors can facilitate and students more effectively participate in such activities as general class discussions, short think-pair-shares, quick game-based activities, simple role playing, etc.

Levels of Development		
Level 3	Level 2	Level 1
<p>projects for ill-defined problems, long-term peer assessment partnerships, etc.</p> <ul style="list-style-type: none"> • There is evidence of the organization providing close support to groups as they transition through typical group development processes (e.g., forming, norming, storming, performing, adjourning). • As a result of attending training sessions, students and/or instructor(s) are able to articulate how they will develop groups that will work together on long-term projects as service-learning projects, design projects for ill-defined problems, long-term peer assessment partnerships, etc. • The course materials (e.g., syllabus, handouts, course site, etc.) of instructors who have consulted with staff 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. 	<ul style="list-style-type: none"> • As a result of training sessions, learners are observed questioning their own and one another's assumptions, exploring how/why they understand course content in the ways that they do, providing constructive feedback and support to one another, etc. • The organization provides training to peer tutors to help them engage their classmates in more critically reflective ways. • The instructor is able to describe, after a staff consultation, 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.). 	<ul style="list-style-type: none"> • Students are observed, at an organizationally hosted event, working in short-term groups on simpler activities, problems, etc. related to course concepts and skills. • As a result of staff consultations, instructors and/or students are able to describe group-work activities that they have (or will) engaged that were of shorter duration and helped them to better understand course concepts. • The organization maintains online resources, e-learning modules, etc. that help learners and/or instructors to better utilize simple group work activities to improve teaching/learning strategies.

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

2) The organization provides support that helps learners and instructors to use higher order thinking to improve learning and development. (Core Guideline)

With higher order thinking skills being given a major emphasis in education, organizations need to provide resources, training, and support to both learners and instructors. This support, following this guideline, will entail **helping them to understand what these skills are as well as how they can be more fully integrated into their learning/teaching strategies**. At lower levels, the organization will be found helping learners and instructors to utilize application, evaluation, analysis, etc. strategies to deepen learning. At higher levels, the organization will **support a culture where they work independently and together to design and implement these kinds of critically engaged activities**. Overall, there should be strong evidence of the organization providing learners, staff, and instructors with the essential guidance and support that they need for these kinds of engagement.

Levels of Development		
Level 3	Level 2	Level 1
<p>Being more learner-driven, at this level the organization will show evidence of helping learners and instructors to collaborate on developing activities that engage in the higher order thinking skills described for the two previous levels. The overall goal is to directly support an environment where learners are not just participants in critical thinking activities but also active authors of them in pursuit of their own learning and development. Towards these ends, the organization will therefore be found to provide ample opportunities for faculty, staff, and students to cooperatively develop these kinds of joint ventures. Through these, learners are not only using higher order thinking skills in the activities they are helping to develop but they are also using these skills as part of the activity development process itself.</p> <p>Examples:</p> <ul style="list-style-type: none"> Organization provides resources and release time needed for faculty/staff and learners to collaborate on developing and 	<p>Moving beyond Level 1, organizations at this level will be found helping learners and instructors to engage with more complex higher order thinking skills. Being skills that are more synthesizing, integrative, and multi-dimensional in nature, the organization will work to ensure that learners and instructors have the education and support that they need to engage in these kinds of teaching/learning strategies. Such support might also involve funding for faculty-student research projects, hosting interdisciplinary events where student, staff, and faculty engage with real-world scenarios in innovative ways, or encouraging a culture of constructive criticism across levels of the institution. Overall, the goal is for the organization to foster curricular and co-curricular environments where more advanced higher order thinking skills are an integral part of learning processes.</p> <p>Examples:</p> <ul style="list-style-type: none"> Organization provides evidence of hosting consultations with instructors on how to 	<p>Level 1 organizations will be observed proactively working with both learners and instructors to increase their understanding and application of more basic critical thinking skills. Such efforts should involve helping them to not only better understand what these competencies are but also how they might use these to improve their learning/teaching strategies. One of the primary goals here is to help learners and instructors to see more clearly how these important skills can be used to deepen learning in significant ways. The organization should therefore be able to present evidence on how they are working with these groups towards these ends.</p> <p>Examples:</p> <ul style="list-style-type: none"> Organization provides training sessions on basic higher order thinking skills and how to apply these to teaching/learning strategies. As a direct result of organizational support (e.g., training, consultations, etc.), classes have projects where students are required

Levels of Development		
Level 3	Level 2	Level 1
<p>implementing research projects that are directly related to course concepts/skills.</p> <ul style="list-style-type: none"> • Staff are able to articulate how they have worked with learners to continually assess higher order thinking study strategies and help them to identify specific changes that need to be made to these that will result in higher achievements in one or more of their courses. • Instructors, as a result of attending a training session, are observed implementing course activities where they work with students to develop their own inquiry-based projects/experiments. • Organization can present evidence of developing projects with community partners so that students and instructors/ staff can collaboratively work with these partners to identify and address ill-defined problems in the local community. 	<p>integrate advanced higher order thinking skills into their courses.</p> <ul style="list-style-type: none"> • After attending a training session, instructors are observed demonstrating and explaining how to synthesize specific course knowledge and/or skills and then requiring students to do likewise with different parts of their course. • Students attend a session that is hosted by the organization where they participate in small group activities that require them to use concepts/skills to create, innovate, design, etc. • The organization supports committees made up of faculty, staff, and students who continually and critically question the limitations, inherent biases, underlying assumptions, etc. of curriculum materials. 	<p>to compare-contrast course knowledge, skills, and/or attitudes.</p> <ul style="list-style-type: none"> • Organizational staff are able to state how they have worked with learners to analyze, evaluate, apply, etc. specific concepts/ skills. • Organization works with instructors and/or learners to utilize a critical thinking rubric to assess their own engagement with concepts/skills.

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

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

According to Hattie's (2009) book, *Visible Learning*, educational research studies involving more than 8 million people have been conducted on the use and impact of technologies. The volume of these studies speak to the increasingly central role that these technologies have for educational institutions. As a result, following this guideline, **organizations need to be very intentional in regards to the resources, training, and support that they are providing** to learners and instructors in relation to their technology use. **At lower levels, the organization will help students and instructors alike to learn how these technologies might be used in simpler ways** to support learning both in and out of their classes. **At higher levels, the organization will empower** both of these populations to utilize technology in more advanced ways, such as **in making use of discipline-specific software packages and skill sets** (e.g., SPSS, augmented/virtual reality, coding in HTML/CSS, etc.). Support for all levels of this guideline should be in the form of training, resources, consultations, etc. as well as in the technology infrastructure and help desk support that are needed to use these technologies. Overall, the **institution's support for technology use should be primarily aimed at improving student achievement** by working directly with students, staff, and faculty towards these ends.

