

Georgia Integrated Standards Document

GEORGIA FRAMEWORK FOR TEACHING ALIGNMENT CHART TO GEORGIA STANDARDS FOR PROFESSIONAL LEARNING (GSPL) Adopted from National Staff Development Council's "Standards for Staff Development"

GSPL Standard	GEORGIA STANDARDS FOR PROFESSIONAL LEARNING (GSPL)	GEORGIA FRAMEWORK FOR TEACHING (INDICATORS and PRINCIPLES)
CONTEXT	Professional learning that improves the learning of all students...	When this standard is met, teachers ...
A.1 LEARNING COMMUNITIES	...organizes adults into learning communities whose goals are aligned with those of the school and district.	3.1 create a learning community in which students assume responsibility.... 5.7 value and engage in planning as a collegial activity. 6.5 seek opportunities to learn.... <u>Support Principle:</u> and, school personnel understand that "successful engagement in the process of learning to teach requires support from multiple partners."
A.2 LEADERSHIP	...requires skillful school and district leaders who guide continuous instructional improvement.	4.6 use assessment data to communicate student progress.... <u>Support Principle:</u> and, school personnel understand that "successful engagement in the process of learning to teach requires support from multiple partners."
A.3 RESOURCES	... requires resources to support adult learning and collaboration.	1.5 carefully select and use a wide variety of resources.... <u>Support Principle:</u> and, school personnel understand that "successful engagement in the process of learning to teach requires support from multiple partners." <u>Technology Principle:</u> and, school personnel understand that "technology facilitates teaching, learning, community building, and resource acquisition."
PROCESS	Professional learning that improves the learning of all students...	When this standard is met, teachers ...
B.1 DATA-DRIVEN	...uses disaggregated student data to determine adult learning priorities, monitor progress , and help sustain continuous improvement.	4.2 use preassessment data to select or design...appropriate student learning goals. 4.6 use assessment data to communicate student progress.... 4.8 are committed to using assessment to identify student strengths & weaknesses.... 6.4 systematically reflect on teaching and learning to improve their own practice. <u>Impact Principle:</u> and, school personnel understand that "effective teaching yields evidence of student learning." <u>Process Principle:</u> and, school personnel understand that "learning to teach is a career-long process."
B.2 EVALUATION	...uses multiple sources of information to guide improvement and demonstrate its impact.	2.4 understand how factors in environments inside and outside of school may influence students' lives and learning. 2.5 are informed about and adapt their work based on students' stages of development, multiple intelligences, learning styles, and areas of exceptionality. 3.5 are sensitive to and use knowledge of students' unique cultures...to sustain a culturally responsive classroom. <u>Impact Principle:</u> and, school personnel understand that "effective teaching yields evidence of student learning."
B.3 RESEARCH-BASED	...prepares educators to apply research to decision making.	1.3 stay current in their subject areas.... 6.4 systematically reflect on teaching and learning to improve their own practice. 6.7 assume leadership and support roles as part of a school team. <u>Process Principle:</u> and, school personnel understand that "learning to teach is a career-long process."
B.4 DESIGN	...uses learning strategies appropriate to the intended goal.	5.2 plan and carry instruction.... 5.3 understand and use a variety of instructional strategies....

