



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

Content Facilitator's Guide
Curriculum/Special Education Directors

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.

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Use of This Guide

The module materials, including a Content Facilitator'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.

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Overview

Module Rationale “Georgia will lead the nation in improving student achievement.” This is the goal, and promise, behind the new Georgia Performance Standards (GPS). The purpose of this training is two-fold.

The first purpose is to introduce participants to the applicable standards. For 2004-2005, these include:

1. ELA K-3
2. ELA 4-8
3. ELA 9-12
4. Mathematics 6
5. Science 6-7
6. Life Science 9-12
7. Physical Science 9-12

Teachers are excited and a little nervous about the content of the new curriculum (GPS), the structure of the standards, and how they relate to the previous (QCC) curriculum. Everyone is eager to find out what content has been added, dropped, and/or moved, whether performance demands have been changed, and how the new curriculum relates to state-wide testing. These concerns and questions are addressed in this training. After day one, participants will have a good general idea of the standards; the standards will be explored in more depth in subsequent training days.

The second purpose is to introduce the standards-based education approach and to assist teachers in using this “backward design” approach to develop assessments and instruction in support of the new curriculum standards. During day one of the training, the emphasis is on the model itself—what it is, why it is important, and how it can be used so that the new GPS have a profound impact at the classroom level. Subsequent days of the training will address elements of the backward design model (curriculum mapping, assessment, and instruction).

Although there is not enough time in one day of training to address either of these two purposes in great depth, participants will get a chance to “dig into” the standards, so that they can begin to see how the big ideas apply to specific parts of the GPS.

Module Description

This module includes preparation (an assignment for participants to complete before training), an instructor-led one-day session, and follow up. The prior preparation helps participants to jump into meaningful discussions quickly, and the follow up serves as a bridge to day two of training. Class presentations, discussions, and activities contain both general principles and specific applications. “General principles” refers to concepts that extend across the curriculum; “specific applications” refers to the standards that are the focus of the module. For this reason, there are eight variations on the module, corresponding to the subject areas/grade levels listed on the previous page. The training is structured so that the general principles are the same throughout the modules, with “drop in” examples specific to the subject and grade levels.

Module Goal

The module goal is to demonstrate a deep understanding of the new Georgia Performance Standards (GPS) and the standards-based education approach (SBE), 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 (SBE)
- 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 One 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).

Module Sequence

Prior Preparation—Participants (3 hours)

- Understanding Standards-Based Education
- Review of information from www.georgiastandards.org.

Introduction (30 minutes)

- Hook
- Overview of the Module
- What You Know/What You Want to Know

Overview of the Standards (2 hours)

- Phase-In Plan and Benefits of GPS
- New Georgia Curriculum by Content Area
- Overview of GPS
- Critical Components of GPS
- Summary

Standards-Based Teaching and Learning (3 hours)

- Standards Based Education (SBE) and Backward Design
- Elements and Benefits of Backward Design
- SBT&L and GPS: Presentation and Walkthrough
- Summary

Putting It All Together and Follow-Up Work (30 minutes)

- Putting It All Together: Unpacking a Standard

Summary and Wrap-Up (30 minutes)

- Wrap-Up
- Action Planning
- Summary

Leader Roles and Responsibilities This workshop will require of you a different set of skills than most other instructor-led training programs. There is less presentation and lecture; instead, you will have to use demonstration, questioning, and facilitation skills. This guide includes the basic questions you should ask the participants, but throughout the workshop, you will have to add additional probing questions to get the participants to question their assumptions and continue to refine their understanding of what standards-based teaching is and how it can make a difference.

Target Population The target populations for this training are teachers of English Language Arts at all grade levels; teachers of 5th and 6th grade mathematics; and teachers of 6th grade, 7th grade, and high school science. This includes teachers of this content in special education, gifted, and supplemental/alternative positions who need to be knowledgeable of the general curriculum in order to provide accommodations, modifications, and/or support so that students with special needs have access to, and progress in, that curriculum. Also included in the target population are others in leadership positions for these portions of the curriculum (e.g., literacy coaches, curriculum specialists).

Teachers will be trained locally, in groups corresponding to the following modules:

1. ELA K-3
2. ELA 4-8
3. ELA 9-12
4. Mathematics 6
5. Science 6-7
6. Life Science 9-12
7. Physical Science 9-12
8. General Curriculum and Special Education Directors

**Module
Preparation**

Preparation is critical to a successful training session. Listed below are some tips that will help you prepare for your session.