Levels of Development		
Level 3	Level 2	Level 1
Moving beyond the previous level, organizations at this level will provide access to more advanced technologies to support student learning. These kinds of technologies are essential to the learning processes (i.e., activities would be very difficult to complete without the use of technology) and they may require more advanced technical skills in order to be able to utilize them. Examples of technology enhanced activities at this level might include collaborative projects with communities from other parts of the nation/world, online team-based mind maps, creating interactive digital storytelling projects, use of intelligent tutoring systems, and immersive digital simulations. In addition, as with other guidelines, there should be some evidence of instructors collaborating with learners in choosing and implementing these technologies .	A Level 2 organization will be found providing the support that is needed for learners and instructors to effectively utilize interactive technologies to improve student achievement. Such usage will involve technology that is integral to the learning process by requiring more direct engagement with key knowledge/skills via the technology . Examples might include using a spreadsheet to conduct analysis and generate charts, using interactive digital games/apps to help prepare for exams, creating interactive elearning modules that teach important course concepts, etc. As with the previous level, there will be evidence of the organization taking proactive steps to ensure that its support covers infrastructure (e.g., networks, help desk support, etc.) for these kinds of technologies. At this level, the organization will also work to ensure that learners and instructors develop intermediate technology skills in order to	At Level 1, the organization will be found working directly with learners and instructors in two ways. First, they will ensure that they know about and have access to technologies that can be used to support learning in more basic ways . Second, the organization will help instructors and learners to develop the basic skills that they will need in order to be able to utilize these technologies. At this level, then, there will be evidence of the organization providing infrastructure, resources, training, etc. for these more basic levels of technology usage to support learning and development. Examples: <ul style="list-style-type: none"> The organization provides learners and instructors with a list of technologies that are available to them through the organization as well as additional resources

Levels of Development		
Level 3	Level 2	Level 1
<p>Examples:</p> <ul style="list-style-type: none"> The organization provides training sessions to classes so that the instructor(s) and students are able to work more closely together to create interactive elearning modules for the class. Staff work with instructors and students to identify virtual simulation software to help better understand concepts and/or practice relevant skills. The organization provides websites where students and instructors can work together to develop sites that better support learning activities. As a result of attending a training session, students and the instructors are observed collaborating via online technologies with a community from another part of the world to complete a real-world project together. 	<p>more effectively use these kinds of technologies for their personal, professional, and/or civic lives.</p> <p>Examples:</p> <ul style="list-style-type: none"> After attending a training session, instructors are be able demonstrate their ability to create interactive elearning modules for their courses. In working with staff, learners can describe online interactive sites and/or apps that they are using to help them to better understand concepts and/or practice skills. The organization can provide evidence of having provided training on intermediate technology skills. At an organizational event, learners are observed creating a digital image collage to help them better understand important course concepts. 	<p>that they might use to support teaching/ learning in more basic ways.</p> <ul style="list-style-type: none"> As a result of participating in a faculty development session, instructors are observed developing course assignments that require students to conduct an internet search to find information for a class project. Working with a staff member, learners are observed using software to manage and format citations for their course papers. The organization's strategic plan includes the implementation and adequate maintenance of basic technologies to support learning.

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

4) The organization helps learners and instructors 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, **organizations should help learners and instructors to be able to apply relevant knowledge, skills, and/or attitudes (KSAs) in real-world situations.** Doing so will not only aid learners with their transference of KSAs to these situations it will also help these KSAs to be more relevant and meaning to students, which is an important part of fostering deeper learning. As an organization moves from Level 1 to Level 3, they will be observed working with learners and instructors to move from more simply engaging course concepts/skills within authentic settings/scenarios towards more collaboratively identifying and directly addressing real-world problems. The transition that the organization should be working to support 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, the organization should therefore **prepare learners and instructors to be able to develop KSAs in ways that are directly related to the authentic settings of learners' personal, professional, and/or civic lives.**

Levels of Development		
Level 3	Level 2	Level 1
At this level, the organization will further extend their Level 2 efforts. Since Level 3 is more collaborative in nature by being centered on instructors, staff, and learners working together to identify real-world problems , the organization should be found providing the training and support that is necessary for these kinds of cooperative endeavors. This support should address at least two aspects in order to be rated at this level: 1) helping learners, staff, instructors, and/or community organizations to collaboratively identify and work on real-world problems/issues , and 2) working to ensure that these projects require learners to make significant modifications and adaptations to relevant KSAs . Overall, then, the organization's focus for this level should be on helping learners to have more collaborative responsibility and leadership with instructors and/or community partners in identifying real-world issues and then supporting their work to find	A Level 2 organization is somewhat similar to Level 1 in that the organization will be found helping learners and instructors to apply relevant knowledge, skills, and/or attitudes (KSAs) in authentic and real-world contexts/scenarios. However, at this level, the organization will ensure that learners and instructors engage with specific problems/issues in these authentic situations . Doing so requires a higher level of competency on the part of the learner compared with Level 1 since they will be expected to adapt key KSAs in significant ways in order to address the given problems/ issues. As a result, there should be strong evidence of the organization working to ensure that learners and instructors have the competencies and support that they will need in order to: 1) identify specific real-world problems, and 2) effectively adapt relevant KSAs in order to address these issues.	Organizations at this level will be found working with learners and instructors to learn how to take relevant KSAs that they are working to develop competencies in and to apply these in real-world situations . At this level, such KSA applications will be will be direct and unmodified. This means that the learner will only be expected to apply the KSAs in the exactly the same way as they have been introduced to them, without any significant adaptations or modifications (KSA adaptations and modifications are a Level 2 competency according to this guideline). In addition, Level 1 organizations will ensure that such applications will have the primary purpose of helping the learner to better acquire key concepts/skills rather than attempting to address a specific real-world problem/issue (again, this is a Level 2 competency). As a result, there will be evidence of the organization providing resources, training, and/or mentoring to help learners and instructors to identify and engage with teaching/learning strategies that

Levels of Development		
Level 3	Level 2	Level 1
<p>effective ways of addressing these issues by adapting KSAs to authentic contexts.</p> <p>Examples:</p> <ul style="list-style-type: none"> • There is evidence of the organization providing resource and mentoring support to students and/or instructors as they work with a community partner to conduct an asset/needs assessment and create a plan to address identified assets/needs via adapting relevant course KSAs. • After attending a training session, instructors require students in one of their classes to partner 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. • Working with staff, 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. • The organization provides funding that allows instructors and/or staff to attend conferences on how to work with students to collaboratively develop service-learning projects. 	<p>Examples:</p> <ul style="list-style-type: none"> • Organization maintains a list of community partners and already identified real-world projects that students, faculty, and/or staff can and do work on. • Organization has a director of community engagement, service learning, etc. on staff who works with students, staff, and faculty to identify community projects that both address local needs as well as align with learning objectives. • Staff/faculty and students are observed working together at an organizationally hosted event to adapt relevant skills (such as healthcare skills, conflict mediation, strategic planning, web development, etc.) to help a community organization. • After attending a faculty development training, instructors' courses have assignments where learners collect and analyze data in the field in order to help address a local problem. 	<p>foster these kinds of KSA development. In other words, the organization should be found supporting activities that help learners to engage with KSAs in similar contexts/scenarios as they will need to apply them in their professional, civic, and/or personal lives.</p> <p>Examples:</p> <ul style="list-style-type: none"> • The organization offers training sessions to learners and/or instructors on how to use simulation strategies to develop KSAs. • Organizational budgets have funding to support immersion trips where learners are exposed to diverse real-world contexts. • As a result of being mentored by staff, instructors are able to develop role playing activities that mimic real-world situations. • As part of an organizationally hosted event, 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 organization supports learners and instructors in developing activities that consistently scaffolds learners' increasing competencies for key KSAs*. (Core Guideline)

While the other guidelines in this area are more focused on the organization supporting learners and instructors with their engagement in specific teaching/learning activities, for this guideline the organization should be working to help them better organize how they engage with these activities. According to this guideline, the organization should minimally ensure that students are **moving through their learning and development in a step-by-step manner**. In other words, concepts and skills should build upon previous ones and the organization should help to ensure **that learners are generally competent in core knowledge, skills, and/or attitudes (KSAs) before they are allowed to progress to subsequent ones**. At higher levels, the organization will help learners and instructors to **partner in developing and selecting varied pathways** that support learner growth in core course KSAs. These pathways should allow for learner choice and be **tailored to better match current students' diverse backgrounds**. The organization should make sure that these varied pathways 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 organization supports learners' progress through their learning experiences**.

