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
GPS Bring Major Changes in Georgia’s Public School Classrooms

- State Board of Education adopted higher student learning standards for public schools
- Teachers expected to teach new GPS through a standards-based approach

New K-12 Curriculum
Georgia Performance Standards (GPS)
GPS Require Major Changes in Teacher Preparation

- 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

Public schools can only be as good as the teachers we prepare
Major Changes in 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
Principles of standards-based design

- Identify the desired results – learning outcomes
- Determine acceptable evidence – design assessment for learning outcomes
- Plan learning experiences and instruction
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
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
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.
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.
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
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
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.
Implementation indicators

Leading and lagging indicators for
- Advocacy
- Support & Practice
- Participation
- Recognition & Reward