

The Georgia Framework for Teaching:
History, Supports, and the
The **EXTENDED** Framework

Workshop presented by Sally Hudson Ross
at the
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(with Julie Weisberg, PSC)

Posted to the BRIDGE,
www.teachersbridge.org
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Building on the Georgia Systemic Teacher Education Program (GSTEP)

- USDOE Teacher Quality Grant 2000
- 3 universities and 11 school districts
- Goal: Coherent experience from preservice through early years of teaching



Georgia Systemic Teacher Education Program (GSTEP) Foundations at UGA

- Dean's Forum (A&S and COE)
- Curriculum Teams (dual degrees, curriculum alignment, research A&S and COE)
- Early Experiences (formats, expectations)
- Meetings of preservice program coordinators
- Six school districts (induction support/ coordinators, exit and beginning teacher surveys)
- Beginning teacher panel



Session Overview

1. Guiding Principles
2. Georgia Framework for Teaching
3. Framework Supports
 - The BRIDGE
 - Critical Friends Groups
 - Alignments
 - VSU Tools
4. Extended Georgia Framework for Teaching
5. Brainstorm discussion: USES of these resources?

GSTEP Principles

Process : Learning to teach is a **career-long** process of growth.

Support : **Multi-layered** support and continued professional development involve various participants.

Ownership: **Each teacher designs his or her own career path.**

Impact: Effective teaching yields **evidence of student learning** and achievement.

Equity: **All students and their teachers deserve** high expectations and strong support to achieve their best.

Dispositions: **Positive and productive dispositions**, attitudes, and temperament have an important impact on student growth, teacher growth, and school climate.

Technology: **Technology facilitates** teaching, learning, community building, and resource acquisition.

The Georgia Framework for Teaching: History and Process

1. Review of literature and induction programs
2. Focus groups (2001) define quality teaching; data analysis (N=200 statewide)
3. Led to **Principles & Framework**
4. Focus groups critique Principles & Framework (N=300 statewide)
5. Framework completed (Fall 2001)
6. Exploration of uses including development of the BRIDGE (2002-present)

The Georgia Framework for Teaching

CONTENT AND CURRICULUM	KNOWLEDGE OF STUDENTS	LEARNING ENVIRONMENTS
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.	2.1 believe that all children can learn at high levels and hold high expectations for all.	3.1 create a learning community in which students assume responsibility, participate in decision-making, and work both collaboratively and independently.
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.	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 to provide active and equitable engagement of diverse students in productive tasks.

Adopted as the state's definition of quality teaching
by DOE, PSC, and BOR in 2005.

The Georgia Framework for Teaching

6 DOMAINS

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INDICATORS

The Georgia Framework for Quality Teaching: Faculty Uses...

- **Provide an overview of the preservice program and the profession.**
- **Design program** to show students how each course and experience will help preservice students move toward overall professional accomplishment.
- **Select and identify course objectives** within the framework (including those indicators to be covered in clinical and campus classes).
- **Align** with other standards currently in use.
- Use for **course evaluation** structure. (What will we and did we cover?)
- Develop and use pre/ post student teaching **self-evaluation survey**.
- Create basis for student teaching and ongoing preservice **portfolio**.
- **Develop common language so preservice students can situate** their experiences within the profession.
- Use for student assessment of **professor's teaching**.
- Provide a **philosophy and definition** of pedagogy for examination.

ARTS AND SCIENCES faculty as well!

Georgia Framework for Teaching *Supports*

- The BRIDGE
- Critical Friends Groups online
- Alignment to other standards
- VSU Tools (observation, self-assessment)

ALL available at www.teachersbridge.org
Click INFO; drag down to BRIDGE Library

*The BRIDGE:
Georgia Framework brought to life!*

The BRIDGE

www.teachersbridge.org

Building Resources: Induction and Development for Georgia Educators (BRIDGE)

Peer-reviewed resources submitted by teachers in response to other teachers' questions about knowledge and skills identified in the Framework.

Interactive mentoring site with online learning communities

Critical Friends Groups (CFG)

PROTOCOLS: Developed by National School Reform Faculty (www.nsrffharmony.org)

COACHES: Trained by NSRF national leaders

SUPPORT: Face-to-face and online

RECIPROCAL MENTORING: 8-10 mentors, pre-service, in-service teachers, and professors meet regularly to improve classroom practice.