Levels of Development		
Level 3	Level 2	Level 1
<p>Similar to Level 2, a Level 3 organization will provide resources, training, and close support to empower learners and instructors in their development of multiple and varied pathways to engage with core KSAs. At this level, however, the organization will be found intentionally supporting faculty, staff, and student collaboration in developing these scaffolded paths. Here, then, there is a much greater emphasis on the organization enabling learners, staff, and instructors to collaboratively identify and adapt varied and scaffolded learning paths that better meet the diverse and unique backgrounds and interests of current students.</p> <p>Examples:</p> <ul style="list-style-type: none"> As a result of attending a training session, instructors are observed working with 	<p>Level 2 builds upon the expectations of Level 1 but does so in more varied ways. Here, the organization will work to ensure that there is a greater emphasis on learners and instructors 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 organization proactively works with learners, staff, and instructors to develop multiple paths to engaging with and demonstrating key competencies. The organization should also help to ensure that these pathways are matched to the diverse backgrounds, capabilities, and interests of current learners.</p>	<p>An organization at Level 1 will work with learners and instructors to ensure that students are guided through key course knowledge, skills, and/or attitudes (KSAs) in scaffolding ways. This means that the organization will provide resources and support to help confirm that learners grasp foundational KSAs in deeper ways before moving onto to newer and more complex ones. Overall, then, an organization at this level will show evidence of working intentionally to ensure that students' pathways to learning are guided in scaffolded ways.</p> <p>Examples:</p> <ul style="list-style-type: none"> The organization provides training to instructors on how to develop 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>students to develop their own learning path in their courses.</p> <ul style="list-style-type: none"> • Learners are observed working with institutional tutors to help them map out scaffolded study plans that will enable them to be more successful in one of their courses. • The organization hosts study groups that help learners to use supplemental textbooks, articles, etc. to help them study for exams. • Program/departmental faculty, staff, and students are aided in their collaborative work to develop and maintain a library of elearning modules and other resources that students can choose from to support their learning. 	<p>Examples:</p> <ul style="list-style-type: none"> • Staff work with instructors to offer multiple class activities for completing an assignment (e.g., written paper, digital storytelling project, formal presentation, etc.). • The organization works with programs/ departments to develop and maintain a library of elearning modules and other resources that students can choose from to support their learning. • As a result of attending a faculty development event, instructors are observed providing multiple ways of explaining and representing core course concepts/skills (e.g., lecture, demonstration, use of videos, etc.) to their students. • After attending a student success workshop, learners can describe multiple learning activities that they have used to help them to better understand course concepts/skills. 	<ul style="list-style-type: none"> • Organizational staff are observed working with students to help them study key concepts/skills repeatedly over an extended period of time. • As a result of attending a workshop, instructors are observed working with students/groups to ensure that they understand foundational topics before moving the class onto subsequent topics. • The organization hosts guest facilitators who help learners and/or instructors to better learn how to scaffold learning activities.

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

6) Mission-Centered Focus: *The organization works to create and sustain a learning environment that is safe, inclusive, and caring.*

These kinds of environments are to be expected in any organization. Some cognitive science studies have shown that **students learn and retain more when they 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, the organization should work to ensure that **curricular and co-curricular events are safe spaces** that allow for **risk-taking** without fear of failure, encourage free and **positively supported exploration of ideas and diverse perspectives**, and are ones in which participants support and **challenge one another in affirming and constructive ways**. In order to help facilitate such learning environments, **the organization needs to help set clear expectations** that students, faculty, and staff are not only coached on but also have a part in developing. Overall, then, the trend across these levels is from the organization having clear expectations towards supporting the collaborative development of and engagement with safe, inclusive, and caring expectations. When assessing an organization for this guideline, we can therefore look at the extent to which the organization involves staff, instructors, and students in both setting these expectations and then being expected 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 clear institutional behavioral expectations. However, for organizations at this level, members will be found collaboratively working with one another to develop and implement these expectations. An organization 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 and relevant for its members.</p> <p>Examples:</p> <ul style="list-style-type: none"> The organization provides training to instructors on how to lead students through a brainstorming process to generate behavioral expectations for their classes. 	<p>Level 2 includes the previous level's recommendations wherein the organization has clear behavioral expectations for its members. At this level, however, there will be evidence of the organization going beyond this by supporting activities that intentionally facilitate safe, inclusive, and caring interactions among students, faculty, and staff. Overall, the goal here is for the organization to work directly with students, staff, and faculty in intentionally practicing these expectations. It is one thing to have clear expectations that members of the organization must minimally comply with (Level 1) but quite another for the organization to help them to intentionally utilize these expectations in their activities (Level 2).</p>	<p>An organization at Level 1 will be observed setting clear expectations for a safe, inclusive, and caring school environment. These expectations should not only be stated whenever new students, staff, and/or faculty join the organization, but also addressed on regular occasions. At this level, there will also be clear evidence of organizational members interacting with one another in ways that are congruent with the school's behavioral expectations as well as the staff positively and proactively working to ensure that that they are adhered to.</p> <p>Examples:</p> <ul style="list-style-type: none"> The institution's websites and/or other materials clearly state behavioral expectations (e.g., code of conduct, ethical guidelines, etc.).

Levels of Development		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> • After participating in an organizational event, learners are observed modeling expectations that were collaboratively developed at this event. • Staff work with instructors and students on how to help small groups work together to set their own ground rules for how they will interact and resolve conflicts together. • The organization is observed offering incentives those who clearly demonstrate school expectations that have been cooperatively developed. 	<p>Examples:</p> <ul style="list-style-type: none"> • After attending an organizational event on bullying, a learner is observed positively intervening when one of their peers acts negatively towards another classmate. • As a result of attending a workshop on positive learning environments, instructors are observed encouraging students to take risks by attempting difficult problems, answering complicated questions, etc. and then positively affirms their efforts when they do. • There is evidence of staff working with instructors to develop class assignments that require students to positively and constructively engage with viewpoints and opinions that are different from their own. • Administrators and staff are observed positively coaching one another in relation to one or more of the organization's behavioral expectations. 	<ul style="list-style-type: none"> • The organization provides mandatory syllabus statements on behavioral expectations for the institution (e.g., classroom decorum, regulations on technology usage, instructor response times, etc.). • Administrators and staff are observed affirming one another for sharing their diverse beliefs, viewpoints, ideas, etc. • Organizational behavioral expectations are listed on job descriptions, annual review forms, etc.

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

Feedback Table - *Teaching & Learning Theories*

1) Organization helps learners and instructors to articulate: a) specific holistic teaching and learning theories that they might utilize; and b) when and how these theories might apply. (Core Guideline)

What instructors and students believe about learning and development and how to shape it **can greatly influence which teaching/ study strategies they will choose how they will engage with these.** For instance, a person who believes that learners are an empty bucket that simply needs to be filled with information will likely approach their teaching/learning strategies differently from someone who thinks that people 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 organizations to work more closely with learners and instructors in reflecting upon these learning theories.** The organization should **also provide resources, training, and/or support on how learners and instructors can better use these theories** to improve learning and development. Overall, the trend for the organization is from helping faculty and students to be more explicit about these theories to helping them to collaboratively draw from multiple theories to help guide teaching and learning.