1. Participate in a Train-the-Trainer session.
2. Gather all the required articles, texts, and other materials listed in the "Module Materials" list on page 13. A set of books is provided to each school, as listed on page 14. Become very familiar with these materials and the materials in the *Recommended Readings* list.
3. Ensure that school administrators understand the preparation and follow up requirements of the course and that the GPS curriculum changes have evolved from a very open public process that included public input from responses sought by the GDOE. The current GPS was developed taking into consideration all input from all respondents.
4. Ensure the participants who are enrolled in your training sessions have the preparation materials and realize it is an absolute requisite to attending the training. The best way to ensure compliance is to have multiple contacts with the participants and their administrators. During these contacts, whether by mail, phone, or e-mail (preferably a combination), ensure that participants have the prework materials, understand the assignment, and are committed to arriving prepared. Anything you can do to establish a relationship with participants will help reduce stress and ensure a meaningful and successful training experience. If the participants start the training unprepared, they may never catch up.
5. Identify a date, time, and location for this training. This may vary from one setting to the next, as you work with local schools and/or districts to arrange a customized delivery schedule. Prepare a handout with this information and photocopy it for the participants. You can use the agenda on page 20 to guide you.

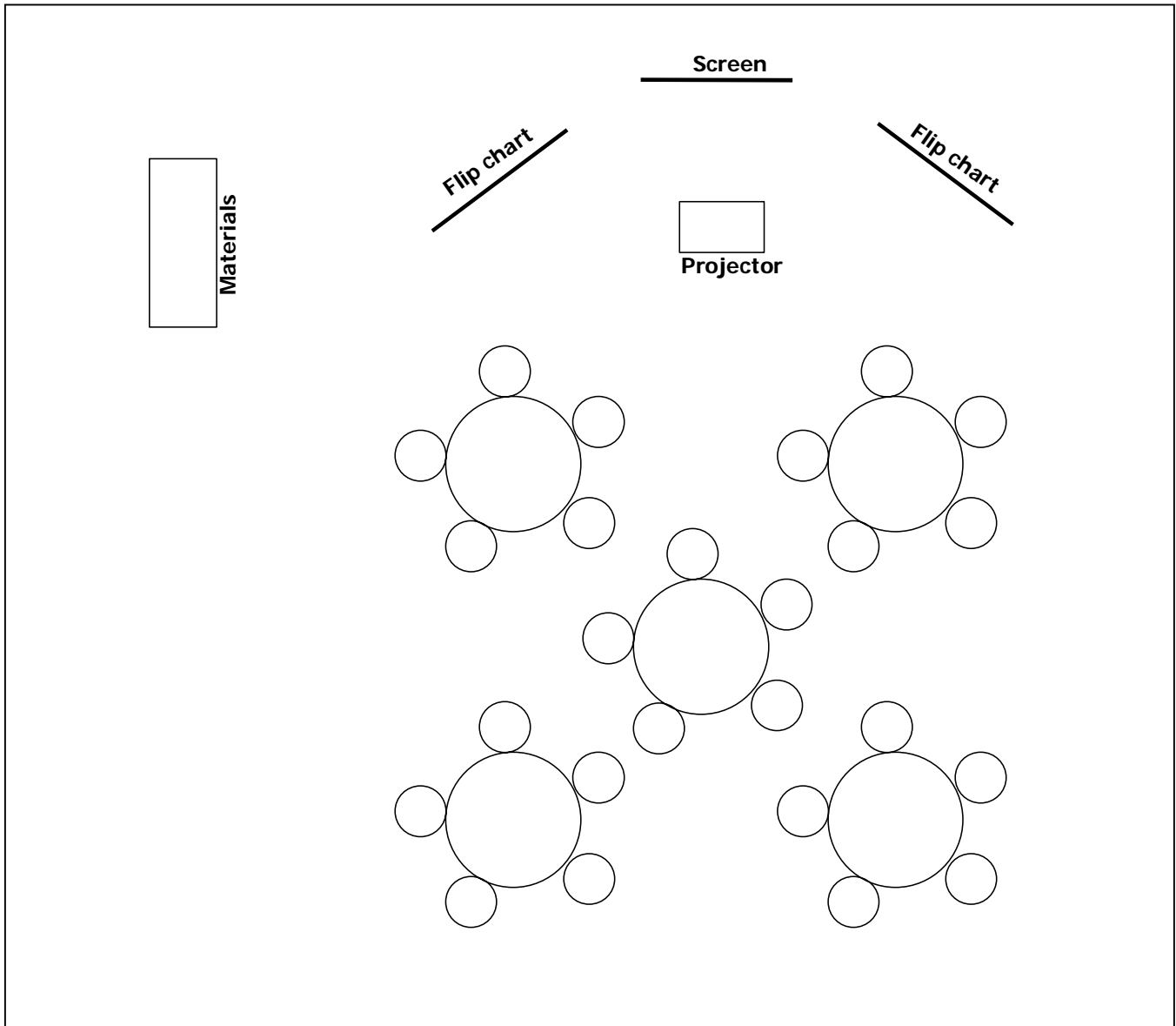
6. Determine how course follow-up will be handled. It is very important that professional development be an on-going, job-embedded process, with the training sessions being part of a cohesive plan to help teachers increase skills and knowledge. Here are some questions you must answer before conducting the workshop:
 - Will there be any follow-up conference calls or a list serv to discuss progress and provide an information-sharing and networking forum? If so, who will lead them? When? How?
 - How will we ensure that participants complete the follow-up assignments? Who will follow up with reminders? How will we make sure this effort is supported locally?
 - Will there be grade level meetings? Department meetings?

