

Educational System Guidelines
Organizational Unit 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. As it is used herein, “organization” means either specific organizational units (e.g., programs, departments, divisions, colleges, etc.) or the organization in its entirety. 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.

The particular guidelines below focus on the organization in relation to current evidence-based educational literature. Overall, the general assertion is that the higher the Level of Development that an organizational system has 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 educational institutions as we work to have a positive influence on learners and the 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 used to assess a specific department, division, college, etc., please note the following information:

Organizational area(s) being considered: _____

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

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		
<p>1) Organization ensures that instructors and learners adequately utilize objectives to guide learning and development ($d=0.47$)</p> <p>(Core Guideline)</p>	<p><input type="checkbox"/> The organization works to foster a culture where instructors and learners collaborate in developing personalized learning objectives that align with accreditation, institutional, and/or discipline-specific standards and are relevant for learners' professional, civic, and/or personal life.</p> <p><input type="checkbox"/> The organization provides support to instructors and learners on how to ensure that learners are able to articulate how the activities in courses relate to these personalized objectives.</p>	<p><input type="checkbox"/> The organization provides the support instructors and learners need to better understand the relevancy of learning objectives for learners' professional, civic, and/or personal life.</p>	<p><input type="checkbox"/> The organization ensures that learners and instructors are aware of accreditation, institutional, and/or discipline-specific standards that can be used to develop measurable learning objectives.</p>	<input type="checkbox"/>	-text
<p><u>General Comments/Recommendations:</u> [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).]</p> <p>Significant Strengths:</p> <ul style="list-style-type: none"> • text <p>Primary Recommendations:</p> <ul style="list-style-type: none"> • text <p>Secondary Suggestions:</p> <ul style="list-style-type: none"> • 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		
<p>1) <i>The organization supports instructors and learners in utilizing varied assessments to support learning and development</i> ($d=0.62$)</p> <p>(Core Guideline)</p>	<p><input type="checkbox"/> The organization empowers instructors and learners to work collaboratively to select and analyze a variety of assessments that will help them to better understand what is influencing learner progress.</p> <p><input type="checkbox"/> The organization supports instructors and learners to then use this data to help scaffold individual learner development towards learning objectives.</p>	<p><input type="checkbox"/> The organization helps instructors and learners to use assessment information to modify their teaching/ study strategies in real-time as courses unfold to better support learner progress in their courses.</p>	<p><input type="checkbox"/> The organization provides training and support to instructors and learners on how to use multiple types of assessments to draw conclusions about learner progress towards learning objectives.</p>	<input type="checkbox"/>	-text
<p>2) <i>The organization cultivates a teaching and learning environment where quality feedback is used by instructors and learners to continually improve learner competencies and foster self-regulated learning skills</i> ($d=0.54$)</p> <p>(Core Guideline)</p>	<p><input type="checkbox"/> Extending Level 2, the organization cultivates an environment where instructors and learners work together to build self-regulated learning skills, helping learners to use feedback to reflect on their own performance and to then develop and apply concrete strategies for how they will continue to improve their progress towards learning goals.</p>	<p><input type="checkbox"/> Building on Level 1, the organization supports learners and instructors in developing learning experiences that will help learners to apply this feedback and thereby improve their competencies.</p>	<p><input type="checkbox"/> The organization empowers instructors and learners to use assessment feedback that identifies strengths and weaknesses in learner performance and offers positive and concrete suggestions for how learners can improve their achievements using objective-generated criteria.</p>	<input type="checkbox"/>	-text

