

**Extended Georgia Framework for Teaching**  
**Framework Indicators Organized by LEVEL**

<b>BASIC LEVEL OF <i>EXTENDED</i> FRAMEWORK</b>						
<b>Domain</b>	<b>Content &amp; Curriculum</b>	<b>Knowledge Of Students</b>	<b>Learning Environments</b>	<b>Assessment</b>	<b>Planning and Instruction</b>	<b>Professionalism</b>
<b>B A S I C  L E V E L  I N D I C A T O R S  B Y  D O M A I N</b>	<b>1.1.1</b> Demonstrate knowledge of major concepts in assigned content area(s).	<b>2.1.1</b> Believe that all students can learn.	<b>3.1.1</b> Create a learning environment in which students can learn both independently and collaboratively.	<b>4.1.1</b> Have a basic understanding of assessment and measurement theory.	<b>5.1.1</b> Locate, comprehend, and build rationales from curriculum guides, other applicable documents, and experienced colleagues.	<b>6.1.1</b> Learn basic information about the history, ethics, organization, and practices of education.
	<b>1.2.1</b> Adapt content and teaching to meet observed learner needs.	<b>2.2.1</b> Understand and use basic theories of learning to create productive classroom instruction.	<b>3.2.1</b> Organize and manage time, space, activities, technology, software, and other resources necessary for providing learning activities for students.	<b>4.2.1</b> Collect and use preassessment data to select student learning goals.	<b>5.2.1</b> Plan and carry out instruction based on state and local performance standards.	<b>6.2.1</b> Learn about, locate resources for, and follow laws related to rights and responsibilities of students, educators, and families.
	<b>1.3.1</b> Build teaching on a strong and current foundation in the content area(s) they teach.	<b>2.3.1</b> Communicate respect for and develop rapport with all students.	<b>3.3.1</b> Understand the importance of, explore options for, and build a functional plan for classroom management.	<b>4.3.1</b> Use formative and summative assessments at appropriate points in the learning process.	<b>5.3.1</b> Select and vary instructional strategies, assessing their impact on student engagement and learning.	<b>6.3.1</b> Adhere to state and local Codes of Ethics, including school and district policies, in both professional and personal settings, and model ethical behavior for students.
	<b>1.4.1</b> Relate content to everyday lives of students.	<b>2.4.1</b> Analyze student data both independently and with colleagues.	<b>3.4.1</b> Seek, use, and refine strategies for motivating learners.	<b>4.4.1</b> Identify students' learning needs and provide students with goals for learning.	<b>5.4.1</b> Observe students closely and begin to discover how adjustments in teaching can impact learning.	<b>6.4.1</b> Reflect on teaching practice and begin to examine the connections to student learning.
	<b>1.5.1</b> Use available resources, including technology, from preparation programs, personal background and research, and the school/district to learn more about the content area(s).	<b>2.5.1</b> Identify students' stages of development, multiple intelligences, learning styles, and areas of exceptionality and, with help, begin to develop and use a repertoire of strategies to accommodate individual needs.	<b>3.5.1</b> Take steps toward creating a culturally responsive classroom.	<b>4.5.1</b> Develop and implement consistent, fair, and accurate grading procedures.	<b>5.5.1</b> Explore teaching roles to discover appropriate approaches for assigned students.	<b>6.5.1</b> Self-assess teaching strengths and areas for improvement, seeking and using guidance from mentors and instructional leaders in order to improve in key areas.

