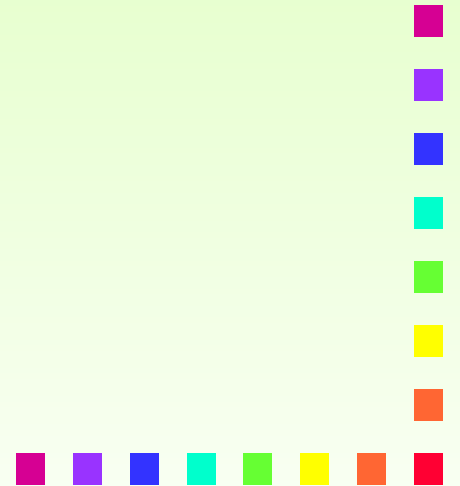


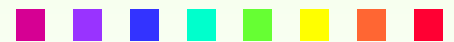
Welcome to the CTAE UBD/GSO Administrators Training



Our Purpose Today

- Provide a systematic delivery, covering all of the elements of UBD/GSO.

- Provide the tools/resources necessary for you to become the Instructional Leader in your school or system.



Group Norms and Housekeeping

Group Norms:

- o Participate and share.
- o Listen with an open mind.
- o Ask questions.
- o Work toward solutions.
- o Honor confidentiality.
- o Meet commitments or let others know if you are struggling to do so.

Housekeeping:

- o Phone calls
- o Rest rooms
- o Breaks
- o Lunch



Discussion Board

Red (Pink)

I still do not understand ...

Green

How will you implement this session
in your redelivery?



Georgia Performance Standards and www.GeorgiaStandards.Org

The screenshot shows the homepage of GeorgiaStandards.Org. At the top, there is a navigation menu with links for Home, Introduction, English Lang. Arts, Mathematics, Social Studies, Science, and Training. The main header features the Georgia Department of Education logo on the left, the slogan "Shaping brighter futures." in the center, and a photo of a young boy on the right. Below the header, the site is identified as "GeorgiaStandards.Org One Stop Shop for Educators" with the tagline "GATEWAY TO EDUCATION & PROFESSIONAL RESOURCES". The main content area is divided into several sections: "GPS WEBSITE FINDER" with links to Monthly Resources, Professional Learning, Unit Design Builder, Projects and Programs, Partners in Education, and Online Teacher Resources; "TEACHER TOOLS" with links to Answers.com, Graphic Organizers, Create a WebQuest, RubiStar, Tools for Teachers, e-Learning Tools, Teachers.org, and Copyright and Fair Use Guidelines; a search section with radio buttons for Standards and Resources, a keyword search box, a grade selection grid (KK, 1-12), a subject dropdown menu, and a Search button; "MYGAEO LOGIN" with fields for Username and Password, and buttons for Login, Clear, and links for password recovery and account creation; and "TOP PICKS" with links to Annenberg, GALILEO, Trinity, The New Georgia Encyclopedia, and United States.

The perfect match for learning about the Standards-Based Classroom

Mrs. Cox

Georgia Department of Education State Superintendent

Home Introduction English Lang. Arts Mathematics Social Studies Science Training

GEORGIA
DEPARTMENT OF
EDUCATION
Kathy Cox, State Superintendent of Schools

Helping students excel.
Georgia Department of Education

Search Standards & Resources | GaDOE Website

Home > Introduction

GeorgiaStandards.Org One Stop Shop for Educators
GATEWAY TO EDUCATION & PROFESSIONAL RESOURCES

GPS WEBSITE FINDER

- Monthly Resources
- Professional Learning
- Unit Design Builder
- Projects and Programs
- Partners in Education
- Online Teacher Resources

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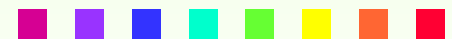
Stephen Pruitt (Standards)
Director of Academic
Standards & Instructional

Introduction to Georgia Performance Standards

What was once simply theory is now close to becoming a reality for Georgia's teachers and students. State Superintendent of Schools Kathy Cox and the Curriculum and Instruction Staff at the Department of Education are pleased to announce the unveiling of the new Georgia Performance Standards, a world-class curriculum that will drive both instruction and assessment for Georgia's teachers and students.

