

Overview of the Integrated Standards: Alignment of the *Georgia Framework for Teaching* to Selected State and National Standards

The Integrated Standards document aligns the *Georgia Framework for Teaching* and selected state and national standards that define teacher preparation and professional learning. The recently adopted *Georgia Framework for Teaching* describes the knowledge, skills, and dispositions identified by research that effective teachers display when they have a positive impact on student learning. The six *Framework* domains and accompanying indicators are inherent to good teaching practices and align with state and national standards utilized by many teacher education programs in Georgia to prepare teachers. The state and national standards that have been aligned follow.

PSC Standards: [Georgia 2000 Standards for Professional Education Units and Educator Preparation Programs](http://www.gapsc.com/TeacherEducation/Standards2000/IndexGA2000.asp) (<http://www.gapsc.com/TeacherEducation/Standards2000/IndexGA2000.asp>). Established by the Professional Standards Commission (PSC), these standards describe what professional education units must do to prepare teachers in Georgia. Standards one through six are the professional standards for state program approval adapted from the NCATE 2000 Standards developed by the National Council for Accreditation of Teacher Education (see below). PSC Standards seven and eight describe knowledge and skills requirements specific to Georgia.

BOR Principles: [2005 Georgia Regents' Principles and Actions for the Preparation of Teachers for the Schools](http://www.usg.edu/p16/Resources/PDFs/Teacher_Rubrics-Final.pdf) (http://www.usg.edu/p16/Resources/PDFs/Teacher_Rubrics-Final.pdf). Originally established by the Board of Regents (BOR) in 1998 for Georgia public universities that prepare teachers, these principles emphasize knowledge, skills, performance targets, and levels of accomplishment expected of graduates from these public university teacher preparation programs. Principles related to institutional input and performances are not aligned with the *Framework*.

NCATE Standards: [2000 Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education](http://www.ncate.org/public/standards.asp) (<http://www.ncate.org/public/standards.asp>). The NCATE standards are a set of national standards for the accreditation of professional education units that prepare teachers. The standards include requirements related to candidate knowledge, skills, and dispositions. Only standards specifically related to the preparation of teachers are aligned. Institutional standards and standards related to the development of other professionals (e.g. school leaders, counselors) are not included.

INTASC Principles: [Interstate New Teacher Assessment and Support Consortium](http://www.ccsso.org/content/pdfs/corestrd.pdf) (<http://www.ccsso.org/content/pdfs/corestrd.pdf>). Developed in 1992 by the Council of Chief State School Officers, INTASC standards are intended for use by state organizations for the development of standards for beginning teachers. These model standards describe what all beginning teachers should know, be like, and be able to do in order to practice responsibly, regardless of subject and grade level taught.

Danielson Indicators: [Danielson, C. (1996). *Enhancing Professional Practice: A Framework for Teaching*. Alexandria: ASCD.) The Danielson framework and related materials are widely used by school districts in induction programs. Her framework is divided into four domains: planning and instruction, classroom environment, instruction, and professional responsibilities. These domains are further subdivided into 22 elements that are each described at four levels of performance (i.e., unsatisfactory, basic, proficient, and distinguished).

TWS Standards: [Teacher Work Sample](http://fp.uni.edu/itq/) (<http://fp.uni.edu/itq/>). Developed by seven teacher education institutions that are members of the Renaissance Partnership for Improving Teacher Quality, teacher work samples are used to assess and document the effectiveness of teacher candidates. Processes assessed by the TWS are related to the use of contextual factors, establishment of learning goals, appropriate use of assessment, design of instruction, instructional decision-making, analysis of student learning, and use of reflective and self-evaluation practices to improve teaching performances.

NBPTS Propositions: [National Board for Professional Teaching Standards Core Propositions](http://www.nbpts.org) (<http://www.nbpts.org>). Developed by the National Board for Professional Teaching Standards, these five propositions form the foundation upon which the organization's vision for accomplished teaching is based. This vision includes teachers' commitment to students and their learning, knowledge of subjects and how to teach them, ability to manage and monitor student learning, ability to think systematically about their practice and learn from their experiences, and involvement in learning communities.

GSPL Standards: Georgia Standards for Professional Learning
(http://public.doe.k12.ga.us/tss_school_prolearning.aspx).

The Georgia Standards for Professional Learning, adapted by the Georgia Department of Education from The National Staff Development Council's revised Standards for Staff Development, reflect current best practice and knowledge about professional learning programs. The standards provide direction for developing effective professional learning experiences for teachers that are aimed at improving learning of a diverse student population. They are organized into three areas related to the context, process, and content.

GSS Standards: Georgia School Standards (http://public.doe.k12.ga.us/tss_school.aspx).

The Georgia School Standards were developed by the Georgia Department of Education to provide the foundation for school improvement and support. These school standards serve as descriptors of effective, high impact practices for schools and are organized into eight broad strands: curriculum; instruction; assessment; planning and organization; student, family, and community support; professional learning; leadership; and school culture.