Leading Indicators for In-class Educators (Teachers and Professors)

- How well defined are the course learning outcomes?
- How clearly expressed are the levels of expected intellectual performance (can be expressed with my ThinkWell-LearnWell Diagram, Bloom's Taxonomy, Webb's Depth of Knowledge model or another classification of intellectual behavior)?
- How available and useful to the students are the resources needed to learn the material?

Leading Indicators for Students

- Do I know the learning outcomes that are at the core of the class or course?
- Do I know the precise level(s) of intellectual performance that I am expected to demonstrate for each respective learning outcome and task?
- Do I know the types of tasks that are required and the corresponding level(s) of intellectual performance?
- Do I have sufficient awareness of a mental map of various thinking skills, and can I efficiently navigate among those skills?
- Am I able to deliberately manipulate the factors that influence my thinking and lead to outcomes?
- Am I able to accurately judge my learning products in real time before they must be expressed on tasks and assessments?

(Note that there are more student leading indicators than in-class educator leading indicators. This reflects the independent learning attitude that students must embrace.)

Leading Indicators for Out-of-class Educators (Learning Support Professionals and Guidance Counselors)

- Does the student clearly understand the differences between educator and student roles?
- Are the outcomes that the student(s) is working toward aligned with the required outcomes?
- What level(s) of thinking/interaction is the student(s) demonstrating?