As we work to lead the nation in improving student achievement, the Georgia Performance Standards will be the foundation upon which we build. Our teachers have long needed a published and usable document that establishes high standards, maintains clear expectations, and provides specific guidelines for facilitating student learning at a deeper level than possible under the old Quality Core Curriculum (QCC). Now they have it. We have drawn on national and international best practices to produce a curriculum that will enable our schools and students to achieve at levels that will place Georgia not just at the top of the southeast, but at the top of the nation and the world.

Now it's time for you to give us your opinion. We hope that you will take the opportunity to tell us what you think about the curriculum by filling out the feedback forms available on this site. We will use your comments as we make final revisions to the document, which will be presented to the State Board of Education for approval in May and implemented this fall.



The question before us:

Given the amazing advances in technology, the dramatic change from QCC's to GPS and knowing what we know about our students,

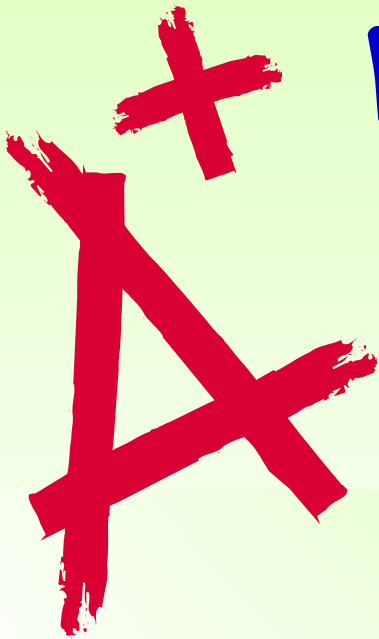
How can we best proceed in our classrooms?





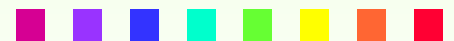
Standards-Based Instruction

What? Why? How?



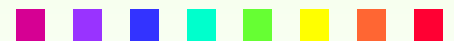
Standards-Based Education

- Focus on student learning
- Expectations the same for all students
- Standards expressed through essential questions and supporting skills and knowledge
- Assessments used to guide and modify instruction
- Effectiveness of instruction judged on whether students meet the standard



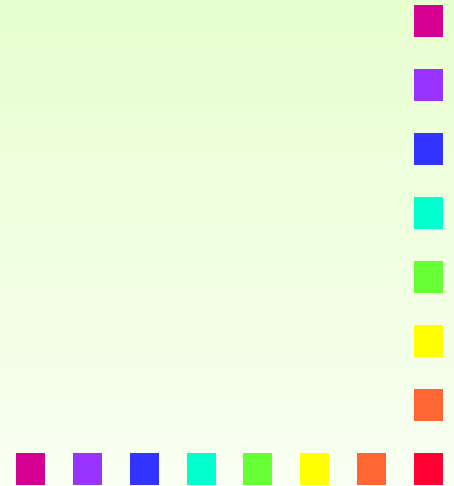
Standards-Based Education

- Instructional strategies with opportunities for students to learn expectations outlined in the standards
- Student interests, previous achievements, and developmental levels considered in planning instructional methods
- Teachers working on building enduring understandings

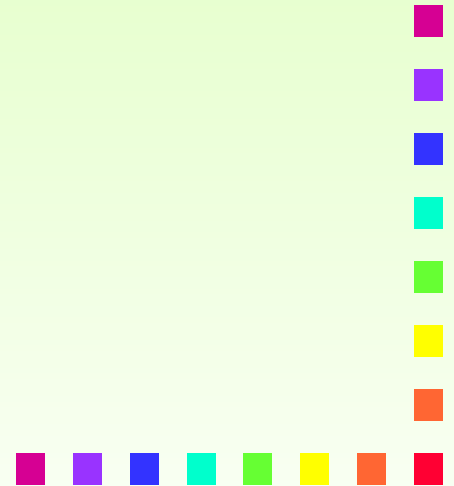




Sounds
good...but
what does
it look like?

