

Welcome!

New Curriculum Directors'

Virtual Professional Learning Series

Justin Hill

Director of Curriculum and Instruction



March Spotlight

Shauntice Wheeler

Title II, Part A State Activities

Program Manager

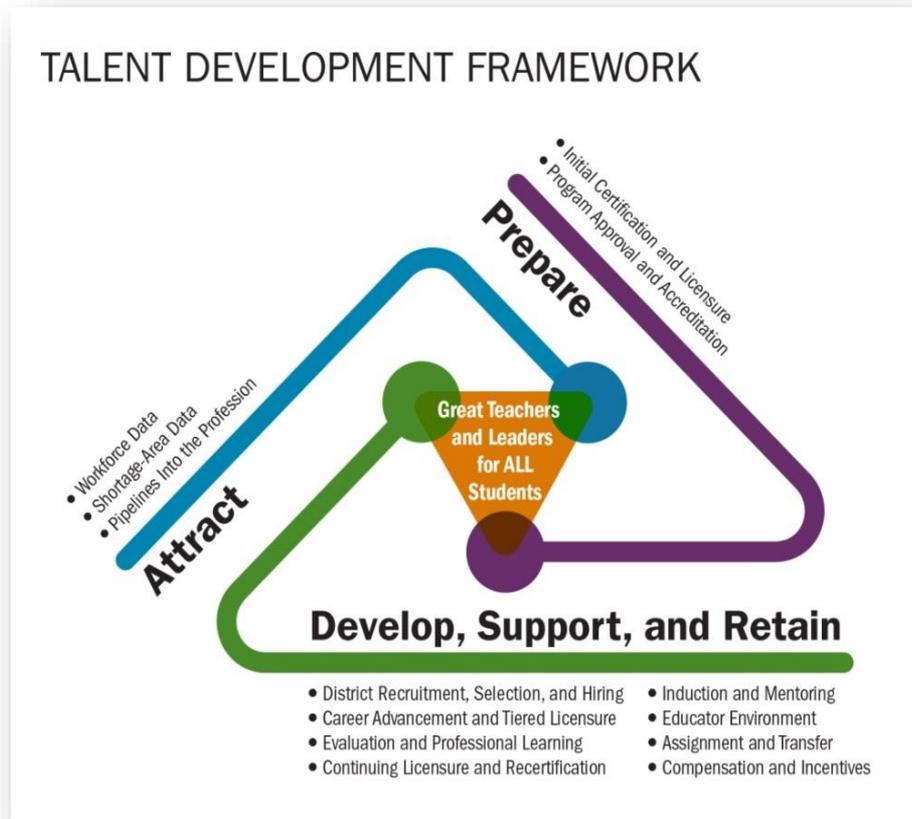
Agenda

- Effective personnel for all students
- Resources
- Future releases
- Continued support

EFFECTIVE PERSONNEL FOR ALL STUDENTS

Effective Personnel For ALL Students

- Attract the right talent into profession to meet your students' needs
- Prepare future teachers and school leaders to meet your students' needs
- Develop, support, retain educators in the field that they can continue to meet your students' needs



The Center on Great Teachers & Leaders at American Institutes for Research

What Is Effective and High Quality Professional Learning?



Focused



Active



Collaborative



Adapted from *High-Quality Professional Development for All Teachers: Effectively Allocating Resources*
(<http://www.gtcenter.org/sites/default/files/docs/HighQualityProfessionalDevelopment.pdf>)

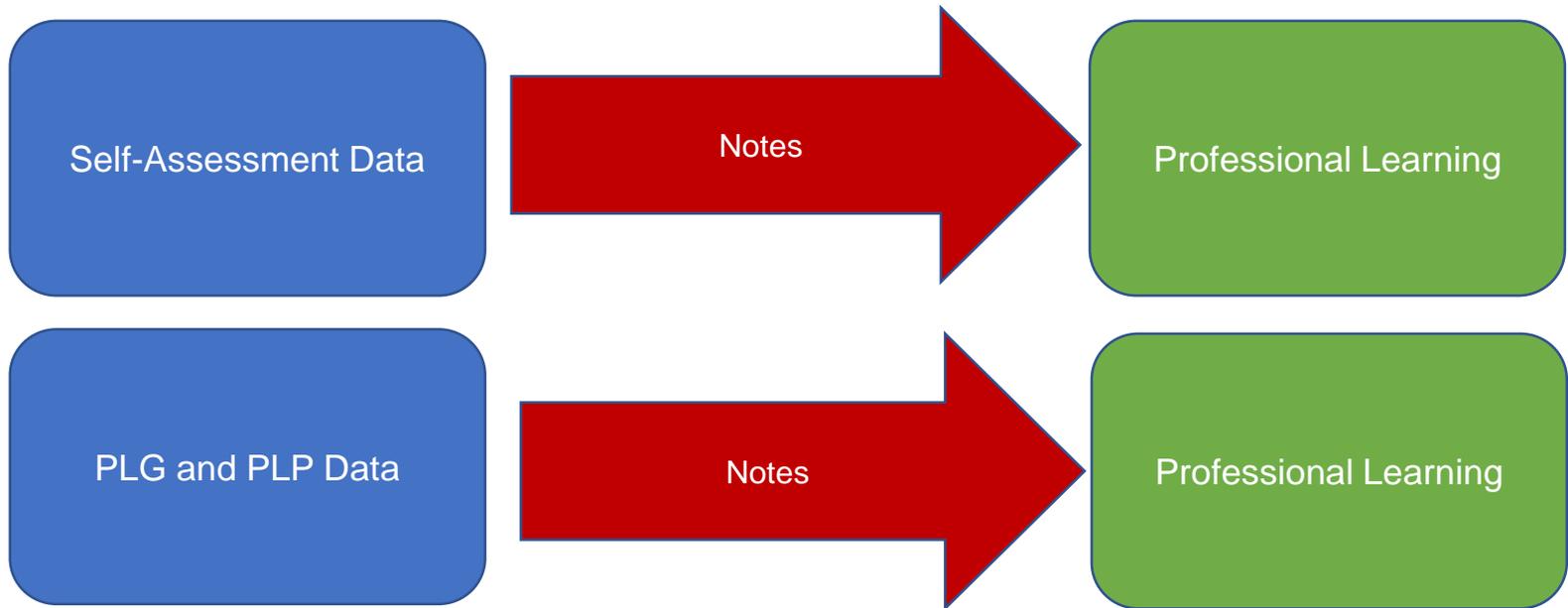
The Process of Building Professional Capacity with HQPL



Georgia's Systems of Continuous Improvement



How Does Evaluation Data Inform Professional Learning?