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<b>Domain</b>	<b>Content and Curriculum</b>	<b>Knowledge Of Students</b>	<b>Learning Environments</b>	<b>Assessment</b>	<b>Planning and Instruction</b>	<b>Professionalism</b>
<b>B A S I C  I N D I C A T O R S  B Y  D O M A I N</b>	<b>1.6.1</b> Follow state and local curriculum.	<b>2.6.1</b> Communicate with families regarding student progress through required school and district procedures.	<b>3.6.1</b> Learn about and use resources specific to the school, district, and community.	<b>4.6.1</b> Report student progress to students, families, and administrators using required procedures.	<b>5.6.1</b> Assess individual learners needs and seek resources to improve instruction and learning.	<b>6.6.1</b> Work through appropriate channels to seek answers to questions, voice concerns, explore ideas, and speak out about issues that matter to them and their students.
			<b>3.7.1</b> Develop appropriate verbal, nonverbal, and media communication techniques to foster supportive learning-based interactions in the classroom.	<b>4.7.1</b> Use required resources to keep accurate and up-to-date records and reports of student work and behavior.	<b>5.7.1</b> Learn to work and plan productively as part of a team, grade level, and/or department group.	<b>6.7.1</b> Accept entry-level leadership roles (e.g., clubs, special topics, coaching) with support of identified mentors, administrators, coaches, and facilitators.
				<b>4.8.1</b> Examine ways to identify student strengths and weaknesses through various assessment processes and methods.		

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<b>A D V A N C E D</b>  <b>L E V E L</b>  <b>I D I C A T O R S</b>  <b>BY</b>  <b>D O M A I N</b>	<b>1.1.2</b> Demonstrate knowledge of major concepts and assumptions essential to the content area(s) assigned to teach	<b>2.1.2</b> Hold high expectations and support the learning of all students.	<b>3.1.2</b> Create a learning environment in which students accept responsibility for their own learning and respect the learning needs of others.	<b>4.1.2</b> Use measurement theory to make instructional decisions and connections among different types of assessments.	<b>5.1.2</b> Develop rationales for their instructional choices and use them appropriately.	<b>6.1.2</b> Observe, inquire, learn more about, and make connections among the history, ethics, politics, organization, and practices of education.
	<b>1.2.2</b> Understand and use subject-specific content and pedagogical content knowledge (how to teach their subjects, Lee Shulman, 1987).	<b>2.2.2</b> Demonstrate ongoing and increasing knowledge of how students learn as individuals and groups.	<b>3.2.2</b> Organize, allocate, and manage time, space, activities, technology, software, and other resources to increase active engagement of students in learning activities.	<b>4.2.2</b> Collect and use preassessment data to select or design appropriate student learning goals.	<b>5.2.2</b> Build a complex understanding of planning that grows out of standards and includes increasingly integrated knowledge of content and curriculum, students, learning environments, and assessment.	<b>6.2.2</b> Abide by laws related to rights and the responsibilities of students, educators, and families.
	<b>1.3.2</b> Stay current in their subject area(s) and participate in professional growth activities as engaged learners and/or performers in their fields.	<b>2.3.2</b> Identify, create, and use strategies for identifying students' varied needs: physical, social, emotional, moral, and intellectual.	<b>3.3.2</b> Practice effective classroom management strategies.	<b>4.3.2</b> Demonstrate a growing awareness of the connections between classroom-based assessment methods and instructional decisions.	<b>5.3.2</b> Select and vary instructional strategies based on knowledge of the specific learners in a classroom in order to engage all students.	<b>6.3.2</b> Understand, follow, and support state and local Codes of Ethics, including school and district policies, and involve students in studying ethical behavior.
	<b>1.4.2</b> Relate content to students' lives and to one or more other areas of the curriculum	<b>2.4.2</b> Use student data from both inside and outside the school to support student learning.	<b>3.4.2</b> Implement strategies for organizing and supporting student learning that are based on human motivation and behavior.	<b>4.4.2</b> Involve learners in self-assessment and personal goal setting.	<b>5.4.2</b> Attend to students as learners and adjust strategies as needed.	<b>6.4.2</b> Reflect on teaching practice in order to improve student learning.

