



The Connection to Standards



Julie Beck
Angie Gant

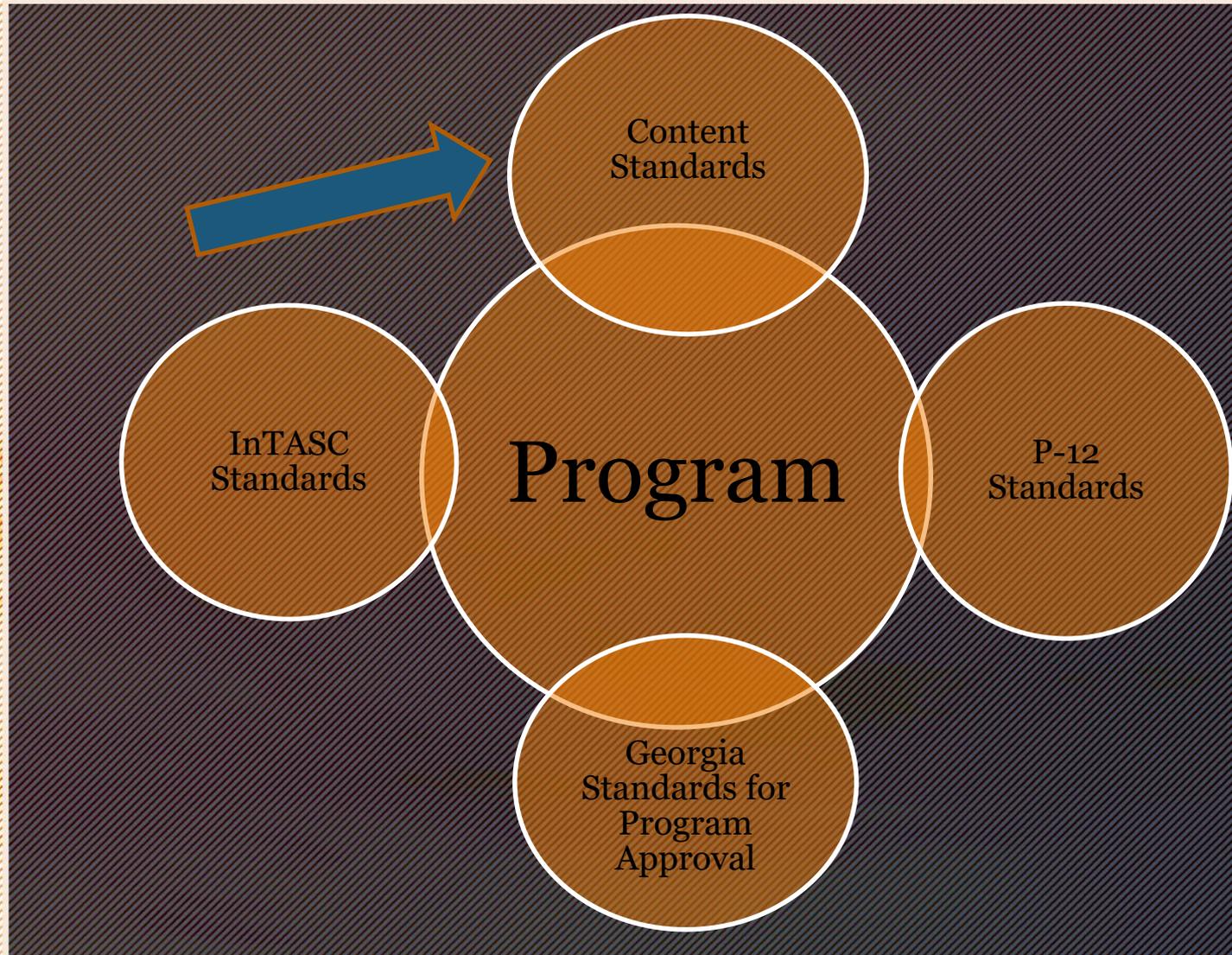


All Conference Materials

<https://www.gapsc.com/Commission/Media/DocsPresentations.aspx>



Which standards?