Levels of Development		
Level 3	Level 2	Level 1
This more complex level further builds upon the previous level when the organization works with students and instructors to be able to articulate how the diversity of students at the institution necessitates the use of multiple theories to support holistic learning and development. In addition, the organization should work with learners and instructors to recognize that different sets of knowledge, skills, and/or attitudes (KSAs) require different learning theories in order to maximize learning for each KSA. This level therefore represents an intellectual advancement for students and instructors in relation to these theories when the organization helps them to come to realize that one holistic learning 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 concepts/skills. There should therefore be clear	Level 2 extends beyond Level 1 when the organization helps learners and instructors to reflect upon how current students seem to be learning in the best ways possible. These reflections can be based upon assessment data that and/or conversations with one another about this topic (directly via class discussions or one-on-one meetings between instructors and students or indirectly via papers, journals, discussion board posts, etc.). The organization should then help learners and instructors to be able to compare this information with their own personal views of holistic learning and development and note similarities and differences. Finally, the organization should empower instructors and students to also draw from evidence-based holistic learning theories and to then be able to articulate how they are using these along with their	At this level, there should be evidence of the organization providing training, resources, and/or support to students and instructors so that they are better able to explicitly state what their own views of holistic learning and development are and how they are using these models to inform and guide their teaching/learning. Here an emphasis should be given to helping learners and instructors to be able to clearly articulate: 1) the processes by which they believe people holistically learn/develop , 2) strategies that can be used to help people to grow along these paths (i.e., strategies that align with their understandings of learning processes), and 3) how they have developed their courses/study habits to support such learning and development (i.e., ones that align with their learning theories). Overall, the organization should also be found helping learners and instructors to identify and rectify

Levels of Development		
Level 3	Level 2	Level 1
<p>evidence of the organization working with learners and instructors to be able to clearly articulate why and how multiple holistic theories are needed to direct their teaching/learning. Finally, and related to other guidelines, Level 3 here is intended to support a more collaborative culture wherein students and instructors work together to identify and implement multiple evidence-based learning theories.</p> <p>Examples:</p> <ul style="list-style-type: none"> As part of an organizationally hosted event, instructors can state how they have worked with others to use assessment data in addition to 2 or more evidence-based learning theories to better understand how their students learn best in their class. Staff can state how they have worked with study groups to improve their strategies using 2 or more evidence-based learning theories. The instructor can explain how they have worked with consultants to use different evidence-based learning theories to develop multiple pathways for students in their course. The organization provides funding for faculty and staff to attend trainings on how to use multiple evidence-based learning theories to improve student achievement. 	<p>observations to modify and improve their teaching/study approaches.</p> <p>Examples:</p> <ul style="list-style-type: none"> Staff work with study groups to help them better use a specific study strategy (e.g., distributed practice, mnemonic devices, concept mapping, etc.) based on an evidence-based learning theory. As a result of attending a workshop, learners and/or instructors can identify specific evidence-based learning theories to inform their understanding of learning processes. The organization provides consultations to instructors that help them to better articulate how their understanding of learning processes can be based upon both evidence-based theories and their observations of current students in their classes. After participating in a training, students can state how they have used their performance on exams, papers, etc. to understand how they learn best in their classes. 	<p>inconsistencies between these theories and their study habits or course designs.</p> <p>Examples:</p> <ul style="list-style-type: none"> After attending a workshop, students and/or instructors are able to state the general processes by which they believe learning happens. Organizational staff are observed discussing learning processes with a study group and to then choose the best strategies to use to prepare for a test. The organization provides instructors with a selection of syllabus statements that briefly describe general learning theories that a course might be based upon. Staff work with an instructor to help them better understand how the activities in their class directly support students' learning processes.

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

2) The organization helps learners and instructors to utilize 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: elaboration and self-reflections; self-regulated learning and study strategies; direct instruction or modeling followed by learner practice; peer teaching/tutoring; concept mapping; class discussions, debate, etc.; problem solving, problem-based learning, etc.; real-world and clinical simulations; inquiry-based pedagogies; 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 learners and instructors can draw from** to use. As a result, the organization needs to take a proactive part in providing resources, support, and training on these active strategies. The challenge that learners and instructors face in using these strategies are twofold and organizational interventions need to address both of these: 1) deciding on **which strategy(ies) to use**, and 2) **how to adapt them** for each unique application. Overall, the trend for this guideline is from the organization helping learners and instructors to use these strategies in basic ways **towards helping them to develop multiple evidence-based strategies in collaboration with one another**. In addition, as the organization moves to higher levels, it should help instructors and learners to ensure that these strategies **more closely match the background, interests, capabilities, etc. of current 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 organization should therefore work with learners and instructors to cooperatively utilize evidence-based active teaching and learning strategies . The organization should ensure that students and instructors are able to articulate/demonstrate which multiple strategies they are utilizing and be able to point to specific evidence-based source(s) for each of these (similar to Level 2). Beyond this, the organization should develop interventions that support instructors in empowering learners to choose and/or develop their own active ways of increasing their competencies for key course knowledge, skills, and/or attitudes (KSAs). The organization should also work with students and instructors to ensure that these individualized and	This level further extends upon the previous one when the organization is observed working with learners and instructors to be able to more clearly articulate/demonstrate how they are using specific evidence-based active teaching and learning strategies (see a beginning list of such strategies above). The organization should help faculty, staff, and students to continually learn about specific evidence-based sources so they can continue to develop and refine their teaching/learning strategies. Finally, there should be evidence of the organization working with learners and instructors to be able to state/demonstrate what adaptations they have made to these strategies in light of their current classes .	Level 1 is achieved when the organization intentionally seeks to acknowledge and support active teaching and learning strategies at their school. There should be evidence of the organization working with learners and instructors to be able to articulate/demonstrate what strategy(ies) they have chosen and how these are being used help achieve learning outcomes. These strategies can involve individual, small groups, or the whole class activities and they should clearly help learners to actively engage with relevant knowledge, skills, and/or attitudes (KSAs) . In addition, following other guidelines, the organization should work with students, staff, and faculty to help ensure that these strategies clearly align with the learning objectives.

Levels of Development		
Level 3	Level 2	Level 1
<p>active pathways are congruent with evidence-based recommendations as well as the course objectives.</p> <p>Examples:</p> <ul style="list-style-type: none"> The organization provides training sessions on multiple evidence-based active teaching/learning strategies and how these may be collaboratively developed. Staff are observed working with study groups to select and adapt 2 or more evidence-based learning strategies. The organization hosts an event where students learn about and then collaboratively use 2 or more evidence-based study strategies and how to adapt these to their current classes. The organization offers a workshop to help instructors to identify 2 or more evidence-based strategies that they can use as well as how to collaborate with students to adapt these for their courses. 	<p>Examples:</p> <ul style="list-style-type: none"> The organization provides training sessions on specific evidence-based active teaching/learning strategies. Staff are observed working with individual instructors to develop an evidence-based strategy for their class. After attending a workshop, learners can state which active evidence-based study strategies they are using and can name which source(s) support to use of these strategies as well as how they are adapting these for their current classes. Staff work with an instructor to develop a syllabus statement regarding the active teaching strategies that are being used in the course that identifies which evidence-based source(s) support the use of these strategies. 	<p>Examples:</p> <ul style="list-style-type: none"> Staff are observed working with study groups to assess each other's work and offer suggestions to one another for how to improve (e.g., peer assessment/tutoring). After attending a workshop, instructors are observed engaging students in course discussions/debates that require each student to be actively involved. The organization provides training sessions on specific active teaching/learning strategies. Instructors participate in an organizationally sponsored certificate program where they learn how to develop a rhythm of lecturing/demonstrating for 15-20 minutes followed by having learners practice the concepts/skills that were just presented.

