

## **Educational System Guidelines**

### **Learner Tier**

### **Learning Competencies**

### **Advanced 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 3 competencies found on these Educational System guidelines. Basically, learners at this advanced level will need to be able to demonstrate the following proficiencies. Basic (Level 1) and Intermediate (Level 2) 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 collaborate with others in adapting learning objectives in ways that will help them reach long term goals for their professional, civic, and/or personal life. (*Core Competency*)
    - Educated Citizen area(s): Critical Thinking
  - 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. (*Core Competency*)
    - Educated Citizen area(s): Critical Thinking
- **Assessments:**
  - The learner is able to collaborate with others to analyze their performance on a variety of formative and summative assessments to help them better understand what is influencing their learning. The learner then uses this information to help scaffold their own development towards their learning goals. (*Core Competency*)
    - Educated Citizen area(s): Critical Thinking, Holism
  - In addition to engaging in additional/supplemental learning experiences that will help them to apply feedback from assessments, the learner can take initiative and collaborate with others 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. (*Core Competency*)
    - Educated Citizen area(s): Critical Thinking, Holism
  - In addition to collaborating with others in following best practices to engage, interpret, and apply insights from assessments, the learner is able to work with others to help ensure that their use of specific assessments is valid and reliable in helping them to improve in their learning and development.
    - Educated Citizen area(s): Critical Thinking
  - The learner is able to work with instructors and/or peers to collaboratively generate assessment criteria. The learner can then utilize 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.
    - Educated Citizen area(s): Critical Thinking

- **Activities, Organization, & Resources:**
  - In addition to learning about other students' diverse perspectives and critically reflecting on these, the learner is able to participate 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\*. (*Core Competency*)
    - Educated Citizen area(s): Intercultural Competency, Communication
  - The learner is able 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. (*Core Competency*)
    - Educated Citizen area(s): Critical Thinking
  - The learner can collaborate 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.
    - Educated Citizen area(s): Holism
  - Working with others, the learner is able to identify real-world problems or issues in authentic contexts/scenarios that require knowledge/skill adaptations and develops and implements plans to directly address these issues.
    - Educated Citizen area(s): Critical Thinking, Holism, Civic Engagement
  - The learner can demonstrate the ability to collaborate 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\*. (*Core Competency*)
    - Educated Citizen area(s): Critical Thinking, Holism
  - *Mission-Centered Focus*: The learner is able to collaborate with others in developing and applying expectations for a learning climate that includes openness, mutual respect, and positive peer relationships.
    - Educated Citizen area(s): Intercultural Competency, Communication
- **Teaching & Learning Theories:**
  - Recognizing that they might learn and develop in diverse ways for different situations, and using observations of their own and others' progress as well as evidence-based resources, the learner is able to collaborate 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. (*Core Competency*)
    - Educated Citizen area(s): Critical Thinking, Communication, Holism
  - Recognizing that they learn and develop in diverse ways, the learner is able to collaborate 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. (*Core Competency*)
    - Educated Citizen area(s): Critical Thinking
  - The learner is able to collaborate with others in evidence-based design, implementation, and evaluation of their learning strategies. There should be direct alignment between the modules/units of their courses and the following: their own learning goals, study strategies, how they assess these, their understanding of learning processes, and their own unique background, interests, etc. (*Core Competency*)
    - Educated Citizen area(s): Critical Thinking, Holism
- **Learner Background Considerations:**
  - The learner is able to collaborate 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. The learner is also able to collaborate 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. (*Core Competency*)

- Educated Citizen area(s): Critical Thinking, Intercultural Competency
- The learner can collaborate 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.
  - Educated Citizen area(s): Critical Thinking, Intercultural Competency
- *Mission-Centered Focus*: In alignment with their learning goals, the learner is able to engage in activities that help them to develop advanced intercultural and civic engagement competencies, particularly with under-represented and marginalized communities. The learner can also engage in opportunities to proactively work for equity and justice in solidarity with under-represented and marginalized communities. (*Core Competency*)
  - Educated Citizen area(s): Civic Engagement, Intercultural Competency
- *Professional Development, Leadership, & Evidence-Based Practice*:
  - In addition to identifying and pursuing their own learning, the learner is able to collaborate with others to collectively create, reflect upon, analyze, and improve co- and/or non-curriculum professional development opportunities that address identified areas of improvement. (*Core Competency*)
    - Educated Citizen area(s): Critical Thinking, Holism
  - The learner is able to be a leader in identifying and advocating for continuous evaluation and improvement of school-wide vision, mission, and goals that support quality teaching and learning. The learner actively mentors and motivates others to participate in institutional leadership roles.
    - Educated Citizen area(s): Civic Engagement, Intercultural Competency, Holism
  - The learner can work collaboratively with others to conduct evidence-based and/or scholarly projects that have an impact on one's discipline-specific theories, practices, and/or policies more broadly. The learner is also able to work to disseminate the results of these projects via presentations and/or publications. (*Core Competency*)
    - Educated Citizen area(s): Critical Thinking, Civic Engagement, Communication

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