

The Georgia Framework for EDUCATORS *

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

CONTENT AND CURRICULUM	KNOWLEDGE OF STUDENTS	LEARNING ENVIRONMENTS	ASSESSMENT	PLANNING AND INSTRUCTION	PROFESSIONALISM
1.1 demonstrate knowledge of content, major concepts, assumptions, debates, processes of inquiry, and ways of knowing which ground their practice.	2.1 hold high expectations for all because they believe that everyone can learn at high levels.	3.1 create communities in which 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 rationale for their decisions.	6.1 continually examine and extend their knowledge of the history, ethics, politics, organization, and practices of education.
1.2 understand and use content and pedagogical knowledge that is appropriate for working with diverse learners.	2.2 understand how learning occurs (e.g., how diverse learners construct knowledge, acquire skills, and develop habits of mind).	3.2 organize, allocate, and manage time, space, activities, technology, resources, finances, and personnel to provide active and equitable engagement of diverse learners in productive tasks.	4.2 use preassessment data to select or design clear, significant, varied and appropriate goals for student learning, school outcomes, and program priorities.	5.2 plan and carry out instruction and programs based on 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 fields 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 classroom management strategies in all school spaces.	4.3 choose, develop, and use assessment methods appropriate for instructional and programmatic decisions.	5.3 understand and use a variety of strategies appropriately to maintain student engagement and to support student learning.	6.3 follow established codes of professional conduct, including school and district policies.
1.4 relate their professional knowledge and skill to other areas 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 learning.	4.4 involve learners in self-assessment, helping them become aware of their strengths and needs, 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.
1.5 carefully select and use a wide variety of resources, including available technology, to deepen their own professional knowledge.	2.5 are informed about and adapt their work based on 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 classrooms and schools.	4.5 develop, use, and provide information and input for valid, equitable grading procedures based on student learning.	5.5 vary their roles in relation to the needs of diverse learners.	6.5 seek opportunities to learn based on reflection, input from others, and career goals.
1.6 interpret and construct school, district, and programmatic curricula that reflect state and national content area standards.	2.6 establish respectful, productive relationships with families and communities and seek to develop cooperative partnerships in support of students' learning and well-being.	3.6 access school, district, and community resources to foster students' learning and well-being.	4.6 use assessment data to communicate knowledgeably and responsibly to students, parents, community, and 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 learners.
		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 as a collegial activity.	6.7 assume leadership and support roles as part of school, district, and community teams.
			4.8 are committed to using assessment to identify student, program, and school strengths and needs and to promote improvement.		

- A DRAFT of The *Georgia Framework for Educators* (certified school and district personnel)
University of Georgia College of Education Assessment Committee 3/07