Training for the New Georgia Performance Standards
Day 1: Standards-Based Education and the New GPS

Participant's Guide

Curriculum / Special Education Directors

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Acknowledgements

This training program was developed by the Georgia Department of Education as part of a series of professional development opportunities to help teachers increase student achievement through the use of the Georgia Performance Standards.

For more information on this or other GPS training modules, please contact Robin Gower at (404) 463-1933 or rogower@doe.k12.ga.us.

Use of This Guide

The module materials, including a Leader's Guide, Participant's Guide, PowerPoint Presentation, and supplementary materials, are available to designated trainers throughout the state of Georgia who have successfully completed a Train-the-Trainer course offered through the Georgia Department of Education. Additionally, these materials may be downloaded for training purposes from www.georgiastandards.org.

Agenda

This is a one-day course, with approximately six and a half hours of instructional time.

Introduction ..... 30 minutes

Overview of Standards ..... 2 hours

Standards-Based Teaching and Learning ..... 3 hours

Putting It All Together ..... 30 minutes

Summary and Wrap-Up ..... 30 minutes

Module Goal

The module goal is to demonstrate a deep understanding of the new Georgia Performance Standards and the standards-based education approach, through thoughtful curriculum planning, development of formative and summative assessments, and the design of instruction matched to the standards and research-based best practices. This shall be measured by student performance on progress monitoring and standardized criterion-referenced tests.

Key words from the goal:

- Deep understanding
- Georgia Performance Standards (GPS)
- Standards-based education
- Research-based best practices

Note that the goal will not be reached by day one of training alone. It will take preparation, eight days of guided instruction, and follow up to master this goal. Various days of training will deal with different components of the goal, such as curriculum planning, assessment, and instruction.

Module Objectives

By the end of day one of training, participants will be able to:

1. Describe the benefits of the GPS.
2. Describe the various phases of the GPS phase-in plan.
3. Define terms related to the GPS and SBE.
4. Identify four parts of each standard.
5. Describe the backward design process used in standards-based teaching and learning.
6. Identify key components of the applicable standards (for example, K-3 ELA).

Place Your Bets!

Directions: The object of *Place Your Bet is* to reveal essential ideas from the GPS and dispel concerns and common misconceptions related to the GPS. A series of statements will be shown and read to you by the presenter. Decide if the statement is true or false. Then place a bet of $0, $5, $20, or $100 based your confidence in the answer. Record your bet in the appropriate game square below. Keep track of your cumulative earnings as you play the game. There may even be a prize for the person earning the highest score!

Q1: Bet $_____ Total Winnings: _____	Q2: Bet $_____ Total Winnings: _____	Q3: Bet $_____ Total Winnings: _____	Q4: Bet $_____ Total Winnings: _____	Q5: Bet $_____ Total Winnings: _____
Q6: Bet $_____ Total Winnings: _____	Q7: Bet $_____ Total Winnings: _____	Q8: Bet $_____ Total Winnings: _____	Q9: Bet $_____ Total Winnings: _____	Q10: Bet $_____ Total Winnings: _____
Q11: Bet $_____ Total Winnings: _____	Q12: Bet $_____ Total Winnings: _____	Q13: Bet $_____ Total Winnings: _____	Q14: Bet $_____ Total Winnings: _____	Q15: Bet $_____ Total Winnings: _____
Q16: Bet $_____ Total Winnings: _____	Q17: Bet $_____ Total Winnings: _____	Q18: Bet $_____ Total Winnings: _____	Q19: Bet $_____ Total Winnings: _____	Q20: Bet $_____ Total Winnings: _____

Four Parts of a Performance Standard

Standard

ELA7W2 The student demonstrates competence in a variety of genres.

Elements

The student produces a narrative (fictional, personal, experimental) that:

a. Engages readers by establishing and developing a plot, setting, and point of view that are appropriate to the story (e.g., varied beginnings, standard plot line, cohesive devices, and sharpened focus).
b. Creates an organizing structure appropriate to purposes, audience, and context.
c. Develops complex major and minor characters using standard methods of characterization.
d. Includes sensory details and concrete language to develop plot, setting, and character (e.g., vivid verbs, descriptive adjectives, and varied sentence structures).
e. Excludes extraneous details and inconsistencies.
f. Uses a range of strategies (e.g., suspense, figurative language, dialogue, expanded vocabulary, flashback, movement, gestures, and expressions, tone, and mood).
g. Provides a sense of closure to the writing.

Task

Using narrative strategies, the student writes about a particular event that is meaningful or significant in the student's life.

