



Richard Woods, Georgia's School Superintendent
 "Educating Georgia's Future"

Standard Topic	Georgia District Performance Standard	Georgia School Performance Standard	Leader Keys Assessment Performance Standard (LAPS)	Teacher Keys Assessment Performance Standard (TAPS)	Equity Plan Indicator
CURRICULUM	<p>Learning and Teaching: District processes for implementing, supporting, and monitoring curriculum, instruction, and assessment systems and their impact on student learning</p> <p>LT1: Engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards</p> <p>LT2: Develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools</p>	<p>Curriculum Standards 1 – 3 A system for aligning, facilitating, and monitoring consensus-driven content, performance standards, assessments, and resources to maximize student learning.</p> <p>Standard 1: Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction</p> <p>Standard 2: Designs curriculum documents and aligns resources with the intended rigor of the required standards</p> <p>Standard 3: Uses a process to review curriculum documents to ensure alignment to the intent and rigor of the standards and revises as needed</p>	<p>Standard 1: Instructional Leadership The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement. Works collaboratively with staff to identify needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.</p> <p>Standard 3: Planning and Assessment The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision making consistent with established guidelines, policies, and procedures. Collaboratively plans, implements, supports, and assesses instructional programs that enhance teaching and student achievement, and lead to school improvement.</p>	<p>Standard 1: Professional Knowledge The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.</p> <p>Standard 2: Instructional Planning The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.</p> <p>Standard 5: Assessment Strategies The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.</p>	<p>5. Teacher Preparation and Ability to Meet Diverse Needs of Students</p> <p>7. Teacher Experience and Effectiveness</p> <p>Equity</p>



Richard Woods, Georgia's School Superintendent
 "Educating Georgia's Future"

Standard Topic	Georgia District Performance Standard	Georgia School Performance Standard	Leader Keys Assessment Performance Standard (LAPS)	Teacher Keys Assessment Performance Standard (TAPS)	Equity Plan Indicator
ASSESSMENT	<p>Learning and Teaching: District processes for implementing, supporting, and monitoring curriculum, instruction, and assessment systems and their impact on student learning</p> <p>LT3: Guides, supports, and evaluates the implementation of curriculum, instruction, and assessments</p> <p>LT5: Assesses the impact of professional learning on staff practices and student learning and makes adjustments as needed</p>	<p>Assessment Standards 1 - 5 The collecting and analyzing of student performance data to identify patterns of achievement and underachievement in order to design and implement appropriate instructional interventions.</p> <p>Standard 1: Aligns assessments with the required curriculum standards</p> <p>Standard 2: Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction</p> <p>Standard 3: Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices</p> <p>Standard 4: Implements a process to collaboratively analyze assessment results to adjust instruction</p> <p>Standard 5: Implements grading practices that provide an accurate indication of student progress on the required standards</p>	<p>Standard 3: Planning and Assessment</p> <p>The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision making consistent with established guidelines, policies, and procedures. Monitors and evaluates the use of diagnostic, formative, and summative assessments to provide timely and accurate feedback to students and parents, and to inform instructional practices.</p> <p>Uses assessment information in making recommendations or decisions that are in the best interest of the learner/school/district.</p>	<p>Standard 5: Assessment Strategies</p> <p>The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.</p>	<p>4. Retention of Highly Qualified, Effective Teachers</p> <p>7. Teacher Experience and Effectiveness</p> <p>Equity</p>



