

**Curriculum and Instruction Standards**  
**Proposed by the GaPSC Curriculum and Instruction Task Force**  
**July, 2011**

**Introduction**

Georgia has identified a need to improve P-12 students' academic performance as measured by various assessments. One method to ensure improved student performance and to address budgetary concerns is to better align the school personnel assignment with the advanced degree earned; thus, the development of the Certification Upgrade Rule. In addition to earning advanced degrees in discipline areas, the GaPSC has identified three fields for educators to upgrade their certification. The identified areas are Instructional Technology, Teacher Leader and Curriculum and Instruction. The following performance standards for Curriculum and Instruction certification are aligned with the certification upgrade rule, Rule 505-2-.41.

**Purpose**

The purpose of the Curriculum and Instruction standards as articulated by the Curriculum and Instruction task force is to improve P-20 teaching and learning by providing educators with deeper and broader knowledge of curriculum, pedagogy and assessment. This will prepare curriculum and instruction professionals who positively impact learning for every student and who advocate for and contribute to the field of education.

**Intended Audience for these Standards**

These standards are designed for certified educators who wish to advance in the field of Curriculum and Instruction. Since this field will be classified as a P-12, Service (S) certificate, holders of this certificate will provide support and service to all levels of the P-12 system.

**Standard 1 Knowledge of Curriculum**

**Program completers will demonstrate advanced ability to design, implement, and evaluate curriculum that promotes student learning.**

**Element 1.1** Completers give evidence of planning that recognizes the needs of students, the contexts which must be considered when planning curriculum, and the philosophical frameworks that undergird curriculum design.

**Element 1.2** Completers provide evidence of the ability to align curriculum across local, state and national standards within and across subject areas.

**Element 1.3** Completers provide evidence of knowledge of resources, including technology, to support best teaching practices.

**Element 1.4** Completers exhibit the ability to evaluate curriculum by using performance data and student work to determine student understanding and to refine curriculum.

## **Standard 2 Knowledge of Instruction**

**Program completers will demonstrate advanced ability to plan, implement, and evaluate instruction to facilitate student learning.**

**Element 2.1** Completers demonstrate ability to design and modify environments that promote learning and are based on best practices and student performance data.

**Element 2.2** Completers exhibit ability to differentiate instruction through use of best practices, student performance data, appropriate resources and culturally responsive pedagogy.

**Element 2.3** Completers give evidence of ability to evaluate and modify instruction based on a variety of data, educational research, and continuous self-assessment.

## **Standard 3 Knowledge of Content**

**Program completers will demonstrate advanced depth and breadth of knowledge and skills in the academic discipline and pedagogy.**

**Element 3.1** Completers exhibit the ability to apply current research and data to demonstrate content knowledge and appropriate resources to promote student success.

**Element 3.2** Completers exhibit sufficient pedagogical content knowledge to plan, implement and assess the important ideas and organizational structure of the domains represented in the content body of knowledge to benefit each student.

## **Standard 4 Knowledge of Students**

**Program completers will demonstrate advanced knowledge of the student as influenced by cognitive, physical, emotional, social, cultural, environmental, and economic factors.**

**Element 4.1** Completers demonstrate knowledge of major learning and developmental theories and how they explain student learning.

**Element 4.2** Completers exhibit ability to meet the diverse needs of students.

**Element 4.3** Completers provide evidence of an understanding of the cultural and linguistic contexts of learning.

## **Standard 5 Knowledge of Research**

**Program completers will demonstrate ability to use research to promote student learning and to contribute to the teaching profession.**

**Element 5.1** Completers give evidence of the ability to apply theoretical insights and research findings to curriculum, instruction and assessment in P-20 systems to improve student learning, classroom processes, and /or institutional practices.

**Element 5.2** Completers demonstrate ability to use quantitative, qualitative and/or mixed research methods to investigate education problems and are able to articulate the findings in a variety of forums.

## **Standard 6 Knowledge of Assessment**

**Program completers will demonstrate advanced knowledge of assessment and the ability to use multiple sources of assessment for maximizing student learning.**

**Element 6.1.** Completers exhibit knowledge of assessment that enables appropriate analysis and evaluation for facilitating student learning and effective instruction.

**Element 6.2.** Completers demonstrate understanding of principles of assessment design.

**Element 6.3.** Completers demonstrate the ability to use diagnostic, formative, and summative assessments to differentiate instruction, and to provide timely and effective feedback to improve student learning.

**Element 6.4** Completers demonstrate the ability to conduct program evaluations to determine the effectiveness of curriculum and instructional practice.

**Element 6.5** Completers demonstrate the ability to use assessment data to identify longitudinal trends, achievement gaps, and establish goals for improvement and are able to articulate pertinent information to a variety of audiences.

## **Standard 7 Professional Practices**

**Program completers will demonstrate high standards for professional practice.**

**Element 7.1** Completers establish high standards for academic rigor, intellectual inquiry and professional integrity.

**Element 7.2** Completers participate in and/or lead professional learning experiences to promote effective practices.

**Element 7.3** Completers advocate for the profession by modeling collaboration, leadership and professionalism.