

Educational System Guidelines

Learner Tier

Learning Competencies

Foundational Level

The following are competencies that have been extracted from the Educational System Guidelines for the Learner Tier. The underlying framework for these guidelines asserts that there are at least three tiers that impact student learning and development: 1) [Learners](#), 2) [Courses-Instructors](#), and 3) the [Educational Organization](#) in part or as a whole. The following are the Level 1 competencies found on these Educational System guidelines. Basically, learners at this basic level will need to be able to demonstrate the following proficiencies. Intermediate (Level 2) and Advanced (Level 3) competencies have also been created. The “*Core Competencies*” listed below correspond to those that are listed as “*Core Guidelines*” on the Educational System Guidelines for this Tier. For the [Educated Citizen](#) Areas listed, the learner should be able to develop in the respective area(s) by engaging with the given competency. There are associated feedback forms and detailed explanations that accompany these competencies.

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- **Objectives:**
 - The learner is able to state general learning goals for their own educational journey. The learner is aware of course/program objectives and knows where to find them. (*Core Competency*)
 - Educated Citizen area(s): Critical Thinking
- **Assessments:**
 - The learner can use assessments to draw conclusions about their own progress towards their learning goals. (*Core Competency*)
 - Educated Citizen area(s): Critical Thinking, Holism
 - The learner is able to use 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. (*Core Competency*)
 - Educated Citizen area(s): Critical Thinking, Holism
 - The learner can follow best practices in engaging, interpreting, and applying insights from specific assessments to help improve their learning.
 - Educated Citizen area(s): Critical Thinking
 - The learner is able to use criteria provided for an assignment to guide their performance. Using these criteria, the learner can also examine her/ his and/or classmate’s work in relation to the criteria.
 - Educated Citizen area(s): Critical Thinking
- **Activities, Organization, & Resources:**
 - The learner can intentionally engage in simple interactions with other learners to support their learning and development. (*Core Competency*)
 - Educated Citizen area(s): Communication
 - The learner is able to intentionally engage with simpler critical thinking skills (e.g., apply, analyze, and evaluate) for course KSAs*. (*Core Competency*)
 - Educated Citizen area(s): Critical Thinking
 - The learner can make 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.
 - Educated Citizen area(s): Holism

- The learner is able to seek to apply course KSAs* in authentic contexts/ scenarios in direct and unmodified ways.
 - Educated Citizen area(s): Holism
- The learner can seek 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*). (*Core Competency*)
 - Educated Citizen area(s): Holism
- *Mission-Centered Focus*: The learner is able to adhere to explicit expectations for a safe and positive learning environment and their behavior demonstrates respect and caring for others.
 - Educated Citizen area(s): Intercultural Competency, Holism
- *Teaching & Learning Theories*:
 - The learner is able to articulate her/his own holistic understanding of learning and development and seeks to adjust their study strategies in light of these understandings. (*Core Competency*)
 - Educated Citizen area(s): Critical Thinking, Communication, Holism
 - Drawing on specific active learning strategies, the learner can demonstrate the ability to seek to apply these to help improve their learning and development. (*Core Competency*)
 - Educated Citizen area(s): Critical Thinking
 - The learner is able to follow some process to design, implement, and evaluate their learning strategies. There should also be direct alignment between their courses and their own learning goals, study strategies, and how they assess these goals and strategies. (*Core Competency*)
 - Educated Citizen area(s): Critical Thinking, Holism
- *Learner Background Considerations*:
 - Drawing on past experiences and external resources, the learner is able to seek to adjust their learning strategies to better meet their own prior knowledge, interests, skills, and capabilities. If appropriate, the learner can utilize ADA interventions, modifications, and accommodations. (*Core Competency*)
 - Educated Citizen area(s): Critical Thinking, Intercultural Competency
 - The learner is able to access 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.
 - Educated Citizen area(s): Critical Thinking, Intercultural Competency
 - *Mission-Centered Focus*: The learner can seek out multiple cultural perspectives and experiences of under-represented and marginalized communities as part of their pursuit of learning goals. The learner is also able to explore how their own personal biases can affect perceptions and actions, particularly as these biases relate to under-represented and marginalized communities. (*Core Competency*)
 - Educated Citizen area(s): Intercultural Competency
- *Professional Development, Leadership, & Evidence-Based Practice*:
 - The learner is able to engage 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. (*Core Competency*)
 - Educated Citizen area(s): Holism
 - The learner can participate in school-wide efforts to implement a shared vision and they actively contribute to a supportive and collaborative school culture.
 - Educated Citizen area(s): Civic Engagement, Intercultural Competency, Holism
 - The learner is able to work to improve their discipline-specific practices through evidence-based and/or scholarly projects. (*Core Competency*)
 - Educated Citizen area(s): Critical Thinking

KSAs* - Knowledge, Skills, and/or Attitudes