Content Standards

Effective July 1, 2019

505-3-.14 ELEMENTARY EDUCATION (P-5) PROGRAM

(1) **Purpose.** This rule states field-specific content standards for approving programs that prepare individuals to teach any subject in grades P-5 and supplements requirements in GaPSC Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

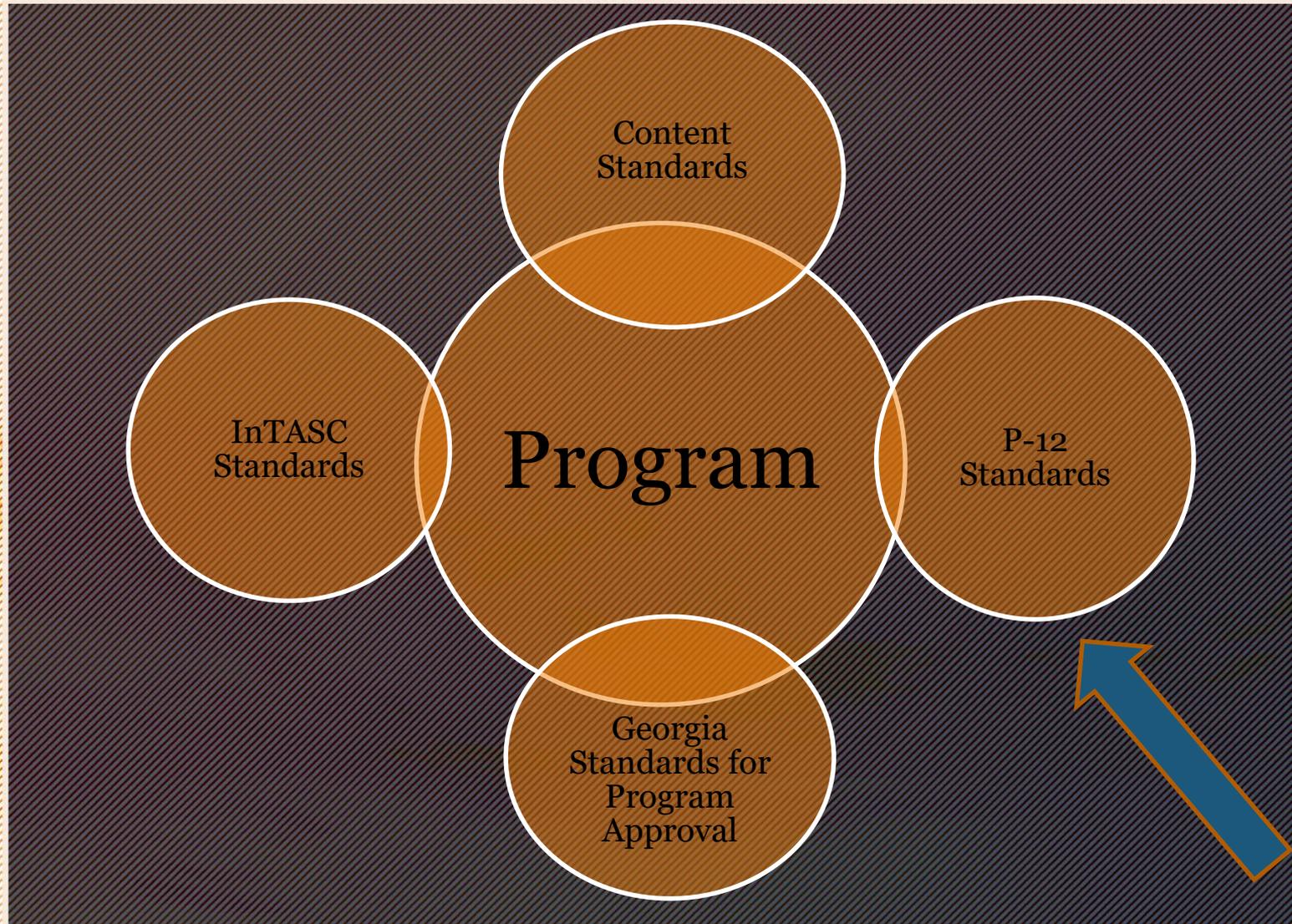
(2) **Requirements.**

(a) To receive approval, a GaPSC-approved educator preparation program provider shall offer an educator preparation program described in program planning forms, catalogs, and syllabi addressing the following standards based on the standards published by the National Association for the Education of Young Children (2012):

1. Promoting Child Development and Learning: Candidates prepared in P-5 programs are grounded in a child development knowledge base. They use their understanding of children's characteristics and needs, and of multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive, and challenging for each child. The indicators are as follows:

(i) Knowing and understanding pre-Kindergarten through 5th grade children's characteristics and needs;

Which standards?



