

Georgia Integrated Standards Document

GEORGIA FRAMEWORK FOR TEACHING ALIGNMENT CHART TO STATE AND NATIONAL STANDARDS

DOMAIN 1: CONTENT AND CURRICULUM: Teachers demonstrate a strong knowledge of content area(s) appropriate for their certification levels.

Accomplished teachers	PSC Standard	BOR Principle	NCATE Standard	INTASC	Danielson	Teacher Work Sample	NBPTS
1.1 demonstrate knowledge of content, major concepts assumptions, debates, processes of inquiry, and ways of knowing that are central to the subject(s) they teach.	<u>1.1</u> Content Knowledge <u>7.2</u> Reading <u>8</u> Content Standards	<u>I C</u> Content Knowledge <u>II A (1)</u> Content Knowledge <u>II A (4)</u> Reading/Math <u>II B (7)</u>	<u>1.1</u> Content Knowledge	<u>Principle 1</u> Knowledge 1-1, 1-2 Performances 1-4	<u>1a</u> Demonstrate Knowledge of Content and Pedagogy	<u>Design for Instruction</u> B-Representation of Content	<u>Proposition 2</u> Know Subjects and How to Teach Those Subjects
1.2 understand and use subject-specific content and pedagogical content knowledge (how to teach their subjects) that is appropriate for diverse learners they teach.	<u>1.3</u> Pedagogical Content Knowledge <u>1.4</u> Professional Pedagogical Knowledge & Skills <u>4.1</u> Diversity <u>7.3</u> Special Needs <u>8</u> Content Standards	<u>II A (3)</u> Differentiate Instruction <u>II A (4)</u> Reading/Math	<u>1.3</u> Pedagogical Content Knowledge <u>1.4</u> Professional Pedagogical Knowledge/Skills <u>4.1</u> Diversity	<u>Principle 1</u> Performances 1-1, 1-2	<u>1a</u> Demonstrate Knowledge of Content and Pedagogy		<u>Proposition 2</u> Know Subjects and How to Teach Those Subjects
1.3 stay current in their subject areas as engaged learners and/or performers in their fields.	<u>1.6</u> Dispositions		<u>1.6</u> Dispositions	<u>Principle 1</u> Dispositions 1-1, 1-4	<u>1a</u> Demonstrate Knowledge of Content/ Pedagogy		<u>Proposition 4</u> Think Systematically About Practice ...Learn from Experience.
1.4 relate content area(s) to other subject areas and see connections to everyday life.	<u>1.4</u> Professional, Pedagogical Knowledge & Skills		<u>1.4</u> Professional Pedagogical Knowledge & Skills	<u>Principle 1</u> Knowledge 1-3 Dispositions 1-3 Performances 1-6	<u>1a</u> Demonstrate Knowledge of Content & Pedagogy		<u>Proposition 2</u> Know Subjects and How to Teach Those Subjs.
1.5 carefully select and use a wide variety of resources, including available technology, to deepen their own knowledge in the content area(s).	<u>1.3</u> Pedagogical Content Knowledge <u>7.4</u> Technology	<u>II A (6)</u> Technology	<u>1.3</u> Pedagogical Content Knowledge	<u>Principle 1</u> Performances 1-3			
1.6 interpret and construct school curriculum that reflects state and national content area standards.	<u>1.1</u> Content Knowledge <u>1.4</u> Professional, Pedagogical Knowledge & Skills <u>7.5</u> State Curriculum Implementation	<u>II A (2)</u> Standards-based Teaching	<u>1.1</u> Content Knowledge <u>1.4</u> Professional Pedagogical Knowledge & Skills		<u>1c</u> Selecting Instructional Goals	<u>Learning Goals</u> D-Alignment with Standards	

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DOMAIN 2: KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.