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<b>Domain</b>	<b>Content and Curriculum</b>	<b>Knowledge Of Students</b>	<b>Learning Environments</b>	<b>Assessment</b>	<b>Planning and Instruction</b>	<b>Professionalism</b>
<b>A D V A N C E D  L E V E L  I N D I C A T O R S  B Y  D O M A I N</b>	<b>1.5.2</b> Constantly update and expand on the resources they use, including technology, to continue to learn in the content area(s).	<b>2.5.2</b> Differentiate instruction to meet the individual needs of all students.	<b>3.5.2</b> Practice sensitivity to students' cultures, experiences, and communities in all aspects of teaching.	<b>4.5.2</b> Develop grading procedures that are aligned with actual student learning.	<b>5.5.2</b> Vary teaching roles to maintain teacher and student interest.	<b>6.5.2</b> Continue learning in a variety of ways and actively seek opportunities for professional improvement.
	<b>1.6.2</b> Understand and use state and local curriculum as guides to teaching and learning.	<b>2.6.2</b> Interact with students and their families in a positive and professional manner including suggestions to improve performance.	<b>3.6.2</b> Access and become involved with school, district, and community resources as an integral part of teaching.	<b>4.6.2</b> Examine assessment data for evidence of student progress and communicate findings to students, families, colleagues, and administrators.	<b>5.6.2</b> Develop a repertoire of resources, materials, and technology/software to enhance instruction and learning for all students.	<b>6.6.2</b> Explore and establish appropriate and meaningful ways to advocate for improved curriculum, instruction, learning environments and opportunities that support the diverse needs of learners.
			<b>3.7.2</b> Expand on their repertoire of verbal, nonverbal, and media communication techniques to foster collaboration and supportive interaction in the classroom.	<b>4.7.2</b> Use required resources, including available technology/software, to keep accurate and up-to-date records of student work, behavior, and accomplishments (at proficient level).	<b>5.7.2</b> Plan with others to create coherent experiences to enhance student learning.	<b>6.7.2</b> Expand leadership and support roles and work productively as part of a school team.
				<b>4.8.2</b> Use assessment to identify student strengths and weaknesses.		

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<b>ACCOMPLISHED LEVEL OF EXTENDED FRAMEWORK (<i>The Georgia Framework</i>)</b>						
<b>Domain</b>	<b>Content and Curriculum</b>	<b>Knowledge Of Students</b>	<b>Learning Environments</b>	<b>Assessment</b>	<b>Planning and Instruction</b>	<b>Professionalism</b>
<b>A C C O M P L I S H E D  L E V E L  I D I C A T O R S  B Y  D O M A I N</b>	1.1 .3 demonstrate knowledge of content, major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the subject(s) they teach.	2.1.3 believe that all children can learn at high levels and hold high expectations for all.	3.1.3 create a learning community in which students assume responsibility, participate in decision-making, and work both collaboratively and independently.	4.1.3 understand measurement theory and the characteristics, uses, and issues of different types of assessment.	5.1.3 articulate clear and defensible rationales for their choices of curriculum materials and instructional strategies.	6.1.3 continually examine and extend their knowledge of the history, ethics, politics, organization, and practices of education.
	1.2.3 understand and use subject-specific content and pedagogical content knowledge (how to teach their subjects) that is appropriate for diverse learners they teach.	2.2.3 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).	3.2.3 organize, allocate, and manage time, space, activities, technology and other resources to provide active and equitable engagement of diverse students in productive tasks.	4.2.3 use preassessment data to select or design clear, significant, varied and appropriate student learning goals.	5.2.3 plan and carry out instruction based upon knowledge of content standards, curriculum, students, learning environments, and assessment.	6.2.3 understand and implement laws related to rights and responsibilities of students, educators, and families.
	1.3.3 stay current in their subject areas as engaged learners and/or performers in their fields.	2.3.3 are sensitive, alert, and responsive to all aspects of a child's well being.	3.3.3 understand and implement effective classroom management.	4.3.3 choose, develop, and use classroom-based assessment methods appropriate for instructional decisions.	5.3.3 understand and use a variety of instructional strategies appropriately to maintain student engagement and support the learning of all students.	6.3.3 follow established codes of professional conduct, including school and district policies.
	1.4.3 relate content area(s) to other subject areas and see connections to everyday life.	2.4.3 understand how factors in environments inside and outside of school may influence students' lives and learning.	3.4.3 recognize the value of and use knowledge about human motivation and behavior to develop strategies for organizing and supporting student learning.	4.4 .3 involve learners in self-assessment, helping them become aware of their strengths and needs and encouraging them to set personal goals for learning.	5.4.3 monitor and adjust strategies in response to learner feedback.	6.4.3 systematically reflect on teaching and learning to improve their own practice.

