

From My Course to Our Program

A stewardship guide for moving from strong individual practice toward shared program coherence.

The shift

Teacher educators often begin by concentrating on the quality of their own course, supervision, mentoring, or clinical work. Programmatic stewardship asks a broader question: How does my work connect to the experience we are collectively creating for teachers?

1. Start with my practice

What part of my teacher education practice am I responsible for?

What do I believe candidates or teachers should learn through this part of the program?

2. Look backward and forward

Before my part	My part	After my part
What have learners already encountered, practiced, or been told?	What do I emphasize, model, assess, or ask learners to practice?	What will learners encounter next, and what will others assume they already understand?
Notes: 	Notes: 	Notes:

3. Find coherence – and contradiction

Where are different courses, supervisors, mentors, or partners reinforcing a common idea or practice?

Where might learners receive conflicting messages about teaching, evidence, equity, assessment, or professional responsibility?

Which contradictions are productive and worth discussing? Which are accidental and confusing?

What important idea appears only once and then disappears?

4. Move from 'my students' to 'our candidates / teachers'

Complete each prompt:

My practice has implications beyond my course because...

One thing colleagues need to know about what happens in my setting is...

One thing I need to understand better about colleagues' settings is...

One candidate/teacher experience we should examine collectively is...

5. Stewardship move

Choose one action that would help convert individual excellence into program capacity:

- ☐ Map a curriculum or clinical sequence
- ☐ Compare common assignments/assessments
- ☐ Convene faculty and school partners around a recurring problem
- ☐ Examine candidate/teacher experience across settings
- ☐ Align mentor/supervisor learning
- ☐ Create a shared inquiry or review routine
- ☐ Identify an equity implication across the sequence

My next move:

Stewardship is not ownership

The goal is not to make everyone teach the same way. It is to take shared responsibility for the quality, coherence, and consequences of the larger preparation experience.

To cite: Butler, B. M. (2026). *From my course to our program tool*. The Teacher Educator Exchange.