Self-Assessment, PLP/PLG, and PLCs

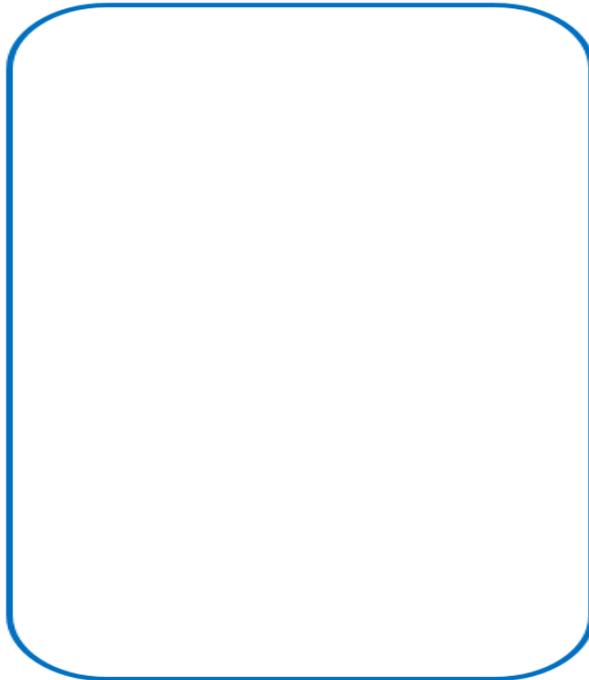
At this step, the staff in charge of his or her own growth in the following ways:

- Analyzing the impact of their practice on student learning
- Engaging in reflection on the practice
- Setting focused professional and student learning goals, with concrete steps to get there
- Actively collaborating with colleagues to problem-solve
- Adjusting their plans as a result of this reflection

Systematic Review

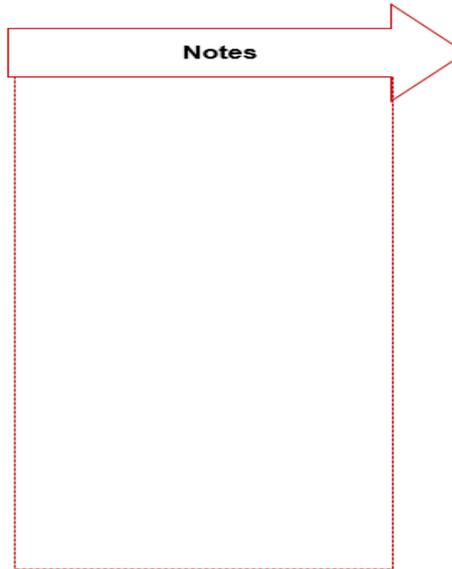
Handout 1: TKES Data Placemat

Self- Assessment Data: What questions do you want the data to answer?

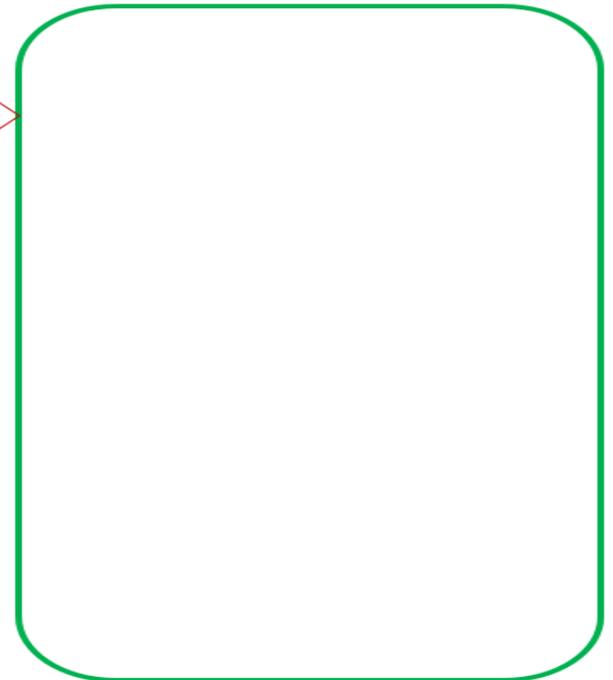


What does the data show?

Notes



Desired Outcomes: What Professional Learning Will Occur as a Result?



Adapted by
Center on Great Teachers and Leaders

Locating the Data

The screenshot displays the Dundee School System web portal. At the top, the header includes the school name and a navigation bar with links: Home, SLDS, TRL, IEP, Growth Model, Gifted Eligibility, TestPad, EL Screener, TKES/LKES, PL, and Logout. A left-hand menu is visible, with 'TKES/LKES Reports' highlighted in a red box. A hamburger menu icon is also highlighted in a red box. The main content area is divided into three sections: 'MY EVALUATION' for the 2019-2020 period, 'MY COURSES' for Professional Learning Opportunities (showing no results), and 'REQUIRED TRAINING' (showing no required courses).

Dundee School System

Home SLDS TRL IEP Growth Model Gifted Eligibility TestPad EL Screener TKES/LKES PL Logout

Menu < ☰

My TKES/LKES Plan

My Staff TKES/LKES Plan

User Guides

Professional Learning Opportunities

TKES/LKES Reports ▾

PL Reports ▾

Release Notes

Logout

MY EVALUATION 2019-2020 ▾

Name	Step
Leader Keys Effectiveness System 2019-2020	Evaluator Selection

MY COURSES Professional Learning Opportunities

No learning opportunities were found.