P-12 Standards (Georgia Standards of Excellence)

KINDERGARTEN (K)

Reading Literary

RL

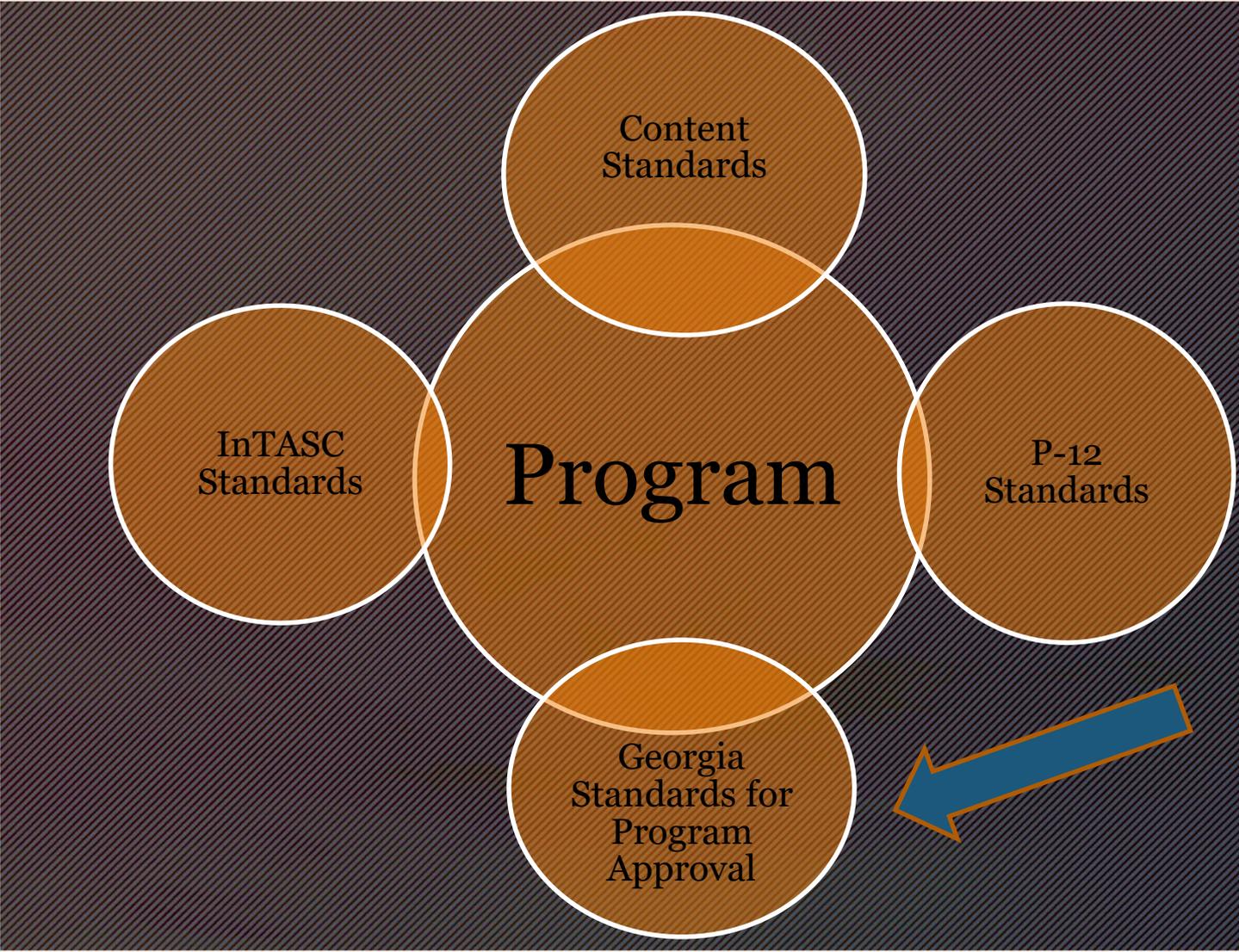
Key Ideas and Details

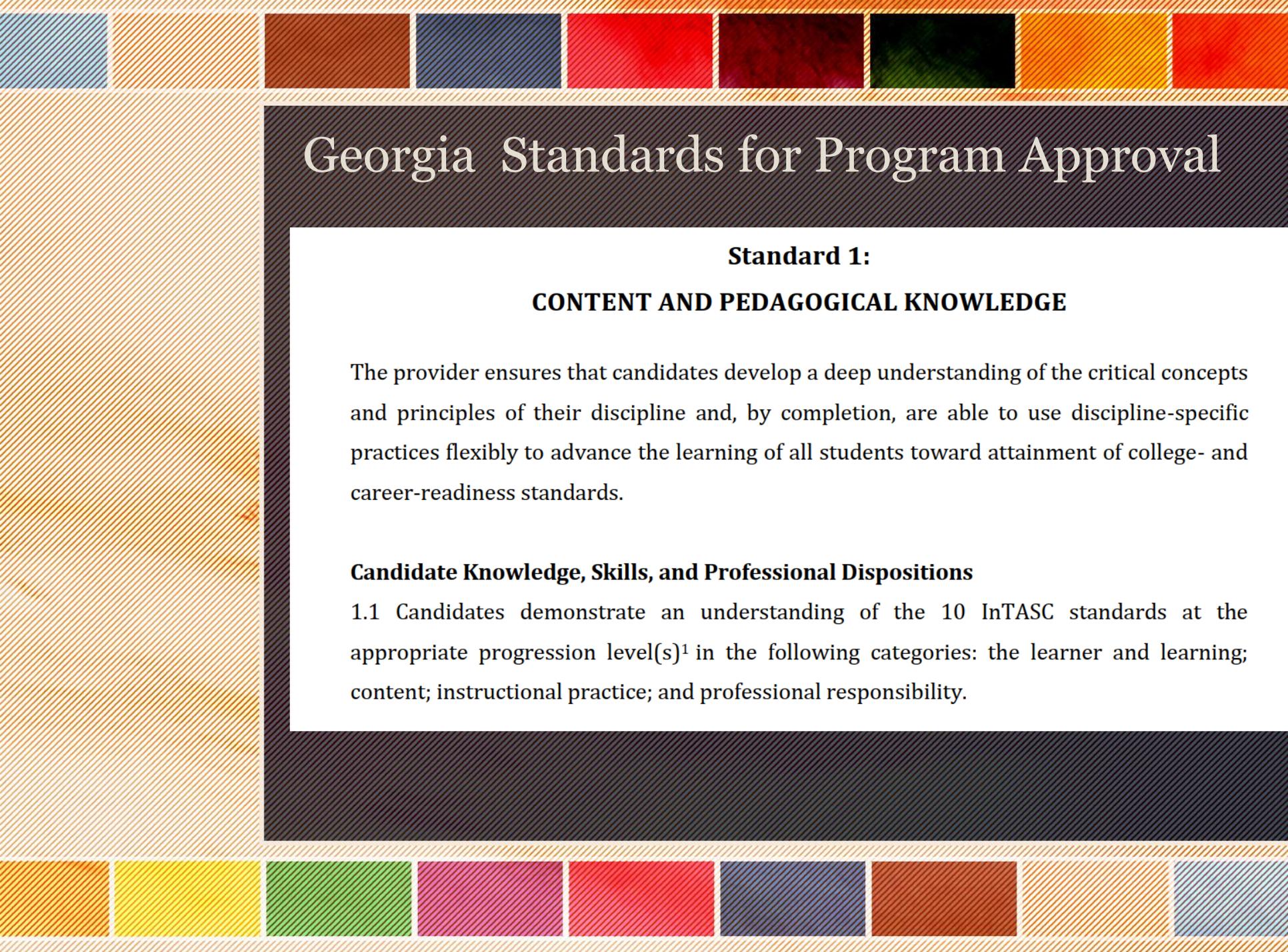
- ELAGSEKRL1 With prompting and support, ask and answer questions about key details in a text.
- ELAGSEKRL2 With prompting and support, retell familiar stories, including key details.
- ELAGSEKRL3 With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

- ELAGSEKRL4 With prompting and support, ask and answer questions about unknown words in a text.

Which standards?





Georgia Standards for Program Approval

Standard 1:

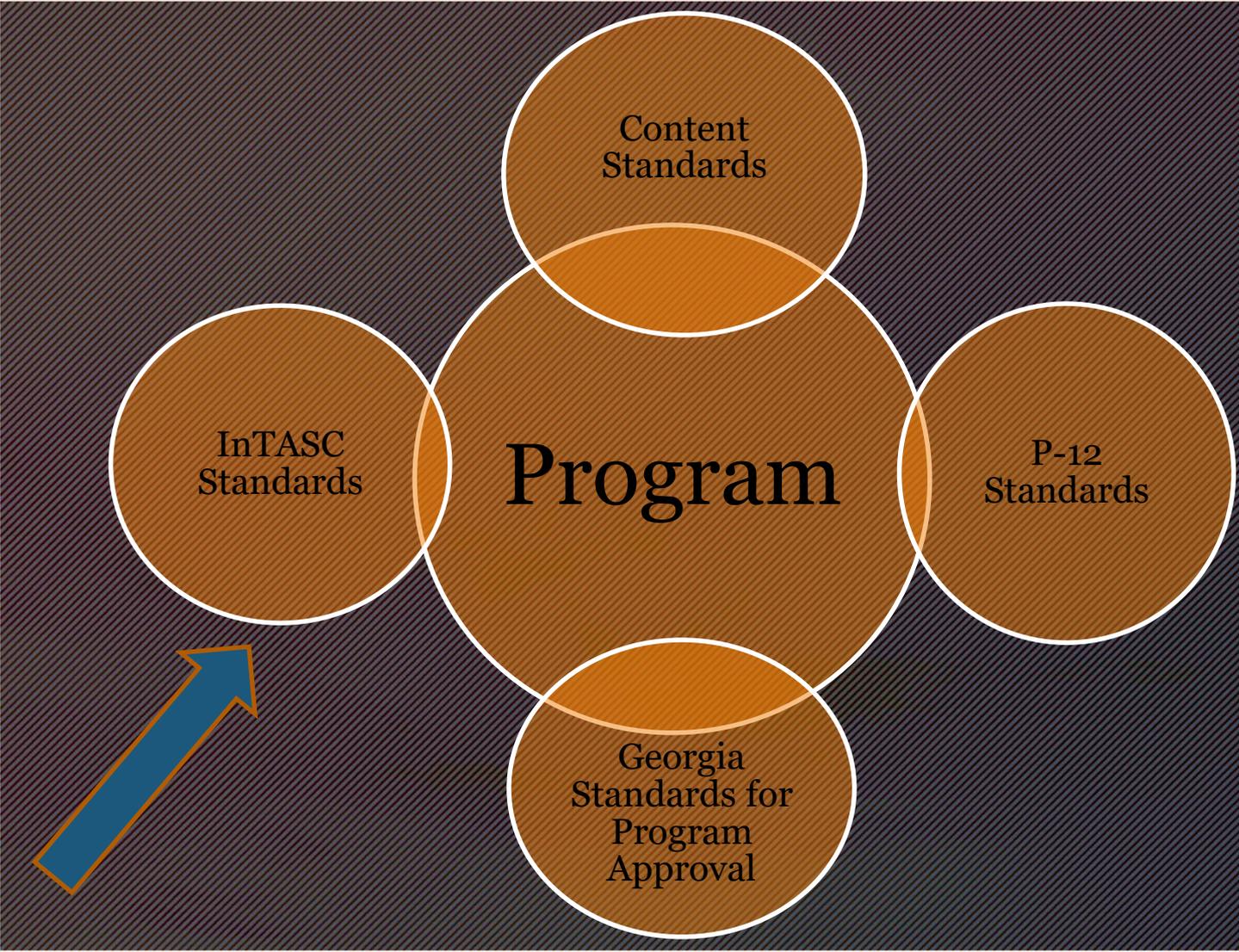
CONTENT AND PEDAGOGICAL KNOWLEDGE

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

Candidate Knowledge, Skills, and Professional Dispositions

1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)¹ in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

Which standards?



Georgia Standards

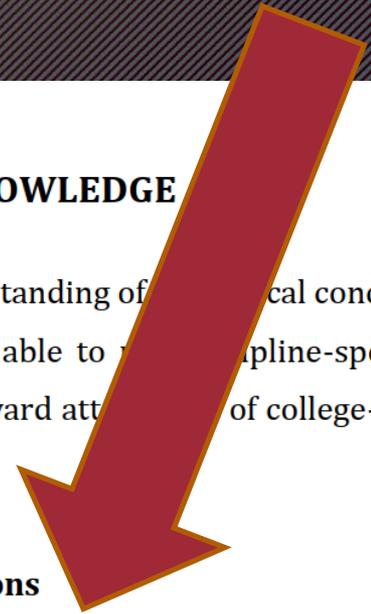
Standard 1:

CONTENT AND PEDAGOGICAL KNOWLEDGE

The provider ensures that candidates develop a deep understanding of fundamental concepts and principles of their discipline and, by completion, are able to apply discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

Candidate Knowledge, Skills, and Professional Dispositions

1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)¹ in the following categories: the learner and learning; content; instructional practice; and professional responsibility.