Student Work

It was mid-summer in the year 2001. Im
ot sure what day exactly but it was going to be
ne of two big days of the year for me.

Buzzz. My alarm went off as six in the
orning. I got out of bed and looked out my
indow. It was still dark out. I managed to see
wo dear roaming around my backyard looking for something to eat. "Well, I better go get ready," I told myself. It was about six-thirty by the time my mom and I got everything packed in the car.

me to go. We need to be there at
mom yelled.
ming," I responded. "I had to get my
We were off to my first big horse

the way there I saw so many things I
noticed before. There were cows,
s, and chickens on a farm I thought
ned. There were flocks of birds

Teacher Commentary

♦ "It Was Midsummer" meets the standard for 7th grade narrative writing by describing the author's experience at her first big horse show. The organizing structure for the piece is the chronological timeline of the horse show weekend. The story progresses logically from beginning to end, and the writer uses transitional devices to guide the reader through the story. She uses phrases such as, "I woke up the next morning" and "After the seven jump course" to show time transitions.

♦ The writer develops character by explaining her excitement and her frustration throughout the weekend. She includes sensory details to give the writer a sense of the atmosphere at the horse show ("Everything seemed so fresh. I could smell the pine trees, and the newly cut grass" and "It was ninety degrees out but it felt like twenty").

What Makes the Standards Different?

Strand _____

Standard _____

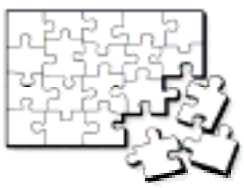
Element	K	1st	2nd	3rd	4th

Element	5th	6th	7th	8th	9th-12th

Frayer Model of Backward Design

Definition	**Examples:**
What It Is	**What It Isn't**

Backward Design



LEARNING-FOCUSED Schools Model (LFS) And Understanding By Design (UBD)

A Comparison of the Models

LEARNING-FOCUSED SOLUTIONS, INC.

(Reprinted with Permission from Learning-Focused Solutions, Inc.)

Stage 1: Unit Goals (Standards/Objectives)

LFS	UBD
Essential Questions • Unit Essential Question is overarching with broad focus • Lesson Essential Questions are topical with narrow focus	Enduring Understandings
Knowledge and Skills Embedded in Lesson Essential Questions • Not explicit on template	Essential Questions • Overarching • Broad Focus
Prioritizing and Mapping Curriculum	Knowledge and Skills Explicit on Template

Very strong component of UBD. Good job of specifying content. Materials can be confusing.

Stage 2: Performance Task / Assessment

LFS	UBD
Identifies Performance Task	Identifies Performance Task
"Other Evidence" of Learning is Teacher Driven	Emphasis on "Other Evidence" of Learning
Rubric Assessment	Rubric Assessment

LFS and UBD are comparable. Strength depends on level of desired specificity.

Stage 3: "Where To" Acronym (Instruction)

LFS	UBD
Backward Mapping of Lesson and Unit Planning Based on Learning	Backward Mapping of Units with Teachers Creating List of Activities
Acquisition and Extending Lessons with Connected Strategies	Have to Create Lessons on their own after UBD Unit Activities Developed
Extensive Teaching Strategy Support	No Learning / Teaching Strategies
	No Explicit High Level Thinking Focus

LFS and UBD have some similar elements. This is the strongest component of LFS; Weakest component for UBD.

Benefits of Backward Design

Directions: Imagine that you are back at your school, explaining to your colleagues how you are going to approach the new standards. You have decided to embrace a standards-based (backward design) process, but you are encountering objections.

1. Read the provocations below.
2. If needed, add additional ones that you would expect to hear from your colleagues.
3. Use your *Understanding by Design* book to try to find good answers to these provocations.
4. With other members of your group, take turns role playing the SBE advocate and the resister. Practice using your knowledge of backward design to convince the resister of its value.

Provocations:

"That means always using performance-based assessments. I still want to use traditional quizzes and tests."

"Teaching for understanding takes too much time. I can barely get through the textbook now."

"I'm overwhelmed. How can I possibly teach to all the state content standards and our district curriculum objectives?"