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PROCESS	Professional learning that improves the learning of all students...	When this standard is met, teachers ...
B.5 LEARNING	...applies knowledge about human learning and change.	2.2 understand how learning occurs in general and in the content areas.... 2.5 are informed about and adapt their work based on students' stages of development, multiple intelligences, learning styles, and areas of exceptionality. 3.4 recognize the value of and use knowledge about human motivation and behavior...
B.6 COLLABORATION	...provides educators with the knowledge and skills to collaborate.	5.7 value and engage in planning as a collegial activity. 6.7 assume leadership and support roles as part of a school team. <u>Ownership</u> Principle: and, school personnel understand that "professional teachers have ownership of their careers, which they create and design." <u>Support</u> Principle: and, school personnel understand that "successful engagement in the process of learning to teach requires support from multiple partners."
CONTENT	Professional learning that improves the learning of all students...	When this standard is met, teachers ...
C.1 EQUITY	...prepares educators to understand and appreciate all students , create safe, orderly and supportive learning environments , and hold high expectations for their academic achievement.	2.1 believe that all children can learn at high levels and hold high expectations for all. 2.3 are sensitive, alert, and responsive to all aspects of a child's well being. 2.4 understand how factors in environments inside and outside of school may influence students' lives and learning. 2.5 are informed about and adapt their work based on students' stages of development, multiple intelligences, learning styles, and areas of exceptionality. All indicators of Learning Environments (3.1 to 3.7) <u>Equity</u> Principle: and, school personnel understand that "all teachers deserve high expectations and support." <u>Disposition</u> Principle: and, school personnel understand that "productive dispositions affect student learning, teacher growth, and school climate positively."
C.2 QUALITY TEACHING	...deepens educators' content knowledge , provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.	1.1 demonstrate knowledge of content.... 1.2 understand and use subject-specific content and pedagogical content knowledge.... 1.3 stay current in their subject areas.... 4.3 choose, develop, and use classroom-based assessment methods appropriate for instructional decisions. 5.3 understand and use a variety of instructional strategies....
C.3 FAMILY INVOLVEMENT	...provides educators with knowledge and skills to involve families and other stakeholders appropriately.	2.6 establish respectful and productive relationships with families.... 3.6 access school, district, and community resources in order to foster students' learning and well-being. 4.6 use assessment data to communicate student progress.... 6.6 advocate for curriculum, instruction, learning environments, and opportunities that support the diverse needs of and high expectations for all students.

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GSS STANDARD	GSS	GEORGIA FRAMEWORK FOR TEACHING (INDICATORS AND PRINCIPLES)
Curriculum	When in schools....	then teachers ...
Standard C.1	The school's curriculum is sequenced and organized to ensure students are taught the essential content as outlined in the Quality Core Curriculum or Georgia Performance Standards (based on phase-in plan).	1.6 interpret and construct school curriculum that reflects state and national content area standards. 5.2 plan and carry out instruction....
Standard C.2	Teachers focus on essential content and student performance through collaborative planning for curriculum implementation.	5.7 value and engage in planning as a collegial activity. <u>Support Principle:</u> and, school personnel understand that “successful engagement in the process of learning to teach requires support from multiple partners.”
Standard C.3	Teachers and administrators use a systematic process for monitoring and evaluating implementation of the curriculum.	4.6 use assessment data to communicate student progress.... 4.7 use resources, including available technology, to keep accurate and up-to-date records.... 5.4 monitor and adjust strategies in response to learner feedback. <u>Impact Principle:</u> and, school personnel understand that “effective teaching yields evidence of student learning.”
Instruction	When in schools....	then teachers ...
Standard I.1	Instruction is clearly aligned with the state and district curriculum and expectations for learning.	1.6 interpret and construct school curriculum that reflects state and national content area standards. 5.1 articulate clear and defensible rationales for their choices of ... materials and ... strategies. 5.2 plan and carry out instruction....
Standard I.2	Research-based instruction is standard practice.	5.1 articulate clear and defensible rationales for their choices of ... materials and ... strategies. 5.2 plan and carry out instruction.... <u>Process Principle:</u> and, school personnel understand that “learning to teach is a career-long process.”
Standard I.3	Academic goals are clearly established and challenging for all students.	2.1 believe that all children can learn at high levels and hold high expectations for all. 4.2 use preassessment data to select or design clear, significant, varied and appropriate student learning goals. 5.1 articulate clear and defensible rationales for their choices of ... materials and ... strategies. <u>Equity Principle:</u> and, school personnel understand that “all teachers deserve high expectations and support.”
Standard I.4	The instructional organization of the school and of the classroom supports the achievement of all students.	2.1 believe that all children can learn at high levels and hold high expectations for all. All of Learning Environments (3.1 to 3.7) <u>Impact Principle:</u> and, school personnel understand that “effective teaching yields evidence of student learning.” <u>Equity Principle:</u> and, school personnel understand that “all teachers deserve high expectations and support.”