Accomplished teachers	PSC Standard	BOR Principle	NCATE Standard	INTASC	Danielson	Teacher Work Sample	NBPTS
2.1 believe that all children can learn at high levels and hold high expectations for all.	<u>1.6</u> Dispositions <u>1.7</u> Student Learning <u>4.1</u> Diversity	<u>I A</u> Content Knowledge <u>II A (2)</u> Standards-based Teaching	<u>1.6</u> Dispositions <u>1.7</u> Student Learning <u>4.1</u> Diversity	<u>Principle 3</u> Dispositions 3-1	<u>2b</u> Establishing a Culture for Learning		<u>Proposition 1</u> Committed to Students and Their Learning
2.2 understand how learning occurs in general and in the content areas (e.g., how diverse learners construct knowledge, acquire skills, and develop habits of mind).	<u>Standard 1.4</u> Professional, Pedagogical Knowledge & Skills <u>4.1</u> Diversity	<u>II A (2)</u> Standards-based Teaching	<u>Standard 1.4</u> Professional, Pedagogical Knowledge & Skills <u>Standard 4.1</u> Diversity	<u>Principle 2</u> Knowledge 2-1	<u>1b</u> Demonstrating Knowledge of Students	<u>Contextual Factors</u> C-Students' Approaches to Learning	<u>Proposition 1</u> Committed to Students and Their Learning <u>Proposition 2</u> Know Subjects and How to Teach Subjects
2.3 are sensitive, alert, and responsive to all aspects of a child's well-being.	<u>1.6</u> Dispositions	<u>II A (3)</u> Differentiated Instruction	<u>Standard 1.6</u> Dispositions	<u>Principle 10</u> Dispositions 10-2 Performances 10-5	<u>4f</u> Showing Professionalism		<u>Proposition 1</u> Committed to Students and Learning
2.4 understand how factors in environments inside and outside of school may influence students' lives and learning.	<u>1.4</u> Professional, Pedagogical Knowledge & Skills <u>1.7</u> Student Learning <u>4.1</u> Diversity	<u>I-B</u> Advanced Student Achievement After 2 Years of Teaching	<u>1.4</u> Professional Pedagogical Knowledge & Skills <u>1.7</u> Student Learning <u>4.1</u> Diversity	<u>Principle 3</u> Knowledge 3-4, 3-5 <u>Principle 10</u> Knowledge 10-2		<u>Contextual Factors</u> A-Community, school and classroom factors	<u>Proposition 1</u> Committed to Students and Their Learning
2.5 are informed about and adapt their work based on students' stages of development, multiple intelligences, learning styles, and areas of exceptionality.	<u>1.4</u> Professional, Pedagogical Knowledge & Skills <u>4.1</u> Diversity <u>7.3</u> Special Needs	<u>II A (3)</u> Differentiated Instruction	<u>1.4</u> Professional Pedag. Know. & Skills <u>4.1</u> Diversity <u>7.3</u> Special Needs	<u>Principle 2</u> Knowl. 2-2, 2-3 <u>Principle 3</u> Knowl. 3-1, 3-2, 3-3 Perform. 3-1	<u>1b</u> Demonstrating Knowledge of Students	<u>Context Factors</u> B-StudentChars. C-St approaches to learning <u>Learning Goals</u> C-Appropriate	<u>Proposition 1</u> Committed to Students and Their Learning
2.6 establish respectful and productive relationships with families and seek to develop cooperative partnerships in support of student learning & well-being.	<u>Standard 1.6</u> Dispositions		<u>Standard 1.6</u> Dispositions	<u>Principle 10</u> Performances 10-4	<u>4c</u> Communicating with Families		<u>Proposition 1</u> Committed to Students and Their Learning

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DOMAIN 3: LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

