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Academy for Learning through Performance Standards and Assessment

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Purpose of the Academy for Learning

- **Focus on learning**
- **Learning outcomes for this session**
- **You should be able to:**
  - Describe the impact of GPS on school and college classrooms
  - Consider what resulting changes are needed in teacher preparation programs
  - Help to spread the contagion on your campus to promote faculty to become resident experts on teaching through a standards-based approach

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GPS Bring Major Changes in Georgia's Public School Classrooms

New K-12 Curriculum

Georgia Performance Standards (GPS)

- State Board of Education adopted higher student learning standards for public schools

- Teachers expected to teach new GPS through a standards-based approach

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GPS Require Major Changes in Teacher Preparation

Teacher Preparation GPS

- Content knowledge to teach new higher standards

- Teacher candidates able to teach the new GPS through a standards-based approach

- Higher Education (HE) faculty model standards-based approach

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Public schools can only be as good as the teachers we prepare

Major Changes in HE courses

HE courses

- Changes in WHAT is taught (higher level, big ideas with much less emphasis on rote memory)
- Changes in HOW it is taught and assessed (standards as organizers for assessment, curriculum and instruction—instead of "what is to be covered")
- HE faculty need to model this standards-based approach

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Principles of standards-based design

- Identify the desired results – learning outcomes

- Determine acceptable evidence – design assessment for learning outcomes

- Plan learning experiences and instruction

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Application of standards-based approach

- Learn to apply principles of standards-based design to
    - Classroom learning outcomes
- Align learning outcomes
    - Classroom learning outcomes
    - Program learning outcomes
    - Accreditation learning outcomes

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Assessment for Learning

- Assessment for learning should focus on how students learn
  - Recognize the importance of prior experience and learning
  - Promote the active engagement of the learner
  - Provide specific, descriptive rapid feedback about learning during learning
  - Engage valued forms of knowledge – tied to understanding big ideas not atomistic parts

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Academy Learning Outcomes

- Develop an action plan to fully engage campus faculty in the preparation of teachers who are ready to teach the new Georgia Performance Standards in standards-based school classrooms

- While critical for the preparation of teachers, the emphasis in the Academy for moving from a focus on teaching to a focus on student learning is equally important for ALL students in ALL majors

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Administrative Supported Needed

- Acknowledgement of faculty members who are trying to do this work by chairs, deans, and academic vice presidents is very important

- To move from departing information to an emphasis on student learning will require smaller class sizes in some disciplines

- Use of adjunct faculty presents barriers
 - They are not normally part of ongoing departmental discussions about teaching and learning

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Administrative Supported Needed

- **There are risks**
  - Initially students won't like some of the changes because they will have to think—and student evaluations will likely go down until the student culture changes
  - There is the personal risk of failure—trying to teach in different ways
  - Initially change will take more preparation time

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Administrative Supported Needed

- Support for this kind of work needs to be recognized and rewarded in promotion and tenure, post-tenure reviews, workload, and merit pay
  - New BOR policy "Work in Schools" passed October 11, 2006 should help.
  - Incentives to implement changes
    - Small grants
    - Funds for faculty seminars to share models
    - Provision of technology in the classrooms
  - Implementation indicators

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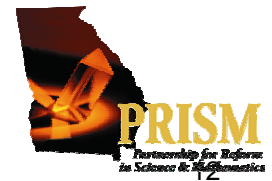
Work in the Schools policy

- Defines teacher preparation and school-improvement efforts for USG faculty as *documented significant involvement in approved efforts* in:

  - Improving one's own teaching so as to model effective teaching practices in courses taken by prospective teachers;

  - Contributing scholarship that promotes and improves student learning and achievement in the schools and in the university; and

  - Collaborating with public schools to strengthen teaching quality and to increase student learning.

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Implementation indicators

Leading and lagging indicators for

- Advocacy

- Support & Practice

- Participation

- Recognition & Reward

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