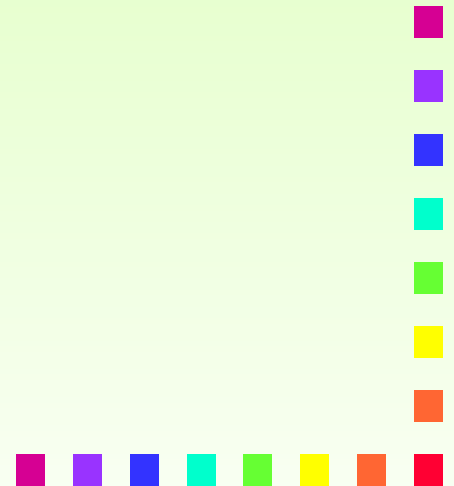


What are the characteristics of a Standards-based Classroom?

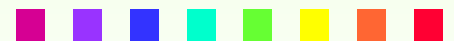


Standards are posted...

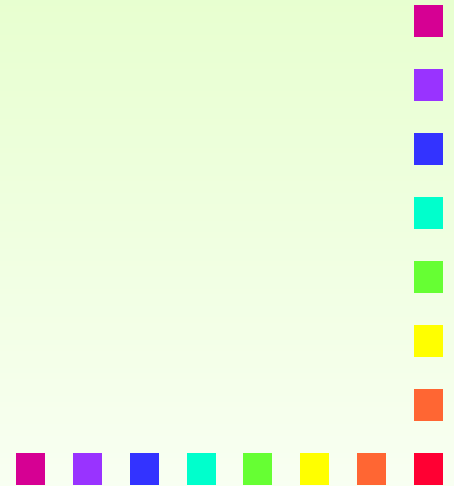
- o in appropriate language.
- o for the purpose of connecting learning with goals.
- o to focus expectations.
- o to direct attention to what is being taught.



- Student work is posted with commentary linked to standards.
 - Teacher commentary should address the standards being assessed.
- Rituals and routines are posted and observed.
 - These explain how things are done and the roles and procedures for the classroom.



- o Word walls are *used*.
- o Rubrics are posted, used, and understood by everyone.
- o Instruction is differentiated based on assessment.



Let's watch an example

o Show the video here or at the end of this segment.

o Pass out the *GAPSS* classroom instruction observation form to be completed as they view the Standard Based classroom video.

**video is from Graduation Counts DVD



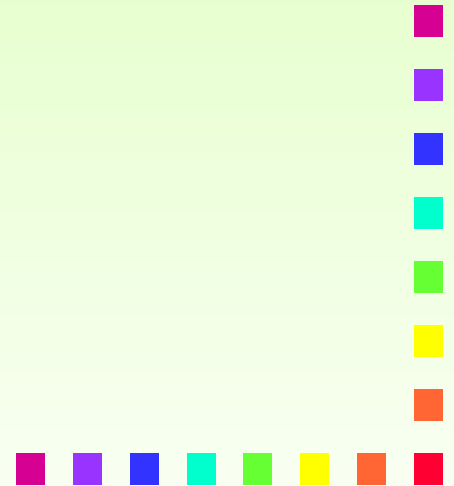
As you watched the DVD did you notice the teacher...

- establishes clear learning goals for the class and individual students.
- demonstrates, shares, and guides students to independence.
- understands how alignment of curriculum, instruction, and assessment affects student learning.
- uses the textbook as a resource not the curriculum.



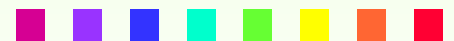
The teacher also...

- knows and can demonstrate best practices.
- models thinking strategies as a “guide on the side”, not the “sage on the stage.”
- uses rubrics to assess learning and communicate expectations with students and parents.



