

I Am Aligned

by John Churchley



C

When I first walk in the classroom
Students want me to address

G

Exactly what they will be learning
And how the lessons will progress

C

Skills and knowledge they'll develop
And it helps to motivate

G

When it's worded as an outcome
In words to which they can relate

Am

And how these outcomes harmonize with

D

Other courses they will take

CHORUS

G

I am aligned
In every lesson I'll pay attention

Em

I am aligned
To learning outcome comprehension

C

I am aligned
My course helps to build the foundation

D

I am aligned
For their program graduation

Eb F G

I am aligned

C

At the very microscopic
I have an outcome for a task

G

I need to know what they are learning
And they shouldn't have to ask

C

When it comes time to assess it
And I'm at the marking stage

G

I must mark using the outcomes
Not colours on the title page

Am
Even better if the rubric
D
With my students I've engaged

CHORUS

C
My lesson learning outcomes
Must map with those there for the course
G
And in turn those map with program
Outcomes that they will endorse

C
There are also aspirations
That my institution holds
G
For our graduating students
And their lifelong learning goals

Am
My course helps to guide my students
D
For their societal new roles

CHORUS

C
When I'm teaching with alignment
Outcomes always on my mind
G
Course, program, or institution
They are all so intertwined

C
The whole system is connected
In a perfect logic chain
G
From broadest aspirations
To the students' learning brains

Am
My job as an instructor
D
Is this mapping to attain.

CHORUS