Accomplished teachers	PSC Standard	BOR Principle	NCATE Standard	INTASC	Danielson	Teacher Work Sample	NBPTS
3.1 create a learning community in which students assume responsibility, participate in decision-making, & work both collaboratively & independently.	<u>Standard 1.4</u> Professional, Pedagogical Knowledge & Skills	<u>II A (7)</u> Classroom Management	<u>Standard 1.4</u> Professional, Pedagogical Knowledge & Skills	<u>Principle 5</u> Dispositions 5-1, 5-2 Performances 5-1, 5-6, 5-7	<u>2a</u> Create Environment Rapport/Respect <u>2b</u> Establishing Culture/Learning <u>2c</u> Manage Class		
3.2 organize, allocate, and manage time, space, activities, technology and other resources to provide active and equitable engagement of diverse students in productive tasks.	<u>Standard 1.4</u> Professional, Pedagogical Knowledge & Skills	<u>II A (7)</u> Classroom Management	<u>Standard 1.4</u> Professional, Pedagogical Knowledge & Skills	<u>Principle 3</u> Performances 3-3 <u>Principle 5</u> Performances 5-3	<u>2c</u> Managing Classroom Procedures <u>2e</u> Organizing Physical Space		<u>Proposition 3</u> Responsible for Managing & Monitoring Student Learning
3.3 understand and implement effective classroom management.	<u>Standard 1.4</u> Professional, Pedagogical Know & Skills	<u>II A (7)</u> Classroom Management	<u>Standard 1.4</u> Professional, Pedagogical Know & Skills	<u>Principle 5</u> Know. 5-4 Perform 5-4, 5-5	<u>2d</u> Managing Student Behavior		<u>Proposition 3</u> Responsible...M manage/Monitor Student Learning
3.4 recognize the value of and use knowledge about human motivation and behavior to develop strategies for organizing and supporting student learning.	<u>Standard 1.4</u> Professional, Pedagogical Knowledge & Skills		<u>Standard 1.4</u> Professional, Pedagogical Knowledge & Skills	<u>Principle 5</u> Knowledge 5.1 Dispositions 5-4			<u>Proposition 1</u> Committed to Students and Their Learning
3.5 are sensitive to and use knowledge of students' unique cultures, experiences, and communities to sustain a culturally responsive classroom.	<u>Standard 1.6</u> Dispositions <u>Standard 4.1</u> Diversity		<u>Standard 1.6</u> Dispositions <u>Standard 4.1</u> Diversity	<u>Principle 3</u> Dispositions 3-3, 3-4 Performances 3-5, 3-6, 3-7	<u>1b</u> Demonstrating Knowledge of Students	<u>Contextual Factors</u> B-Student Characteristics	<u>Proposition 1</u> Committed to Students and Their Learning
3.6 access school, district, and community resources in order to foster students' learning and well-being.	<u>1.4</u> Professional, Pedagogical Know & Skills	<u>II B (9)</u> Collaborate in Prep. School Personnel	<u>1.4</u> Professional, Pedagogical Know & Skills	<u>Principle 3</u> Perform. 3-4 <u>Principle 10</u> Perform. 10-3	<u>1d</u> Demonstrate Knowledge of Resources		<u>Proposition 5</u> Members of Learning Community
3.7 use effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.				<u>Principle 6</u> Know. 6-4 Dispositions 6-2 Perform 6-1, 6-2, 6-3, 6-4	<u>2a</u> Create Environment Rapport/Respect <u>3a</u> Communicating Clear/Accurate <u>3b</u> Using Question/Discuss Techniques <u>3c</u> Engage Students		

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DOMAIN 4: ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