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Assessment	When in schools....	then teachers ...
Standard A.1	Effective assessment systems are aligned to curriculum and instruction .	4.3 choose, develop, and use classroom-based assessment methods appropriate for instructional decisions. 4.5 develop and use valid, equitable grading procedures based on student learning <u>Impact</u> Principle: and, school personnel understand that “effective teaching yields evidence of student learning.”
Standard A.2	A variety of effective assessment and evaluation techniques is routinely and systematically implemented.	4.3 choose, develop, and use classroom-based assessment methods appropriate for instructional decisions.
Standard A.3	Assessment and evaluation data are analyzed to plan for continuous improvement for each student, subgroup of students, and school as a whole.	4.2 use preassessment data to select or design clear, significant, varied and appropriate student learning goals. 4.6 use assessment data to communicate student progress.... 5.2 plan and carry out instruction.... 6.4 systematically reflect on teaching and learning to improve their own practice. <u>Impact</u> Principle: and, school personnel understand that “effective teaching yields evidence of student learning.”
Planning and Organization	When in schools....	then teachers ...
Standard PO.1	A current school mission drives the school improvement process.	All indicators.
Standard PO.2	A current, viable school improvement plan guides the work of the school.	<u>Impact</u> Principle: and, school personnel understand that “effective teaching yields evidence of student learning.”
Standard PO.3	Collaborative planning for instruction regularly occurs within the school.	5.7 value and engage in planning as a collegial activity. <u>Support</u> Principle: and, school personnel understand that “successful engagement in the process of learning to teach requires support from multiple partners.”
Standard PO.4	A safe, productive learning environment is planned and maintained by school staff and administrators.	All of Learning Environments (3.1 to 3.7) 6.2 understand and implement laws related to rights and responsibilities of students, educators, and families. 6.3 follow established codes of professional conduct, including school and district policies.
Student, Family, Community	When in schools....	then teachers ...
Standard SFCS.1	The school maximizes opportunity for student learning by active recruitment of student, family, and community talents .	2.6 establish respectful and productive relationships with families.... 3.6 access school, district, and community resources in order to foster students’ learning and well-being.
Standard SFCS.2	The school values the voice of student, parent, and community stakeholders.	2.6 establish respectful and productive relationships with families.... 3.6 access school, district, community resources ... to foster students’ learning and well-being. 6.6 advocate for curriculum, instruction, learning environments, and opportunities that support the diverse needs of and high expectations for all students. <u>Disposition</u> Principle: and, school personnel understand that “productive dispositions affect student learning, teacher growth, and school climate positively.”

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Student, Family, Community	When in schools....	then teachers ...
Standard SFCS.3	The school gives back to the community through partnerships with families and community stakeholders.	3.5 are sensitive to and use knowledge of students’ unique cultures, experiences, and communities to sustain a culturally responsive classroom. 3.6 access school, district, and community resources in order to foster students’ learning and well-being. 6.7 assume leadership and support roles as part of a school team.
Planning and Organization	When in schools....	then teachers ...
Standard PL.1	The <i>context</i> of professional learning is determined by the extent to which learning communities are functioning, leadership is skillful and focused on continuous improvement, and resources have been allocated to support adult learning and collaboration .	1.5 carefully select and use a wide variety of resources...to deepen their <u>own</u> knowledge.... 5.7 value and engage in planning as a collegial activity. 6.7 assume leadership and support roles as part of a school team. <u>Process</u> Principle: and, school personnel understand that “learning to teach is a career-long process.” <u>Support</u> Principle: and, school personnel understand that “successful engagement in the process of learning to teach requires support from multiple partners.” <u>Technology</u> Principle: and, school personnel understand that “technology facilitates teaching, learning, community building, and resource acquisition.”
Standard PL.2	The <i>process</i> of professional learning is determined by student performance data; evaluation of professional learning experiences; research, design, and knowledge of adult learning, change, and collaboration.	4.2 use preassessment data to select or design clear, significant, varied appropriate student learning goals. 4.6 use assessment data to communicate student progress knowledgeably and responsibly to students, parents, and other school personnel. 5.7 value and engage in planning as a collegial activity. 6.4 systematically reflect on teaching and learning to improve their own practice. 6.5 seek opportunities to learn based upon reflection, input from others, and career goals. <u>Impact</u> Principle: and, school personnel understand that “effective teaching yields evidence of student learning.” <u>Process</u> Principle: and, school personnel understand that “learning to teach is a career-long process.”
Standard PL.3	The <i>content</i> of professional learning prepares all educators to foster equity and high expectations for all students, deepen knowledge of quality teaching strategies , and involve families and other stakeholders.	1.2 understand and use subject-specific content and pedagogical content knowledge...that is appropriate for diverse learners they teach. 2.1 believe that all children can learn at high levels and hold high expectations for all. 2.5 are informed about and adapt their work based on students’ stages of development, multiple intelligences, learning styles, and areas of exceptionality. 2.6 establish respectful and productive relationships with families and seek to develop cooperative partnerships in support of student learning and well-being. 3.5 are sensitive to and use knowledge...to sustain a culturally responsive classroom. 5.3 understand and use a variety of instructional strategies.... 5.4 monitor and adjust strategies in response to learner feedback. 5.6 use appropriate resources, materials, technology to enhance instruction for diverse learners. <u>Equity</u> Principle: and, school personnel understand that “all teachers deserve high expectations and support.”