7. Ensure that you have all materials.

8. Gather information about your training site:
 - Mailing address, contact person with phone number (Participant materials may need to be shipped to a specific location and someone needs to receive the materials.)
 - Size of room and space to work in small groups
 - Audio visual equipment
 - Projection system
 - Table and chairs: One table for leader (in front), one for materials, enough tables for the number of participants to sit in groups of about four
 - Wall space for your posters and flipcharts
 - Determine plans and payment for refreshments as desired/needed.
 - Review the graphic of the ideal site setup on page 12.
 - Set up your training room the night before the training. If you have never seen the room, this is especially important.
 - Test all equipment and make sure you have all of your materials organized for efficient distribution.

9. Go through the entire Content Facilitator's Guide.
 - Prepare an agenda. (You may also want to mark key times with Post-Its put in your guide.)
 - Use margins to note key points you plan to emphasize.
 - Walk through all activities.
 - Prepare any flipcharts.
 - Make sure your materials are organized according to when you will need them.
 - Make any adjustments that are needed to the activities, room layout, audio-visuals, etc., based on the number of participants.

Recommended Training Setup



**Module Materials
for Day One of
Training****Content Facilitator's Kit contents:**

- Content Facilitator's Guide (one for each leader)
- Complete Set of PowerPoint Slides (hard copy)
- Participant's Guide (one per participant and one per leader)
- Preparation Assignment (one per participant, to be sent out two weeks prior to class)

Make the appropriate number of copies of each of the following handouts. It is a good idea to have one labeled file folder for each set of handouts, so they are available when you need them.

- A. Handout, PowerPoint presentation (distribute with Participant's Guide)
- B. Handout, *Tools and Templates for Backward Design* (This handout should include the following pages from the *Understanding by Design Professional Development Workbook*: 62, 69, 71, 73, 88, 91, 107, 115, 116, 119, 122-125, 126, 128.) along with additional handouts
- C. Contact Information handout

Other materials needed:

- Name tags
- A variety of colored markers appropriate for flipcharts
- Highlighter markers
- Flipchart paper and stand
- Masking tape to post flipcharts

Equipment:

- Projection system for slides (Overhead or LCD Projector)
- Computer

Provided Texts Each school will receive one copy of each book listed below.

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

Marzano, Robert J. *What Works in Schools: Translating Research into Action*. Alexandria, VA: Association for Supervision and Curriculum Development. 2003.

Robert J. Marzano, Debra Pickering, and Jay McTighe. *Assessing Student Results: Performance Assessment Using the Dimensions of Learning Model*. Alexandria, VA: Association for Supervision and Curriculum Development. 1993.

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.

