

*The Georgia Framework for Teaching **

Accomplished teachers...

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 central to 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.	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.	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 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.	4.2 use preassessment data to select or design clear, significant, varied and appropriate student learning goals.	5.2 plan and carry out instruction based upon knowledge of content standards, curriculum, students, learning environments, and assessment.	6.2 understand and implement laws related to rights and responsibilities of students, educators, and families.
1.3 stay current in their subject areas as engaged learners and/or performers in their fields.	2.3 are sensitive, alert, and responsive to all aspects of a child's well being.	3.3 understand and implement effective classroom management.	4.3 choose, develop, and use classroom-based assessment methods appropriate for instructional decisions.	5.3 understand and use a variety of instructional strategies appropriately to maintain student engagement and support the learning of all students.	6.3 follow established codes of professional conduct, including school and district policies.
1.4 relate content area(s) to other subject areas 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.	4.4 involve learners in self-assessment, helping them become aware of their strengths /needs and encouraging them to set personal goals for learning.	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 <u>own</u> knowledge in the content area(s).	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 classroom.	4.5 develop and use 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.	6.5 seek opportunities to learn based upon reflection, input from others, and career goals.
1.6 interpret and construct school curriculum that reflects state and national content area standards.	2.6 establish respectful /productive relationships with families 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 student progress knowledgeably and responsibly to students, parents, 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.
		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.
			4.8 are committed to using assessment to identify student strengths and needs and promote student growth.		

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