

Georgia Framework for Teaching

The *Georgia Framework for Teaching* was adopted in 2005 by the Georgia Department of Education (DOE), the Georgia Professional Standards Commission (PSC), and the University System of Georgia Board of Regents (BOR) as the state definition of quality teaching. Developed by partners of the Georgia Systemic Teacher Education Program (GSTEP) through extensive focus groups across the state, the *Framework* identifies knowledge, skills, dispositions, understandings, and other attributes of accomplished teaching. The six *domains* and associated *indicators* provide common language and definitions for all stakeholders who are interested in quality teaching.

Guiding Principles of the Georgia Framework for Teaching

The following principles guided the development of the *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.

v Domain 1: Content & Curriculum

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

Accomplished teachers:

- 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.
- 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.
- 1.3 stay current in their subject areas as engaged learners and/or performers in their fields.
- 1.4 relate content area(s) to other subject areas and see connections to everyday life.
- 1.5 carefully select and use a wide variety of resources, including available technology, to deepen their own knowledge in the content area(s).
- 1.6 interpret and construct school curriculum that reflects state and national content area standards.

v Domain 2: Knowledge of Students & Their Learning

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

Accomplished teachers:

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

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

v Domain 3: Learning Environments

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

Accomplished teachers:

- 3.1 create a learning community in which students assume responsibility, participate in decision making, and work both collaboratively and independently.
- 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.
- 3.3 understand and implement effective classroom management.
- 3.4 recognize the value of and use knowledge about human motivation and behavior to develop strategies for organizing and supporting student learning.
- 3.5 are sensitive to and use knowledge of students' unique cultures, experiences, and communities to sustain a culturally responsive classroom.
- 3.6 access school, district, and community resources in order to foster students' learning and well-being.
- 3.7 use effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

v Domain 4: 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:

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

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v Domain 5: Planning & Instruction

Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

Accomplished teachers:

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

v Domain 6: Professionalism

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

Accomplished teachers:

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