Standard Topic	Georgia District Performance Standard	Georgia School Performance Standard	Leader Keys Assessment Performance Standard (LAPS)	Teacher Keys Assessment Performance Standard (TAPS)	Equity Plan Indicator
INSTRUCTION	<p>Learning and Teaching: District processes for implementing, supporting, and monitoring curriculum, instruction, and assessment systems and their impact on student learning</p> <p>LT2: Develops and communicates common expectations for implementing curriculum, instruction, and assessments</p> <p>Vision and Mission: Purpose and direction for continuous improvement with a commitment to high expectations for learning and teaching</p>	<p>Instruction Standards 1 - 9 Designing Instruction</p> <p>and implementing teaching—learning—assessment tasks to ensure that all students increase their learning and achieve proficiency on curriculum standards</p> <p>Standard 1: Provides a supportive and well-managed environment conducive to learning</p> <p>Standard 2: Creates an academically challenging learning environment</p> <p>Standard 3: Establishes and communicates clear learning targets and success criteria aligned to curriculum standards</p> <p>Standard 4: Uses research-based instructional practices that positively impact student learning</p> <p>Standard 5: Differentiates instruction to meet specific learning needs of students</p> <p>Standard 6: Uses appropriate, current technology to enhance learning</p> <p>Standard 7: Provides feedback to students on their performance on the standards or learning targets</p> <p>Standard 8: Establishes a learning environment that empowers students to actively monitor their own progress</p> <p>Standard 9: Provides timely, systematic, data-driven interventions</p>	<p>Standard 1: Instructional Leadership</p> <p>The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement. Works collaboratively with staff to identify needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.</p> <p>Standard 2: School Climate</p> <p>The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</p> <p>Standard 5: Human Resources Management</p> <p>The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.</p> <p>Standard 6: Teacher/Staff Evaluation</p> <p>The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning. Involves teachers and staff in designing and implementing best practices based on evaluation results which improve instructional practice leading to increased student achievement.</p>	<p>Standard 2: Instructional Planning</p> <p>The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.</p> <p>Standard 3: Instructional Strategies</p> <p>The teacher promotes student learning by using research based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.</p> <p>Standard 5: Assessment Strategies</p> <p>The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.</p> <p>Standard 6: Assessment Uses</p> <p>The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.</p> <p>Standard 7: Positive Learning Environment</p> <p>The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.</p> <p>Standard 8: Academically Challenging Environment</p> <p>The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.</p>	<p>3. Recruitment and Placement of Highly Qualified, Effective Teachers</p> <p>5. Teacher Preparation and Ability to Meet Diverse Needs of Students</p> <p>7. Teacher Experience and Effectiveness</p> <p>8. Class Size Equity</p>



Standard Topic	Georgia District Performance Standard	Georgia School Performance Standard	Leader Keys Assessment Performance Standard (LAPS)	Teacher Keys Assessment Performance Standard (TAPS)	Equity Plan Indicator
PROFESSIONAL LEARNING	<p>Learning and Teaching: District processes for implementing, supporting, and monitoring curriculum, instruction, and assessment systems and their impact on student learning</p> <p>LT4: Ensures that professional learning is relevant and addresses adult and student needs</p> <p>LT5: Assesses the impact of professional learning on staff practices and student learning and makes adjustments as needed</p>	<p>Professional Learning Standards 1-9 <i>"Education"</i> The means by which teachers, administrators, and other staff acquire, enhance, and refine the knowledge, skills, practices, and dispositions necessary to create and support high levels of learning for all students</p> <p>Standard 1: Aligns professional learning with needs identified through analysis of a variety of data</p> <p>Standard 2: Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance</p> <p>Standard 3: Defines expectations for implementing professional learning</p> <p>Standard 4: Uses multiple professional learning designs to support the various learning needs of the staff</p> <p>Standard 5: Allocates resources and establishes systems to support and sustain effective professional learning</p> <p>Standard 6: Monitors and evaluates the impact of professional learning on staff practices and student learning</p>	<p>Standard 3: Planning and Assessment</p> <p>The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision making consistent with established guidelines, policies, and procedures. Collaboratively plans, implements, supports, and assesses instructional programs that enhance teaching and student achievement, and lead to school improvement.</p> <p>Standard 7: Professionalism</p> <p>The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.</p> <p>Demonstrates the importance of professional development by providing adequate time and resources for teachers and staff to participate in professional learning (i.e. peer observation, mentoring, coaching, study groups, learning teams)</p>	<p>Standard 1: Professional Knowledge</p> <p>The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.</p> <p>Standard 9: Professionalism</p> <p>The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.</p> <p>Standard 10: Communication</p> <p>The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.</p>	<p>5. Teacher Preparation and Ability to Meet Diverse Needs of Students</p> <p>7. Teacher Experience and Effectiveness</p> <p>Equity</p>