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

3) Organization ensures that learners and instructors are able to demonstrate the processes/methods by which they develop their courses or learning strategies and that there is alignment among these strategies with course elements. (Core Guideline)

ADDIE, backward design, universal design for learning, learner-centered, rapid prototyping, etc. are all examples of the **many instructional design methods that can be used to help guide course development and/or study strategies**. Since learners and instructors may not know the details for these specific methods, the organization should work with them so that they **are able to articulate the processes by which they are designing, implementing, and evaluating** their course or learning approaches. This guideline is therefore intended to capture these abilities. Overall, there are two trends for the organization: 1) from working with learners and instructors to individually follow some method to develop their study strategies or course elements (e.g., objectives, activities, assessments, etc.) towards collaborating with others and looking to evidence-based literature for help with this; and 2) from helping learners/instructors to ensure that there is close alignment between some of the course elements and teaching/learning approaches towards this alignment existing for most courses' modules/units and the teaching/learning approaches. In other words, **this guideline becomes more collaborative and tightly integrated** 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 collaborative ways. The organization should work to ensure that learners and instructors are able to articulate the evidence-based steps by which they are developing their teaching/learning strategies but these steps should now include collaboration with others . Overall, there should be evidence of the organization working directly with learners and instructors to be able to collaborate with others and to use these collaborations to more positively and directly impact their evidence-based teaching/learning strategies . Alignment at this level is also further extended as the organization provides training and resources so that the following teaching and learning elements are directly related to one another : objectives, activities, assessments, teaching/learning strategies, learner/instructor backgrounds, and teaching/learning theories. Overall, the	Level 2 continues to extend the previous level. The organization should help to ensure that the teaching/learning processes articulated by learners and instructors now include external evidence-based resources . 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 experiences/courses. The organization should work with them to be able to clearly state which evidence-based resources they are utilizing and how these directly impact the development of their teaching/learning strategies. 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 too . In other words, the organization should help confirm that the learning approaches that are being used by learners and instructors are directly related to	At Level 1 for this guideline, the organization will work with learners and instructors to be able to clearly articulate some process or set of steps that they are using to design, implement, and evaluate their learning strategies or courses . If a learner or instructor states that they are using or would like to use one or more of the instructional design methods found in the literature (e.g., ADDIE, backward design, etc.), then the organization should help to ensure that they are able to state how they are applying these in detailed ways. In addition, the organization should work to verify that there is clear evidence of alignment between learning goals, activities, and assessments . 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 course activities or study strategies that guide students through these methods as well as

Levels of Development		
Level 3	Level 2	Level 1
<p>organization should be found intentionally working to increase the collaboration and direct alignment of teaching and learning processes at the school.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Staff are observed working with study groups for a specific class to help them better understand how their evidence-based study approaches directly relate to what they are learning about in the course. • The organization hosts a series of workshops where learners and/or instructors work with others to be able to collaboratively use some evidence-based process or set of steps to design, implement, and evaluate their study strategies/courses. • A group of students are observed working with a staff member to closely follow a prescribed evidence-based study strategy to guide their learning approaches. • Instructors attend a workshop where they work with peers to discuss how one or more of their classes are going and what might be done to continually improve them. • The organization conducts regular reviews of classes to see if there is alignment between course/module objectives, activities, assessments, learning theories, and learner background considerations. 	<p>what is being expected for each week in their classes. Such organizational interventions can happen via students, staff, and/or faculty.</p> <p>Examples:</p> <ul style="list-style-type: none"> • The organization hosts a series of workshops where learners and/or instructors are able to use evidence-based resources to design, implement, and evaluate their study strategies/courses. • The organization conducts regular reviews of classes to see if there is alignment between objectives, activities, and assessments at both the course level as well as at the module/unit/weekly level. • Organizational staff mentor students on how to use evidence-based learning strategies to help design their study habits. • A staff member is able to describe how they have worked with an instructor to develop specific evidence-based parts of a course. 	<p>assessment practices that verify their competencies in these research project skills.</p> <p>Examples:</p> <ul style="list-style-type: none"> • The organization conducts regular reviews of classes to see if there is alignment between course objectives, activities, and assessments. • As a result of attending a workshop, learners and/or instructors are able to clearly articulate some process or set of steps that they are using to design, implement, and evaluate their study strategies/courses. • The organization provides funding for instructors to attend a training session on how adapt a prescribed curriculum for one or more of their classes, one that has close alignment between objectives, activities, and assessments.

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

Feedback Table - Learner Background Considerations

1) Organization helps learners and instructors to adapt teaching/ learning to learners' relevant prior knowledge, interests, skills, and capabilities; The organization ensures that ADA considerations are addressed. (Core Guideline)

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 concepts/skills 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 and schools have not been developed for such diversity of learning capabilities. There should therefore be evidence of the organization working with students and instructors to learn how to modify their teaching/ learning approaches to more closely align with learners' unique backgrounds. The overall trajectory of this guideline therefore spans from the organization helping learners and instructors to adapt these approaches to meet these diverse backgrounds towards empowering them to collaborate with one another in continually modifying their objectives, strategies, materials, etc.

Levels of Development		
Level 3	Level 2	Level 1
Level 3 organizations are much more participatory than the previous two levels in that they proactively empower learners and instructors to collaboratively construct multiple pathways to the objectives that are more in line with current learners' backgrounds. Here, the primary focus is on creating an institutional culture that helps students to become more self-directed in their own learning. It is also a culture where learners and instructors are better able to cooperatively adapt their teaching/learning approaches to meet current learners' prior knowledge, skills, interests, and capabilities. The organization should also work towards the incorporation and adaptation of ADA resources/support for the purpose of helping all students in the school to be more successful.	Organizations at Level 2 differ from Level 1 by supporting learners and instructors in the development of multiple pathways of engaging with core knowledge, skills, and/or attitudes (KSAs). These multiple pathways, however, should match current learners' prior knowledge, current interests, capabilities, skills, etc. For ADA-related resources, the organization should provide the training and support needed for learners and instructors to modify these resources in order to better fit with all learners' needs, interests, capabilities, etc. Studies on ADA resources/ accommodations are revealing that non-ADA as well as ADA-identified students benefit from well-designed ADA compliant resources. The organization at this level should therefore show evidence of helping students, staff, and faculty to adapt their programs/strategies to align with ADA best practices for all students.	At the level, the organization will help learners and instructors to be able articulate/demonstrate what past experiences they are drawing from and/or what specific external resources they are utilizing to modify their teaching/learning approaches to better fit with students' backgrounds. The resources, training, and support that the organization provides should therefore enable students and instructors to better align these approaches with current learners' knowledge, interests, skills, and/or capabilities (including ADA accommodations, if relevant). Examples: <ul style="list-style-type: none"> The organization provides a workshop to instructors on how to use ADA checklists or guidelines to help them to develop their courses.