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<b>Domain</b>	<b>Content and Curriculum</b>	<b>Knowledge Of Students</b>	<b>Learning Environments</b>	<b>Assessment</b>	<b>Planning and Instruction</b>	<b>Professionalism</b>
<b>A C C O M P L I S H E D  L E V E L  I D I C A T O R S  B Y  D O M A I N</b>	1.5.3 carefully select and use a wide variety of resources, including available technology, to deepen their <u>own</u> knowledge in the content area(s).	2.5.3 are informed about and adapt their work based on students' stages of development, multiple intelligences, learning styles, and areas of exceptionality.	3.5.3 are sensitive to and use knowledge of students' unique cultures, experiences, and communities to sustain a culturally responsive classroom.	4.5.3 develop and use valid, equitable grading procedures based on student learning	5.5.3 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.	6.5.3 seek opportunities to learn based upon reflection, input from others, and career goals.
	1.6.3 interpret and construct school curriculum that reflects state and national content area standards.	2.6.3 establish respectful and productive relationships with families and seek to develop cooperative partnerships in support of student learning and well-being.	3.6.3 access school, district, and community resources in order to foster students' learning and well being.	4.6.3 use assessment data to communicate student progress knowledgeably and responsibly to students, parents, and other school personnel.	5.6.3 use appropriate resources, materials, and technology to enhance instruction for diverse learners.	6.6.3 advocate for curriculum, instruction, learning environments, and opportunities that support the diverse needs of and high expectations for all students.
			3.7.3 use effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	4.7.3 use resources, including available technology, to keep accurate and up-to-date records of student work, behavior, and accomplishments.	5.7.3 value and engage in planning as a collegial activity.	6.7.3 assume leadership and support roles as part of a school team.
				4.8.3 are committed to using assessment to identify student strengths and needs and promote student growth.		
<b>EXEMPLARY LEVEL OF EXTENDED FRAMEWORK</b>						