Guideline	Levels of Development			N/O	Comments, Data
	Level 3	Level 2	Level 1		
3) <i>The organization intentionally works to ensure that assessments are utilized in accordance with evidence-based recommendations and, whenever possible, their reliability and validity is established (d=0.34)</i>	<input type="checkbox"/> The organization proactively empowers a culture of collaboration to help learners and instructors engage in Level 1 & 2 activities.	<input type="checkbox"/> The organization works with learners and instructors to minimize bias for specific evidence-based assessments and to establish their validity and reliability in helping to improve learning and development.	<input type="checkbox"/> The organization provides ongoing training to instructors and learners on evidence-based practices in implementing, interpreting, and applying specific assessments to improve learning.	<input type="checkbox"/>	-text
4) <i>The organization supports the use of self- and peer-assessments to improve learning and development (d=0.56)</i>	<input type="checkbox"/> The organization intentionally fosters a culture where instructors and learners work collaboratively to generate assessment criteria . The organization then helps them to apply these criteria to self- and/or peer-assessments to improve learning and development.	<input type="checkbox"/> Building on Level 1, the organization provides support to instructors and learners to help them to apply the results of self- and/or peer-assessments in order to increase student achievement.	<input type="checkbox"/> The organization provides instructors and learners with training to be able to use assessment criteria as the basis for self- and/or peer-assessments.	<input type="checkbox"/>	-text
<p><u>General Comments/Recommendations:</u> [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).]</p> <p>Significant Strengths:</p> <ul style="list-style-type: none"> • text <p>Primary Recommendations:</p> <ul style="list-style-type: none"> • 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) The organization intentionally supports learner-learner interactions to support learning and development (d=0.51) (Core Guideline)	<input type="checkbox"/> Building on Level 2, the organization provides training to instructors and learners so that long-term group projects/activities require groups to collaborate in substantive ways (e.g., decision-making, exploration, invention, etc.) in relation to relevant KSAs*.	<input type="checkbox"/> The organization helps learners and instructors to cultivate an environment where students learn about each other's diverse perspectives, critically reflect on these, and/or help one another to engage with relevant KSAs* more extensively.	<input type="checkbox"/> The organization provides education for learners and instructors to know how to intentionally develop simple interactions among learners to support learning and development.	<input type="checkbox"/>	-text
2) The organization provides support that helps learners and instructors to use higher order thinking to improve learning and development (d=0.50) (Core Guideline)	<input type="checkbox"/> The organization helps learners and instructors to design and implement higher order learning experiences that are aligned with learning objectives, result in a variety of outcomes and artifacts, and that build on learners' interests and backgrounds.	<input type="checkbox"/> The organization provides support for more complex higher order thinking skills (e.g., synthesizing, creating, innovating, etc.) and/or encourages learners and instructors to challenge assumptions in course concepts, materials, activities, etc.	<input type="checkbox"/> The organization helps to guide learners and instructors in how to engage with simpler critical thinking skills (e.g., apply, analyze, and evaluate) for relevant course KSAs*.	<input type="checkbox"/>	-text
3) Organization intentionally integrates relevant and interactive technologies to improve learning and development (d=0.33)	<input type="checkbox"/> The organization supports a culture where instructors and learners collaborate in identifying relevant interactive technologies that redefine learning processes in significant ways. These technologies are essential in order to engage in the learning experiences and the organization provides training and support for advanced technical skills .	<input type="checkbox"/> The organization expands the options for learners' and instructors' responsible use of relevant interactive technologies to support learning. The organization provides training so that technologies are integral to engagement with learning as well as to help improve intermediate technical skills for both learners and instructors.	<input type="checkbox"/> The organization provides opportunities for learners and instructors to use relevant technologies in simpler ways that support but do not fundamentally change the learning processes. The organization provides training and support for very basic technology skills .	<input type="checkbox"/>	-text

Guideline	Levels of Development			N/O	Comments, Data
	Level 3	Level 2	Level 1		
4) <i>The organization helps learners and instructors to adapt relevant KSAs* to address real-world issues in authentic contexts</i> (d=0.34)	<input type="checkbox"/> The organization helps learners and instructors to identify real-world problems or issues in authentic contexts/scenarios that require KSA* adaptations and supports them in carrying out plans to directly address these issues.	<input type="checkbox"/> The organization provides training for learners and instructors on how to adapt relevant KSAs* for authentic contexts/scenarios in order to address a given real-world problem or issue.	<input type="checkbox"/> The organization supports opportunities that help learners and instructors to know how to apply relevant course KSAs* in authentic contexts/scenarios in direct and unmodified ways.	<input type="checkbox"/>	-text
5) <i>The organization supports learners and instructors in developing activities that consistently scaffolds learners' increasing competencies for key KSAs* (d=0.40)</i> (Core Guideline)	<input type="checkbox"/> The organization fosters an environment where learners and instructors work collaboratively to identify 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 KSAs*.	<input type="checkbox"/> The organization provides training to learners and instructors on developing a variety of sequenced resources and learning experiences that scaffolds competency in key KSAs* that are matched to learners' experiences, needs, and interests and allow for choice.	<input type="checkbox"/> The organization supports learners and instructors in developing activities that repeatedly engage key KSAs* and scaffolds learners' growing competencies in these areas (i.e., ensures achievement before moving on to new KSAs*).	<input type="checkbox"/>	-text
6) Mission-Centered Focus: <i>The organization works to create and sustain a learning environment that is safe, inclusive, and caring</i> (d=0.40)	<input type="checkbox"/> The organization intentionally helps instructors and learners to collaborate in developing and applying expectations for a learning climate that includes openness, mutual respect, and positive peer relationships .	<input type="checkbox"/> In addition to Level 1, the organization supports activities that require respectful interaction, mutual support, and individual/group responsibility for the learning environment.	<input type="checkbox"/> The organization has explicit expectations for a safe and positive learning environment and there is evidence of behavior that includes respect and caring for one another.	<input type="checkbox"/>	-text
<p>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).]</p> <p>Significant Strengths:</p> <ul style="list-style-type: none"> text <p>Primary Recommendations:</p>					