Levels of Development		
Level 3	Level 2	Level 1
<p>Examples:</p> <ul style="list-style-type: none"> The organization provides funding for instructors and staff to attend a conference on developing learner-generated civic engagement projects that are more meaningful to and relevant for current learners at the school. A staff member is observed meeting with students one-on-one to develop individualized learning plans for one or more of their courses. The organization provides a training session to a class on how to collaboratively engage in Universal Design for Learning (UDL) processes to develop an up-coming unit for the course. As a result of attending a workshop, instructors can state how they will work with their students to adapt ADA-compliant resources to better support all students in one or more of their classes. 	<p>Examples:</p> <ul style="list-style-type: none"> After attending a workshop, instructors are observed working with students in one or more of their classes to choose from a number of assessment options, which are better suited to current learners' capabilities, to demonstrate their competencies for specific course concepts or skills. Staff are observed working with students to use the close captioning feature for a video in an effort to help them better understand the concepts/ skills in the video. There is evidence of staff working with instructors to develop multiple pathways (e.g., 2 or more: modules, sets of course materials, videos, etc.) to help students achieve learning outcomes in one or more of their courses. The organization hosts an event that helps students to identify their specific learning style and then select two or more learning activities that align with this style to help them learn a key concept in one of their classes. 	<ul style="list-style-type: none"> As a result of a consultation with a staff member, learners can state what they believe their learning style is and how they have adjusted their study strategies to better fit with this style. The organization hosts an event that helps learners to reflect on how they have performed in previous classes and then modify their study strategies in light of this. The organization provides access to specific resources that instructors can use to help them better understand how their students learn and then works with them to use these resources to develop one or more of their classes.

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

2) Organization supports learners and instructors in being able to appropriately modify teaching/ learning strategies in light of learners' diverse cultural locations (e.g., SES, ethnicity, gender, age, etc.).

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 unique and individual prior knowledge, interests, capabilities, etc. Recognizing that one's culture deeply influences learning and development, this guideline focuses on the organization identifying how learners and instructors are adapting their teaching/learning strategies 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, when an organization helps to ensure that its educational systems are developed to be **more aware of these factors and intentionally engaged with them, the result will be greater gains** in student achievement. Trends for the levels of this guideline range from the organization supporting learners and instructors to more simply work to be more aware of how learners' cultural location might influence learning to the organization intentionally fostering a collaborative culture where students, staff, faculty, as well as community members work together to **modify teaching/learning strategies to be more culturally responsive.**

Levels of Development		
Level 3	Level 2	Level 1
Similar to many other guidelines, a Level 3 organization will show evidence of empowering collaboration among students, staff, and faculty as well as community members to adapt teaching/learning approaches to better meet diverse cultural locations. The organization should therefore show evidence of supporting the collaborative development of multiple pathways to engaging with core concepts/skills. Also, an organization at this level will work with learners and instructors to integrate diverse cultural perspectives via learning 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 key knowledge, skills, and/or attitudes (KSAs).	Similar to the previous guideline, an organization at Level 2 will differ from Level 1 by empowering learners and instructors to utilize multiple and culturally appropriate pathways to engaging with teaching/learning. The organization should also help to ensure that these multiple pathways match the cultural diversity of current students and the wider community. Finally, the organization should be found working with students, staff, and faculty so that these diverse pathways lead students to achieving learning outcomes. Examples: <ul style="list-style-type: none"> Faculty development staff work with instructors to develop a class activity where students can choose a topic that is relevant to their ethnic heritage. 	At this beginning level, there should be evidence of the organization working with learners and instructors to be able to identify some of the various cultural locations of students based on ethnicity, age, gender, socioeconomic status (SES), etc. The organization should also be found helping learners and instructors to be able to identify resources that they might use to help them to better understand these cultural factors and how these factors might influence learning and development. With support from the organization, faculty and students should be able to then use this knowledge to modify their teaching/learning strategies. At this level, then, the organization will provide the necessary training, resources, and support that learners and instructors need to be able to: 1) identify the cultural locations of students and their communities, 2) state which resources they are relying to inform their

Levels of Development		
Level 3	Level 2	Level 1
<p>Examples:</p> <ul style="list-style-type: none"> • Staff are observed helping instructors to work with students and culturally diverse community members to develop a project that is relevant for the community. • Students are provided with the support that they need to form study groups that seek to create learning strategies that are culturally appropriate for everyone in the group. • Administration forms a committee of staff, students, and faculty that identifies culturally diverse resources that may be used in various courses and programs. • Funding is provided to send a team of students and faculty to a training on culturally responsive schools. 	<ul style="list-style-type: none"> • A department/program provides students with access to multiple elearning modules that can help them to better understand core concepts/skills in relation to one or more of their own cultural locations. • The organization provides training to faculty and staff on how to develop multiple service-learning projects with culturally diverse communities. • Staff are observed working with learners to identify multiple resources that can help them to better know how course concepts/skills will need to be adapted for their own community's cultural location. 	<p>understandings of these cultural locations and how these locations might influence learning and development, and 3) articulate/demonstrate how they have adapted their teaching/learning strategies based on these understandings. The primary aim at this level is the organization working directly with learners and instructors in developing a beginning understanding of students' cultural locations and then aiding them in making changes to teaching/learning approaches to be more aligned with these locations.</p> <p>Examples:</p> <ul style="list-style-type: none"> • The organization provides funding for instructors to attend conferences/trainings on culturally responsive teaching practices. • After attending an organizationally sponsored workshop, learners and/or instructors are able to accurately identify one or more cultural locations (e.g., SES, ethnicity, gender, age, etc.) and can state how they can adapt their teaching/learning strategies in light of this awareness. • The organization provides faculty and students with resources (e.g., articles, books, mentors, websites, etc.) that they can use to help them better understand various cultural locations. • The organization assesses classes to help ensure that they contain resources that accurately represent the cultural diversity of students and their communities.

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

3) Mission-Centered Focus: *Organization aids learners and instructors in engaging in diverse cultural experiences with under-represented and marginalized communities that proactively reduce biases and increase justice for these populations.* (Core Guideline)

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 every part of the organization is adequately addressing the needs of marginalized, under-resourced, and lower performing students.** Furthermore, following this guideline, the organization should help to prepare students and instructors to proactively engage with marginalized and under-resourced communities in positively transforming ways. Overall, the trends from Level 1 to 3 are from the organization providing necessary training, resources, and support to help staff, students, and faculty to be more aware of diverse perspectives towards helping them to actively engage with diverse people and communities. It also entails the organization supporting them in not only addressing their own personal biases but also helping one another to do likewise.