Accomplished teachers	PSC Standard	BOR Principle	NCATE Standard	INTASC	Danielson	Teacher Work Sample	NBPTS
4.1 understand measurement theory and characteristics, uses, and issues of different types of assessment.	<u>Standard 1.7</u> Student Learning		<u>Standard 1.7</u> Student Learning	<u>Principle 8</u> Knowledge 8-1, 8-3		<u>Assessment</u> D-Technical Soundness	<u>Proposition 3</u> Responsible for Managing/ Monitoring
4.2 use preassessment data to select or design, clear, significant, varied and appropriate student learning goals.	<u>Standard 1.7</u> Student Learning	<u>II A (5)</u> Use of Student Data	<u>Standard 1.7</u> Student Learning	<u>Principle 2</u> Performances 2-1	<u>1f</u> Assessing Student Learning	<u>Design for Instruction</u> E-Use of Information and Data	<u>Proposition 3</u> Responsible for Managing/ Monitoring Learning
4.3 choose, develop, and use classroom-based assessment methods appropriate for instructional decisions.	<u>Standard 1.7</u> Student Learning	<u>II A (4)</u> Reading and Mathematics <u>II A (5)</u> Use of Student Data	<u>Standard 1.7</u> Student Learning	<u>Principle 8</u> Knowledge 8-2 Performances 8-1	<u>1f</u> Assessing Student Learning	<u>Assessment</u> A-Align Goals/ Instruction C-Mult. Modes/ Approaches	<u>Proposition 3</u> Responsible for Managing/ Monitoring Learning
4.4 involve learners in self-assessment, helping them become aware of their strengths and needs and encouraging them to set personal goals for learning.				<u>Principle 8</u> Performances 8-3	<u>1f</u> Assessing Student Learning		<u>Proposition 3</u> Responsible for Managing/ Monitoring Learning
4.5 develop and use valid, equitable grading procedures based on student learning.	<u>Standard 1.7</u> Student Learning	<u>II A (5)</u> Use of Student Data	<u>Standard 1.7</u> Student Learning		<u>1f</u> Assessing Student Learning	<u>AssessmentPlan</u> B-Clarity E-Adaptations	<u>Proposition 3</u> Responsible for Managing/ Monitoring
4.6 use assessment data to communicate student progress knowledgeably and responsibly to students, parents and other school personnel.				<u>Principle 8</u> Performances 8-6	<u>3d</u> Providing Feedback <u>4c</u> Communicate with Families		<u>Proposition 3</u> Responsible for Managing/ Monitoring
4.7 use resources, including available technology, to keep accurate and up-to-date records of student work, behavior, and accomplishments.		<u>II A (5)</u> Use of Student Data		<u>Principle 8</u> Performances 8-6	<u>4b</u> Maintaining Accurate Records		<u>Proposition 3</u> Responsible for Managing/ Monitoring
4.8 are committed to using assessment to identify student strengths and needs and promote student growth.	<u>Standard 1.6</u> Dispositions <u>Standard 1.7</u> Student Learning	<u>I A</u> Student Achievement <u>I B</u> Advanced Achievmt after 2 years teaching <u>II A (5)</u>	<u>Standard 1.6</u> Dispositions <u>Standard 1.7</u> Student Learning	<u>Principle 8</u> Dispositions 8-2	<u>1f</u> Assessing Student Learning		<u>Proposition 3</u> Responsible for Managing/ Monitoring Learning

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DOMAIN 5: PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessments.

Accomplished teachers	PSC Standard	BOR Principle	NCATE Standard	INTASC	Danielson	Teacher Work Sample	NBPTS
5.1 articulate clear and defensible rationales for their choices of curriculum materials and instructional strategies.	<u>Standard 1.3</u> Pedagogical Content Knowledge		<u>Standard 1.3</u> Pedagogical Content Knowledge	<u>Principle 7</u> Knowledge 7-1	<u>1c</u> Selecting Instructional Goals	<u>Contextual Factors</u> E-Implications	<u>Proposition 2</u> Know Subjects and How to Teach Subjects
5.2 plan and carry out instruction based upon knowledge of content standards, curriculum, students, learning environments, and assessment.	<u>Standard 1.4</u> Professional Pedagogical Knowledge & Skills <u>Standard 1.7</u> Student Learning	<u>I A</u> Student Achievement <u>II A (2)</u> Standards-based Teaching <u>II A (5)</u> Use of Student Data	<u>Standard 1.4</u> Professional Pedagogical Knowledge & Skills <u>Standard 1.7</u> Student Learning	<u>Principle 3</u> Performances 3-2 <u>Principle 7</u> Knowledge 7-2 Performances 7-1, 7-2	<u>1a</u> Demonstrate Knowledge of Content/Pedag. <u>1b</u> Demonstrate Know of Studs <u>1c</u> Selecting Goals <u>1d</u> Demonstrate Knowledge of Resources <u>1e</u> Designing Instruction <u>1f</u> Assessing Learning	<u>Context Factors</u> B-Student Chars C-Approaches to Learning <u>Learning Goals</u> C-Appropriate D-Align Standards <u>Design Instruction</u> A-Align Goals B-Accurate Content C-Structure <u>Instructional Decisions</u> B-Adjustments	<u>Proposition 3</u> Responsible for Managing and Monitoring Student Learning
5.3 understand/use a variety of instructional strategies appropriately to maintain student engagement/support the learning of all students.	<u>Standard 4.1</u> Diversity	<u>II A (3)</u> Differentiated Instruction	<u>Standard 4.1</u> Diversity	<u>Princ 2</u> Perform 2-3 <u>Princ 4</u> Know 4-2 Perform 4-2 <u>Princ 5</u> Perform 5-2 <u>Princ 7</u> Perform 7-3	<u>1e</u> Designing Coherent Instruction <u>3c</u> Using Question/Discuss Techniques	<u>Design for Instruction</u> D-Variety of Instruction and Resources	<u>Proposition 3</u> Responsible for Managing/Monitoring Learning
5.4 monitor and adjust strategies in response to learner feedback.	<u>1.7</u> Student Learning		<u>1.7</u> Student Learning	<u>Princ 4</u> Perform 4-3 <u>Princ 7</u> Know 7-3 Dispositions 7-2 Performances 7-5	<u>3e</u> Demonstrating Flexibility and Responsiveness		<u>Proposition 3</u> Responsible for Managing/Monitoring
5.5 vary their roles in the instructional process....				<u>Principle 4</u> Performances 4-4			
5.6 use appropriate resources, materials, technology to enhance instruction for diverse learners.	<u>1.3</u> Pedagogical Content Know <u>7.4</u> Techn	<u>II A (6)</u> Techno-logy	<u>1.3</u> Pedagogical Content Know.	<u>Principle 4</u> Knowledge 4-3	<u>1d</u> Demonstrating Knowledge of Resources	<u>Design Instruction</u> D-Vary Instruction E-Use Contextual Information/Data F-Technology	
5.7 value and engage in planning as collegial activity	<u>Standard 1.6</u> Dispositions		<u>Standard 1.6</u> Dispositions	<u>Principle 7</u> Dispositions 7-3	<u>4d</u> Contributing to the School/District		<u>Proposition 5</u> Learning Comm