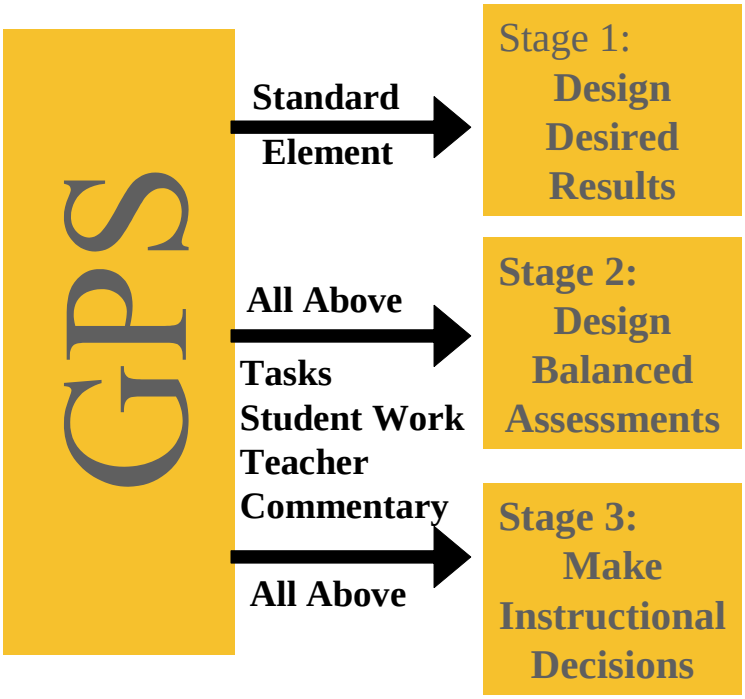
"Every year, parents and students are thrilled with the unit we do on jungle animals. I'm not giving it up just because there's no standard related to it. I know what keeps my kids interested in learning."

"If you develop your assessments first, then all you're doing is teaching to the test, and valuable learning gets lost."

"That might work for (name another grade level or subject matter), but not for us."

How Standards Interface with Understanding by Design

Standards Based Education Model



Georgia will lead the nation in improving student achievement.

Follow Up Assignment

Directions: Please complete this assignment before your next class. Bring all your products to class; you will be building on this work in the next training session.

Complete your action plan. Choose 1 Georgia Performance Standard to analyze/unpack (Stage 1 in *Understanding by Design.*). This means identifying:

- Big ideas
- Enduring Understandings
- Essential questions
- Skills and knowledge

The Design Checklist Handout (page 126) may be helpful as you organize your thoughts as to how you will approach this assignment. You may then use one of the templates in *Understanding by Design: Professional Development Workbook*, such as the one on page 122 or 125, or you may create your own format to analyze/unpack your GPS.

Choose one standard from the list below that is most applicable to you.

- ELA K-3
- ELA 4-8
- ELA 9-12
- Math 6
- Science 6-8
- Life Science 9-12
- Physical Science 9-12

Action Plan

Directions: Complete the following chart to help shape your team's work before day two of training. You should analyze at least one standard in each strand, including big ideas, understandings, essential questions, skills and knowledge, and evidence. Here are some questions to consider:

- What do we need?
- What do we have?
- How can we obtain needed information or resources?
- What can we develop as a team?
- What is our plan for completing the work and learning together?

GPS Standards we will tackle:			
Step/Activity	**Who**	**By When**	**How**

Recommended Readings

Books

Dufour, R., & Eaker, R. (1998). *Professional Learning Communities at Work*. Bloomington, IN: National Educational Service.

The authors use Adlai Stevenson High School as the case study of how principals can create learning communities where student learning and achievement are center stage. The book lays out the school improvement process. No failing schools would exist if every school became a learning community modeled after DuFour's school. The book contains an extensive bibliography.

Hayes Jacobs, Heidi. *Mapping the Big Pictures: Integrating Curriculum and Assessment K-12*. Alexandria, VA: Association for Supervision and Curriculum Development. 1997.

In this step-by-step description of the process for creating and working with curriculum maps from data collection to ongoing curriculum review, Jacobs discusses the importance of "essential questions," as well as assessment design that reflects what teachers know about the students they teach. The benefits of this kind of mapping are obvious for integrating curriculum. Through the development of curriculum maps, educators can see not only where subjects already come together but also any gaps that may be present.

Literacy Across the Curriculum: Setting and Implementing Goals for Grades Six through 12. Southern Regional Education Board, 2004. Publication Orders Department, 592 10th St. N.W., Atlanta, GA 30318-5790, Fax: (404) 872-1477 (03V63, $10 each/$6.50 each for 10 or more.) http//www.sreb.org/main/Publications/catalog/howtoorder.asp.