Levels of Development		
Level 3	Level 2	Level 1
Level 3 continues with both of the considerations from Level 2. The organization will be found intentionally facilitating interactions among students, faculty, and staff 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 as learners, instructors, and staff learn how core 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 their 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 organization should identify and integrate the most appropriate ones for their institution. Overall, one of the primary goals is to help equip and empower faculty, staff, and	At this level, there are two primary considerations. The first extends Level 1 when the organization supports learners and instructors in developing activities that more directly engage with marginalized and under-resourced communities. Here, the organization should help to ensure that these activities are more immersive and direct rather than simple exposure as it is with Level 1. For the second consideration, the work on identifying and transforming biases also expands at this level when the organization now helps learners and instructors to work together on 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. An organization at this level therefore provides training and support staff, students, and faculty to more explicitly and directly address these kinds of personal reflections in collaborative ways. Such support should help to scaffold them in working together	Level 1 for this guideline is primarily focused on exposing learners and instructors 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. As a result, there should be clear evidence of the organization providing support and opportunities for this. The second part of this level involves the organization working with students, staff, and faculty to become 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 biases that are related to lower performing students as well as learners from marginalized and under-resourced communities. The organization should therefore help its constituency to be able to: a) articulate/demonstrate awareness some of their own

Levels of Development		
Level 3	Level 2	Level 1
<p>students to be better able to work for positive change with under-represented and marginalized communities.</p> <p>Examples:</p> <ul style="list-style-type: none"> • The organization supports student organizations that work with lower income community members to complete neighborhood improvement projects. • The organization regularly hosts guest speakers on topics related to working for justice and equity in solidarity with marginalized communities. • There is evidence of the organization adopting civic engagement and/or intercultural competency standards to help guide the development of the courses/ programs. • The organization works with departments to assess students, faculty, and staff competencies in civic engagement and/or intercultural competency. 	<p>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 organization should therefore have clear evidence of these kinds of collaborative activities across courses and programs, particularly as they relate to under-resourced and marginalized populations.</p> <p>Examples:</p> <ul style="list-style-type: none"> • The organization supports student organizations that help to facilitate events and discussions on sexism, racism, etc. • As a result of organizational support, instructors and students are observed completing a service-learning project together that requires them to connect with local and global peers from marginalized backgrounds. • Staff are observed supporting study groups that regularly discuss how course content relates to under-resourced and marginalized communities. • The organization hosts workshops that help staff, students, and faculty to learn how to help others to become more aware of their own biases, particularly as these relate to marginalized and under-resourced populations. 	<p>potential biases; b) state/demonstrate how these biases might be affecting their work; and c) take concrete steps to prevent these biases from adversely affecting their actions. The organization might also conduct self-analyses on courses, programs, departments, etc. to identify social, political, and/or economic gaps among various groups at the institution (i.e., based on SES, ethnicity, gender, age, job position, etc.).</p> <p>Examples:</p> <ul style="list-style-type: none"> • There is evidence of the organization helping instructors to access course materials (e.g., readings, videos, etc.) that embody diverse perspectives of under-resourced communities. • The organization is observed working with courses, programs, departments, etc. to identify social, political, and/or economic gaps among various groups at the institution (i.e., based on SES, ethnicity, gender, age, job position, etc.). • After attending an organizationally hosted workshop, students, instructors, and staff are 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 others; and c) identify concrete steps that they are taking to transform and continually minimize these biases.

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

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

1) Organization supports learners and instructors in their professional development opportunities related to improving discipline-specific and/or educational competencies. (Core Guideline)

The craft of any discipline is a lifelong pursuit, one that can be continually improved upon. Whether one is in education, healthcare, management, sciences, law, etc., there is always more that can be learned and developed. As a result, **what is being taught in courses is only a small foundational fraction of what can be known for each field of study**. This is particularly true in education. Educational research meta-analyses have found that professional development for instructors can have a tremendous impact on student achievement as the instructor's teaching competencies improve (Hattie, 2009, pp. 109-113, 119-21). In order to help foster ongoing growth, then, **instructors and learners need to be involved in professional development opportunities**. These opportunities should help them to identify and become more competent in the knowledge, skills, and/or attitudes that are integral to their specific discipline. This guideline is therefore intended to help **ensure that organizations provide the support that learners and instructors need in order to engage in professional development (PD)** in significant ways. At lower levels, the organization will help them to more simply participate in PD sessions whereas at the higher levels the organization will empower learners and instructors to develop these sessions. Overall, the **organization should be found continually and proactively investing in learners' and instructors' deeper, broader, and more expert levels of proficiency in their discipline-specific crafts**.

Levels of Development		
Level 3	Level 2	Level 1
While this level continues to build upon the previous one, it is also characteristically different. Here, the organization will be found not only helping learners and instructors to engage in relevant professional development (PD) opportunities, they will also help them to develop these. Following Level 3 for many other guidelines, these development efforts should be collaborative in nature as the organization encourages faculty, students, and staff to work together to design, implement, and evaluate PD offerings . These PD efforts might occur at the institution or with outside organizations that they are a part of. The PD events that the organization supports them in creating should aid others in their own ongoing	This level continues the previous one with the organization helping learners and instructors to continually engage with professional development (PD). However, rather than encouraging them to attend PD events as they become available, the organization works with learners and instructors to be more intentional with assessing their current competencies and identifying areas where they need improvement . To help with this, the organization will ensure that learners and instructors have access to various sources and support systems. Based upon intentional self and peer evaluations, the organization will then empower learners and instructors to seek out PD opportunities that directly address these areas – ones that continue to improve noted strengths	At this level, the organization will be found helping learners and instructors to participate in professional development (PD) opportunities that are readily available to them. These might include hosting lunch-and-learns and guest speakers, offering funds for students and faculty to attend regional trainings in their discipline, providing access to online webinars on various discipline-specific topics, etc. These PD offerings should help learners and instructors to stay current in their own field of study and/or help them to better understand how to more effectively engage with their discipline .

Levels of Development		
Level 3	Level 2	Level 1
<p>journey to continually improve in discipline-specific competencies.</p> <p>Examples:</p> <ul style="list-style-type: none"> • The organization supports professional development (PD) initiatives where students, faculty, and/or staff actively work together to develop PD events for the campus. • The organization provides the support that instructors and students need in order to be active participants in discipline-specific organizations where they work with peers to deliver workshops and resources that help colleagues to improve their proficiencies. • The organization empowers inter-departmental student retention efforts on campus that identify best practices and help instructors, students, and staff to align their courses and programs with these practices. • The organization helps its constituency to collaborate with peers to offer training sessions on discipline-specific knowledge, skills, and/or attitudes (KSAs). 	<p>and/or helps with areas of improvement that they have identified. In essence, the organization is aiding them in developing the self-regulated learning skills that they will need to help them to continually improve across the whole of their careers. As a result, increased proficiencies in their disciplines should be a measurable outcome of these efforts over the long-term.</p> <p>Examples:</p> <ul style="list-style-type: none"> • As part of a workshop hosted by the organization, instructors are observed reviewing student course evaluations and then identifying PD opportunities to help them to address noted areas. • Staff are observed meeting with learners to help them better understand what is going well and what might be improved in their discipline-specific knowledge, skills, and/or attitudes (KSAs) and then identify PD events that help them to improve. • The organization provides funds for students to attend a workshop that helps them to evaluate one or more of their discipline-specific competencies and then improve in these areas. • The organization provides training to instructors and/or students on how to use evidence-based guidelines to self-assess their discipline-specific KSAs and then identify resources that will help them to address noted areas for improvement. 	<p>Examples:</p> <ul style="list-style-type: none"> • The organization hosts lunch-and-learns and guest speakers on how to improve teaching/learning in specific disciplines. • Departments offer funds for students and faculty to attend regional trainings in their discipline. • The organization provides access to online webinars and databases on various discipline-specific topics. • Staff offer books studies and discussion groups that are relevant to specific fields of study.