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<b>E X E M P L A R Y</b>  <b>L E V E L</b>  <b>I D I C A T O R S</b>  <b>BY</b>  <b>D O M A I N</b>	<b>1.1.4</b> Discover and share with others knowledge about the assigned content area(s)	<b>2.1.4</b> Strive to help colleagues, students, and community members come to hold high expectations and support the learning of all students.	<b>3.1.4</b> Prepare students to be active members of a democratic society.	<b>4.1.4</b> Articulate to others their understanding and use of measurement theory in making instructional decisions regarding classroom assessment and standardized testing.	<b>5.1.4</b> Generate, share, and revise rationales for instructional choices based on learning theories and honed in practice, classroom research, and collaboration with colleagues.	<b>6.1.4</b> Use their knowledge of the history, ethics, politics, organization, and practices of education to extend their professional practice and become change agents when appropriate.
	<b>1.2.4</b> Continue to learn about new, diverse students and groups, and if school demographics change, accommodate content learning to meet the needs of all.	<b>2.2.4</b> Use deep understanding of student learning to create dynamic and purposeful instructional opportunities in which students thrive.	<b>3.2.4</b> Create, sustain, and expand dynamic learning environments in which teachers and students make decisions about the organization, allocation, and management of time, space, activities, and other resources to further the learning of all.	<b>4.2.4</b> Share strategies for analyzing and using data to select or design clear, significant, varied, and appropriate student learning goals for different types of learners.	<b>5.2.4</b> Plan and carry out instruction based on day-to-day and long-term goal setting and data analysis in order to improve the learning of all students.	<b>6.2.4</b> Use knowledge of educational law, school contexts, and democratic processes to support and improve the legal rights and responsibilities of all.
	<b>1.3.4</b> Model life-long learning for students, colleagues, and the public.	<b>2.3.4</b> Act as a child advocate in the school and community.	<b>3.3.4</b> Have a proactive management style in which students monitor and adjust their own behaviors when appropriate.	<b>4.3.4</b> Assist colleagues and students in understanding the connection between appropriate assessment methods and student achievement.	<b>5.3.4</b> Seek, use, create, share, and critique a wide range of instructional strategies that engage specific students and provide multiple perspectives on key concepts, problems, & areas of knowledge.	<b>6.3.4</b> Exemplify the highest standards of professional conduct when interacting with students, families, & other educators and help others interact in productive, ethical ways.
	<b>1.4.4</b> Create interdisciplinary learning experiences that allow students to integrate knowledge and skills and regularly apply them to everyday life situations.	<b>2.4.4</b> Help school colleagues, community members, students, and their families overcome challenges & build on strengths in students' environments in order to enhance student learning.	<b>3.4.4</b> Create an environment in which students are both self-motivated and show leadership in motivating one another to achieve learning goals.	<b>4.4.4</b> Help all students use self-assessment data and accept responsibility for their learning goals and achievement.	<b>5.4.4</b> Collaborate with learners and colleagues to create dynamic, productive classroom and school learning experiences and environments.	<b>6.4.4</b> Work in reflective communities of learners who share insights, examine student work, and confront challenges in order to improve teaching, learning, school, & community.

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<b>E X T E N D E D F R A M E W O R K I N D I C A T O R S  B Y  D O M A I N</b>	<b>1.5.4</b> Investigate, locate, create, and share content area resources, including technology with colleagues, students, the community, and the profession.	<b>2.5.4</b> Create learning situations that build on students' multiple, complex, and unique needs as learners both in the classroom and across the school.	<b>3.5.4</b> Incorporate students' cultures, experiences, communities as classroom resources to increase student learning and sustain a culturally responsive classroom.	<b>4.5.4</b> Continue to refine and revise personal grading procedures through collaboration with colleagues.	<b>5.5.4</b> Teach students to create, carry out, and assess a variety of roles as learners and leaders, and model this type of teaching for colleagues.	<b>6.5.4</b> Become lifelong, goal-oriented, self-directed learners and leaders.
	<b>1.6.4</b> Lead curriculum development and implementation teams.	<b>2.6.4</b> Build and expand on established home-school-community partnerships to improve the learning and well-being of all students.	<b>3.6.4</b> Utilize and help to create school, district, and community resources as extensions of the classroom.	<b>4.6.4</b> Examine and communicate classroom assessment data in the context of school or district assessment data to determine and communicate trends in student progress.	<b>5.6.4</b> Support the creation and use of valuable resources, materials, and technology/software (including those generated by students, learning community groups, etc.) that help manage and enhance instruction for all.	<b>6.6.4</b> Become recognized as an activist who both speaks out and acts in support of education, students, and families at local, state, and/or national levels.
			<b>3.7.4</b> Help others acquire effective verbal, nonverbal, media communication techniques for use in classroom, school, society.	<b>4.7.4</b> Use and develop resources, including available technology, to work with colleagues to analyze records of student work, behavior, and accomplishments to enhance school improvement.	<b>5.7.4</b> Work in learning communities regularly, leading others in planning, curriculum design, instruction, and assessment to increase student learning in class, school, district, community.	<b>6.7.4</b> Mentor and support new leaders at grade, team, department, school, and district levels.
				<b>4.8.4</b> Work with colleagues to ensure that all students have opportunities to be recognized for accomplishments, strengths, and talents and to work toward improvement in areas of need.		