Guideline	Levels of Development			N/O	Comments, Data
	Level 3	Level 2	Level 1		
<ul style="list-style-type: none">text <p>Secondary Suggestions:</p> <ul style="list-style-type: none">text					

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

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

Guideline	Levels of Development			N/O	Comments, Data
	Level 3	Level 2	Level 1		
<p>1) Organization helps learners and instructors to articulate: a) specific holistic learning theories and teaching/study strategies that they might utilize; and b) when and how these theories and strategies might apply (d=0.57)</p> <p>(Core Guideline)</p>	<p><input type="checkbox"/> Recognizing that students learn and develop in diverse ways, and building on Level 2, the organization fosters a collaborative culture that helps learners and instructors to develop and utilize multiple evidence-based holistic learning theories to help guide learning and development as well as to be able to articulate when and how each theory is being utilized.</p>	<p><input type="checkbox"/> The organization supports learners and instructors in using observations as well as evidence-based resources to inform and adjust their own holistic learning theories.</p>	<p><input type="checkbox"/> The organization provides training that helps learners and instructors to articulate their own holistic understandings of learning and development and how to adjust their teaching and/or learning strategies in light of these understandings.</p>	<p><input type="checkbox"/></p>	-text
<p>2) The organization helps learners and instructors to utilize active teaching and learning strategies (d=0.47)</p> <p>(Core Guideline)</p>	<p><input type="checkbox"/> The organization helps learners and instructors to recognize that students learn in diverse ways and to therefore collaboratively develop multiple evidence-based active teaching & learning strategies.</p> <p><input type="checkbox"/> The organization then empowers learners and instructors to select personalized and active ways of engaging with relevant KSAs* and to ensure that these varied pathways align with learning objectives.</p>	<p><input type="checkbox"/> The organization provides training to learners and instructors on utilizing one or more evidence-based active teaching & learning strategies and how to adapt these strategies for their current courses.</p>	<p><input type="checkbox"/> The organization helps learners and instructors to draw on specific active teaching & learning strategies and to apply these to help improve learning and development.</p>	<p><input type="checkbox"/></p>	-text