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

2) Organization empowers learners and instructors to actively participate 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 (Hattie, 2009, p. 80). 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 the **organization should be found empowering instructors, learners, and staff to take on leadership roles at their institution**. At lower levels, this empowerment will entail encouraging them to participate in positive and collaborative initiatives. At higher levels, there will be evidence of the organization providing opportunities and support for instructors and learners to lead quality improvement projects, actively mentor 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 organization at Level 3 will be found empowering staff, students, and faculty to take a more proactive role in identifying and initiating institutional change projects . At Level 2, the organization helped to ensure that they were active participants 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 organization providing the mentoring and support that learners, instructors, and staff need to take the initiative to identify opportunities for institutional improvement that are intended to increase student achievement. An organization at this level will also be found working to equip students, faculty, and staff to be better able to help others to be more actively involved in leadership roles at their school. Overall, the organization will work so that its constituency is more committed to continuous	Level 2 builds upon Level 1 when the organization is found empowering staff, students, and instructors to participate in initiatives that work to achieve specific goals at the school . At Level 1, the organization will help staff, faculty, and students to simply take part in these as a participant. At this level, however, the organization will provide the training, resources, and support that they need to be an integral part of the core planning and implementation teams that are leading these projects . In addition, the organization will also be found at this level developing mentoring opportunities for students, staff, and faculty . Such mentoring can happen formally via structured programs or informally as the organization generally encourages its members to work more closely with one another. Overall, this level is characterized by the organization empowering its constituency to take on roles	At this level, the organization will take concrete steps to ensure that students, faculty, and staff are aware of initiatives at their school that relate to supporting its vision and mission . The organization will support them in serving on standing committees, being able to attend events related to the organization's mission, helping them to more intentionally develop collegial friendships with one another, etc. Here, the organization will empower learners, instructors, and staff to take an active part of already existing institutional initiatives , behaviors, etc. Overall, the organization should be found helping them to positively support the institution's culture and working to develop collaborative relationships with one another. <i>Examples:</i> <ul style="list-style-type: none"> Administration provides the necessary support so that learners and instructors

Levels of Development		
Level 3	Level 2	Level 1
<p>improvement of the institution as evidenced by this kind of mentoring as well as by the initiatives that the organization helps them to take a lead role in launching.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Administration is observed supporting an instructor who is working to start quality improvement projects. • The organization hosts training for staff so that they are able to conduct their own asset-needs or SWOT analyses to identify areas for growth at the school. • Staff provide mentoring to students on how to bring groups together to identify challenges and brainstorm solutions at the school. • The organization provides funding to send faculty, students, and/or staff to a workshop on leadership development. 	<p>where they help to lead organizational projects as well as more proactively mentor one another.</p> <p>Examples:</p> <ul style="list-style-type: none"> • The organization provides the release time and support that instructors, staff, and learners need in order to take on active roles on a task force that is leading a curriculum rewriting effort. • The organization empowers learners to proactively work with faculty and staff at their school to support initiatives that are being led by discipline-specific organizations. • There is clear evidence of the administration successfully recruiting learners, instructors, and staff to actively contribute to a committee that is assessing accreditation-related improvements. • Organizational staff develop structured peer mentoring programs for students, faculty, and staff. 	<p>can actively serve on and positively contribute to committee work.</p> <ul style="list-style-type: none"> • The organization hosts events related to the institution's mission. • There is evidence of the organization hosting events where students, faculty, and staff can intentionally develop collegial friendships with one another. • The organization provides workshops that help learners, staff, and instructors to be able to articulate the organization's vision and mission and then intentionally work to implement this vision in their work.

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

3) Organization supports learners and instructors in conducting evidence-based practice and/or scholarly projects that improve discipline-specific competencies and/or quality education. (Core Guideline)

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 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 organizations to provide the resources, training, and support that learners and instructors need to apply these kinds of approaches to their discipline-specific and/or educational crafts**. The organization should help learners and instructors to establish habits of continually learning about how to engage in their disciplines better, apply what they are learning, and then gather data that helps them to identify areas of strength as well as improvement. Such endeavors can be done informally as they engage in these activities or more formally via scholarly projects where they follow structured research methods. At lower levels, the organization will be found working with learners and instructors to individually improve their own courses/competencies whereas at higher levels they will help them to collaborate with others to have a wider impact on the institutions and/or their disciplines more broadly. Overall, the **organization should help learners and instructors to intentionally and continually use evidence/data to help improve in their disciplines**.

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 organization supporting learners and instructors collaborating with others to engage in evidence-based practice (EBP) and/or scholarly projects that are intended to improve the quality of theory/practice. At this level, however, there will be two significant additions. First, the organization will empower learners and instructors to work on projects that have a broader impact in their field(s) of study. An example of this would be providing the necessary resources that learners and/or instructors need to develop study strategies that are being used across their discipline in an effort to improve practice. Second, the organization will then help learners and instructors to widely disseminate the results of these projects with colleagues/peers at their institution and beyond. At this higher level, the	This level builds upon the previous one when the organization empowers learners and instructors to teams up with others to work towards evidence-based improvements. As with the previous level, these efforts can be supporting more informal collaborations where they use data to improve one or more of their courses or discipline-specific competencies. Or the organization can provide the necessary support to help learners and instructors to work together to complete Scholarship of Teaching & Learning (SoTL) projects that provide insights into theory and/or practice. The organization at this level will therefore be found helping learners and instructors to actively partner with one another to complete evidence-based practice and/or scholarly projects that are intended to improve the quality of discipline-specific and/or education practice .	At this level, the organization will be found helping learners and instructors to establish clear habits of gathering data on their classes or course-related competencies and then continually working to improve the quality and effectiveness of these based upon the data that they have gathered. The essential component of this level is that the organization will help learners and instructors to intentionally gather data that will help them to better assess and subsequently improve their discipline-specific or educational competencies . There should therefore be clear evidence of the organization working with them to be able to identify the appropriate data to gather as well as how they can use this data to guide incremental improvements.

Levels of Development		
Level 3	Level 2	Level 1
<p>organization will help learners and instructors to maximize the impact of their evidence-based and/or scholarly projects.</p> <p>Examples:</p> <ul style="list-style-type: none"> • The organization supports 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 organization provides the funding that a learner needs to attend a discipline-specific conference and present the results of an evidence-based project that they completed with colleagues. • There is clear evidence of the organization empowering instructors to be active participants on discipline-specific organizational committees that review and revise educational accreditation policies and standards based on assessment data. • Organizational staff provide support to faculty and students to collaborate and draw on evidenced-based literature to develop revised theories and/or strategies that they share with others via presentations and/or publications. 	<p>Examples:</p> <ul style="list-style-type: none"> • Faculty development staff help instructors to form a community of practice that is focused on continually reflecting on and improving one another's classes. • Staff support learners as they work with their peers to study discipline-specific practices that are more effective. • Administration creates an institutional committee that gathers and uses data to improve persistence and completion rates in difficult classes. • The organization provides resources to form mentoring programs where instructors and/or learners meet regularly with a mentor to observe their abilities and brainstorm possible improvements in their practice. 	<p>Examples:</p> <ul style="list-style-type: none"> • After attending a training session, instructors are found using formal and informal assessments of their students to help evaluate the impact of specific class activities. • Staff work with learners to conduct formal evidence-based practice (EBP) research projects that provide insights into what they are doing well (or not) in relation to their discipline-specific KSAs*. • The organization provides funding for instructors to attend a conference on how to gather and use data to guide incremental improvements in one or more of their courses. • The organization hosts events where learners are observed meeting with instructors, mentors, peers, etc. to help them better understand how they are doing and what they might do differently in their discipline.

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