

Educational System Guidelines
Learner Tier
Feedback Form

The following guidelines are intended to aid in the continual improvement of educational systems. The underlying framework for these guidelines asserts that there are at least three tiers that impact student learning and development: 1) [Learners](#), 2) [Courses-Instructors](#), and 3) the [Educational Organization](#) in part or as a whole. In order to improve the quality of education, we must work with each of these three tiers and a series of guidelines have therefore been developed for them. These guidelines may be used for such endeavors as developing objectives for educational development interventions, conducting system-wide assessments, providing feedback to specific entities within the institution, et cetera. There are detailed explanations that accompany these.

The particular guidelines below focus on competencies that learners should have in order to ensure their greatest chances of success. Overall, the general assertion is that the higher the Level of Development that a learner has for each of the guidelines below, the greater the likelihood of improved learning and development for them. These guidelines are therefore intended to provide insights into the areas that educational/faculty developers as well as student support service programs can focus on with learners as we work to have a positive influence on them and the educational systems that impact their learning and development. The impact factor (d), adapted from Hattie's (2009) book, *Visible Learning*, is listed for each guideline.

If this form is being is used to provide feedback to a specific student, please note the following information:

Student(s) Name(s): _____

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

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

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

Prepared by: Eric J. Kyle

Feedback Table – Objectives (Overall $d = 0.47$)

Guideline	Levels of Development			N/O	Comments, Data
	Level 3	Level 2	Level 1		
<p>1) Learner is able to integrate learning objectives into their professional, civic, and/or personal life (d=0.47)</p> <p>(Core Guideline)</p>	<p><input type="checkbox"/> The learner collaborates with others in adapting learning objectives in ways that will help them reach long term goals for their professional, civic, and/or personal life.</p> <p><input type="checkbox"/> The learner is able to articulate learning objectives in their own words and can describe how the activities in their course(s)/ program(s) relate to these objectives.</p>	<p><input type="checkbox"/> Learner is able to articulate the relevancy of learning objectives for their professional, civic, and/or personal life.</p>	<p><input type="checkbox"/> The learner is able to state general learning goals for their own educational journey. The learner is also aware of course/program objectives and knows where to find them.</p>	<input type="checkbox"/>	-text
<p><u>General Comments/Recommendations:</u> [Be sure to include concrete details to support your statements. Following best practices for feedback, comments should be: a) positive; b) related to specific criteria above, and c) provide suggestions for how to improve (even for Level 3 development).]</p> <p>Significant Strengths:</p> <ul style="list-style-type: none"> text <p>Primary Recommendations:</p> <ul style="list-style-type: none"> text <p>Secondary Suggestions:</p> <ul style="list-style-type: none"> text 					

N/O – Not Observed; KSAs* - Knowledge, Skills, and/or Attitudes;

Feedback Table – Assessments (Overall $d = 0.53$)

Guideline	Levels of Development			N/O	Comments, Data
	Level 3	Level 2	Level 1		
<p>1) <i>The learner utilizes assessment information to support their own development towards their learning goals</i> (d=0.62)</p> <p>(Core Guideline)</p>	<p><input type="checkbox"/> The learner collaborates with others to analyze their performance on a variety of formative and summative assessments to help them better understand what is influencing their learning.</p> <p><input type="checkbox"/> The learner then uses this information to help scaffold their own development towards their learning goals.</p>	<p><input type="checkbox"/> The learner uses assessment information to modify their study strategies to better support their own learning progress.</p>	<p><input type="checkbox"/> The learner uses assessments to draw conclusions about their own progress towards their learning goals.</p>	<input type="checkbox"/>	-text
<p>2) <i>The learner uses feedback from assessments to continually improve their competencies in their courses as well as to build their own self-regulated learning capabilities</i> (d=0.54)</p> <p>(Core Guideline)</p>	<p><input type="checkbox"/> In addition to Level 2, the learner takes initiative and collaborates with others to use feedback to reflect on their own performance and to then develop and apply their own concrete strategies for how they will continue to improve their progress towards learning goals.</p>	<p><input type="checkbox"/> In addition to meeting Level 1, the learner engages in additional/supplemental learning experiences that will help them to apply feedback from assessments and thereby improve their competencies in their courses.</p>	<p><input type="checkbox"/> The learner uses feedback from assessments to identify their own strengths and weaknesses in performance as well as strategies for how they might improve their progress towards learning goals.</p>	<input type="checkbox"/>	-text

