

# Georgia Principles and Framework for Accomplished Teaching

## Georgia Principles for Accomplished Teaching

### **The Process Principle**

*Learning to teach is a career-long process of development and growth.*

Learning to teach is an ongoing process that extends across entire careers. It requires a commitment to professionally guided decision-making, to evidence-driven self-reflection, and to honoring different ways of learning. Theories, information, and communities change, and teachers reconceptualize their work throughout their professional lives. Teachers practice what they preach: that education means life-long learning.

### **The Support Principle**

*All educators share responsibility for supporting their colleagues as professional peers.*

Faculty and administrators in arts and sciences, colleges of education and public schools, along with policy makers, must work together as an educational community. Working together, they provide a coherent, consistent support system for teacher professional development, collaborative work, and professional excellence. All partners support one another's professional goals across intersecting careers, create and guide one another to research-based resources, and provide time and incentives for collaborative professional growth.

### **The Ownership Principle**

*Teachers design their own career paths.*

As professional educators, teachers accept the challenge to pursue and create their own career opportunities from the day they decide to teach through retirement. Teachers identify their needs based on their students' learning, seek knowledge and support, locate and evaluate resources, and become engaged in professional communities. As confident educational leaders, teachers are committed to their own professional growth as well as to the future of their disciplines and the field of education.

### **The Impact Principle**

*Effective teaching yields evidence of student learning and achievement.*

Accomplished teachers are aware of the impact of their teaching. They know what students are expected to learn as well as what learning looks like. They use multiple ways of determining students' knowledge and skills in a specific curricular area. Based on this information, teachers organize instruction that will lead to higher levels of learning. The premise that all students can learn, though not all in the same way or at the same time, together with the fundamental goal of helping all students achieve their best, guides teachers' instructional decision-making processes.

## **The Equity Principle**

*All students and teachers deserve equally high expectations and support.*

All students and teachers, regardless of their personal characteristics, backgrounds, or physical challenges, must have opportunities to succeed. Equity does not mean that every student or teacher should be treated identically; instead, it demands that reasonable and appropriate accommodations be made as needed to promote maximum access and attainment for all. The educational community and others must support high expectations of teachers and students.

## **The Disposition Principle**

*Productive dispositions positively affect student learning, teacher growth, and school climate.*

Dispositions refer to teachers' attitudes toward students, student diversity, colleagues, learning, and other aspects of education and classroom life. Teachers' dispositions are communicated subtly yet unmistakably. Appropriate dispositions enhance teaching and learning for all students, contribute to teachers' growing competence and effectiveness, and nurture a dynamic and supportive school climate.

## **The Technology Principle**

*Teachers use technology to facilitate teaching, learning, community building, and resource acquisition.*

Technology includes any flexible teaching and learning tools that support learner-centered instructional strategies. Teachers use modern technologies as tools to achieve high academic standards by integrating them into their teaching and their own professional growth. Educational communities must provide teachers with access to resources and mentors, exposure to useful practices, and opportunities to learn new technologies and technology evaluation skills.

# **Georgia Framework for Accomplished Teaching**

## **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

## **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 wellbeing.
- 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.