Cross-Career Learning Communities
CCLCs at Georgia State

Alignment to Other Standards

- PSC
- BOR
- NCATE
- INTASC
- Danielson
- Teacher Work Sample
- NBPTS Propositions
- Georgia Standards for Professional Learning (GSPL)
- Georgia School Standards (GSS)

Thanks to Pam Hertzog, Valdosta State

Valdosta State University Instruments

- Observation Instrument
- Observation Instrument Instruction Manual
- Self-assessment Instrument

The Extended Georgia Framework

- Charge from the Committee on Quality Teaching (state organizations & agencies)
- To see what of the Framework might look like if *extended across the career*.
- Developed by Sally Hudson Ross, with Gail Sherer (PSC), Patti McWhorter, and NBPTS teachers

The Extended Georgia Framework

- Adaptations of indicators across levels of experience and practice
- Organizations
 - Indicators only by *Domain*
 - Indicators only by *Level*
 - *Full Extended Framework with Evidence*
- Samples of what teachers and their students do (evidences) when teacher is working at each level

The Extended Georgia Framework: Potential Goals

- A. Define the teaching** profession as a complex, highly professional experience.
- B. Illustrate variations** in teachers' practices in complex ways.
- C. Provide** a modern **vision** of exemplary teaching.
- D. Offer** a career-long **map** for professional growth including **goal setting, professional learning plan**, samples of teacher and student **evidence**, and **support** for constant development.
- E. Propel** the **profession** toward a rich, new, challenging understanding of teaching that is driven by evidence, including student work.

The Extended Georgia Framework includes...Four LEVELS

Basic: 4.3.1 Use formative and summative assessments at appropriate points in the learning process.

Advanced: 4.3.2 Demonstrate a growing awareness of the connections between classroom-based assessment methods and instructional decisions.

Framework level **Accomplished: 4.3.3** Choose, develop, and use **CLASSROOM-BASED ASSESSMENT** methods appropriate for instructional decisions.

Exemplary: 4.3.4 Assist colleagues and students in understanding the connection between appropriate assessment methods and student achievement.

The Extended Georgia Framework with EVIDENCE

1. No teacher will ever be in all ONE column.
2. NOT linear. IS additive: column 1 + 2 + 3 +4.
Everyone will go up AND down as jobs change.
3. NO level is negative, deficit, or wrong!!
4. Designed to SUPPORT teachers and provide vision of NEXT STEPS..

NOT EVALUATION!

5. Evidences are SAMPLES and are not required or expected! Users might well develop their own!
6. May be most powerful when used for self-assessment and goal setting within learning communities of peers across time.

Preservice - Induction GOAL to work toward Basic Level: domain 4. Indicator 3. level 1 (basic)

Use formative and summative assessments at appropriate points in the learning process.

Sample Teacher Evidence:

- **Plan, collect, and use** formative assessment data to redirect teaching during lessons and units.
- **Experiment with** a variety of formative assessment measures including student notes and reflections, assignments, quizzes, demonstrations, concept maps...
- **Find, develop, and refine** ways to assess group and authentic assessment activities such as collaborative projects, presentations, labs, homework, and performances.

Sample Student Evidence:

- Participate in and learn from a variety of appropriate formative assessments.
- Learn from their own confusion and struggles as teachers use formative assessments to adjust teaching to meet student needs.
- Demonstrate readiness for assessments.
- Achieve at high levels on summative assessments as a result of teachers' preparing them for success.

Ideas for Extended Framework:

1. Small group write DECISION POINT levels of indicators and evidence for ...
 - Admission to Teacher Education
 - Pre-Clinical
 - Clinical
 - Exit from Teacher Education
 - Certification / Induction (current BASIC?)
2. COE at UGA Grant Proposal to NSF (Gilbert and Harnish with Assessment Committee?)

Discussion

1. How do YOU see using these resources in your own teacher education programs, classes, or induction support (or other?)
2. What would you NEED to make these more useful?

BRAINSTORM and SHARE

Cross-Career Learning Communities Using the Georgia Framework Tools

- Reflect on Principles and Project Assumptions to discover “passion” and professional goals.
- Develop Professional Growth Plan: individual goal or “theme” (2-3 goals), learning activities, teacher/student evidence to demonstrate success.
- Share and receive feedback on plan from CCLC.
- Commit to Professional Growth Plan.
- Learn together using CCLC protocols, BRIDGE.
- Disseminate via the BRIDGE to all teachers.