Standard Topic	Georgia District Performance Standard	Georgia School Performance Standard	Leader Keys Assessment Performance Standard (LAPS)	Teacher Keys Assessment Performance Standard (TAPS)	Equity Plan Indicator
LEADERSHIP	<p>Vision and Mission: Purpose and direction for continuous improvement with a commitment to high expectations for learning and teaching</p> <p>VM 1: Creates and communicates a collaboratively-developed district vision, mission, and core beliefs that focus on preparing all students for college and career readiness</p> <p>Governance: Policies and procedures that support a shared vision by all stakeholders and promote high expectations for learning and teaching in all schools</p> <p>Planning, Organizing, and Monitoring: The data-driven processes, procedures, structures, and products that focus the operations of the district to ensure higher levels of student learning and staff effectiveness</p> <p>POM 2: Uses protocols and processes for problem solving, decision-making, and removing barriers</p> <p>Leader, Teacher, and Staff Effectiveness: The performance management system that maximizes the effectiveness of district leaders, teachers, and other staff to ensure optimal learning for all students</p> <p>LTSE 1: Develops and implements processes that recruit, hire, and retain highly effective teachers, leaders, and staff</p> <p>LTSE 2: Establishes and implements processes that increase the effectiveness of teachers, leaders, and staff</p> <p>LTSE 4: Defines the roles, responsibilities, skill sets, and expectations of leaders at all levels of the district to improve student learning and staff performance</p>	<p>Leadership Standards 1-8 The practice of leadership through which individuals and groups engage others to foster the success of all students through the development, communication, implementation, and evaluation of a shared vision of learning that leads to school improvement</p> <p>Standard 1: Builds and sustains relationships to foster the success of students and staff</p> <p>Standard 2: Initiates and manages change to improve staff performance and student learning</p> <p>Standard 3: Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices</p> <p>Standard 4: Uses processes to systematically analyze data to improve student achievement</p> <p>Standard 5: Builds leadership capacity through shared decision-making and problem-solving</p> <p>Standard 6: Establishes and supports a data-driven school leadership team that is focused on student learning</p> <p>Standard 7: Monitors and evaluates the performance of teachers and other staff using multiple data sources</p> <p>Standard 8: Provides ongoing support to teachers and other staff</p>	<p>Standard 1: Instructional Leadership The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.</p> <p>Standard 2: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</p> <p>Standard 3: Planning and Assessment The leader effectively gathers, analyzes, uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.</p> <p>Standard 4: Organizational Management The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</p> <p>Standard 5: Human Resources Management The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.</p> <p>Standard 6: Teacher/Staff Evaluation The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.</p> <p>Standard 7: Professionalism The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, contributing to the profession.</p> <p>Standard 8: Communication and Community Relations The leader fosters success of all students by communicating/collaborating with stakeholders.</p>	<p>Standard 9: Professionalism The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.</p> <p>Standard 10: Communication The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.</p>	<p>1. Annual Needs Assessment Including Required Equity Components</p> <p>2. Equity of Stakeholder Involvement</p> <p>3. Recruitment and Placement of Highly Qualified, Effective Teachers</p>



Standard Topic	Georgia District Performance Standard	Georgia School Performance Standard	Leader Keys Assessment Performance Standard (LAPS)	Teacher Keys Assessment Performance Standard (TAPS)	Equity Plan Indicator
PLANNING & ORGANIZATION	<p>Planning, Organizing, and Monitoring: The data-driven processes, procedures, structures, and products that focus the operations of the district to ensure higher levels of student learning and staff effectiveness</p> <p>POM 1: Uses a collaborative, data-driven planning process at the district and school levels for improving student learning</p> <p>POM 2: Uses protocols and processes for problem solving, decision-making, and removing barriers</p> <p>POM 3: Uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives</p>	<p>Planning & Organization <i>"Educational Leadership"</i> The processes, procedures, structures, and products that focus the operations of a school on ensuring high levels of learning for all students</p> <p>Standards 1-6</p> <p>Standard 1: Shares a common vision and mission that define the school culture and guide the continuous improvement process</p> <p>Standard 2: Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance</p> <p>Standard 3: Monitors implementation of the school improvement plan and makes adjustments as needed</p> <p>Standard 4: Monitors the use of available resources to support continuous improvement</p> <p>Standard 5: Develops, communicates, and implements rules, policies, schedules, and procedures to maximize student learning and staff effectiveness</p> <p>Standard 6: Uses protocols to maintain the school campus and equipment providing a safe, clean, and inviting learning environment</p>	<p>Standard 4: Organizational Management <i>"Educational Leadership"</i> the leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</p>	<p>Standard 2: Instructional Planning The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.</p> <p>Standard 3: Instructional Strategies The teacher promotes student learning by using research based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.</p> <p>Standard 4: Differentiated Instruction The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.</p>	<p>1. Annual Needs Assessment Including Required Equity Components</p> <p>2. Equity of Stakeholder Involvement</p> <p>3. Recruitment and Placement of Highly Qualified, Effective Teachers</p>