Guideline	Levels of Development			N/O	Comments, Data
	Level 3	Level 2	Level 1		
3) Assessments are utilized by the learner to improve their learning in ways that are in accordance with best practices (d=0.34)	<input type="checkbox"/> The learner collaborates with instructors, staff, and/or peers to engage in Level 1 & 2 activities.	<input type="checkbox"/> The learner works to help ensure that their use of specific assessments is valid and reliable in helping them to improve in their learning and development.	<input type="checkbox"/> The learner follows best practices in engaging, interpreting, and applying insights from specific assessments to help improve their learning.	<input type="checkbox"/>	-text
4) Learner utilizes self- and/or peer-assessments and reflections to improve their own and/or their peers' learning and development (d=0.56)	<input type="checkbox"/> The learner works with instructors and/or peers to collaboratively generate assessment criteria. The learner then utilizes self-regulated learning skills by analyzing and applying the results of self- and/or peer-assessment data to improve their own and/or their peers' competencies.	<input type="checkbox"/> Building on Level 1, the learner works with instructors, staff, and/or peers to apply the results of self- and/or peer-assessments in order to strengthen their own and/or their peers' competencies.	<input type="checkbox"/> The learner uses criteria provided for an assignment to guide their performance. Using these criteria, the learner examines her/ his and/or classmate's work in relation to the criteria.	<input type="checkbox"/>	-text
<p><u>General Comments/Recommendations:</u> [Be sure to include concrete details to support your statements. Following best practices for feedback, comments should be: a) positive; b) related to specific criteria above, and c) provide suggestions for how to improve (even for Level 3 development).]</p> <p>Significant Strengths:</p> <ul style="list-style-type: none"> • text <p>Primary Recommendations:</p> <ul style="list-style-type: none"> • text <p>Secondary Suggestions:</p> <ul style="list-style-type: none"> • text 					

N/O – Not Observed; KSAs* - Knowledge, Skills, and/or Attitudes;

Feedback Table - Activities, Organization, & Resources (Overall $d = 0.41$)

Guideline	Levels of Development			N/O	Comments, Data
	Level 3	Level 2	Level 1		
<p>1) <i>The learner intentionally seeks to engage in learner-learner interactions to support learning and development</i> ($d=0.51$)</p> <p>(Core Guideline)</p>	<input type="checkbox"/> Building on Level 2, the learner participates in long-term group activities where they are required to collaborate in substantive ways (e.g., decision-making, problem solving, exploration, invention, etc.) in relation to relevant KSAs*.	<input type="checkbox"/> The student proactively learns about other students' diverse perspectives, critically reflects on these, and/or helps others to engage with relevant KSAs* in improved ways.	<input type="checkbox"/> The learner intentionally engages in simple interactions with other learners to support their learning and development.	<input type="checkbox"/>	-text
<p>2) <i>The learner strives to engage in higher order thinking in order to support their learning and development</i> ($d=0.50$)</p> <p>(Core Guideline)</p>	<input type="checkbox"/> The learner seeks to design and implement higher order thinking experiences that will help them to better learn course KSAs*, are aligned with course objectives, and that build on their own interests and background.	<input type="checkbox"/> The learner uses more complex higher order thinking skills (e.g., synthesizing, creating, innovating, etc.) for course KSAs* and/or challenges assumptions inherent in course concepts, materials, theories, methods, activities, etc.	<input type="checkbox"/> The learner intentionally engages with simpler critical thinking skills (e.g., apply, analyze, and evaluate) for course KSAs*.	<input type="checkbox"/>	-text
<p>3) <i>Learner intentionally uses relevant and interactive technologies to improve their learning and development</i> ($d=0.33$)</p>	<input type="checkbox"/> The learner collaborates with others in identifying relevant interactive technologies that redefine their learning strategies in significant ways. The technologies are essential in order to engage in the learning experiences and advanced technical skills may also be required.	<input type="checkbox"/> The learner expands the options for their own responsible use of relevant and more interactive technologies to improve their learning. The technologies are integral to their engagement with learning experiences and intermediate technical skills may be required.	<input type="checkbox"/> The learner makes use of relevant technologies in simpler ways to support their learning. Their technology engagement might support but does not fundamentally alter their learning strategies and only very basic technology skills are used by the learner.	<input type="checkbox"/>	-text