This volume is essential for state, district, and school leaders who plan to implement schoolwide literacy programs. It provides concrete, research-based steps not only to raise reading and writing achievement but also to help students learn more in every class by using literacy skills. The guide focuses on five literacy goals: reading 25 books across the curriculum; writing weekly in all classes; using reading and writing strategies; writing research papers; and taking rigorous language-arts classes.

Marzano, Robert J., Debra J. Pickering, and Jane E. Pollock. *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*. Alexandria, VA: Association for Supervision and Curriculum Development. 2001.

Using a meta-analysis of thousands of research studies, Marzano clearly answers the question, "Which instructional techniques are *proven* to work?" They provide 13 proven strategies that all teachers can use, and they explain the research in a clear, practical manner.

Marzano, R., Norford, J., Paynter, D., Pickering, D., & Gaddy, B. (2001). *A Handbook for Classroom Instruction That Works*. Alexandria, VA: Association for Supervision and Curriculum Development.

A perfect resource for self-help or school study groups, this handbook makes it much easier to apply the teaching practices outlined in *Classroom Instruction That Works*. The authors guide the reader through the nine categories of instructional strategies that are most likely to maximize student achievement and provide everything needed to use the strategies quickly in classrooms. The book includes the following: exercises to check understanding; brief questionnaires to reflect on current beliefs and practices; tips and recommendations to implement the strategies; samples, worksheets, and other tools to help plan classroom activities; and rubrics to assess the effectiveness of the strategy with students.

Marzano, Robert J. *Classroom Management That Works: Research-Based Strategies for Every Teacher*. Alexandria, VA: Association for Supervision and Curriculum Development. 2003.

The authors analyze research from more than 100 studies on classroom management to answer the questions, "How does classroom management affect student achievement?" and "What techniques do teachers find most effective?" The authors provide action steps, along with real stories of teachers and students, to guide teachers in implementing the research findings.

Marzano, Robert J. *Transforming Classroom Grading*. Alexandria, VA: Association for Supervision and Curriculum Development. 2000.

Grading has the *potential* for being a valuable learning tool that helps both students and teachers clearly see how they can improve; however, this potential is seldom realized. In this book, Marzano presents viable alternatives to traditional assessment that are grounded in research and practical at the same time.

Strong, R., Silver, H., & Perini, M.. *Teaching What Matters Most: Standards and Strategies for Raising Student Achievement*. Alexandria, VA: Association for Supervision and Curriculum Development. 2001.

This practical book about the responsibility educators have to teach what matters most includes many examples of educators throughout the nation who have been successful in increasing student performance on state and national assessments. The authors also explore three changes that must take place to achieve this goal: responsible standards, responsible strategies, and responsible assessment practices.

Tomlinson, C. *The Differentiated Classroom: Responding to the Needs of All Learners*. Alexandria, VA: Association for Supervision and Curriculum Development. 1999.

Tomlinson explains the elements of differentiated instruction and the importance of differentiated instruction within the classroom. The book also serves as an instructional guide for educational leaders and instructors as differentiated strategies are implemented.

Tomlinson, C. *How to Differentiate Instruction in Mixed-Ability Classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development. 2001.

This excellent resource includes concrete examples of instructional strategies matched to the readiness, interests, and talents of all students. Strategies include learning-centered, hands-on activities; contracts; and investigative projects. The author also offers lesson-planning strategies to provide scaffolding of the content, procedures used in learning, and products of learning.

Wiggins, Grant and Jay McTighe. *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development. 1998.

This book explains the "backward design" process that is the backbone of standards-based education. The book explains both the underlying principles and the process teachers can use to put them into practice.

Wiggins, Grant and Jay McTighe. *Understanding by Design Study Guide*. Alexandria, VA: Association for Supervision and Curriculum Development. 2000.

This companion book to *Understanding by Design* provides discussion questions, graphic organizers, and summaries to support faculty study groups that are exploring *Understanding by Design*.

Wiggins, Grant and Jay McTighe. *Understanding by Design Professional Development Workbook*. Alexandria, VA: Association for Supervision and Curriculum Development. 2004.

This companion book to *Understanding by Design* is chock-full of templates and examples to help teachers put the process into place.

Web Sites

Read-Write-Think. NCTE/IRA. http://www.readwritethink.org/.

This site contains lessons, web resources, standards, and student materials. It provides quality practices and resources in reading and language arts instruction.

Looking at Student Work, http://www.lasw.org/resources_stuwork.html.

This site provides links to web sites that post authentic samples of student work, along with teacher and student commentary, information about instruction, and assessment criteria.

Illinois School Improvement Division.
http://206.166.105.86/knowledge/standards_resources.asp.

