Educational System Guidelines
Course-Instructor 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. We have also compile numerous statistics and citations that support each of these guidelines.

The particular guidelines below focus on courses and instructor competencies in relation to current evidence-based educational literature. Overall, the general assertion is that the higher the Level of Development that a course/instructor competency is for each of the guidelines below, the greater the likelihood of improved student learning and development. These guidelines are therefore intended to provide insights into the areas that educational/faculty developers can focus on with courses and instructors as we work to have a positive influence on learners 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 for course/instructor assessment and/or feedback, please note the following information:

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

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

If this form is being used for course assessment purposes, it may be used for either the class as a whole or for specific weeks, modules, units, etc. within the class. Please mark one of the following:

☐ Entire Course

☐ Week/Module/Unit Level: _____

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		
1) Objectives describe observable and measurable levels of proficiency that are aligned with accreditation, institutional, and/or discipline-specific standards (d=0.47) (Core Guideline)	☐ The instructor **collaborates with learners and external resources in identifying personalized learning objectives** to reach long term goals that align with accreditation, institutional, and/or discipline-specific standards and are relevant for learners' professional, civic, and/or personal life. ☐ Learners are able to **articulate** the learning objectives **in their own words** and can describe **how the activities in the course relate to these** objectives.	☐ While retaining alignment with accreditation, institutional, and/or discipline-specific standards, the **instructor refines learning objectives based on current students'** professional, civic, and/or personal lives. ☐ The instructor **clearly communicates/ presents learning objectives** and effectively supports learners' sustained attention on the objectives.	☐ The instructor **uses given accreditation, institutional, and/or discipline-specific standards** to develop measurable learning objectives. ☐ The instructor **refers to course/module objectives** in general ways.	☐	-text
General Comments/Recommendations: [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).] Significant Strengths: • text Primary Recommendations: • text Secondary Suggestions: • 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		
1) The course utilizes varied assessments (e.g., formative and summative, formal and informal) to establish learners' levels of proficiencies in relation to the stated course objectives as well as to guide the course's development (d=0.62) (Core Guideline)	☐ The instructor **works with colleagues and learners to select and analyze a variety of assessments** that will help them to better understand what is influencing learner progress. ☐ The instructor and learners then **use this data to help scaffold** individual learner development towards the learning objectives.	☐ Based on Level 1 data, the instructor **uses this information to adjust instruction in real-time** as the course unfolds to provide additional and/or alternative supports for current learners.	☐ The instructor **uses multiple types of assessments to draw conclusions** about learner progress towards the learning objectives.	☐	-text
2) Feedback to learners is: a) positive, b) related to specific objectives and criteria, c) provides suggestions for how learners can continue to progress, and d) are conducted in a "timely" manner, providing learners with feedback that can be implemented in subsequent activities (d=0.54) (Core Guideline)	☐ Extending Level 2, the instructor works with learners to **build self-regulated learning skills**, helping them to use feedback to reflect on their own performance and to then **develop and apply concrete strategies for how they will continue to improve** in the course.	☐ In addition to meeting Level 1, the instructor then **designs learning experiences** that will help learners to **apply this feedback** and thereby improve their competencies.	☐ Using objective-generated criteria, the instructor **points outs strengths and weaknesses in performance and offers positive and concrete suggestions** for how learners can improve their work on subsequent assignments.	☐	-text

Guideline	Levels of Development			N/O	Comments, Data
	Level 3	Level 2	Level 1		
3) Assessments are utilized in accordance with evidence-based recommendations and, whenever possible, their reliability and validity is established (d=0.34)	☐ The instructor **collaborates with learners and/or others to engage in Level 1 & 2 activities**.	☐ The instructor works to **minimize bias** for specific evidence-based assessments and to **establish their validity and reliability** based on course data.	☐ The instructor **follows evidence-based recommendations** for implementing, interpreting, and applying specific assessments.	☐	-text
4) When appropriate, self- and/or peer-assessments and reflections are utilized that are intended to lead to improved learning and development (d=0.56)	☐ The **instructor and learners work collaboratively to generate assessment criteria**. The course then helps to build learners' self-regulated learning skills by **guiding them in analyzing and applying the results of self- and/or peer-assessment data** to improve their performance**.**	☐ Building on Level 1, the instructor helps **learners to apply the results of self- and/or peer-assessments** in order to strengthen their performance.	☐ The instructor **provides learners with criteria** for an assignment to guide performance. The instructor then **assists each learner in examining their own and/or each other's work** in relation to these criteria.	☐	-text

General Comments/Recommendations: [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).]