REQUIRED TRAINING

You currently have no Required courses.

RESOURCES

TLSD Professional Learning

SEA Support



TOOLS &
RESOURCES



FACE TO FACE
TRAINING



E-LEARNING
EXPERIENCES



WEBINARS

E-Learning Experiences

SEA Support

Professional Learning Platform

Our goal is to provide the following:

- Modules, Trainings, Webinars, PLCs, and Resources
- Relevant and Flexible Content
 - Personal Learning Paths
 - Customizable
- User Reflection
 - Quality Surveys (Coming Soon)
- PL Reports

The screenshot displays the 'Good Morning' Professional Learning Platform interface. At the top, there is a navigation bar with links for 'Home', 'My Courses', 'My Accomplishments', 'Browse Topics', 'Manage PL', and 'Release Notes'. A search bar is located on the right side of the navigation bar. Below the navigation bar, the 'Course Catalog (62)' is displayed. The catalog features four course cards:

- Course 1:** Teacher Keys Evaluation System Standard 1: Professional Knowledge- A Teacher's and School Leader's Guide for Improvement. Course ID: 143410. Assigned By: [Name]. Registered By: [Name]. Register button.
- Course 2:** Effective Instructional Planning. Teacher Keys Evaluation System Standard 2: Instructional Planning: A Teacher's Guide for Improvement. Course ID: 173727. Assigned By: [Name]. Registered By: [Name]. Register button.
- Course 3:** Instructional Strategies. Teacher Keys Evaluation System Standard 3: Instructional Strategies. Course ID: 165006. In Progress. Assigned By: WHEELER, SHAUNTICE. Registered By: WHEELER, SHAUNTICE. Unregister button.
- Course 4:** Differentiated Instruction. Teacher Keys Evaluation System Standard 4: Differentiated Instruction: A Teacher's Guide for Improvement. Course ID: 104043. Assigned By: [Name]. Registered By: [Name]. Register button.

Customizing Professional Learning– Light bulb Feature

The staff and evaluators can select eLearning content that aligns to specific needs to support professional growth.



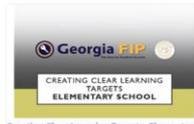
 4. Differentiated Instruction - The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.

Level I

The light bulb feature works in the following sections:

- Self-Assessment
- Observation Walkthrough & Formative Assessment
- Summative Assessment

Differentiated Instruction (11)

 <p>DESIGNING SOUND ASSESSMENT: Putting the Pieces Together</p> <p>Course ID: 209418 Required Recommended</p> <p>Assigned By: Registered By:</p>	 <p>Georgia FIP CREATING CLEAR LEARNING TARGETS ELEMENTARY SCHOOL</p> <p>Required Recommended</p> <p>Assigned By: ANONYMOUS, JONHDOE Registered By: ANONYMOUS, JANE DOE</p> <p>Unregister</p>	 <p>Georgia FIP CREATING CLEAR LEARNING TARGETS MIDDLE SCHOOL</p> <p>Course ID: 277244 Required Recommended</p> <p>Assigned By: Registered By:</p>	 <p>Georgia FIP CREATING CLEAR LEARNING TARGETS HIGH SCHOOL</p> <p>Course ID: 283409 Required Recommended</p> <p>Assigned By: Registered By:</p>
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Customizing Professional Learning-Search

Browser Topic and Keyword Search

Good Morning

Home My Courses My Accomplishments **Browse Topics** Manage PL Release Notes **Keyword** Search

Course Catalog (62)

- District Leaders
- Early Learning Teachers
- Elementary Teachers
- High School Teachers
- Instructional Coaches/Coordinators
- Middle School Teachers
- School Leaders

Teacher Keys Evaluation System Standard 1: Professional Knowledge- A Teacher's and School Leader's Guide for Improvement
Course ID: 143410
Assigned By :
Registered By :
Register

Teacher Keys Evaluation System Standard 2: Instructional Planning: A Teacher's Guide for Improvement
Course ID: 173727
Assigned By :
Registered By :
Register

Teacher Keys Evaluation System Standard 3: Instructional Strategies
Course ID: 165006
In Progress
Assigned By : WHEELER, SHAUNTICE
Registered By : WHEELER, SHAUNTICE
Unregister

Teacher Keys Evaluation System Standard 4: Differentiated Instruction: A Teacher's Guide for Improvement
Course ID: 104043
Assigned By :
Registered By :
Register

Professional Learning Resource Website

- Banner Announcement
- Georgia Teacher Pipeline Summit
- Teacher Leadership
- P20 Regional Collaboratives
- PL Platform
- TKES and LKES Resources

Professional Learning Resources for Teachers and Leaders

Latest

TLSD Platform Update for August

The Teacher and Leader Support and Development (TLSD) Division is dedicated to providing high quality professional learning that is job-embedded, collaborative, and focused to support teachers and leaders growth. In addition, we aim to support successful implementation of the Teacher and Leader Keys Effectiveness Systems (TKES and LKES). All professional learning opportunities are designed to develop knowledge, skills, and behaviors to improve teacher and principal practice and effectiveness leading to increased student achievement. The professional development provided is aligned with Georgia Systems of Continuous Improvement and components of TKES and LKES to fosters ongoing improvements in teaching and student learning.

Professional Learning Standards

In order to design standards-based professional learning that leads to effective teaching practices, supportive leadership, and improved student results our division aligns our work to the Standards for Professional Learning by Learning Forward.

TKES Performance Standard 1: Professional Knowledge

TKES Performance Standard 1- Professional Knowledge

Performance Standard 1: Professional Knowledge <i>The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.</i>			
Level IV <i>In addition to meeting the requirements for Level III</i>	Level III <i>Level III is the expected level of performance.</i>	Level II	Level I
The teacher continually demonstrates extensive content and pedagogical knowledge, enriches the curriculum, and guides others in enriching the curriculum. <i>(Teachers rated as Level IV continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	The teacher inconsistently demonstrates understanding of curriculum, subject content, pedagogical knowledge, and student needs, or lacks fluidity in using the knowledge in practice.	The teacher inadequately demonstrates understanding of curriculum, subject content, pedagogical knowledge and student needs, or does not use the knowledge in practice.