This site provides Illinois Learning Standards Resources, including benchmark indicators, sample learning activities, and sample student work.

Units (incorporating Learning Focused components). Connected Learning.
http://www.title3.org/.

BOCES is a cooperative service organization that helps school districts save money by pooling resources and sharing costs.

Special Education Resources

Access, Participation, & Progress in the General K-12 Curriculum. National Center on Accessing the General Curriculum (ncaog.org).

Aligning Special Education with NCLB. www.ldonline.org.

Thompson, S., Thurlow, M., Quenemoen, R.F., & Esler, A. (2001). Addressing standards and assessments on state IEP forms, National Center on Educational Outcomes (NCEO Synthesis Report 38).

Writing Standards-based IEPs. Colorado Department of Education. www.cde.org.

Resources for Differentiation

Association for Supervision and Curriculum Development. *At Work in the Differentiated Classroom*. Alexandria, VA. Author. (video staff development set). 2001.

Chapman C. & Gregory, G. *Differentiated Instruction Strategies For Writing In The Content Areas*. Thousand Oaks, CA: Corwin Press. 2003.

Coil, C. *Standards-Based Activities And Assessments For The Differentiated Classroom*. Marion, IL: Pieces of Learning. 2004.

Tomlinson, C. *Fulfilling The Promise Of The Differentiated Classroom: Strategies And Tools For Responsive Teaching*. Alexandria, VA: Association for Supervision and Curriculum Development. 2003.

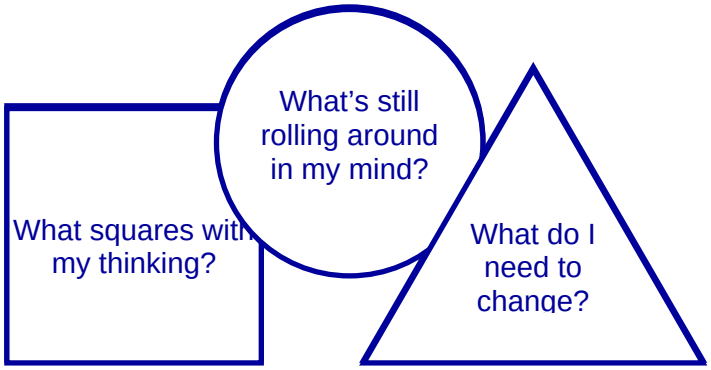
Winebrenner, S. *Teaching Gifted Kids In The Regular Classroom*. Minneapolis, MN: Free Spirit. 1992.

Glossary

CONTENT STANDARDS:	Content standards state the purpose and direction the content is to take, and are generally followed by elements. Content standards define what students are expected to know, understand, and be able to do.
CURRICULUM DOCUMENT:	The Georgia Performance Standards document is the curriculum document that contains all standards that should be learned by all students.
ELEMENTS:	Elements are part of the content standards that identify specific learning goals associated with the standard.
PERFORMANCE STANDARDS:	Performance standards define specific expectations of what students should know and be able to do and how well students must perform to achieve or exceed the standard. Georgia's performance standards are composed of four components: content standards, tasks, student work, and teacher commentary.
PROCESS STANDARDS:	Process standards define the means used to develop patterns of thought and behavior that lead to conceptual understanding.
STANDARD:	Something set up and established by authority as a rule for the measure of quantity, weight, extent, value, or quality.
STANDARDS-BASED EDUCATION:	In standards-based classrooms, standards are the starting point for classroom instruction that ensures high expectations for all students.
STRAND:	A strand is an organizing tool used to group standards by content. For example, the English language arts curriculum contains strands of reading, writing, listening, speaking, and viewing. K-5 science curriculum contains a life science strand, physical science strand, and an earth science strand.
STUDENT WORK:	Examples of successful student work are included to specify what it takes to meet the standard and to enable both teachers and students to see what meeting the standard "looks like."

TASKS:	Keyed to the relevant standards, tasks provide a sample performance that demonstrates to teachers what students should know and be able to do during or by the end of the course. Some tasks can serve as activities that will help students achieve the learning goals of the standard, while others can be used to assess student learning; many serve both purposes. Although the Georgia Performance Standards include tasks, teachers may develop their own tasks.
TEACHER COMMENTARY:	Teacher commentary is meant to open the pathways of communication between students and the classroom teacher as well as within faculty in order to ensure consistency within assessment and expectations. Commentary shows students why they did or did not meet a standard and enables them to take ownership of their own learning.

Learning Journal



Learning Journal