Significant Strengths:
- text

Primary Recommendations:
- text

Secondary Suggestions:
- 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		
1) Activities and resources intentionally foster learner-learner interactions (d=0.51) (Core Guideline)	☐ Building on Level 2, the course facilitates **long-term group projects/ activities** where groups are required to collaborate in substantive ways (e.g., **decision-making, problem solving, exploration, invention, etc**.).	☐ The course facilitates students learning about **each other's** diverse **perspectives**, **critically reflecting** on these, and/or **helping one another** to engage with relevant KSAs* in improved ways.	☐ The course intentionally **structures simple interactions among learners** to support learning and development.	☐	-text
2) Activities and resources help learners to progress in higher order thinking to improve learning and development (d=0.50) (Core Guideline)	☐ The course **helps learners to design and implement higher order thinking experiences** that are aligned with learning objectives, result in a variety of outcomes and artifacts, and that build on learners' interests and backgrounds.	☐ The course **facilitates more complex higher order thinking skills** (e.g., synthesizing, creating, innovating, etc.) and/or **guides learners in challenging assumptions** inherent in concepts, skills, materials, theories, methods, activities, etc.	☐ The **course guides** learner engagement with **simpler critical thinking skills** (e.g., apply, analyze, and evaluate) for course KSAs*.	☐	-text
3) Course intentionally integrates relevant and interactive technologies to improve learning and development (d=0.33)	☐ The instructor **collaborates with learners** in identifying relevant **interactive technologies** that **redefine** course activities in significant ways. The **technologies are essential** in order to engage in learning experiences and **advanced technical skills** may also be required.	☐ The course **expands the options** for learners' responsible use of relevant and more **interactive technologies** to improve learning. The **technologies are integral to engagement** with learning experiences and **intermediate technical skills** may also be required of the learner.	☐ The course **provides opportunities** for learners to use relevant **technologies** in **simpler ways** that support but do not fundamentally change the learning experiences. Only very basic technology skills are needed by learners.	☐	-text

Guideline	Levels of Development			N/O	Comments, Data
	Level 3	Level 2	Level 1		
4) The course helps learners to adapt relevant KSAs to address real-world issues in authentic contexts* (d=0.34)	☐ The course **helps learners to identify a real-world problem** or issue in an authentic context/scenario that **requires relevant KSA* adaptations** and requires them to **carry out a plan** to directly address this issue.	☐ The course guides learners in *adapting* relevant KSAs* for **authentic contexts/scenarios** in order to **address a given real-world problem** or issue.	☐ The course engages learners in **applying course KSAs* in authentic contexts/scenarios** in *direct* and *unmodified* ways.	☐	-text
*5) The course has learners engage in activities in ways that consistently scaffolds their increasing competencies for key KSAs** (d=0.40) (Core Guideline)	☐ The instructor **works with learners to identify sustained and varied pathways in the development** of key course KSAs* using a range of resources, learning experiences, and ways of **demonstrating scaffolded progress** towards these relevant KSAs*.	☐ The instructor plans a **variety of sequenced resources and learning experiences** that scaffolds competency in key course KSAs* and are **matched to the experiences, needs, and interests of learners** and allow for learner choice.	☐ Learners are clearly and intentionally **guided through activities** across the course that has them repeatedly engage key KSAs* and **scaffolds their growing competencies in these areas** (i.e., ensures achievement before moving on to new KSAs*).	☐	-text
6) Mission-Centered Focus: The class environment is one that is experienced by learners to be safe, inclusive, and caring (d=0.36)	☐ Building on Level 2, the instructor **collaborates with learners in developing and applying expectations** for a learning climate that includes **openness, mutual respect, and positive peer relationships** in the course.	☐ In addition to Level 1, the course has **activities and assessments that require** respectful interaction, mutual support, and individual/group responsibility for the class environment.	☐ The course has **explicit expectations** for a safe and positive learning environment and there is **evidence of behavior** that includes respect and caring for one another.	☐	-text
General Comments/Recommendations: [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).] Significant Strengths: • text					