Performance Standard Resources

- TAPS 1: Professional Knowledge Fact Sheet
- TAPS1: Professional Knowledge Quick Guide
- Georgia Standards of Excellence- <https://www.georgiastandards.org/Georgia-Standards/Pages/default.aspx>
- GaDOE Curriculum and Instruction-<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/default.aspx>
- GPB Media Teacher Resources – <http://www.gpb.org/blogs/related/teacher-resources> and <http://www.gpb.org/education/teachers>
- Learning Policy Institute- <https://learningpolicyinstitute.org/>

FUTURE RELEASES

Teacher Leadership Tool Kits and Module Support

Teacher Tool Kit



[Download the Tool Kit](#)

Principal Tool Kit



[Download the Tool Kit](#)

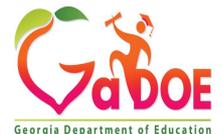
Central Office
Tool Kit



[Download the Tool Kit](#)

Teacher Leadership Tool Kits

- Teacher Leadership Task Force
 - Facilitated by the Georgia Professional Standards Commission (GaPSC), the Georgia Department of Education (GaDOE), and the Georgia Leadership Institute for School Improvement (GLISI)
- The purpose was to encourage the broad practice, cultivation, and effective deployment of teacher leadership in districts and schools across Georgia.



Teacher Leadership Modules

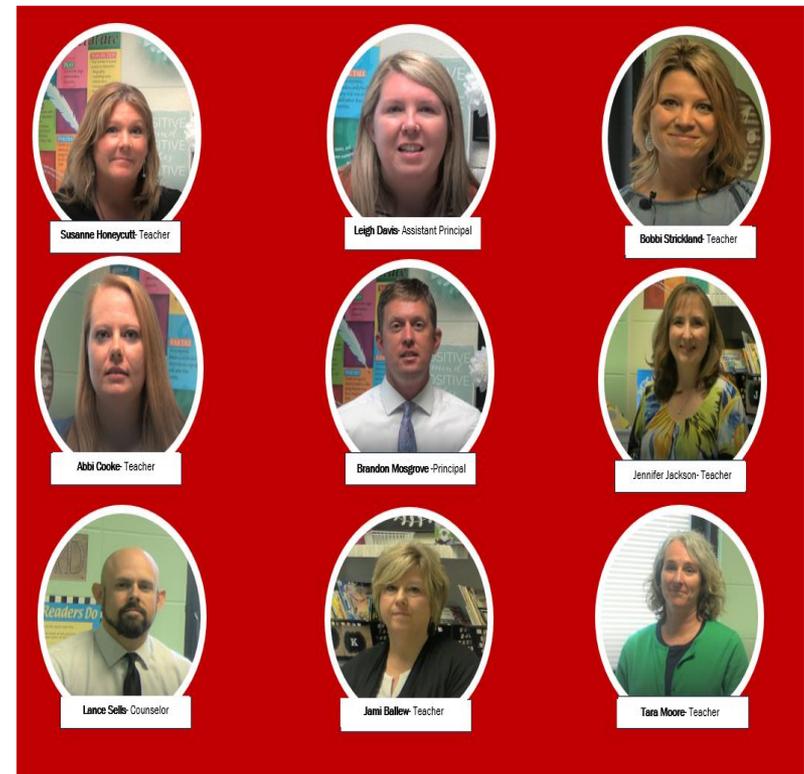
- Six Modules
 - Cultivating and Optimizing Teacher Leadership- A Module for Teachers
 - Growing and Sustaining Teacher Leaders- A Module for Principals
 - Encouraging and Supporting Teacher Leadership- A Module for Central Office Staff
- Content
 - Tool kits topics
 - Connections with GaDOE initiatives
 - Video interviews of Georgia Professional Educators (Teacher Leaders, School Administrators/ District Staff/ School Board Member)
 - Self- Assessments and opportunities for practice
 - Best practice examples
 - Resources
 - Participant's guide that allows for reflection on practice

Spotlighting Georgia Professional Educators

Teacher Questions for Cultivating and Optimizing Teacher Leadership

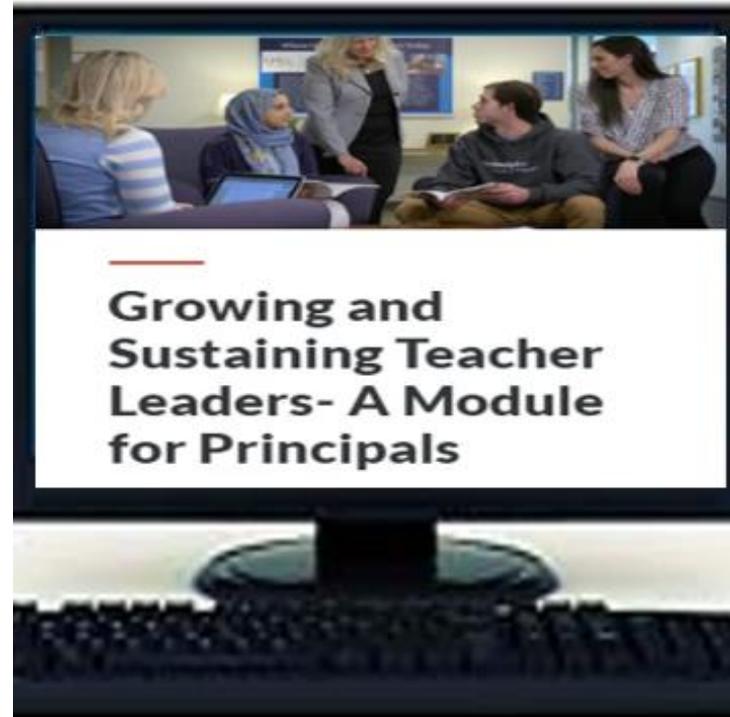
1. What is teacher leadership to you?
2. How can a school principal best support teacher leadership?
3. As a teacher, what actions/behaviors/qualities do you expect from a principal in terms of creating a culture that supports teacher leadership and continuous growth?
4. What qualities should a teacher leader have?
5. Share your successes and challenges in the role of a teacher leader.
6. Which of the following have you been a teacher leader in and explain your role:
 - Collaboration with peers
 - Professional Learning
 - Instructional Leadership
 - Communicating with stakeholders