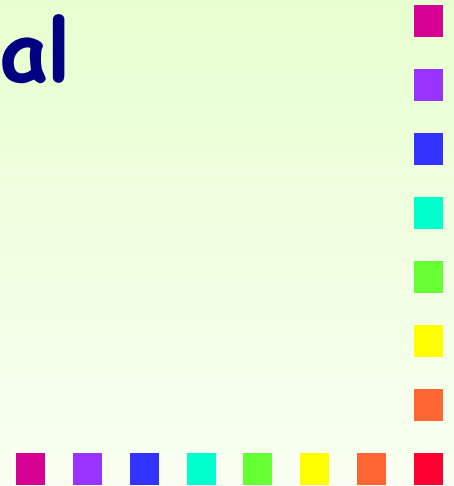
Did the students ...

- understand the learning goals for the class and the teacher's expectations for success.
- see the connections between his/her learning goals and the assessments used.
- understand that the responsibility for learning has shifted to the individual.
- appear actively engaged in his/her own learning.



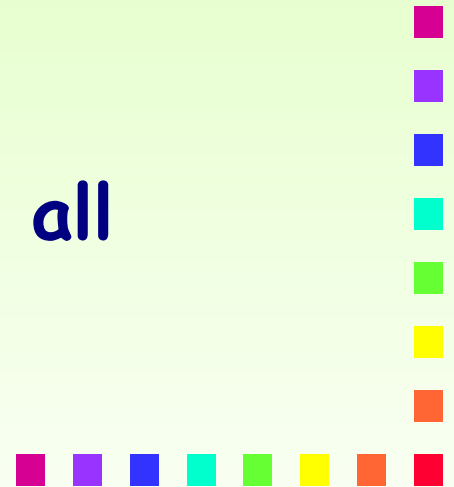
The administrators need to...

- meet with teachers to share conversation on meeting the academic needs of all students.
- be a part of the instructional process.



Other key components...

- evidence of enduring understandings and essential questions in unit plans.
- evidence of moving from covering material to mastering standards.
- expectations are consistent across all content areas.



- every activity has a purpose that is aligned to the standards.
- many instructional strategies are used to meet the needs of all students.
- parents are made aware of expectations.
- conversations take place between all stakeholders.



Discussion Board

Red (Pink)

I still do not understand ...

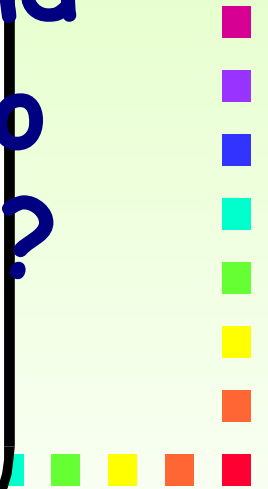
Green

How will you implement this session
in your redelivery?





Now tell me how
to do this?
What will
teachers and
students do
differently?



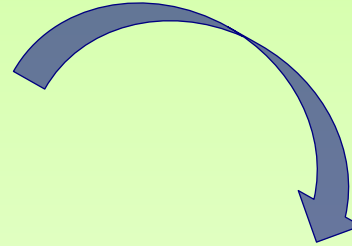
Standard Based Model

Stage 1

Identify Desired Results

What do I want my students to know and be able to do?

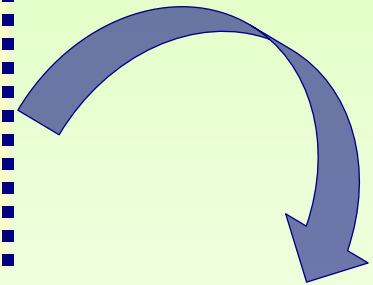
Big Ideas → Enduring Understandings → Essential Questions



Stage 2

Determine Acceptable Evidence
(Design Balanced Assessments)

How will I know whether my students have acquired the requisite knowledge, skills, and understandings?



Stage 3

Planning Learning Experiences & Instruction

What will need to be done to provide my students with multiple opportunities to acquire knowledge, skills, and understandings?