

GSTEP Framework



The GSTEP Framework is a replicable statewide induction tool that identifies the knowledge, skills, dispositions, understandings, and other attributes of accomplished teaching. It provides a structure through which novices and their mentors are able to assess and analyze teaching practice.

GSTEP Framework Guiding Principles

The following principles guided the development of the GSTEP Framework:

- **The Process Principle:** Learning to teach is a career-long process.
- **The Support Principle:** Successful engagement in the process of learning to teach requires support from multiple partners.
- **The Ownership Principle:** Professional teachers have ownership of their careers, which they create and design.
- **The Impact Principle:** Effective teaching yields evidence of student learning.
- **The Equity Principle:** All teachers deserve high expectations and support.
- **The Dispositions Principle:** Productive dispositions affect student learning, teacher growth, and school climate positively.
- **The Technology Principle:** Technology facilitates teaching, learning, community building, and resource acquisition.

■ Content & Curriculum

Teachers demonstrate a strong knowledge of content area(s) appropriate for their certification levels.

Accomplished teachers:

- demonstrate knowledge of content, major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the subject(s) they teach.
- understand and use subject-specific content and pedagogical content knowledge (how to teach their subjects) that is appropriate for diverse learners they teach.
- stay current in their subject areas as engaged learners and/or performers in their fields.
- relate content area(s) to other subject areas and see connections to everyday life.
- carefully select and use a wide variety of resources, including available technology, to deepen their own knowledge in the content area(s).
- interpret and construct school curriculum that reflects state and national content area standards.

■ Knowledge of Students & Their Learning

Teachers support the intellectual, social, physical, and personal development of all students.

Accomplished teachers:

- believe that all children can learn at high levels and hold high expectations for all.
- 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).
- are sensitive, alert, and responsive to all aspects of a child's well-being.
- understand how factors in environments inside and outside of school may influence students' lives

and learning.

- are informed about and adapt their work based on students' stages of development, multiple intelligences, learning styles, and areas of exceptionality.
- establish respectful and productive relationships with families and seek to develop cooperative partnerships in support of student learning and well-being.

■ Learning Environments

Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

Accomplished teachers:

- create a learning community in which students assume responsibility, participate in decision-making, and work both collaboratively and independently.
- organize, allocate, and manage time, space, activities, technology and other resources to provide active and equitable engagement of diverse students in productive tasks.
- understand and implement effective classroom management.
- recognize the value of and use knowledge about human motivation and behavior to develop strategies for organizing and supporting student learning.
- are sensitive to and use knowledge of students' unique cultures, experiences, and communities to sustain a culturally responsive classroom.
- access school, district, and community resources in order to foster students' learning and well-being.
- use effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

■ Assessment

Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

Accomplished teachers:

- understand measurement theory and the characteristics, uses, and issues of different types of assessment.
- use preassessment data to select or design clear, significant, varied and appropriate student learning goals.
- choose, develop, and use classroom-based assessment methods appropriate for instructional decisions.
- involve learners in self-assessment, helping them become aware of their strengths and needs and encouraging them to set personal goals for learning.
- develop and use valid, equitable grading procedures based on student learning.
- use assessment data to communicate student progress knowledgeably and responsibly to students, parents, and other school personnel.
- use resources, including available technology, to keep accurate and up-to-date records of student work, behavior, and accomplishments.
- are committed to using assessment to identify student strengths and needs and promote student growth.

■ Planning & Instruction

Teachers design and create instructional experiences based on their knowledge of content and

curriculum, students, learning environments, and assessment.

Accomplished teachers:

- articulate clear and defensible rationales for their choices of curriculum materials and instructional strategies.
- plan and carry out instruction based upon knowledge of content standards, curriculum, students, learning environments, and assessment.
- understand and use a variety of instructional strategies appropriately to maintain student engagement and support the learning of all students.
- monitor and adjust strategies in response to learner feedback.
- 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.
- use appropriate resources, materials, and technology to enhance instruction for diverse learners.
- value and engage in planning as a collegial activity.

■ Professionalism

Teachers recognize, participate in, and contribute to teaching as a profession.

Accomplished teachers:

- continually examine and extend their knowledge of the history, ethics, politics, knowledge of the history, ethics, politics, organization, and practices of education.
- understand and implement laws related to rights and responsibilities of students, educators, and families.
- follow established codes of professional conduct, including school and district policies.
- systematically reflect on teaching and learning to improve their own practice.
- seek opportunities to learn based upon reflection, input from others, and career goals.
- advocate for curriculum, instruction, learning environments, and opportunities that support the diverse needs of and high expectations for all students.
- assume leadership and support roles as part of a school team.