Stone Creek Elementary School Staff



Projected Module Release Date

- Staff Review
- Focus Group Review
- Projected Release:
[April 2020](#)



C&I Newsletter New Section



Teaching & Learning Updates

Educating Georgia's Future

February 2020

Curriculum & Instruction Newsletter

Talent Development

STRENGTHENING THE TEACHER PIPELINE



The first annual Georgia Teacher Pipeline Summit was a success. The Georgia Department of Education hosted a Teacher Pipeline Summit to improve statewide capacity to attract, prepare, and retain teachers.

We are educating Georgia's future and must provide each student with the necessary tools to be ready to live, learn and lead. Highly effective teachers and inclusive leaders are critical to achieving these student outcomes.

CONTINUED SUPPORT



**EDGAR H. WILSON CONVENTION CENTER
JANUARY 22, 2020**



ATTRACT



PREPARE



DEVELOP

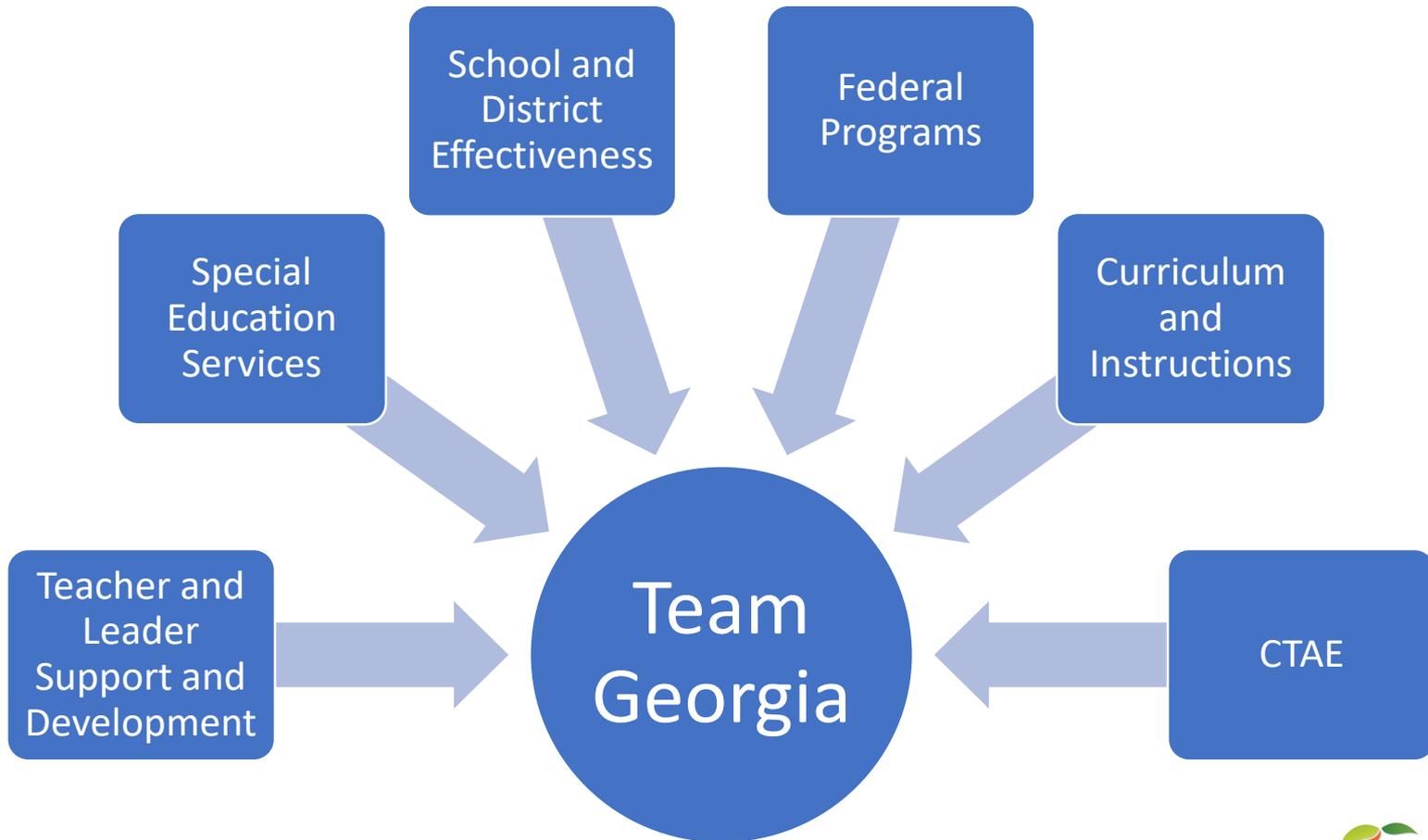


SUPPORT



RETAIN

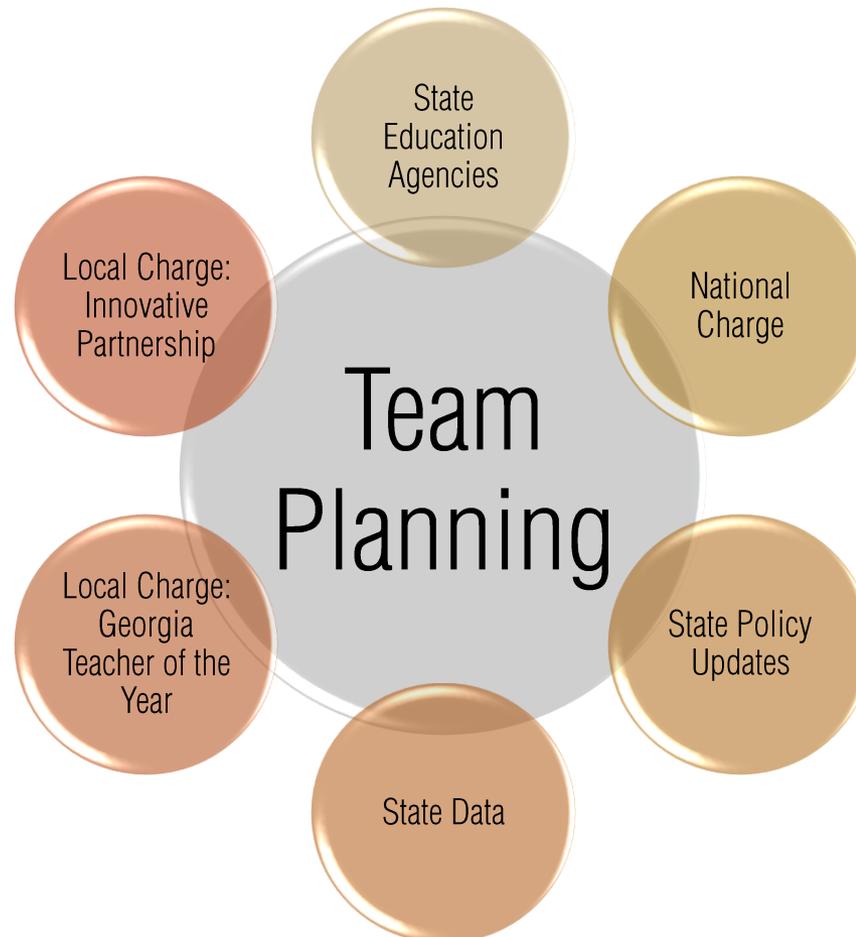
Georgia Department Of Education Collaboration



PURPOSE

For the local school systems, education preparation programs, and stakeholders to collaboratively develop a comprehensive approach to improve and strengthen the teacher pipeline using short- and long-term educator talent management strategies.

Summit Layout



Summit Materials Needed

Location: All materials are located on the GaDOE website under Teaching and Leader Support and Development/ Professional Learning Resource [_https://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Professional-Learning-Resources-for-Teacher-and-Leader-Effectiveness.aspx](https://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Professional-Learning-Resources-for-Teacher-and-Leader-Effectiveness.aspx)



Georgia's Systems of Continuous Improvement



- Steps

- Identify the Needs
- Select Interventions
- Plan Implementation
- Implement Plan
- Examine Progress



Team Planning

Guidance - The Center on Great Teachers & Leaders at American Institutes for Research



<https://gtlcenter.org/technical-assistance/toolkits/educator-shortages-special-education>

TALENT DEVELOPMENT FRAMEWORK



The Center on Great Teachers & Leaders at American Institutes for Research

Comprehensive Shortage Solutions



Center on Great Teachers & Leaders at American Institutes for Research

Stage Review Questions

LEA Teacher Pipeline Questions