Guideline	Levels of Development			N/O	Comments, Data
	Level 3	Level 2	Level 1		
4) <i>The learner seeks to adapt relevant KSAs* to address real-world issues in authentic contexts</i> (d=0.34)	<input type="checkbox"/> Working with others, the learner identifies real-world problems or issues in authentic contexts/scenarios that require KSA* adaptations and they develop and implement plans to directly address these issues.	<input type="checkbox"/> The learner works to adapt relevant KSAs* for authentic contexts/scenarios in order to address a given real-world problem or issue.	<input type="checkbox"/> The learner seeks to apply course KSAs* in authentic contexts/ scenarios in direct and unmodified ways.	<input type="checkbox"/>	-text
5) <i>The learner engages in activities in ways that consistently scaffolds their increasing competencies for key KSAs* (d=0.40)</i> (Core Guideline)	<input type="checkbox"/> The learner collaborates with others in identifying sustained and varied pathways to the development of key KSAs* using a range of resources, learning experiences, and ways of demonstrating scaffolded progress towards these relevant KSAs*.	<input type="checkbox"/> The learner engages with a variety of sequenced resources and learning experiences that scaffolds their competencies for key KSAs* and are matched to their own experiences, needs, and interests .	<input type="checkbox"/> The learner seeks out activities that repeatedly engage key KSAs* and scaffolds their growing competencies in these areas (i.e., ensures achievement before moving on to new KSAs*).	<input type="checkbox"/>	-text
6) Mission-Centered Focus: <i>The learner helps to nurture a learning environment that is safe, inclusive, and caring</i> (d=0.40)	<input type="checkbox"/> The learner collaborates with others in developing and applying expectations for a learning climate that includes openness, mutual respect, and positive peer relationships .	<input type="checkbox"/> In addition to Level 1, the learner proactively engages in activities that help to foster a learning environment of respectful interactions, mutual support, and individual/group responsibility for the learning environment.	<input type="checkbox"/> The learner adheres to explicit expectations for a safe and positive learning environment and their behavior demonstrates respect and caring for others.	<input type="checkbox"/>	-text
<p><u>General Comments/Recommendations:</u> [Be sure to include concrete details to support your statements. Following best practices for feedback, comments should be: a) positive; b) related to specific criteria above, and c) provide suggestions for how to improve (even for Level 3 development).]</p> <p>Significant Strengths:</p> <ul style="list-style-type: none"> • text 					

Guideline	Levels of Development			N/O	Comments, Data
	Level 3	Level 2	Level 1		
Primary Recommendations: <ul style="list-style-type: none">text					
Secondary Suggestions: <ul style="list-style-type: none">text					

N/O – Not Observed; KSAs* - Knowledge, Skills, and/or Attitudes;

Feedback Table - Teaching & Learning Theories (Overall $d = 0.53$)

Guideline	Levels of Development			N/O	Comments, Data
	Level 3	Level 2	Level 1		
<p>1) <i>Learner is able to articulate: a) specific holistic learning theories that they might utilize; and b) when and how these theories might apply to their own learning</i> (d=0.57)</p> <p>(Core Guideline)</p>	<p><input type="checkbox"/> Recognizing that they might learn and develop in diverse ways for different situations, and building on Level 2, the learner collaborates with others to develop and utilize multiple evidence-based holistic learning theories to help guide their learning. They are also able to articulate when and how each theory is being utilized.</p>	<p><input type="checkbox"/> The learner uses observations of their own and others' progress as well as evidence-based resources to inform their own holistic learning theories. Based upon this information, they adjust their study strategies.</p>	<p><input type="checkbox"/> The learner is able to articulate their own holistic understanding of learning and development and seeks to adjust their study strategies in light of these understandings.</p>	<input type="checkbox"/>	-text
<p>2) <i>Learner utilizes active learning strategies to support their learning and development</i> (d=0.47)</p> <p>(Core Guideline)</p>	<p><input type="checkbox"/> Recognizing that they learn and develop in diverse ways, the learner collaborates with others in utilizing multiple evidence-based active learning strategies to help support their learning and development and they can articulate how they have adapted these strategies to fit with the classes that they are currently taking.</p>	<p><input type="checkbox"/> The learner utilizes one or more evidence-based active learning strategies and is able to articulate how they have adapted these strategies to fit with the classes that they are currently taking.</p>	<p><input type="checkbox"/> Drawing on specific active learning strategies, the learner seeks to apply these to help improve their learning and development.</p>	<input type="checkbox"/>	-text