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

Strong, Richard W., Harvey F. Silver, and Matthew J. Perini. *Teaching What Matters Most: Standards and Strategies for Raising Student Achievement*. Alexandria, VA: Association for Supervision and Curriculum Development. 2001.

Tomlinson, Carol Ann. *How to Differentiate Instruction in Mixed-Ability Classrooms, 2nd edition*. Alexandria, VA: Association for Supervision and Curriculum Development. 2001.

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

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

Day One Preparation Send participants the Day One preparation assignment and instruct them to complete the assignment prior to attending class.

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.

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.

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.

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, www.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 Results (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. (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.

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	30 minutes

Introduction

Time 30 minutes

Overview In the overview, the participants complete a brief discovery activity to learn the rationale for standards-based education; i.e., that beginning with the GPS as desired results then designing instruction and assessment leads to in-depth understanding and mastery of the standards. This activity leads directly into a discussion of the goals of the training. Finally, participants share “what they know” and “what they want to know” about Georgia Performance Standards and their implementation.

Objectives

- To facilitate basic understanding of SBE
- To identify what participants already know and want to learn about GPS and SBE

Activities

- Hook: Large Group Activity (10 minutes)
- Overview of the Module: Presentation (10 minutes)
- What Do You Know and What Do You Want to Know: Small Group Activity (10 minutes)

Materials

- Take the quotation “Georgia will lead the nation in improving student achievement.” Print each word on a different color paper (or with different colored text). Cut all the letters and punctuation (periods, commas, etc.), so that each letter or punctuation mark is on a different sheet of paper. The end result should be 54 pieces of paper, each containing one letter or punctuation mark, with letters from any given word in the same color.
- Flipchart paper
- Markers
- Scratch paper

Hook: Large Group Activity (10 minutes)

Letter/punctuation cards

1. Distribute one letter or punctuation mark card to each participant as she/he enters the room. Do not provide any directions.

***Trainer's Note:** There are 54 pieces in all, so complete a rough calculation of how many pieces each participant should receive based on the anticipated number of participants. It is OK to have more participants than pieces, or participants with more than one piece.*

2. When all participants have arrived, say:

I think we're all here, so I'd like for you to proceed with the introductory activity.

3. Pause to give the participants time to express bewilderment, either verbally or via body language or both. Then ask: **Are there any questions?**
4. Expect participants to ask what you want them to do. Say: **Each of you has a different letter or punctuation mark. Individually they lack coherence, but if you put them together correctly, you'll discover that they make a meaningful quotation. Take the next couple of minutes and work together to make meaning out of the pieces you've been given. Lay the letters out on the floor or a table as you figure out the quotation.**

***Trainer's Note:** Manage the time of this activity, if necessary, by asking questions to speed up the process, such as, "Are the colors important?" or "This training is for the whole state of Georgia. Could that be important?"*

5. After the quotation is complete, say: **You've got it!**

6. Explain:

- **As you can see from this activity, it's difficult to achieve a desired outcome if we don't know what the expectations are.**
- **The Georgia Performance Standards have been developed by teaching professionals from all over Georgia and the nation. They provide the expectations. Implementing the GPS is now our task.**

***Trainer's Note:** This is the time for inclusions—words or gestures should be employed to indicate very clearly that “our” means all of us in the training room.*

- **Just as you were able to make sense of the individual letters once you knew what you needed to do, we all need to know what our roles are in terms of implementing the new standards.**

Overview of the Module: Presentation (10 minutes)

Slide 1

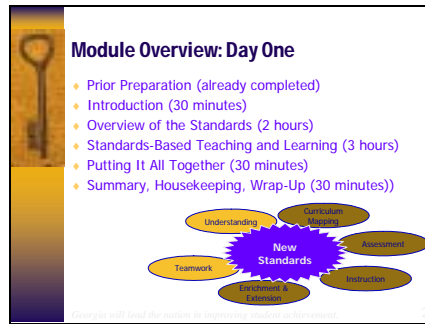
1. Show slide 1 (the title slide). Introduce yourself and briefly describe your background.