LEA Teacher Pipeline Review



Stage 1: Understanding the Why

Knowing the way

- Why does addressing teacher shortages matter to our state and local communities?
- Why is action needed now?
- Why is it important to have a comprehensive approach?

Inventory past and current initiatives to address teacher shortages.

- Are existing task forces or workgroups charged with examining teacher shortages in the system?
- What key recommendations, action steps, and outcomes have emerged from current or past task forces or workgroups?
- What lessons learned from current or past task forces or workgroups should we consider duplicating or avoiding?

Ways teacher shortages reflect issues of equitable access.

- Which student groups in our local communities lack equitable access to effective teachers?
- Does the lack of equitable access to effective teachers align with teacher shortages areas?
- How has the lack of equitable access to effective teachers impacted the academic success of these student groups?

EPPs and Stakeholders Questions



EPPs and Stakeholders Teacher Pipeline Review



Stage 1: Understanding the Why

- Why does addressing teacher shortages matter to our state and local communities?
- Why is action needed now?

Inventory past and current initiatives to address teacher shortages.

- What skills, experiences, and incentives does your organization bring to the work?
- Are existing task forces or workgroups charged with examining teacher shortages in the state or region?
- What key recommendations, action steps, and outcomes have emerged from current or past task forces or workgroups?
- What lessons learned from current or past task forces or workgroups should we consider duplicating or avoiding?

Consider how teacher shortages reflect issues of equitable access.

- Which student groups in our state do we think lack equitable access to effective teachers?
- Is there a lack of equitable access to effective teachers is aligned with teacher shortages?

Upcoming Event

GEORGIA INDUCTION SUMMIT 2020

ATTAINING NEW HEIGHTS:

attracting, preparing, recruiting, and retaining

FRIDAY, MAY 1, 2020 | 7:45 a.m.–3:30 p.m.

Middle Georgia State University Robert F. Hatcher, Sr. Conference Center
100 University Parkway, Macon, GA 31206-5145

THANK YOU FOR ALL THAT YOU DO!

SHAUNTICE WHEELER

TITLE II, PART A (STATE ACTIVITIES AND PROFESSIONAL LEARNING)

