

Alignment of Preservice Program (courses) with the *Georgia Framework for Teaching*

Goals:

- To create the best point-in-time agreement about program goals for later review.
- To engage in rich dialogue about program, conceptual/theoretical beliefs, student expectations, etc.

Why align? What are the benefits for faculty?

1. To use the *Georgia Framework for Teaching* as a catalyst for generative conversation (about teaching, programs, courses, student learning, and expectations) within a program faculty, and when appropriate, including College of Education, Arts and Sciences, and K-12 stakeholders,
2. To create a vision of a *total* preservice program for reflection and revision across the years,
3. To confirm that the theoretical and conceptual vision of the program faculty and college is reflected in the program,
4. To assure that preservice students have opportunities through a rich and balanced program to meet all expectations for accomplished Georgia teachers, especially that they impact student learning.
5. To provide a map for the development of formative and summative assessments that assure that all graduates are prepared to be fully qualified Georgia teachers.
6. To connect programs to a common framework as a *touchstone* that has been adopted by the Georgia Board of Regents, Professional Standards Commission, and Department of Education,
7. To ground conversations and program development in a framework designed to speak to K-12, Arts and Sciences, and College of Education faculties as well as the public¹ across Georgia institutions.

Process and caveats

1. Use the Framework grid. Enter your program courses (or groups of courses) across the top.
2. Put an X in the box beside any indicator that is the FOCUS of this course. The indicator could be a *real* objective of the course, not just unspoken or informal. You should consciously teach it here. Don't overstate.... don't claim too much or the process becomes meaningless!

¹ For details on how the *Georgia Framework for Teaching* was developed through focus groups of Georgia educators, see http://www.teachersbridge.org/library/History_of_Framework2006.pdf

Process Suggestions:

- Have all faculty members fill out the grid first anonymously. Have someone tally the anonymous grids.
- Ask a group of students (graduating, graduates) to complete the grid to show where they think they learned each indicator. Again, tabulate.
- Discuss the results of faculty and/or student grids for similarities, points of clear agreement, and differences. Allow the conversation to be open versus closed, to explore thinking rather than make too-quick decisions.
- The activity is as important as the results: to sponsor a rich (and sometimes difficult) conversation within a department / program faculty.

Possible uses and outcomes by faculty, advisors, mentors and preservice teachers:

Who	For whom	Impact / Outcomes
Faculty/advisors	Students in high school and college Years 1 and 2	<ul style="list-style-type: none"> • Understand goals of programs and courses in preparing to teach, • Compare programs and courses within and across institutions, • Choose and create relevant extracurricular, professional, and self-sponsored opportunities to learn related to teaching goals (e.g., work with children in diverse settings, plan curriculum for summer camp programs, etc.).
Faculty/advisors	Entering preservice teachers	<ul style="list-style-type: none"> • Envision their entire program as a process of on-going learning, • Identify which indicators will be the focused on in each course, • Understand how some indicators are developed across several courses (e.g., reflection) or later in a program (e.g., classroom management in field courses).
Teaching faculty and school-based mentors	Preservice teachers during their program	<ul style="list-style-type: none"> • See how their knowledge and skills are increasing within and across courses, • Select, review, and constantly build evidence of their growth for each indicator based on course work/projects to create a preservice portfolio, • Plan elective courses and opportunities to prepare groundwork for goals in upcoming courses (e.g., content courses, extra-curricular activities, service learning, etc.)

Faculty	Graduates	<ul style="list-style-type: none">• Report which courses/goals help them improve student learning,• Help faculties revise programs/goals based on feedback,• Continue to build a career portfolio and set professional goals based on the <i>Framework</i>.
---------	-----------	---