InTASC Standards

4 Domains

- The Learner and Learning
- Content Knowledge
- Instructional Practices
- Professional Responsibility



The Learner and Learning

Standard #1: Learner Development

Standard #2: Learning Differences

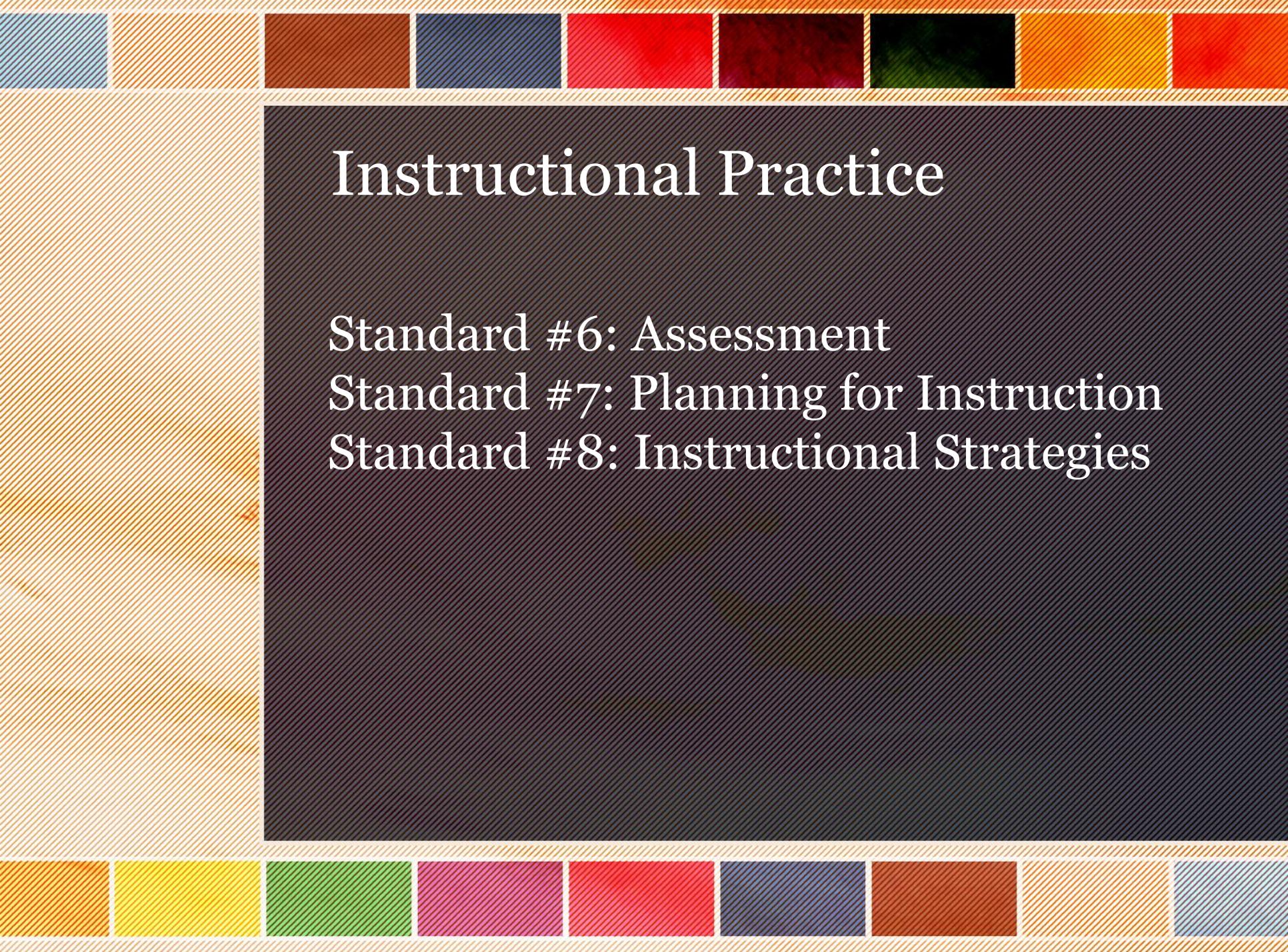
Standard #3: Learning Environments



Content Knowledge

Standard #4: Content Knowledge

Standard #5: Application of Content



Instructional Practice

Standard #6: Assessment

Standard #7: Planning for Instruction

Standard #8: Instructional Strategies



Professional Responsibility

Standard #9: Professional Learning and Ethical Practice

Standard #10: Leadership and Collaboration

Where to Begin?