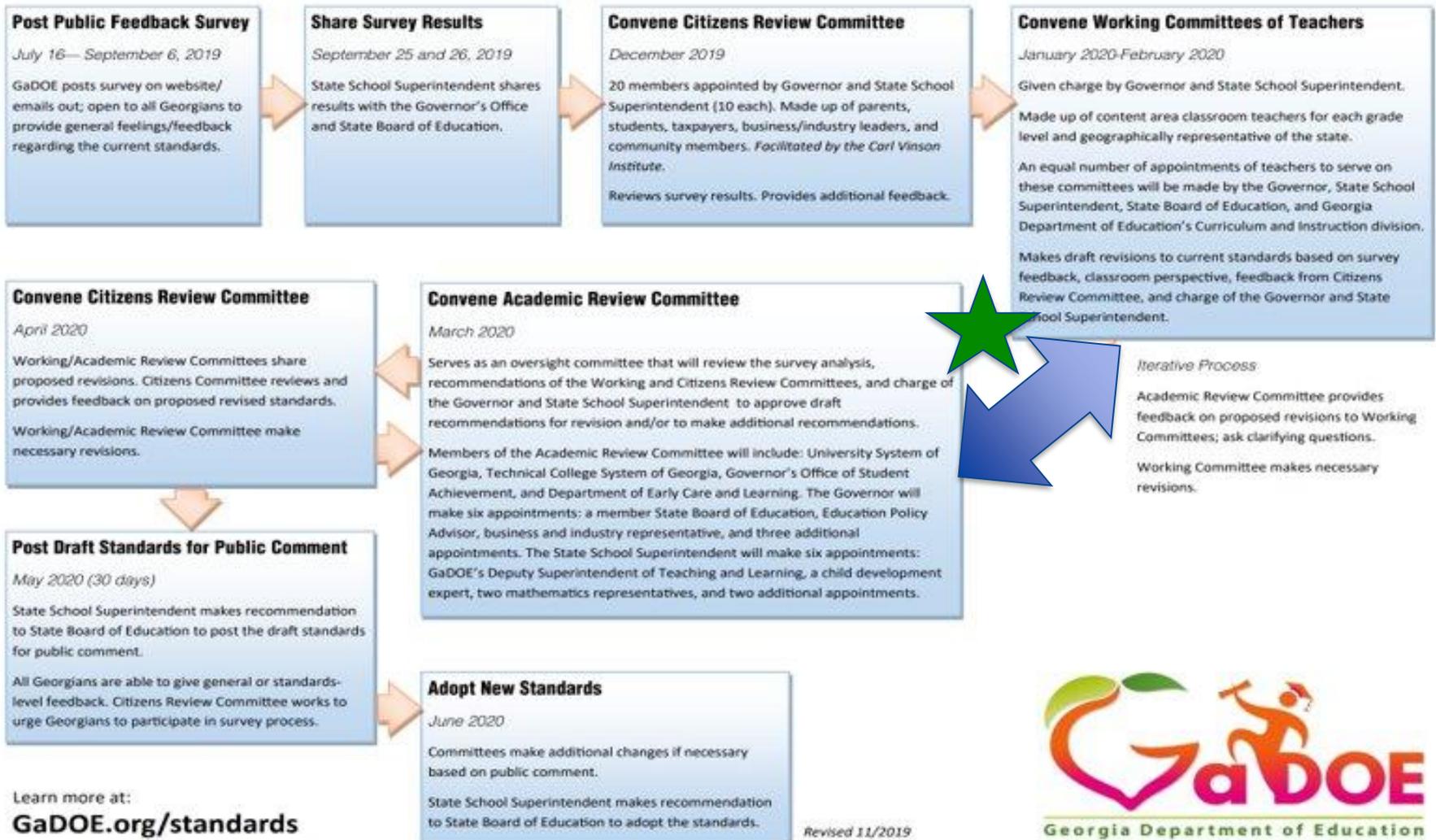
PROGRAM MANAGER

SWHEELER@DOE.K12.GA.US

404-801-9677

For more information, visit www.gadoe.org/standards

K-12 Mathematics Standards Review Process



Content Areas

[Computer Science](#)

[English Language Arts](#)

[Fine Arts](#)

[Gifted Education](#)

[Health & Physical Education](#)

[Literacy Reading](#)

[Mathematics](#)

[Science](#)

[Social Studies](#)

[STEAM/STEM](#)

[World Languages & Global Initiatives](#)

Other Programs

[L4GA](#)

[Early Intervention Program \(EIP\)](#)

[Instructional Materials/Learning Resources/Textbooks](#)

[Library Media Services](#)

[Math/Science Partnership \(MSP\)](#)

[Remedial Education Program \(REP\)](#)

Curriculum and Instruction

The Division of Curriculum and Instruction supports evidence-based instructional practices and strategies for differentiated, innovative, and effective teaching and learning based on the State-adopted standards in support of a balanced curriculum for the whole child.

Georgia K-12 teachers in collaboration with post-secondary educators, business and industry representatives, parents, and educational agencies and organizations work to develop challenging and relevant standards.

Georgia standards are reviewed for revision on a regular cycle to stay current with an ever-changing, fast-paced, and technological global society. Georgia standards for all content areas, along with sample instructional resources, are available on [GeorgiaStandards.Org](#).

New Updates

- 2020 GACIS Fall Conference - Early Registration Open February 17 - March 16
- [Watch] Learn the latest information on K-12 Computer Science, Computational Thinking, and Digital Citizenship in GA
- January TL Updates Newsletter
- User Guide for TRL
- 2020 Winter Literacy Institute Dates
- 2020 Girls Go CyberStart Flyer
- Dyslexia Informational Handbook

Contact Information

Justin D. Hill, Ed.S.

Director Curriculum and Instruction

Telephone: (404) 463-4141

Email: juhill@doe.k12.ga.us

Sheila White

Business Support Analyst

Telephone: (404) 463-0934

Email: swhite@doe.k12.ga.us

 Follow GeorgiaStandards.Org (GSO)

 Curriculum and Instruction Staff List

Official List of State-funded Courses

- Official State-funded K-8 subjects and 9-12 courses for students entering ninth grade in 2008 and subsequent years (SBOE Rule 160-4-2-.20) Last Updated: 8/8/19
- Summary of Changes for 2019-2020: State-funded K-8 Subjects and 9-12 Courses Last Updated 7/29/19

Supplemental Information



- Course Description Directory Last Updated 10/29/19
- Course Nomination Form (Due September 1st)

Frequently Requested Information

- Frequently Used Rules and Law in Curriculum and Instruction
- Guidance for Dramatic Writing - Embedded Course
- Lexile Parent Resources (including Spanish versions)

Time in the 2008-09 School Year and

Subsequent Years

- Georgia High School Graduation Requirements 1967-present

Awarding Units of Credit and Acceptance of Transfer Credit and/or Grades

- SBOE Rule 160-5-1-.15 Awarding Units of Credit and Acceptance of Transfer Credit and/or Grades
- Guidance for Awarding Units of Credit and Acceptance of Transfer Credit and/or Grades
- SWD High School Mathematics Decision Rubric
- Frequently Asked Questions for SBOE Rule 160-5-1-.15

SCIENCE, SOCIAL STUDIES & VISUAL ARTS COLLABORATION

Geo-Inquiry and the Art of Storytelling with National Geographic and GaDOE

2019-2020 Staff and a National Geographic Explorer to integrate science, social studies and visual arts content through our well-known and beloved, National Geographic role of inquiry and storytelling. Gain an understanding of the National Geographic Learning Framework, a standards-aligned background to develop an important student to students of all ages.