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Leadership	When in schools....	then teachers ...
Standard L.1	The principal and school administrators are focused on student learning and are committed to the core work as evidenced through personal actions and high expectations for all.	2.1 believe that all children can learn at high levels and hold high expectations for all. <u>Ownership</u> Principle: and, school personnel understand that “professional teachers have ownership of their careers, which they create and design.” <u>Support</u> Principle: and, school personnel understand that “successful engagement in the process of learning to teach requires support from multiple partners.” <u>Impact</u> Principle: school personnel understand “effective teaching yields evidence of student learning.” <u>Equity</u> Principle: school personnel understand “all teachers deserve high expectations and support.”
Standard L.2	The principal and school administrators exhibit instructional leadership and serve as the lead learners .	5.7 value and engage in planning as a collegial activity. 6.6 advocate for curriculum, instruction, learning environments, and opportunities that support the diverse needs of and high expectations for all students. <u>Ownership</u> Principle: and, school personnel understand that “professional teachers have ownership of their careers, which they create and design.” <u>Support</u> Principle: and, school personnel understand that “successful engagement in the process of learning to teach requires support from multiple partners.”
Standard L.3	The principal and school administrators provide a supportive learning environment for teachers and students through strong management and organizational skills .	3.1 create a learning community in which students assume responsibility, participate in decision-making, and work both collaboratively and independently. <u>Support</u> Principle: and, school personnel understand that “successful engagement in the process of learning to teach requires support from multiple partners.”
Standard L.4	School leadership is distributed and school improvement is viewed as a collective responsibility.	6.7 assume leadership and support roles as part of a school team.
School Culture	When in schools....	then teachers ...
Standard SC.1	The school culture is pervasively academic with an evident focus on learning for students and educators.	1.3 stay current in their subject areas as engaged learners and/or performers in their fields. 6.4 systematically reflect on teaching and learning to improve their own practice. 6.5 seek opportunities to learn based upon reflection, input from others, and career goals. <u>Process</u> Principle: and, school personnel understand that “learning to teach is a career-long process.” <u>Support</u> Principle: and, school personnel understand that “successful engagement in the process of learning to teach requires support from multiple partners.”
Standard SC.2	School rules , practices, and experiences foster a sense of community and belonging to ensure opportunity to teach and learn.	2.3 are sensitive, alert, and responsive to all aspects of a child’s well being. 2.6 establish respectful and productive relationships with families.... 3.1 create a learning community.... 3.3 understand and implement effective classroom management. 3.5 are sensitive to and use knowledge of students...to sustain a culturally responsive classroom. 6.2 understand/ implement laws related to rights/responsibilities of students, educators, families. 6.3 follow established codes of professional conduct, including school and district policies. 6.6 advocate for curriculum, instruction, learning environments, and opportunities... 6.7 assume leadership and support roles as part of a school team. <u>Equity</u> Principle: school personnel understand “all teachers deserve high expectations/support.” <u>Support</u> Principle: and, school personnel understand that “successful engagement in the process of learning to teach requires support from multiple partners.”

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