Standard Topic	Georgia District Performance Standard	Georgia School Performance Standard	Leader Keys Assessment Performance Standard (LAPS)	Teacher Keys Assessment Performance Standard (TAPS)	Equity Plan Indicator
FAMILY & COMMUNITY ENGAGEMENT	<p>Family and Community Engagement: Processes for engaging families and community members as active participants to help schools improve learning and teaching</p> <p>FCE 1: Establishes and communicates district-wide expectations for schools to engage families and the community to support learning and teaching</p> <p>FCE 2: Establishes structures which promote clear and open communication between schools and stakeholders</p> <p>FCE 3: Ensures that families and community members have feedback and problem-solving opportunities throughout the district</p>	<p>Family and Community Engagement: Engaging families and community members as active participants to help the school achieve its continuous improvement goals</p> <p>Standards 1- 6</p> <p>Standard 1: Creates an environment that welcomes, encourages, and connects family and community members to the school</p> <p>Standard 2: Establishes structures that promote clear and open communication between the school and stakeholders</p> <p>Standard 3: Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students</p> <p>Standard 4: Communicates academic expectations and current student achievement status to families</p> <p>Standard 5: Develops the capacity of families to use support strategies at home that will enhance academic achievement</p> <p>Standard 6: Connects families with agencies and resources in the community to meet the needs of students</p>	<p>Standard 8: Communication and Community Relations</p> <p>The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.</p>	<p>Standard 10: Communication</p> <p>The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.</p>	<p>2. Equity of Stakeholder involvement</p>



Standard Topic	Georgia District Performance Standard	Georgia School Performance Standard	Leader Keys Assessment Performance Standard (LAPS)	Teacher Keys Assessment Performance Standard (TAPS)	Equity Plan Indicator
SCHOOL CULTURE	<p>Vision and Mission: Purpose and direction for continuous improvement with a commitment to high expectations for learning and teaching</p> <p>VM 1: Creates and communicates a collaboratively-developed district vision, mission, and core beliefs that focus on preparing all students for college and career readiness</p> <p>VM 2: Fosters, within the district and broader community, a culture of trust, collaboration, and joint responsibility for improving learning and teaching</p> <p>Governance: Policies and procedures that support a shared vision by all stakeholders and promote high expectations for learning and teaching in all schools</p> <p>G 1: Builds support for district and school goals and initiatives by engaging stakeholders, including school board members, to improve learning and teaching</p> <p>G 2: Uses an established process to align policies, procedures, and practices with laws and regulations</p> <p>G 3: Communicates district policies and procedures in a timely manner to relevant audiences</p> <p>G 4: Grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching</p>	<p>School Culture: The norms, values, standards, and practices associated with the school as a learning community committed to ensuring student achievement and organizational effectiveness</p> <p>Standards 1 -5</p> <p>Standard 1: Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment</p> <p>Standard 2: Establishes a culture of trust and respect that promotes positive interactions and a sense of community</p> <p>Standard 3: Establishes a culture that supports the college and career readiness of students</p> <p>Standard 4: Supports the personal growth and development of students</p> <p>Standard 5: Recognizes and celebrates achievements and accomplishments of students and staff</p>	<p>Standard 2: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</p> <p>Standard 5: Human Resources Management The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel</p>	<p>Standard 7: Positive Learning Environment The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.</p> <p>Standard 8: Academically Challenging Environment The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.</p>	<p>1. Annual Needs Assessment Including Required Equity</p> <p>4. retention of Highly Qualified, Effective Teachers</p> <p>5. Teacher preparation and Ability to Meet Diverse Needs of Students</p> <p>8. Class Size Equity</p>