Guideline	Levels of Development			N/O	Comments, Data
	Level 3	Level 2	Level 1		
<p>3) <i>Organization ensures that learners and instructors are able to demonstrate the processes/methods by which they develop their courses or learning strategies and that there is alignment among these strategies with course elements</i> (d=0.69)</p> <p>(Core Guideline)</p>	<p><input type="checkbox"/> The organization fosters a culture where learners' and instructors' collaborate with others in evidence-based design, implementation, and evaluation of teaching/learning strategies.</p> <p><input type="checkbox"/> The organization helps to ensure alignment for the following teaching/learning elements: objectives, activities, assessments, teaching/learning strategies, learner/instructor backgrounds, and teaching/learning theories.</p>	<p><input type="checkbox"/> The organization supports learners and instructors in drawing from evidence-based literature and data to design, implement, and evaluate teaching/learning strategies.</p> <p><input type="checkbox"/> The organization helps to ensure that there is direct alignment among course as well as module/unit/weekly objectives, activities, and assessments for the teaching/ learning strategies being used by learners/instructors.</p>	<p><input type="checkbox"/> The organization provides training for learners and instructors in following some process to design, implement, and evaluate teaching/learning strategies.</p> <p><input type="checkbox"/> The organization helps to ensure alignment among teaching/learning objectives, activities/ strategies, and assessments.</p>	<p><input type="checkbox"/></p>	<p>-text</p>
<p><u>General Comments/Recommendations:</u> [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).]</p> <p>Significant Strengths:</p> <ul style="list-style-type: none"> • text <p>Primary Recommendations:</p> <ul style="list-style-type: none"> • text <p>Secondary Suggestions:</p> <ul style="list-style-type: none"> • 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		
<p>1) <i>Organization helps learners and instructors to adapt teaching/learning to learners' relevant prior knowledge, interests, skills, and capabilities; The organization ensures that ADA considerations are addressed (d=0.54)</i></p> <p>(Core Guideline)</p>	<p><input type="checkbox"/> The organization fosters a culture where learners and instructors collaborate in adapting multiple teaching/learning goals, strategies, activities, resources, and/or assessments to build upon learners' relevant prior knowledge, interests, skills, and capabilities.</p> <p><input type="checkbox"/> The organization helps learners and instructors to collaborate in expanding the range of ADA resources to enable all learners to exceed high standards.</p>	<p><input type="checkbox"/> The organization supports learners and instructors in using learners' relevant prior knowledge, interests, skills, and capabilities to plan multiple learning experiences/strategies and assessments that allow for learner choice in pursuing and demonstrating their achievement of learning goals.</p> <p><input type="checkbox"/> The organization helps learners and instructors to adapt teaching/learning strategies and use modified ADA resources to address all current learners' needs, interests, capabilities, etc.</p>	<p><input type="checkbox"/> The organization helps learners and instructors to draw on past experiences and external resources to adjust teaching/learning strategies to appropriately meet the diverse prior knowledge, interests, skills, and capabilities of learners.</p> <p><input type="checkbox"/> The organization provides training on how to apply interventions, modifications, and accommodations based on ADA requirements.</p>	<input type="checkbox"/>	-text
<p>2) <i>Organization supports learners and instructors in being able to appropriately modify teaching/learning strategies in light of learners' diverse cultural locations (e.g., SES, ethnicity, gender, age, etc.) (d=0.37)</i></p>	<p><input type="checkbox"/> The organization supports learners and instructors in collaborating to develop different culturally appropriate pathways to pursue learning objectives.</p> <p><input type="checkbox"/> The organization supports collaboration with a broad range of specialists and/or community members to address learners' cultural needs and to integrate diverse cultural resources, practices, and perspectives into teaching/learning.</p>	<p><input type="checkbox"/> The organization provides training that helps learners and instructors to plan multiple culturally appropriate pathways of teaching/learning experiences and assessments that allow for learner choice in pursuing and demonstrating their achievement of learning objectives in light of learners' relevant cultural locations (e.g., SES, ethnicity, gender, age, etc.).</p>	<p><input type="checkbox"/> The organization supports learners and instructors in accessing resources to expand their understanding of the SES, ethnic, gender, age, etc. differences among learners and their communities and to then modify teaching/learning strategies in light of this.</p>	<input type="checkbox"/>	-text

Guideline	Levels of Development			N/ O	Comments, Data
	Level 3	Level 2	Level 1		
<p>3) Mission-Centered Focus: <i>Organization aids learners and instructors in engaging in diverse cultural experiences with under-represented and marginalized communities that proactively reduce biases and increase justice for these populations</i> (d=0.44)</p> <p>(Core Guideline)</p>	<p><input type="checkbox"/> The organization assists learners and instructors in pursuing learning objectives by engaging with activities that facilitate their development of advanced intercultural and civic engagement competencies, particularly with under-represented and marginalized communities.</p> <p><input type="checkbox"/> The organization provides opportunities and support for learners and instructors to proactively work for equity and justice in solidarity with under-represented and marginalized communities.</p>	<p><input type="checkbox"/> The organization provides training to learners and instructors on developing teaching/learning strategies that facilitate learners' direct engagement with diverse people from under-represented and marginalized populations.</p> <p><input type="checkbox"/> The organization intentionally fosters a culture where learners and instructors assist one another in exploring how their own biases can affect their perceptions and actions, particularly as these biases relate to under-represented and marginalized communities.</p>	<p><input type="checkbox"/> The organization provides support for learners and instructors to engage multiple cultural perspectives and experiences of under-represented and marginalized communities in the pursuit of learning objectives.</p> <p><input type="checkbox"/> The organization helps learners and instructors to explore how their own personal biases can affect perceptions and actions, particularly as these biases relate to under-represented and marginalized communities.</p>	<input type="checkbox"/>	-text
<p><u>General Comments/Recommendations:</u> [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).]</p> <p>Significant Strengths:</p> <ul style="list-style-type: none"> • text <p>Primary Recommendations:</p> <ul style="list-style-type: none"> • text <p>Secondary Suggestions:</p> <ul style="list-style-type: none"> • text 					

