

## **Introduction to the *Extended Georgia Framework* (With Samples of Teacher and Student Evidence)**

The *Extended Georgia Framework (with Samples of Teacher and Student Evidence)* extends the *Georgia Framework for Teaching* to include (1) adaptations of the indicators across levels of expertise and practice (the *extended* framework). It also includes (2) samples of what teachers and their students do (evidences) when a teacher is working at each level.

**Potential Uses:** The *Extended Georgia Framework (with Samples of Teaching and Student Evidence)* may be used to help teachers and their leaders/ mentors/ colleagues to:

- A. **define teaching** profession as a complex, highly professional experience.
- B. **illustrate** the **variations** in teachers' practices in complex ways.
- C. **provide** a modern **vision** of exemplary teaching.
- D. **offer** a career-long **map** for professional growth including **goal setting, professional learning plan, samples of teacher and student evidence, and support** for constant development.
- E. **propel** the **profession** toward a rich, new, challenging understanding of teaching that is driven by evidence, including student work.

**Levels:** While teachers will move within various indicators of the *Extended Framework*, the levels are **not** intended to describe a fixed developmental sequence over time. The levels are:

**Basic:** Initial practice, beginning or beginning AGAIN as a teacher is reassigned to a new grade level, content area or role, goes to a new school or demographics change

**Advanced:** Solid teaching

**Accomplished:** The *Georgia Framework for Teaching* level describing the practice of a National Board certified or other accomplished teacher

**Exemplary:** Pushing the envelope of the career

### **Reading Notes**

1. No teacher will ever be all in one column (e.g., all advanced); a teacher's profile will vary across indicators.
2. The *Extended Georgia Framework* is NOT LINEAR across teachers' careers. Teachers will move within the levels as they change settings, grade levels, content, courses, or gain new knowledge and skills.
3. No level is negative, "bad practice," or deficit; rather, each level illustrates variations in teachers' practice.
4. The *Extended Georgia Framework (with Sample Teacher and Student Evidence)* is designed to support teachers from preservice through the end of career.
5. Evidences are samples; not all are required or expected of teachers or students. Teacher preparation programs, schools, or districts might modify, add more, or devise other evidences. All sample evidences should be read to include: "in age appropriate ways."
6. Each framework indicator is written to be unique and provide one puzzle piece to the overall definition of teaching. Therefore, the indicators-only, one-page versions of the *Georgia Framework for Teaching*, the *Extended Framework Organized by Domains*, and the *Extended Framework Organized by Levels* can all be used to see where each indicator fits within the WHOLE conception or definition of teaching.
7. Each level (Basic, Advanced, Accomplished, and Exemplary) offers a vision of how teachers can situate their current practice and envision how to work toward new levels.
8. The *Extended Georgia Framework (with Sample Teacher and Student Evidence)* may be most powerful when teachers use it within established learning communities to focus their collaborative work.