

DRAFT of The Georgia Framework for Teaching EDUCATORS *

Accomplished teachers... To support and improve teaching and learning, accomplished educators...

| CONTENT AND CURRICULUM | KNOWLEDGE OF STUDENTS/LEARNERS | LEARNING ENVIRONMENTS | ASSESSMENT | PLANNING AND INSTRUCTION | PROFESSIONALISM |
|--|--|--|---|---|---|
| 1.1 demonstrate knowledge of content, major concepts, assumptions, debates, processes of inquiry, and ways of knowing central to subject(s) they teach which ground their practice. | 2.1 believe that all children can learn at high levels and hold high expectations for all 2.1 hold high expectations for every student because they believe that everyone can learn at high levels. | 3.1 create a learning community communities in which students/learners 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 of curriculum materials and instructional strategies decisions. | 6.1 continually examine and extend their knowledge of the history, ethics, politics, organization, and practices of education. |
| 1.2 understand and use subject-specific content & pedagogical content knowledge (how to teach their subjects) that is appropriate for working with diverse learners they teach. | 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 ways of mind thinking). | 3.2 organize, allocate, and manage time, space, activities, technology, and other resources, finances, and personnel to provide active and equitable engagement of diverse students/learners in productive tasks. | 4.2 use preassessment data to select or design clear, significant, varied and appropriate goals for student learning goals, school outcomes, and program priorities . | 5.2 plan and carry out instruction and programs 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 subject areas fields as engaged learners and/or performers in their fields . | 2.3 are sensitive, alert, and responsive to all aspects of a child's all students' well being. | 3.3 understand and implement effective classroom behavior management strategies in all school spaces . | 4.3 choose, develop, and use classroom-based assessment methods appropriate for instructional and programmatic decisions. | 5.3 understand and use a variety of instructional strategies appropriately to maintain student engagement and to support the student learning of all students . | 6.3 follow established codes of professional conduct, including school and district policies. |
| 1.4 relate content area(s) their professional knowledge and skill to other subject areas and see connections of the school and 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 of knowledge about human motivation and behavior to develop strategies for organizing and supporting student learning. | 4.4 involve learners in self-assessment, helping them become aware of their strengths and needs and, while encouraging them to set personal and group goals for learning and improvement . | 5.4 monitor and adjust strategies in response to learner feedback. | 6.4 systematically reflect on teaching and learning to improve their own practice in order to improve what they do. |
| 1.5 carefully select and use a wide variety of resources, including available technology, to deepen their own professional knowledge in the content area(s) . | 2.5 are informed about and adapt their work based on students'/learners' 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 classroom/schools . | 4.5 develop use, and use provide information and input for valid, equitable grading procedures based on student learning. | 5.5 vary their roles in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students/diverse learners . | 6.5 seek opportunities to learn based upon reflection, input from others, and career goals. |
| 1.6 interpret and construct school curriculum, district, and programmatic curricula that reflects state and national content area standards. | 2.6 establish respectful and productive relationships with families and communities and seek to develop cooperative partnerships in support of student students' 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 student progress knowledgeably and responsibly to students, parents, community, and other school personnel. | 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/learners . |
| | | 3.7 use effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom . | 4.7 use resources, including available technology, to keep accurate and up-to-date records of student work, behavior, and accomplishments . | 5.7 value and engage in planning as a collegial activity. | 6.7 assume leadership and support roles as part of a school team, district, and community teams . |
| | | | 4.8 are committed to using assessment to identify student program, and school strengths and needs and to promote student growth improvement. | | |

A DRAFT of The Georgia Framework for Educators (certified school and district personnel)

Based on the state-adopted Georgia Framework for Teaching

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