

**An EXPERIMENTAL DRAFT of a Georgia Framework for EDUCATORS \***

**All members of the learning community...**

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CONTENT AND CURRICULUM	KNOWLEDGE OF STUDENTS, TEACHING AND LEARNING	LEARNING ENVIRONMENTS	CLASSROOM, PROGRAM AND SCHOOL-WIDE ASSESSMENT	PLANNING AND INSTRUCTION	PROFESSIONALISM
1.1 demonstrate knowledge of content, major concepts, assumptions, debates, processes of inquiry, and ways of knowing central to <u>fields in which they work.</u>	2.1 believe that all children can learn at high levels and hold high expectations for all.	3.1 create <u>learning communities</u> in which students <u>and adults</u> assume responsibility, participate in decision-making, and work both collaboratively and independently.	4.1 understand measurement theory and the characteristics, uses, and issues of different types of assessment.	5.1 articulate clear and defensible rationales for their choices.	6.1 continually examine and extend their knowledge of the history, ethics, politics, organization, and practices of education.
1.2 understand and use content & pedagogical content knowledge (how to <u>share their content</u> ) that <u>are</u> appropriate for diverse learners <u>and clients with whom they work.</u>	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).	3.2 organize, allocate, and manage time, space, activities, technology and other resources (e.g., <u>human</u> ) to provide active and equitable engagement of diverse students <u>and adults</u> in productive tasks.	4.2 use preassessment data to select or design clear, significant, varied and appropriate <u>goals for student learning, school outcomes, and program priorities.</u>	5.2 plan and carry out instruction <u>and/or programs</u> based upon knowledge of content standards, curriculum, students, learning environments, and assessment data.	6.2 understand and implement laws related to rights and responsibilities of students, educators, and families.
1.3 stay current in their <u>fields</u> as engaged learners and/or performers.	2.3 are sensitive, alert, and responsive to all aspects of a child's well being.	3.3 understand and implement effective <u>learning environments.</u>	4.3 choose, develop, and use assessment methods appropriate for instructional <u>and programmatic</u> decisions.	5.3 understand and use a variety of strategies appropriately to maintain <u>engagement and support learning.</u>	6.3 follow established codes of professional conduct, including school and district policies.
1.4 relate <u>their fields</u> to other areas of the school and <u>community</u> and see connections to everyday life.	2.4 understand how factors in environments inside and outside of school may influence students' lives and 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>and adult work.</u>	4.4 involve learners <u>and colleagues</u> in self-assessment, helping them become aware of their strengths /needs and encouraging them to set personal <u>and group</u> goals for learning <u>and improvement.</u>	5.4 monitor and adjust strategies in response to feedback.	6.4 systematically reflect <u>to improve their own work.</u>
1.5 carefully select and use a wide variety of resources, including available technology, to deepen their <u>own</u> knowledge in <u>their field.</u>	2.5 are informed about and adapt their work based on students' stages of development, multiple intelligences, learning styles, areas of exceptionality.	3.5 are sensitive to and use knowledge of students' unique cultures, experiences, and communities to sustain a culturally responsive classrooms <u>and schools.</u>	4.5 develop and use <u>and/or provide information and input for valid, equitable grading procedures based on student learning</u>	5.5 vary their roles in relation to the needs of students, <u>school, and community.</u>	6.5 seek opportunities to learn based upon reflection, input from others, and career goals.
1.6 interpret and construct school, <u>district, and programmatic</u> curricula that reflect state and national content area standards.	2.6 establish respectful /productive relationships with families <u>and community</u> and seek to develop cooperative partnerships in support of student learning and well-being.	3.6 access school, district, and community resources in order to foster students' learning and well-being.	4.6 use assessment data to communicate <u>student, program, school, and other data</u> knowledgeably and responsibly to students, parents, school personnel, <u>and community.</u>	5.6 use appropriate resources, materials, and technology to enhance instruction for diverse learners.	6.6 advocate for curriculum, instruction, learning environments, and opportunities that support the diverse needs of and high expectations for all students <u>and adults.</u>
		3.7 use effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction.	4.7 use resources, including available technology, to keep accurate and up-to-date records.	5.7 value and engage in planning ( <u>including strategic planning</u> ) as a collegial activity.	6.7 assume leadership and support roles as part of <u>school, district, and community, teams.</u>
			4.8 are committed to using assessment to identify student, <u>program, and school</u> strengths and needs and promote <u>improvement.</u>		

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- An EXPERIMENTAL DRAFT of a Georgia Framework for Educators (teachers, staff, school and district leaders, parents, students, community members)  
Based on the Georgia Framework for Teaching  
Developed by Marianne Fitzgerald, Pam Paisley, and Sally Ross, UGA, 1/07

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