Start with a Crosswalk of Key Assessments with Everything



Alignment of Danielson's Framework for Teaching, edTPA Rubrics & TAPS Standards to the InTASC Standards

InTASC	Danielson	edTPA	TAPS Standards
<p>Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p>	<p>Planning & Preparation 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Goals 1e: Designing Coherent Instruction</p> <p>Instruction 3c: Engaging Students in Learning</p>	<p>Rubric 2: Planning to Support Varied Student Learning Needs Rubric 3: Using Knowledge of Students to Inform Teaching and Learning Rubric 4: Identifying and Supporting Language Demands Rubric 5: Planning Assessments to Monitor and Support Student Learning Rubric 14: Analyzing Students' Language Use and Content Learning</p>	<p>1 Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.</p>
<p>Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	<p>Planning & Preparation 1b: Demonstrating Knowledge of Students</p>	<p>Rubric 1: Planning for Content Understandings Rubric 2: Planning to Support Varied Student Learning Needs Rubric 3: Using Knowledge of Students to Inform Teaching and Learning Rubric 4: Identifying and Supporting Language Demands Rubric 5: Planning Assessments to Monitor and Support Student Learning Rubric 6: Learning Environment Rubric 7: Engaging Students in Learning Rubric 14: Analyzing Students' Language Use and Content Learning</p>	<p>1 Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.</p> <p>2 Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.</p> <p>4 Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.</p>

InTASC	Danielson	edTPA	TAPS Standards
<p>Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>	<p>Classroom Environment 2a: Creating an Environment of Respect and Rapport</p> <p>Instruction 3c: Engaging Students in Learning</p>	<p>Rubric 1: Planning for Content Understandings Rubric 6: Learning Environment Rubric 7: Engaging Students in Learning Rubric 8: Deepening Student Learning Rubric 9: Subject-Specific Pedagogy</p>	<p>7 Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.</p> <p>8 Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.</p>
<p>Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<p>Planning & Preparation 1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction</p> <p>Instruction 3c: Engaging Students in Learning</p>	<p>Rubric 1: Planning for Content Understandings Rubric 2: Planning to Support Varied Student Learning Needs Rubric 3: Using Knowledge of Students to Inform Teaching and Learning Rubric 4: Identifying and Supporting Language Demands Rubric 7: Engaging Students in Learning Rubric 8: Deepening Student Understandings Rubric 9: Subject-Specific Pedagogy Rubric 14: Analyzing Students' Language Use and Content Learning</p>	<p>1 Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.</p> <p>3 Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.</p>

InTASC	Danielson	edTPA	TAPS Standards
<p>Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	<p>Instruction 3a: Communicating with Students 3c: Engaging Students in Learning 3f: Demonstrating Flexibility and Responsiveness</p>	<p>Rubric 4: Identifying and Supporting Language Demands Rubric 7: Engaging Students in Learning Rubric 8: Deepening Student Learning Rubric 14: Analyzing Students' Language Use and Content Learning</p>	<p>1 Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences. 3 Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.</p>
<p>Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p>	<p>Planning & Preparation 1f: Designing Student Assessments Instruction 3d: Using Assessment in Instruction</p>	<p>Rubric 5: Planning Assessments to Monitor and Support Student Learning Rubric 11: Analysis of Student Learning Rubric 12: Providing Feedback to Guide Learning Rubric 13: Student Use of Feedback Rubric 15: Using Assessment to Inform Instruction</p>	<p>5 Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population. 6 Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents</p>

InTASC	Danielson	edTPA	TAPS Standards
<p>Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<p>Planning & Preparation 1b: Demonstrating Knowledge of Students 1e: Designing Coherent Instruction</p>	<p>Rubric 1: Planning for Content Understandings Rubric 2: Planning to Support Varied Student Learning Needs Rubric 3: Using Knowledge of Students to Inform Teaching and Learning Rubric 15: Using Assessment to Inform Instruction</p>	<p>1 Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences. 2 Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students. 4 Differentiated Instruction: The teacher challenges and supports each student’s learning by providing appropriate content and developing skills which address individual learning differences.</p>
<p>Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	<p>Instruction 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning</p>	<p>Rubric 1: Planning for Content Understandings Rubric 2: Planning to Support Varied Student Learning Needs Rubric 4: Identifying and Supporting Language Demands Rubric 5: Planning Assessments to Monitor and Support Student Learning Rubric 6: Learning Environment Rubric 7: Engaging Students in Learning Rubric 8: Deepening Student Understandings Rubric 9: Subject-Specific Pedagogy Rubric 15: Using Assessment to Inform Instruction</p>	<p>1 Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences. 2 Instructional Planning: The teacher promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students’ acquisition of key knowledge and skills.</p>

InTASC	Danielson	edTPA	TAPS Standards
<p>Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	<p>Professional Responsibilities 4a: Reflecting on Teaching 4e: Growing and Developing Professionally 4f: Showing Professionalism</p>	<p>Rubric 3: Using Knowledge of Students to Inform Teaching and Learning Rubric 10: Analyzing Teaching Effectiveness</p>	<p>9 Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.</p>
<p>Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>	<p>Professional Responsibilities 4c: Communicating with Families 4d: Participating in a Professional Community 4f: Showing Professionalism</p>	<p>None</p>	<p>10 Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.</p>