2. Ask participants to *briefly* introduce themselves, with just name and position.

Slide 2

3. Show slide 2, which contains the course overview information.



4. Present:

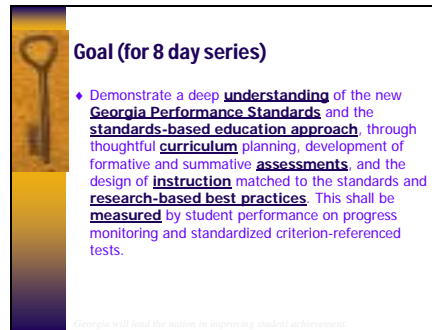
- **As the graphic shows, successful implementation of the new standards requires work in assessment, instruction, etc.**
- **Today, we'll be laying the foundation for these facets as we focus on building a team understanding of the standards and standards-based education—a process for using the standards to increase student achievement.**
- **As you can see from the topics, the preparation work you completed prior to this session ties into "Overview of the Standards" and "Standards-Based Teaching and Learning."**

PG-5

5. Present: **The goal and today's objectives are listed on page 5 of your Participant's Guide.**

Slide 3

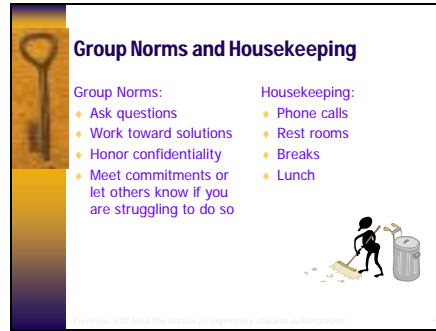
6. Show slide 3, *Goal (for 8 day series)*. Explain:



- **This is our goal for the training. Key words are highlighted. As you see, many of these words appeared in the previous slide.**
 - **This goal cannot be mastered in one day. It requires on-going, job-embedded professional development. It will take all of us working together to fully implement the GPS and reach this goal. We'll be working toward this goal over eight days of training.**
 - **We must practice, reflect, collaborate, and receive feedback as we learn. Therefore, there will be follow-up assignments after each day of training. These are suggested activities that will help you work independently and with others in your school and district to apply what you've learned.**
7. Present: **Because we have only one day together at this time, it might be helpful to talk about some ways that we can all work together.**

Slide 4

8. Show slide 4, *Group Norms and Housekeeping*. Ask participants if they would like to add to or change the group norms. Record any needed changes on a flipchart. Then, ask participants to agree to these norms.

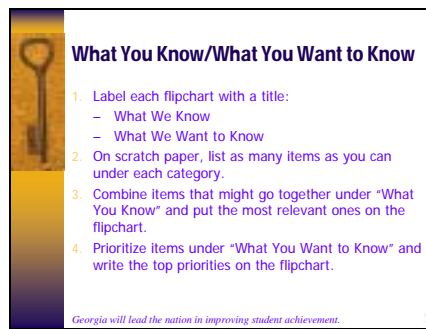


9. Go over housekeeping rules (phone, breaks, etc.) as appropriate to your schedule and location.
10. Transition: **Our goal today and in the remaining training sessions is to work through a step-by-step process we can use both to make sense out of the GPS and to use these standards to plan curriculum units, strategies, and lessons that facilitate student improvement. To do this I need to get a sense of what you know and what you want to know.**

What Do You Know and What Do You Want to Know: Small Group Activity (10 minutes)

- Flipcharts, markers
1. Ask participants to work in small groups of three to four people. Distribute markers and two sheets of flipchart paper to each group.
- Slide 5
2. Show slide 5, *What You Know/What You Want to Know*. Reveal the instructions one at a time, allowing time for participants to complete each step before revealing the next one.

Trainer's Note: *The slide is set up to reveal the instructions one at a time.*



3. Designate a "What You Know" side of the room and a "What You Want to Know" side and ask groups to post their lists.
4. Briefly note any patterns that you see and/or any items that may be listed on both sides of the room. Then tell participants that we will get back to these lists throughout the day.
5. Transition: **Let's move to the next section of training, *Overview of Standards*, and make sure that we all have a shared understanding of the GPS standards.**

Overview of Standards

Time 2 hours

Overview In this section, the trainer leads participants through an overview of the new Georgia Performance Standards. The participants are first introduced to the implementation plan for the GPS as well as the benefits of the new standards. Specific concerns or misconceptions regarding the standards will be addressed throughout this section of the training. Participants are then introduced to the parts of a performance standard and the essential changes and key features of the strands and standards.