Guideline	Levels of Development			N/O	Comments, Data
	Level 3	Level 2	Level 1		
Primary Recommendations: • text Secondary Suggestions: • text					

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

Guideline	Levels of Development			N/O	Comments, Data
	Level 3	Level 2	Level 1		
1) Instructor is able to articulate: a) specific and holistic teaching and learning theories that they might utilize; and b) when and how these theories might apply (d=0.57) (Core Guideline)	☐ Recognizing that students **learn and develop in diverse ways**, and building on Level 2, the instructor **collaborates with others** to develop and utilize **multiple evidence-based holistic teaching and learning theories** to help guide course development. They are also able to **articulate when and how** each theory is being utilized.	☐ The instructor uses **observations of students as well as evidence-based resources to inform** their own holistic teaching and learning theories. Based upon this information, they **adjust their course**.	☐ The instructor is able to **articulate their own understanding of holistic student learning** and development and **seeks to adjust the course's teaching strategies** in light of these understandings.	☐	-text
2) Course utilizes active teaching and learning strategies (d=0.47) (Core Guideline)	☐ Recognizing that students **learn and develop in diverse ways**, the instructor collaborates with learners and others in utilizing **multiple evidence-based active teaching & learning strategies** to help guide course development. ☐ The instructor **empowers learners to choose and/or develop** their own active ways of engaging with course KSAs* and ensures that these **varied pathways align with course objectives**.	☐ The instructor utilizes one or more **evidence-based active teaching & learning strategies** and is able to **articulate how they have adapted these** strategies for the current course.	☐ Drawing on **specific active teaching & learning strategies**, the **instructor seeks to apply these** to the course.	☐	-text

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Guideline	Levels of Development			N/O	Comments, Data
	Level 3	Level 2	Level 1		
3) Instructor is able to demonstrate the processes/methods by which they develop their course and there is alignment among course elements (d=0.69) (Core Guideline)	☐ The instructor **collaborates with learners, colleagues, and external sources** to engage in evidence-based course development. ☐ There is **direct alignment among course as well as module/unit/ weekly** objectives, activities, assessments, teaching and learning theories, and learner background considerations.	☐ The instructor **draws from evidence-based literature and data** to support course development (e.g., design, implementation, and evaluation). ☐ There is direct **alignment among course as well as module/unit/weekly** objectives, activities, and assessments.	☐ The instructor **follows some process** to design, implement, and evaluate the course. ☐ There is direct **alignment** among the **course's objectives, activities, assessments.**	☐	-text

General Comments/Recommendations: [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).]
 	
Significant Strengths:
    • text
 	
Primary Recommendations:
    • text
 	
Secondary Suggestions:
    • 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		
1) Course is adapted to learners' relevant prior knowledge, interests, skills, and capabilities and ADA considerations are addressed (d=0.54) (Core Guideline)	☐ The instructor **collaborates with learners in adapting multiple course** objectives, activities, resources, and/or assessments to build upon learners' relevant prior knowledge, interests, skills, and capabilities. ☐ The **instructor collaborates** with learners and colleagues **to expand the range of ADA resources** that **enables all learners to exceed high standards**.	☐ In light of learners' relevant prior knowledge, interests, skills, and capabilities, the instructor **plans multiple learning experiences and assessments** that **allow for learner choice** in pursuing and demonstrating their achievement of course objectives. ☐ The instructor **adapts instruction** and **uses modified ADA resources to address the learning needs** of all current learners in the course.	☐ **Drawing on past experiences and/or external resources**, the **instructor seeks to adjust the course** appropriately to meet the diverse prior knowledge, interests, skills, and capabilities of learners. ☐ The instructor applies **interventions, modifications, and accommodations based on ADA requirements**.	☐	-text
2) Instructor is able to appropriately modify the course in light of learners' diverse cultural locations (e.g., SES, ethnicity, gender, age, etc.) (d=0.37)	☐ The instructor **collaborates with learners to develop course elements** and provide different culturally appropriate pathways to engaging with the course. ☐ The instructor **collaborates with a broad range of colleagues, specialists, and/or community members** to understand and address learners' cultural needs and to **integrate diverse cultural resources, practices, and perspectives** into the class.	☐ In light of learners' relevant cultural locations (e.g., SES, ethnicity, gender, age, etc.), the instructor **plans multiple culturally appropriate pathways of learning experiences** and assessments that **allow for learner choice** in pursuing and demonstrating their achievement of course objectives.	☐ The instructor accesses resources to **expand their understanding** of the SES, ethnic, gender, age, etc. differences among learners and their communities and then **modifies the course** in light of this.	☐	-text