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DOMAIN 6: PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.

Accomplished teachers	PSC Standard	BOR Principle	NCATE Standard	INTASC	Danielson	Teacher Work Sample	NBPTS
6.1 continually examine and extend their knowledge of the history, ethics, politics, organization, and practices of education.	<u>Standard 1.4</u> Professional, Pedagogical Knowledge & Skills		<u>Standard 1.4</u> Professional, Pedagogical Knowledge & Skills	<u>Principle 10</u> Knowledge 10-1			
6.2 understand and abide by laws related to rights and responsibilities of students, educators, and families.	<u>Standard 1.6</u> Dispositions <u>Standard 7.3</u> Special Needs		<u>Standard 1.6</u> Dispositions	<u>Principle 10</u> Knowledge 10-3			
6.3 follow established codes of professional conduct, including school and district policies.	<u>Standard 1.6</u> Dispositions <u>Standard 7.6</u> Ethical Standards		<u>Standard 1.6</u> Dispositions	<u>Principle 10</u> Dispositions 7-2			
6.4 systematically reflect on teaching and learning to improve their own practice.	<u>Standard 1.4</u> Professional, Pedagogical Knowledge & Skills <u>Standard 1.6</u> Dispositions		<u>Standard 1.4</u> Professional, Pedagogical Knowledge & Skills <u>Standard 1.6</u> Dispositions	<u>Principle 4</u> Perform 4-1 <u>Principle 8</u> Perform 8-4,8-5 <u>Principle 9</u> Disposit 9-2, 9-3, 9-4, 9-5 Perform 9-1	<u>4a</u> Reflecting on Teaching	<u>Reflection and Self Eval</u> B-Insights on Personal Tchg D-Implications for Future Teaching	<u>Proposition 4</u> Think Systematically About Their Practices and Learn from Experience
6.5 seek opportunities to learn based upon reflection, input from others, and career goals.	<u>Standard 1.6</u> Dispositions		<u>Standard 1.6</u> Dispositions	<u>Principle 9</u> Performances 9-2, 9-3	<u>4e</u> Growing and Developing Professionally	<u>Reflection and Self-Eval</u> E-Implications ProfessionalDev	
6.6 advocate for curriculum, instruction, learning environments, and opportunities that support the diverse needs of and high expectations for all students.				<u>Principle 10</u> Performances 10-6	<u>4f</u> Showing Professionalism		
6.7 assume leadership and support roles as part of a school team.				<u>Principle 10</u> Performances 10-1	<u>4d</u> Contributing to School/District <u>4f</u> Showing Professionalism		<u>Proposition 5</u> Members of Learning Community