Objectives

- Describe the benefits of the GPS.
- Describe the various phases of the GPS phase-in plan.
- Define terms related to the GPS.
- Identify four parts of each performance standard.

Activities

- Phase-In Plan and Benefits of GPS (10 minutes)
- New Georgia Curriculum by Content Area (40 minutes)
- Overview of GPS (10 minutes)
- Critical Components of the GPS (45 minutes)
- Summary (15 minutes)

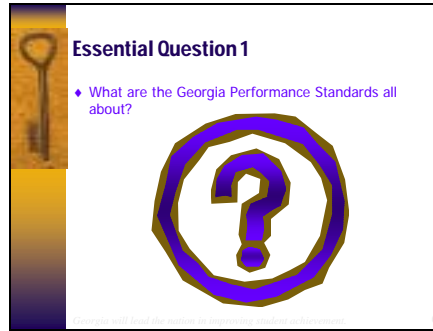
Materials

- Participants' copies of standards
- Chart paper
- Markers
- *Place Your Bet* Game Sheets in Participant's Guide
- Overhead projector or computer and LCD projector
- Transparencies or PowerPoint presentation

Phase-In Plan and Benefits of GPS (10 minutes)

Slide 6

1. Show slide 6, *Essential Question 1*. Present: **We are going to be exploring this question first.**



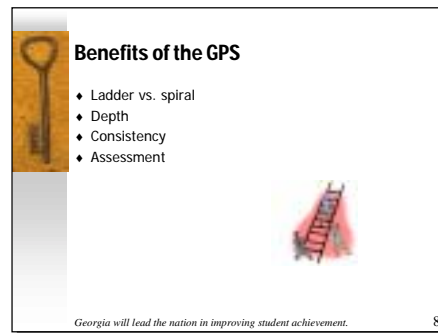
Slide 7

2. Show slide 7, *Phase-In Plan*. Present key points:

- **This is a two-year phase-in plan.**
- **The first year includes content-specific training, professional learning, familiarity with the standards and standards-based education.**
- **During the second year we begin to teach the GPS; students are assessed on GPS (CRCT).**

Grade	Year I ELA	Year II ELA	Year I Math	Year II Math	Year I Science	Year II Science	Year I Social Studies	Year II Social Studies
K	04-05	05-06	05-06	06-07	06-07	07-08	07-08	08-09
1	04-05	05-06	05-06	06-07	06-07	07-08	07-08	08-09
2	04-05	05-06	05-06	06-07	06-07	07-08	07-08	08-09
3	04-05	05-06	06-07	07-08	05-06	06-07	07-08	08-09
4	04-05	05-06	06-07	07-08	05-06	06-07	07-08	08-09
5	04-05	05-06	06-07	07-08	05-06	06-07	07-08	08-09
6	04-05	05-06	04-05	05-06	04-05	05-06	06-07	07-08
7	04-05	05-06	05-06	06-07	04-05	05-06	07-08	08-09
8	04-05	05-06	06-07	07-08	06-07	07-08	06-07	07-08
9	04-05	05-06	07-08	08-09	04-05	05-06	06-07	07-08
10	04-05	05-06	07-08	08-09	04-05	05-06	06-07	07-08
11	04-05	05-06	07-08	08-09	04-05	05-06	06-07	07-08
12	04-05	05-06	07-08	08-09	04-05	05-06	06-07	07-08

Slide 8

3. Show slide 8, *Benefits of the GPS*. Present key points:

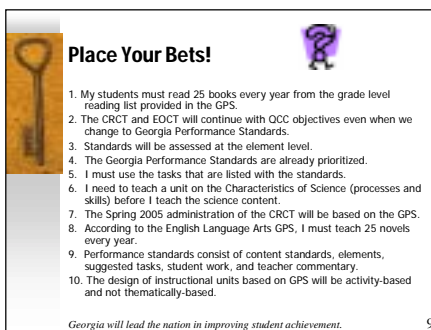
- **With the Georgia Performance Standards, we are creating a ladder-style curriculum that expects mastery of topics - as opposed to our current spiral curriculum, which contains constant review.**
- **The QCC had many topics at each grade; each topic is addressed in less depth. The GPS has fewer topics, allowing each topic to be explored in greater depth.**
- **GPS have consistency within and across grade levels.**
- **Assessment (CRCT) will be aligned with the curriculum (GPS).**

The New Georgia Curriculum by Content Area (40 minutes)

Slides 9-10
PG 6

1. Show only the title of slide 9, *Place Your Bet*, and refer participants to page 6 in their Participant's Guides. The object of this game is to reveal essential ideas from the GPS and dispel concerns and common misconceptions related to GPS.