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

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		
<p>1) <i>Organization supports learners and instructors in their professional development opportunities related to improving discipline-specific and/or educational competencies (d=0.65)</i></p> <p>(Core Guideline)</p>	<p><input type="checkbox"/> In addition to Level 2, the organization helps learners and instructors to collaborate with one another and/or peers to collectively create, reflect upon, analyze, and improve professional development opportunities that address Levels 1 and/or 2.</p>	<p><input type="checkbox"/> The organization aids learners and instructors in using personal reflections and feedback from one another, peers, and mentors to identify areas of ongoing professional development and participate in learning experiences that address these identified areas of improvement.</p>	<p><input type="checkbox"/> The organization provides support for learners and instructors to engage in structured individual and/or group professional development opportunities that help them to stay current with essential KSAs* in their discipline-specific and/or educational role(s).</p>	<p><input type="checkbox"/></p>	-text
<p>2) <i>Organization empowers learners and instructors to actively participate in leadership roles and responsibilities that improve the institution's education and culture (d=0.36)</i></p>	<p><input type="checkbox"/> The organization intentionally mentors learners and instructors as leaders in identifying and advocating for continuous evaluation and improvement of the institution's vision, mission, and goals that support quality learning and development.</p> <p><input type="checkbox"/> The organization empowers learners and instructors to actively mentor and motivate one another to participate in institutional leadership roles.</p>	<p><input type="checkbox"/> The organization provides opportunities for learners and instructors to engage in institutional decision-making processes with one another to identify common goals, develop strategies for pursuing these goals, and evaluate progress towards them.</p> <p><input type="checkbox"/> The organization supports learners and instructors in actively and consistently contributing to the growth of others through mentoring, feedback, and sharing of practice.</p>	<p><input type="checkbox"/> The organization actively empowers learners and instructors to participate in school-wide efforts to implement a shared vision and to actively contribute to a supportive and collaborative institutional culture.</p>	<p><input type="checkbox"/></p>	-text

Guideline	Levels of Development			N/O	Comments, Data
	Level 3	Level 2	Level 1		
<p>3) <i>Organization supports learners and instructors in conducting evidence-based practice and/or scholarly projects that improve discipline-specific competencies and/or quality education (d=0.56)</i></p> <p>(Core Guideline)</p>	<p><input type="checkbox"/> The organization supports learners and instructors in working collaboratively to conduct evidence-based practice and/or scholarly projects that have an impact on one's educational and/or discipline-specific theories, practices, and/or policies more broadly. The organization provides the resources and support that learners and instructors need in order to disseminate the results of these projects via presentations and/or publications.</p>	<p><input type="checkbox"/> The organization empowers learners and instructors to collaborate with one another and colleagues to jointly conduct evidence-based practice and/or scholarly projects that improve instructional and/or discipline-specific practices for themselves and/or others.</p>	<p><input type="checkbox"/> The organization helps learners and instructors to improve their discipline-specific and/or educational practices through evidence-based practice and/or scholarly projects.</p>	<p><input type="checkbox"/></p>	<p>-text</p>
<p><u>General Comments/Recommendations:</u> [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).]</p> <p>Significant Strengths:</p> <ul style="list-style-type: none"> • text <p>Primary Recommendations:</p> <ul style="list-style-type: none"> • text <p>Secondary Suggestions:</p> <ul style="list-style-type: none"> • text 					

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