Guideline	Levels of Development			N/O	Comments, Data
	Level 3	Level 2	Level 1		
3) Mission-Centered Focus: *In pursuit of learning objectives, the course engages learners in diverse cultural experiences with under-represented and marginalized communities that proactively reduce biases and increase justice for these populations* (d=0.44) (Core Guideline)	☐ In alignment with learning objectives, the course has activities that **facilitate learners' development of advanced intercultural and civic engagement competencies**, particularly with under-represented and marginalized communities. ☐ The course **provides opportunities** for learners to **proactively work for equity and justice in solidarity** with under-represented and marginalized communities.	☐ In pursuit of learning objectives, the course has learning experiences that **facilitate learners' direct engagement with diverse people** from **under-represented and marginalized populations**. ☐ The instructor assists learners in **exploring how their own biases can affect perceptions and actions**, particularly as these biases relate to under-represented and marginalized communities.	☐ The **course includes multiple cultural perspectives and experiences** of **under-represented and marginalized communities** that align with course objectives. ☐ The instructor **explores how their own personal biases can affect perceptions and actions**, particularly as these biases relate to under-represented and marginalized communities.	☐	-text

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Significant Strengths:
    • text
 	
Primary Recommendations:
    • text
 	
Secondary Suggestions:
    • text					

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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		
1) Instructor engages in and supports professional development opportunities related to improving their educational competencies (d=0.65) (Core Guideline)	☐ In addition to Level 2, the **instructor collaborates with colleagues** to collectively create, reflect upon, analyze, and improve **professional development opportunities** that address Levels 1 and/or 2.	☐ Based on personal reflections and feedback from students, peers, and mentors, the instructor **identifies areas of ongoing professional development** and participates in learning experiences that **address these identified areas of educational improvement**.	☐ The instructor engages in structured **individual and/or group professional learning opportunities** that help them to stay current **with essential KSAs*** in their discipline as well as **to provide all learners with effective curriculum and learning experiences**.	☐	-text
2) Instructor actively participates in leadership roles and responsibilities that improve the institution's education and culture (d=0.36)	☐ The instructor is a leader in **identifying and advocating for continuous evaluation and improvement** of institutional-wide vision, mission, and goals that support student learning and development. ☐ The instructor **actively mentors and motivates colleagues** to participate in institutional leadership roles.	☐ The instructor **engages in institutional-wide decision-making processes** with colleagues to identify common goals, develop strategies for pursuing these goals, and evaluate progress towards them. ☐ The instructor **actively and consistently contributes to the growth of others** through mentoring, feedback, and sharing of practices.	☐ The instructor **participates in school-wide efforts** to implement a shared vision and they actively contribute to a **supportive and collaborative institutional culture**.	☐	-text

Guideline	Levels of Development			N/O	Comments, Data
	Level 3	Level 2	Level 1		
3) Instructor conducts evidence-based practice and/or scholarly projects that improve the quality of education (d=0.56) (Core Guideline)	☐ The instructor **works collaboratively** to conduct **evidence-based practice and/or scholarly** projects that have an **impact** on one's educational **discipline** and/or **educational theories, practices, and/or policies** more broadly. The instructor works to **disseminate the results** of these projects via presentations and/or publications.	☐ The instructor **collaborates with colleagues** at their institution to jointly **conduct evidence-based practice and/or scholarly** projects that **improve teaching/learning** for their **own classes** and/or the **institution as a whole**.	☐ The instructor works to **improve** their instructional practices **through evidence-based practice and/or scholarship projects**.	☐	-text

General Comments/Recommendations: [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).]

Significant Strengths:
- text

Primary Recommendations:
- text

Secondary Suggestions:
- text

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