➤ *Trainer's Note: This game continues onto slide 10.*

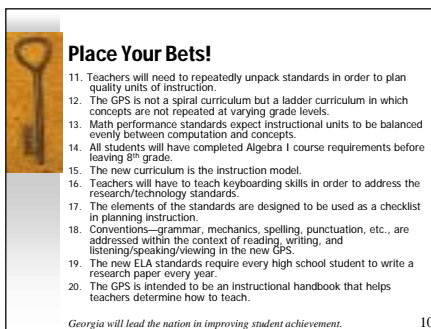


Place Your Bets!

1. My students must read 25 books every year from the grade level reading list provided in the GPS.
2. The CRCT and EOCT will continue with QCC objectives even when we change to Georgia Performance Standards.
3. Standards will be assessed at the element level.
4. The Georgia Performance Standards are already prioritized.
5. I must use the tasks that are listed with the standards.
6. I need to teach a unit on the Characteristics of Science (processes and skills) before I teach the science content.
7. The Spring 2005 administration of the CRCT will be based on the GPS.
8. According to the English Language Arts GPS, I must teach 25 novels every year.
9. Performance standards consist of content standards, elements, suggested tasks, student work, and teacher commentary.
10. The design of instructional units based on GPS will be activity-based and not thematically-based.

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Place Your Bets!

11. Teachers will need to repeatedly unpack standards in order to plan quality units of instruction.
12. The GPS is not a spiral curriculum but a ladder curriculum in which concepts are not repeated at varying grade levels.
13. Math performance standards expect instructional units to be balanced evenly between computation and concepts.
14. All students will have completed Algebra I course requirements before leaving 8th grade.
15. The new curriculum is the instruction model.
16. Teachers will have to teach keyboarding skills in order to address the research/technology standards.
17. The elements of the standards are designed to be used as a checklist in planning instruction.
18. Conventions—grammar, mechanics, spelling, punctuation, etc., are addressed within the context of reading, writing, and listening/speaking/viewing in the new GPS.
19. The new ELA standards require every high school student to write a research paper every year.
20. The GPS is intended to be an instructional handbook that helps teachers determine how to teach.

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2. Explain to participants that you will bring up one statement at a time related to the new GPS. You will read the first statement as it appears on the screen. Have the participants decide if the statement is true or false. Then they will decide if they would like to place a pretend \$5, \$20, or \$100 bet, or bet nothing, on their confidence in their answer. You will then reveal if the statement is true or false.

3. Repeat this procedure with the remaining statements. With each repetition, participants should first place a bet within their grid corresponding to that numbered statement on the truth of the statement. They should keep a running record of how much money they've theoretically won or lost throughout the game. You may choose to reward the winner(s) with some type of prize.
4. Present: **Since we've identified some important points about GPS, we're now going to uncover the essence of the GPS by looking at the broad topics covered in the GPS by content area and grade level.**
5. Present: **We are going to walk through the major concepts covered by grade level in science (K-12), math (K-8), and English-language arts (K-12), which are the areas that have been approved thus far by the State Board of Education, so that you develop a feel for the scope of the GPS. These approved standards will be implemented into curriculum over the next several years as we've discussed.**

Slide 11

- Show slide 11, *Science at a Glance: K-5*. Point out the major concepts being covered in science at the K-5 level according to the chart.

Grade Level	Earth Science	Physical Science	Life Science
Kindergarten	- Day and Night Sky - Sorts Rocks and Soils	- Physical Attributes - Composition of Materials - Motion	- Living/Nonliving - Parents and Offspring
First Grade	- Weather Patterns - Seasons	- Sound - Shadows (Light) - Magnets	- Care of Living Things - Basic Needs
Second Grade	- Motion/Patterns of Celestial Bodies - Changes: Earth Surface	- Attributes of Materials - States of Matter - Energy, Pushes, Pulls	- Life Cycles
Third Grade	- Rocks/Minerals of GA - Soils - Fossils - Weathering	- Heat Energy - Magnets	- Habitats - Features of GA Organism - Pollution/Conservation
Fourth Grade	- Stars and Star Patterns - Solar System - Weather-Data/Forecast	- Light and Sound - Force, Mass, Motion - Effects of Gravity	- Ecosystems - Food Web/Chain - Adaptation - Survival/Extinction
Fifth Grade	- GA Landforms - Destructive/Constructive Forces - Role of Tech. In Control	- Chemical Changes - Electricity & Magnetism	- Class. Of Organisms - Inheritance of Traits/ - Learned Behaviors - Cells, Microorganisms

