

Educational System Guidelines

Learner Tier Guidelines Checklist

The following is a checklist of evidence-based educational system guidelines to help guide students in becoming more effective learners. 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. Each of the items are divided into several main categories as shown below. The list below is a summary of the guidelines that have been identified to date. There are associated feedback forms and detailed explanations that accompany these.

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

Student Name: _____

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

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

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

* - Guideline is considered a “Core Guideline” based on the number of resources that highlight this guideline as being important as well as the effect size on student learning and development that educational research studies have documented.

Guideline	Often	Sometimes	Rarely	N/A
Objectives				
1) *Learner is able to integrate learning objectives into their professional, civic, and/or personal life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessments				
1) *The learner utilizes assessment information to support their own development towards their learning goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2) *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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Guideline	Often	Sometimes	Rarely	N/A
3) Assessments are utilized by the learner to improve their learning in ways that are in accordance with best practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4) Learner utilizes self- and/or peer-assessments and reflections to improve their own and/or their peers' learning and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities, Organization, & Resources (AORs)				
1) *The learner intentionally seeks to engage in learner-learner interactions to support learning and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2) *The learner strives to engage in higher order thinking in order to support their learning and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3) Learner intentionally uses relevant and interactive technologies to improve their learning and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4) The learner seeks to adapt relevant KSAs** to address real-world issues in authentic contexts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5) *The learner engages in activities in ways that consistently scaffolds their increasing competencies for key KSAs**	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6) <i>Mission-Centered Focus</i> : The learner helps to nurture a learning environment that is safe, inclusive, and caring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching & Learning Theories				
1) *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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2) *Learner utilizes active learning strategies to support their learning and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3) *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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learner Background Considerations				
1) *The learner adapts study strategies to their own relevant prior knowledge, interests, skills, and capabilities; ADA considerations are addressed if needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2) Learner is able to appropriately modify their learning strategies in light of their own cultural locations (e.g., SES, ethnicity, gender, age, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3) * <i>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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Guideline	Often	Sometimes	Rarely	N/A
<i>Professional Development, Leadership, & Evidence-Based Practice</i>				
1) *Learner engages in and supports professional development opportunities related to improving their discipline-specific competencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2) Learner actively participates in leadership roles and responsibilities that improve the school's education and culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3) *Learner conducts evidence-based practice and/or scholarly projects that improve their discipline-specific competencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Comments, Notes: