

**Feedback Table - Activities, Organization, & Resources**

| Guideline   | Levels of Development  |  |   | N/A                      |
|---|--|--|---|--------------------------|
|   | Level 3  | Level 2  | Level 1   |                          |
| <p>1) <i>Activities and resources intentionally foster learner-learner interactions</i></p> <p>(Core Guideline)</p>                                     | <input type="checkbox"/> The course supports learners' growing ability to <b>collaboratively participate in decision-making, problem solving, exploration, invention, etc.</b>   | <input type="checkbox"/> Course activities engage learners in <b>expanding their abilities to use collaboration to learn from each other</b> and to build skills of <b>joint interpretation and mutual perspective taking</b> that are grounded in course content/skills.                | <input type="checkbox"/> The course intentionally <b>structures simple interactions among learners</b> to support learning.   | <input type="checkbox"/> |
| <p>2) <i>Activities and resources help learners to progress in higher order thinking and more complex skill development</i></p> <p>(Core Guideline)</p> | <input type="checkbox"/> The course <b>engages learners in the design and implementation of higher order learning experiences</b> that are aligned with learning objectives, result in a variety of products and performances, and build on learners' interests. | <input type="checkbox"/> The instructor <b>models higher order thinking skills</b> (such as generating hypotheses, taking multiple perspectives, using metacognitive processes, innovation etc.) related to content and <b>engages learners in activities that develop these skills.</b> | <input type="checkbox"/> The course has <b>activities that elicit learners' critical thinking</b> (such as inference making, comparing, and contrasting) about concepts/skills in the content area as well as activities that guide learner <b>application of these skills.</b> | <input type="checkbox"/> |
| <p>3) <i>Course intentionally integrates technologies that are commonly used in society and/or one's discipline</i></p> <p>(Core Guideline)</p>         | <input type="checkbox"/> The instructor <b>collaborates with learners</b> in identifying <b>interactive technologies</b> that <b>redefine</b> course activities.   | <input type="checkbox"/> The course <b>expands the options</b> for learners responsible use of <b>interactive technologies</b> to extend learning in <b>augmenting and redefining ways.</b>  | <input type="checkbox"/> The course <b>provides opportunities</b> for learners to use <b>interactive technologies</b> responsibly in <b>simpler and substitutive ways.</b>  | <input type="checkbox"/> |

| Guideline   | Levels of Development   |   |  | N/A                      |
|---|---|---|--|--------------------------|
|   | Level 3   | Level 2   | Level 1  |                          |
| 4) <i>As much as possible, course environment and activities match the diverse and real-world conditions in which students will need to utilize the course content/skills</i>   | <input type="checkbox"/> The course has options that <b>engage learners in independently and collaboratively focusing on a real world problem</b> in an authentic context and carrying out a design for a solution.                                 | <input type="checkbox"/> The course guides learners in <b>applying knowledge in authentic contexts</b> in order to <b>address a given real world problem</b> or issue.  | <input type="checkbox"/> The course engages learners in <b>applying content knowledge and skills in authentic contexts.</b>  | <input type="checkbox"/> |
| 5) <i>Learners are guided from one activity to the next in ways that consistently scaffolds their increasing competencies with the key concepts/skills identified by the objectives</i><br><br>(Core Guideline)   | <input type="checkbox"/> The instructor <b>works with learners to identify sustained pathways to goal achievement</b> using a range of resources, learning experiences, and ways of <b>demonstrating consistent progress</b> toward the objectives. | <input type="checkbox"/> The instructor plans a <b>variety of sequenced resources and learning experiences</b> that scaffolds competency in key course concepts/skills and are <b>matched to the experience, needs and interests of learners.</b> | <input type="checkbox"/> Learners are clearly and intentionally <b>guided through activities</b> across the course that capture key concepts/skills and <b>scaffolds their competencies in these areas.</b>  | <input type="checkbox"/> |
| 6) Mission-Centered Focus:<br><i>The class environment is one that is experienced by learners to be safe, inclusive, and caring</i>   | <input type="checkbox"/> The course has <b>activities that require</b> respectful interaction, mutual support, and individual and group responsibility.   | <input type="checkbox"/> The instructor <b>collaborates with learners in setting expectations</b> for a learning climate that include openness, mutual respect, and positive peer relationships in the course.                                    | <input type="checkbox"/> The course has <b>explicit expectations</b> for a safe and positive learning environment and there is <b>evidence of behavior</b> that includes respect and caring for one another. | <input type="checkbox"/> |
| <u>Comments:</u> [Be sure to include concrete details from the course to support your statements. Following the EBCD guidelines for assessments, comments should be: a) positive; b) related to specific criteria above, and c) provide suggestions for how the course might be continually improved (even for Level 3 development).] |   |   |  |                          |

## Feedback Table - Assessments

| Guideline   | Levels of Development   |   |  | N/A                      |
|---|---|---|--|--------------------------|
|   | Level 3   | Level 2   | Level 1  |                          |
| <p>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</p> <p>(Core Guideline)</p>   | <p><input type="checkbox"/> The instructor <b>works with colleagues and learners to gather additional data</b> needed to better understand what is affecting learner progress and <b>to expand the range of supports for learners</b> with varied learning needs.</p> <p><input type="checkbox"/> The instructor <b>uses multiple assessment methods/modes</b> to scaffold individual learner development toward the learning objectives and <b>to challenge learners to select and demonstrate their understanding</b> in a variety of ways.</p> | <p><input type="checkbox"/> The instructor <b>collaborates with colleagues to analyze</b> performance on formative and summative assessments across groups of learners and <b>engages in joint development of strategies for improving instruction</b> and support to meet standards.</p> <p><input type="checkbox"/> The instructor <b>uses formative assessments to adjust instruction</b> in the moment, to modify planned scaffolds, and/or to provide additional supports/acceleration for learners.</p> | <p><input type="checkbox"/> The instructor <b>uses data from multiple types of assessments to draw conclusions</b> about learner progress toward learning objectives and <b>uses this analysis to guide instruction</b> to meet learner needs.</p> | <input type="checkbox"/> |
| <p>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</p> <p>(Core Guideline)</p> | <p><input type="checkbox"/> The instructor <b>builds learners' metacognitive skills</b>, guiding them to identify how specific elements of their performance contribute to effectiveness and to <b>propose concrete strategies for improvement</b>.</p>   | <p><input type="checkbox"/> The instructor identifies key areas in the criteria on which to give individual feedback that will <b>reinforce each learner's strengths and identifies critical next steps for growth</b>. S/he <b>designs learning experiences</b> that help learners <b>apply the feedback</b> and strengthen their performance.</p>   | <p><input type="checkbox"/> Using objective-generated criteria, the instructor <b>points out strengths in performance and offers positive and concrete suggestions</b> for how learners can improve their work.</p>                                | <input type="checkbox"/> |

| Guideline   | Levels of Development  |   |   | N/A                      |
|---|--|---|---|--------------------------|
|   | 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   | <input type="checkbox"/> The instructor works with others to <b>minimize bias</b> in assessment practices and <b>establish their validity and reliability</b> based on course data.  | <input type="checkbox"/> The instructor <b>collaborates</b> with others to gather, synthesize, and analyze course data <b>to adapt assessments</b> to better guide instructional practices to meet learner needs.   | <input type="checkbox"/> The instructor <b>follows evidence-based recommendations</b> in implementing assessments and interpreting their results.   | <input type="checkbox"/> |
| 4) When appropriate, self- and peer-assessments and reflections are utilized that are intended to lead to revisions and improvement   | <input type="checkbox"/> The instructor <b>engages learners in peer feedback on performance using criteria that are generated collaboratively</b> . S/he builds learners' metacognitive skills, <b>guiding them to identify how specific elements of the performance contribute to effectiveness</b> and to <b>propose concrete strategies for improvement</b> . | <input type="checkbox"/> The instructor <b>engages learners in generating criteria for quality work</b> on a particular assignment. S/he designs learning experiences that help <b>learners apply the criteria</b> to their own and/or each other's work to strengthen their performance. | <input type="checkbox"/> Instructor <b>provides learners with criteria</b> for the assignment to guide performance. Using these criteria, s/he <b>structures reflection prompts</b> to assist each learner in examining his/her and/or each other's work and making improvements. | <input type="checkbox"/> |
| <b>Comments:</b> [Be sure to include concrete details from the course to support your statements. Following the EBCD guidelines for assessments, comments should be: a) positive; b) related to specific criteria above, and c) provide suggestions for how the course might be continually improved (even for Level 3 development).] |  |   |   |                          |

Feedback Table - *Teaching & Learning Theories*

| Guideline   | Levels of Development   |  |   | N/A                      |
|---|---|--|---|--------------------------|
|   | Level 3   | Level 2  | Level 1   |                          |
| 1) <i>Instructor is able to articulate: a) specific learning theories and teaching strategies that they might utilize; and b) how these theories and strategies apply to their course</i> | <input type="checkbox"/> Recognizing that students <b>learn and develop in diverse ways</b> , the teacher utilizes <b>multiple evidence-based learning theories and teaching strategies</b> to help guide course development  | <input type="checkbox"/> The instructor <b>observes learners</b> noting differences between learners and the understanding of student learning and development that the instructor has and the instructor uses this information to <b>adjust instruction</b> as well as <b>their understandings</b><br><input type="checkbox"/> The instructor utilizes one or more <b>evidence-based learning theories and teaching strategies</b> to <b>adjust instruction</b> | <input type="checkbox"/> Drawing on her/his understanding of student learning and development, the <b>instructor seeks to adjust the course's teaching strategies</b> appropriately | <input type="checkbox"/> |
| 2) <i>Course utilizes active teaching and learning strategies</i><br><br>(Core Guideline)   | <input type="checkbox"/> Recognizing that students <b>learn and develop in diverse ways</b> , the instructor utilizes <b>multiple evidence-based active teaching &amp; learning strategies</b> to help guide course development<br><input type="checkbox"/> The instructor <b>empowers learners to choose and/or develop</b> their own active ways of engaging with course content/skills | <input type="checkbox"/> The instructor utilizes one or more <b>evidence-based active teaching &amp; learning strategies</b> in the course   | <input type="checkbox"/> Drawing on specific active teaching & learning strategies, the <b>instructor seeks to apply these</b> to the course  | <input type="checkbox"/> |

| Guideline  | Levels of Development   |   |   | N/A                      |
|--|---|---|---|--------------------------|
|  | Level 3   | Level 2   | Level 1   |                          |
| <p>3) <i>Instructor is able to articulate the processes/methods by which they developed their course and these are similar to one or more of the recommended instructional design methods</i></p> <p>(Core Guideline)</p>  | <p><input type="checkbox"/> Together <b>with learners, colleagues, and external sources</b>, the instructor <b>draws from evidence-based literature and data</b> to support course development</p> <p><input type="checkbox"/> There is <b>alignment among course as well as module/unit</b> objectives, activities, assessments, teaching and learning theories, and learner background considerations</p> | <p><input type="checkbox"/> The instructor <b>collaborates with colleagues</b> to engage in joint development of strategies for improving instruction</p> <p><input type="checkbox"/> There is <b>alignment among course as well as module/unit</b> objectives, activities, and assessments</p> | <p><input type="checkbox"/> The instructor <b>follows some process</b> to design, implement, and evaluate the course</p> <p><input type="checkbox"/> There is <b>alignment</b> among the course's objectives, activities, assessments</p>                     | <input type="checkbox"/> |
| <p>4) Mission-Centered Focus: <i>Course embodies a holistic approach to teaching and learning</i></p>  | <p><input type="checkbox"/> The instructor uses her or his understanding of the <b>interconnections among different areas</b> of holistic development to find entry point(s) to <b>support learner development</b></p>  | <p><input type="checkbox"/> The instructor <b>builds mental models</b> of variations in typical holistic development based on experience with each learner as well as evidence-based literature and uses these models to <b>adjust instruction</b></p>  | <p><input type="checkbox"/> Drawing on her/his understanding of holistic development, the <b>instructor observes learners</b>, notes changes and patterns in learners across areas of holistic development, and <b>seeks resources to adjust teaching</b></p> | <input type="checkbox"/> |
| <p><u>Comments:</u> [Be sure to include concrete details from the course to support your statements. Following the EBCD guidelines for assessments, comments should be: a) positive; b) related to specific criteria above, and c) provide suggestions for how the course might be continually improved (even for Level 3 development).]</p> |   |   |   |                          |

**Feedback Table - Learner Background Considerations**

| Guideline  | Levels of Development   |   |   | N/A                      |
|--|---|---|---|--------------------------|
|  | Level 3   | Level 2   | Level 1   |                          |
| <p>1) <i>Course is adapted to learners' relevant prior knowledge, interests, skills, and capabilities; ADA needs are addressed</i></p> <p>(Core Guideline)</p>   | <p><input type="checkbox"/> The instructor <b>collaborates with learners in adapting course</b> objectives, activities, resources, and assessments to build upon learners' relevant prior knowledge, interests, skills, and capabilities.</p> <p><input type="checkbox"/> The teacher <b>collaborates with learners and colleagues to expand the range of resources</b> that address ADA needs and enable ADA learners to exceed high standards.</p>  | <p><input type="checkbox"/> In light of learners' relevant prior knowledge, interests, skills, and capabilities, the instructor <b>plans multiple learning experiences</b> and assessments that <b>allow for learner choice</b> in pursuing and demonstrating their achievement of course objectives.</p> <p><input type="checkbox"/> The teacher adapts instruction and uses <b>modified materials, resources, tools, and technology</b> to address ADA needs.</p> | <p><input type="checkbox"/> <b>Drawing on her/his past experiences of student</b> learning and development in the class, the <b>instructor seeks to adjust the course</b> appropriately to meet the diverse prior knowledge, interests, skills, and capabilities of learners.</p> <p><input type="checkbox"/> The instructor applies <b>interventions, modifications, and accommodations based on ADA requirements.</b></p> | <input type="checkbox"/> |
| <p>2) <i>Instructor is able to describe learners' cultural background (e.g., beliefs, customs, practices, etc.) that might be relevant for the course content/skills and is able to adapt the course appropriately</i></p> | <p><input type="checkbox"/> Instructor <b>collaborates with learners</b> to develop course elements and provide different culturally appropriate pathways to engaging with the course</p> <p><input type="checkbox"/> The teacher <b>collaborates with a broad range of colleagues, specialists, and community members</b> to understand and address each student's learning needs. S/he <b>employs cultural resources and varied community practices</b> and perspectives to build a web of support to meet learners' needs.</p> | <p><input type="checkbox"/> The instructor uses a <b>deepening understanding</b> of cultural, ethnic, gender and learning differences to reflect on the needs of learners and <b>to design and implement strategies</b> to better meet these needs.</p>   | <p><input type="checkbox"/> The instructor accesses resources to <b>deepen his/her understanding</b> of the cultural, ethnic, gender and learning differences among learners and their communities.</p>   | <input type="checkbox"/> |

| Guideline   | Levels of Development  |   |  | N/A                      |
|---|--|---|--|--------------------------|
|   | Level 3  | Level 2   | Level 1  |                          |
| 3) Mission-Centered Focus: <i>Course has a preferential option for ensuring the success of under-represented, marginalized, and/or lower performing students as well as preparing students to work with these and other diverse populations</i>   | <input type="checkbox"/> The course promotes an understanding of and engagement with inter- and intra-group diversity to <b>facilitate learners' development of cultural competence and civic engagement</b> thereby building respect across communities, particularly for under-represented and marginalized communities<br><input type="checkbox"/> The instructor assists learners in <b>exploring how their own personal biases can affect perceptions in order to act more fairly</b> , particularly as these biases relate to under-represented and marginalized communities | <input type="checkbox"/> The course has learning experiences that <b>facilitate learners' understanding of and engagement with diverse communities</b> within and outside of their own communities, particularly for under-represented and marginalized communities<br><input type="checkbox"/> The instructor <b>explores how their own personal biases can affect perceptions in order to act more fairly</b> , particularly as these biases relate to under-represented, marginalized, and lower performing learners | <input type="checkbox"/> The <b>course includes multiple perspectives</b> and experiences in the presentation and discussion of content that include each learner's personal, family, community, and cultural experiences and norms, particularly for under-represented and marginalized communities | <input type="checkbox"/> |
| <u>Comments:</u> [Be sure to include concrete details from the course to support your statements. Following the EBCD guidelines for assessments, comments should be: a) positive; b) related to specific criteria above, and c) provide suggestions for how the course might be continually improved (even for Level 3 development).] |  |   |  |                          |



Feedback Table - *Objectives*

| Guideline   | Criteria # | Levels of Development  |  |   | N/A                      |
|---|------------|--|--|---|--------------------------|
|   |            | 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<br><br>(Core Guideline)   | i          | <input type="checkbox"/> The instructor <b>collaborates with learners in identifying personalized learning objectives</b> to reach long term goals that align with accreditation, institutional, and/or discipline-specific standards. | <input type="checkbox"/> While retaining alignment with accreditation, institutional, and/or discipline-specific standards, the <b>instructor refines learning objectives based on an understanding of student learning and development.</b> | <input type="checkbox"/> The instructor <b>uses given accreditation, institutional, and/or discipline-specific standards</b> to identify measurable learning objectives based on target knowledge and skills. | <input type="checkbox"/> |
|   | ii         | <input type="checkbox"/> Learners are able to <b>articulate</b> the learning objectives <b>in their own words</b> and can describe <b>how the activities in the course relate to these</b> objectives.                                 | <input type="checkbox"/> The instructor <b>clearly communicates/ presents learning objectives</b> and effectively supports learners' attention on the objectives.  | <input type="checkbox"/> The instructor may refer to course objectives, but this is <b>done too briefly or without sufficient depth</b> to be clear to learners.  | <input type="checkbox"/> |
| <u>Comments:</u> [Be sure to include concrete details from the course to support your statements. Following the EBCD guidelines for assessments, comments should be: a) positive; b) related to specific criteria above, and c) provide suggestions for how the course might be continually improved (even for Level 3 development).] |            |  |  |   |                          |