Guideline	Levels of Development			N/O	Comments, Data
	Level 3	Level 2	Level 1		
<p>3) <i>Learner is able to demonstrate the processes/methods by which they develop their learning strategies and there is alignment among their courses and their own learning goals, study strategies, and how they assess these goals and strategies (d=0.69)</i></p> <p>(Core Guideline)</p>	<p><input type="checkbox"/> The learner collaborates with others in evidence-based design, implementation, and evaluation of their learning strategies.</p> <p><input type="checkbox"/> There is direct alignment between the modules/units of their courses and the following: learning goals, study strategies, how they assess these, their understanding of learning processes, and their own unique background, interests, etc.</p>	<p><input type="checkbox"/> The learner draws from evidence-based literature and data to develop (e.g., design, implement, and evaluate) their learning strategies.</p> <p><input type="checkbox"/> There is direct alignment between the modules/units of their courses and their own learning goals, study strategies, and how they assess these goals and strategies.</p>	<p><input type="checkbox"/> The learner follows some process to design, implement, and evaluate their learning strategies.</p> <p><input type="checkbox"/> There is direct alignment between their courses and their own learning goals, study strategies, and how they assess these goals and strategies.</p>	<input type="checkbox"/>	-text
<p><u>General Comments/Recommendations:</u> [Be sure to include concrete details to support your statements. Following best practices for feedback, comments should be: a) positive; b) related to specific criteria above, and c) provide suggestions for how to improve (even for Level 3 development).]</p> <p>Significant Strengths:</p> <ul style="list-style-type: none"> • text <p>Primary Recommendations:</p> <ul style="list-style-type: none"> • text <p>Secondary Suggestions:</p> <ul style="list-style-type: none"> • text 					

N/O – Not Observed; KSAs* - Knowledge, Skills, and/or Attitudes;

Feedback Table - Learner Background Considerations (Overall $d = 0.48$)

Guideline	Levels of Development			N/O	Comments, Data
	Level 3	Level 2	Level 1		
<p>1) <i>The learner adapts study strategies to their own relevant prior knowledge, interests, skills, and capabilities; ADA considerations are addressed if needed</i> ($d=0.54$)</p> <p>(Core Guideline)</p>	<p><input type="checkbox"/> The learner collaborates with others in adapting their multiple learning goals, strategies, activities, resources, and/or assessments to build upon their relevant prior knowledge, interests, skills, and capabilities.</p> <p><input type="checkbox"/> The learner collaborates with others to expand the range of ADA resources that address their own and/or others' learning needs and enables themselves and/or other students to exceed high standards.</p>	<p><input type="checkbox"/> In light of their own relevant prior knowledge, interests, skills, and capabilities, the learner uses multiple learning strategies to pursue and demonstrate their achievement of learning goals.</p> <p><input type="checkbox"/> The learner adapts and uses modified ADA resources to address their own learning needs.</p>	<p><input type="checkbox"/> Drawing on past experiences and external resources, the learner seeks to adjust their learning strategies to better meet their own prior knowledge, interests, skills, and capabilities.</p> <p><input type="checkbox"/> If appropriate, the learner utilizes ADA interventions, modifications, and accommodations.</p>	<input type="checkbox"/>	-text
<p>2) <i>Learner is able to appropriately modify their learning strategies in light of their own cultural locations (e.g., SES, ethnicity, gender, age, etc.)</i> ($d=0.37$)</p>	<p><input type="checkbox"/> The learner collaborates with a broad range of peers, specialists, and/or community members in developing culturally appropriate learning strategies, resources, practices, and perspectives in their pursuit of learning goals.</p>	<p><input type="checkbox"/> In light of their own cultural locations (e.g., SES, ethnicity, gender, age, etc.), the learner utilizes multiple culturally appropriate learning strategies in pursuing and demonstrating their achievement of learning goals.</p>	<p><input type="checkbox"/> The learner accesses resources to expand their understanding of their own and their communities' cultural locations (e.g., SES, ethnic, gender, age, etc.) and then modifies their learning strategies in light of this.</p>	<input type="checkbox"/>	-text