Notes:

1. In the edTPA column: In the actual rubrics the word “Content” is replaced by the actual subject from the Assessment Handbooks (i.e. in the math handbook in Rubric 1 it reads “Planning for Mathematical Understandings”).
2. Danielson column is taken from the Danielson Group’s “Correlation between the **Danielson Framework for Teaching** and the **Interstate Teacher Assessment and Support Consortium (InTASC) Standards**” on www.danielsongroup.org.
3. edTPA column is taken from the Resource Library at www.edtpa.org “Relationship of InTASC Standards to edTPA Rubrics”.
4. TAPS standards column **adapted** from State Wide Induction Model (SWIM) Georgia’s Integrated Model of Teacher Assessment’s document “Assessment Alignment: Interstate Teacher Assessment and Support Consortium (InTASC), Georgia Framework for Teaching, Teacher Performance Assessment (TPA), Teacher Keys and Georgia Assessments for the Certification of Educators (GACE)”

Standard 1.1. – Candidate Knowledge, Skills, and Professional Dispositions

Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

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1e: Designing Coherent Instruction

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Unsatisfactory			
Developing			
Proficient			
Distinguished			

3c: Engaging Students in Learning

	FY16 N=	FY17 N=	FY18 N=
Unsatisfactory			
Developing			
Proficient			
Distinguished			

Rubric 4: Identifying and Supporting Language Demands

	FY16 N=	FY17 N=	FY18 N=
Level 1:			
Level 2:			
Level 3			
Level 4:			
Level 5			

Rubric 5: Planning Assessments to Monitor and Support Student Learning

	FY16 N=	FY17 N=	FY18 N=
Level 1:			
Level 2:			
Level 3			
Level 4:			
Level 5			

Rubric 14: Analyzing Students' Language Use and Content Learning

	FY16 N=	FY17 N=	FY18 N=
Level 1:			
Level 2:			
Level 3			
Level 4:			
Level 5			

Analysis of Data

Analysis of Data

Analysis of Data

InTASC Standard 2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Completion Gateway
Danielson**

Planning & Preparation

1b: Demonstrating Knowledge of Students

	FY16 N=	FY17 N=	FY18 N=
Unsatisfactory			
Developing			
Proficient			
Distinguished			

**Completion Gateway
edTPA**

Rubric 1: Planning for Content Understandings

	FY16 N=	FY17 N=	FY18 N=
Level 1:			
Level 2:			
Level 3			
Level 4:			
Level 5			

Rubric 2: Planning to Support Varied Student Learning Needs

	FY16 N=	FY17 N=	FY18 N=
Level 1:			
Level 2:			
Level 3			
Level 4:			
Level 5			

**GaTAPP (Teacher of Record)
GA TAPS Standards**

2 Instructional Planning:

The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.

FY 16			
Level I	Level II	Level III	Level IV
FY 17			
Level I	Level II	Level III	Level IV
FY 18			
Level I	Level II	Level III	Level IV

Rubric 3: Using Knowledge of Students to Inform Teaching and Learning

	FY16 N=	FY17 N=	FY18 N=
Level 1:			
Level 2:			
Level 3			
Level 4:			
Level 5			

Rubric 4: Identifying and Supporting Language Demands

	FY16 N=	FY17 N=	FY18 N=
Level 1:			
Level 2:			
Level 3			
Level 4:			
Level 5			

Rubric 5: Planning Assessments to Monitor and Support Student Learning

	FY16 N=	FY17 N=	FY18 N=
Level 1:			
Level 2:			
Level 3			
Level 4:			
Level 5			

4 Differentiated Instruction:

The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.

FY 16			
Level I	Level II	Level III	Level IV
FY 17			
Level I	Level II	Level III	Level IV
FY 18			
Level I	Level II	Level III	Level IV

Rubric 6: Learning Environment

	FY16 N=	FY17 N=	FY18 N=
Level 1:			
Level 2:			
Level 3:			
Level 4:			
Level 5:			

Rubric 7: Engaging Students in Learning

	FY16 N=	FY17 N=	FY18 N=
Level 1:			
Level 2:			
Level 3:			
Level 4:			
Level 5:			

Rubric 14: Analyzing Students' Language Use and Content Learning

	FY16 N=	FY17 N=	FY18 N=
Level 1:			
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