National Geographic Explorer Guest Asha Stuart
@ashastuart

GEO-INQUIRY Hosted by Middle GA RESA and Houston County
Address: 414 Science, Visual Art, and Social Studies Educators
February 26, 2020 8:30 A.M. to 3:30 p.m.
Pagan Center - Houston County RDE, Perry, GA
Click here to register:
http://www.ga.gov/gadoe/geo-inquiry

FCBS Visual Arts @fchsvisu... · 21s
It was a great day with National Geographic learning how to help kids use inquiry in their work. Asha Stuart was amazing as she described her methods of storytelling and relationship building in various cultures. #geoinquirygadoo @Jesbooth

Debi West @dewestudio · 26m
Art Teachers ROCKED the @NatGeoEducation workshop today provided by the @georgiadepofed @Jesbooth @IveyColeman7 @TheArtManStan @Dottree2 #togetherweARTbetter @Jesbooth

Rachel M Cotton @mccotton
I am thrilled to be one of the trailblazers in the first workshop in the US on geo-inquiry and storytelling through @NatGeoEducation and the @Jesbooth with the #GaDOE!!! #geoinquiryGadoo
· 1:18 PM · 2/26/20 · Twitter for Android



Welcome Aboard Casey Hall! He will join our Fine Arts Team March 16th. Casey's background in ES music will help us expand support to teachers in this area.

**March is the Last FY20 C&I Area
Spotlight: We will resume SEP 2020**

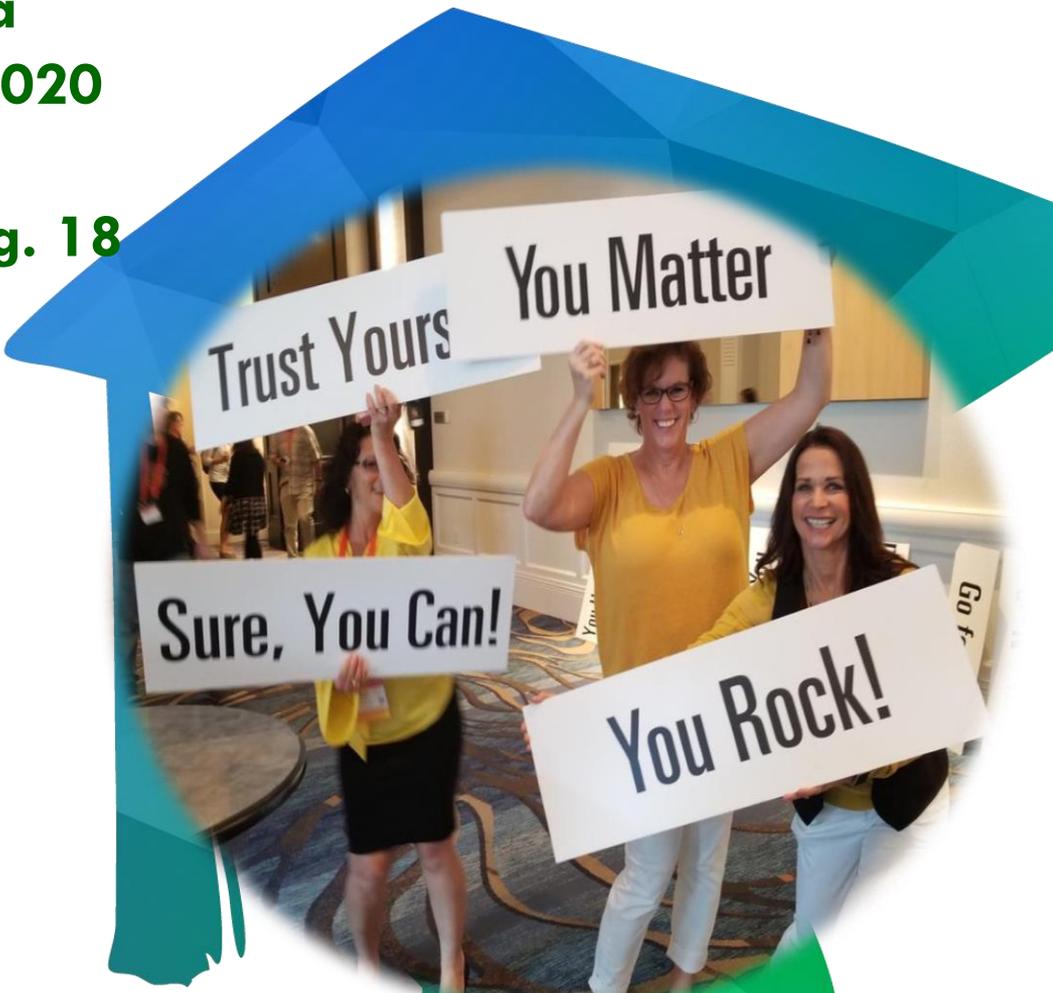
**NEW FY21 C&I Supervisors: Aug. 18
Location: TBD**

www.gadoe.org

   @georgiadeptofed

 youtube.com/georgiadeptofed

Justin Hill
Email: juhill@doe.k12.ga.us
Office: 404.463.4141



**EDUCATING
GEORGIA'S FUTURE**