Guideline	Levels of Development			N/O	Comments, Data
	Level 3	Level 2	Level 1		
<p>3) Mission-Centered Focus: <i>In pursuit of learning goals, the learner engages in diverse cultural experiences with under-represented and marginalized communities and proactively works to reduce biases and increase justice for these populations</i> (d=0.44)</p> <p>(Core Guideline)</p>	<p><input type="checkbox"/> In alignment with their learning goals, the learner engages in activities that help them to develop advanced intercultural and civic engagement competencies, particularly with under-represented and marginalized communities.</p> <p><input type="checkbox"/> The learner engages in opportunities to proactively work for equity and justice in solidarity with under-represented and marginalized communities.</p>	<p><input type="checkbox"/> In pursuit of learning goals, the learner engages in experiences that help them to directly work with diverse people from under-represented and marginalized populations.</p> <p><input type="checkbox"/> The learner proactively assists others in exploring how their own biases can affect perceptions and actions, particularly as these biases relate to under-represented and marginalized communities.</p>	<p><input type="checkbox"/> The learner seeks out multiple cultural perspectives and experiences of under-represented and marginalized communities as part of their pursuit of learning goals.</p> <p><input type="checkbox"/> The learner explores how their own personal biases can affect perceptions and actions, particularly as these biases relate to under-represented and marginalized communities.</p>	<input type="checkbox"/>	-text
<p><u>General Comments/Recommendations:</u> [Be sure to include concrete details to support your statements. Following best practices for feedback, comments should be: a) positive; b) related to specific criteria above, and c) provide suggestions for how to improve (even for Level 3 development).]</p> <p>Significant Strengths:</p> <ul style="list-style-type: none"> text <p>Primary Recommendations:</p> <ul style="list-style-type: none"> text <p>Secondary Suggestions:</p> <ul style="list-style-type: none"> text 					

N/O – Not Observed; KSAs* - Knowledge, Skills, and/or Attitudes;

Feedback Table – Professional Development, Leadership, & Evidence-Based Practice (Overall $d = 0.56$)

Guideline	Levels of Development			N/O	Comments, Data
	Level 3	Level 2	Level 1		
<p>1) <i>Learner engages in and supports professional development opportunities related to improving their discipline-specific competencies</i> (d=0.65)</p> <p>(Core Guideline)</p>	<input type="checkbox"/> In addition to Level 2, the learner collaborates with others to collectively create, reflect upon, analyze, and improve co- and/or non-curriculum professional development opportunities that address Levels 1 and/or 2.	<input type="checkbox"/> Based on personal reflections and feedback from peers and mentors, the learner identifies needed areas of ongoing discipline-specific professional development and participates in co- and/or non-curriculum learning experiences that address these identified areas of improvement .	<input type="checkbox"/> The learner engages in structured individual and/or group professional learning opportunities (co- and/or non-curriculum) that help them to stay current with essential KSAs* in their discipline.	<input type="checkbox"/>	-text
<p>2) <i>Learner actively participates in leadership roles and responsibilities that improve the school's education and culture</i> (d=0.36)</p>	<input type="checkbox"/> The learner is a leader in identifying and advocating for continuous evaluation and improvement of school-wide vision, mission, and goals that support quality teaching and learning. <input type="checkbox"/> The learner actively mentors and motivates others to participate in institutional leadership roles.	<input type="checkbox"/> The learner engages in school-wide decision-making processes with others to identify common goals, develop strategies for pursuing these goals, and evaluate progress towards them. <input type="checkbox"/> The learner actively and consistently contributes to the growth of others through mentoring and feedback.	<input type="checkbox"/> The learner participates in school-wide efforts to implement a shared vision and they actively contribute to a supportive and collaborative school culture .	<input type="checkbox"/>	-text

Guideline	Levels of Development			N/O	Comments, Data
	Level 3	Level 2	Level 1		
<p>3) <i>Learner conducts evidence-based practice and/or scholarly projects that improve their discipline-specific competencies</i> (d=0.56)</p> <p>(Core Guideline)</p>	<p><input type="checkbox"/> The learner works collaboratively with others to conduct evidence-based practice and/or scholarly projects that have an impact on one's discipline-specific theories, practices, and/or policies more broadly. The learner works to disseminate the results of these projects via presentations and/or publications.</p>	<p><input type="checkbox"/> The learner collaborates with others to jointly conduct evidence-based practice and/or scholarly projects that improve discipline-specific practices for themselves and/or others.</p>	<p><input type="checkbox"/> The learner works to improve their discipline-specific practices through evidence-based practice and/or scholarly projects.</p>	<p><input type="checkbox"/></p>	<p>-text</p>
<p><u>General Comments/Recommendations:</u> [Be sure to include concrete details to support your statements. Following best practices for feedback, comments should be: a) positive; b) related to specific criteria above, and c) provide suggestions for how to improve (even for Level 3 development).]</p> <p>Significant Strengths:</p> <ul style="list-style-type: none"> • text <p>Primary Recommendations:</p> <ul style="list-style-type: none"> • text <p>Secondary Suggestions:</p> <ul style="list-style-type: none"> • text 					

N/O – Not Observed; KSAs* - Knowledge, Skills, and/or Attitudes;