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Slide 12

6. Show slide 12, *Middle School Science Plan*.

	2004-05	2005-06	2006-07	2007-08
6 th Grade	Physical Science (OCC)	Earth Science (GPS)	Earth Science (GPS)	Earth Science (GPS)
7 th Grade	Life Science (OCC)	Life Science (GPS)	Life Science (GPS)	Life Science (GPS)
8 th Grade	Earth Science (OCC)	Earth Science (GPS)	Earth Science (GPS)	Physical Science (GPS)

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- Present: **You'll see that physical science, which has been taught in 6th grade, will now be taught in 8th grade when students are developmentally better prepared to grasp those concepts. Earth science will be taught in the 6th grade.** Then go through the schedule for implementing this change.

Slide 13

7. Show slide 13, *High School Science Courses*. Present key points:

High School Science Courses	
◆	Four High School Courses developed to date
–	Biology
–	Physical Science
–	Chemistry
–	Physics
◆	Three more high school courses to be developed
–	Earth Systems
–	Environmental Science
–	Human Anatomy and Physiology

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- **You'll see that there are 4 courses that have been developed and approved for the high school science curriculum. Three more courses will be developed and offered at the high school level in the near future.**

Slide 14

8. Show slide 14, *Sample Concepts in Math K-8 Strands*. Present key points:

	Numbers and Operations	Measurement	Algebra	Geometry	Data Analysis & Probability
Kindergarten	Model Addition & Subtraction	Order Length & Weight		Combine Shapes	Pose Questions
First Grade	Place Value through 100	Compare Length, Weight		Study & Create Polygons	Create Simple Tables
Second Grade	Skip Count	Time to Nearest 5 Minutes		Recognize Faces of Solids	Venn Diagrams
Third Grade	Mental Math to Add & Subtract	Elapsed Time to Full, ½, ¼, 1/8, 1/2	Describe/Extend Patterns	Relate Angles to Geometric Figs.	Bar Graphs
Fourth Grade	Compute Using Order of Ops	Measure Weight in Stan/Metrics	Write/Eval. Math Express.	Use Coordinate System	Compare Graphs
Fifth Grade	Find Multiples and Factors	Derive Formula for Area	Use Variables	Circumference of Circles	Collect/Organize Display Data
Sixth Grade	GCF and LCM	Volume-Prisms & Cylinders	Graph Simple Functions	Understand Line & Pi Symmetry	Construct Tables & Graphs
Seventh Grade	Absolute Value of Rational n's		Add/Subtract Linear Express.	Make Basic Constructions	Measures of Central Tendency
Eighth Grade	Apply Laws of Exponents		Solve Multi-Step Equations	Use/Apply Prop. Of Angle Pairs	Use Basic Laws of Probability

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- All strands are not taught every year.
- Notice that this is an example of a ladder curriculum in which topics do not repeat year after year.
- There is a strong emphasis on geometry in the early elementary grades.
- This curriculum stresses equal balance between math concept development and computation skills.

Slide 15

9. Show slide 15, *Essential Changes—ELA*. Present key points about the organization of the standards:

OCC STRANDS	GPS STRANDS
<ul style="list-style-type: none"> • Oral Communication <ul style="list-style-type: none"> - Listening/Speaking • Written Communication <ul style="list-style-type: none"> - Reading - Writing - Literature - Reference/Study - Grammar and Usage (beginning in 4th Grade) 	<ul style="list-style-type: none"> • Reading • Reading Across the Curriculum * • Writing • Conventions • Listening/Speaking/ Viewing

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- English Language Arts QCC was organized into “Oral Communication” and “Written Communication” and consisted of six strands. (refer to slide)
- GPS for ELA K-12 is organized into five strands: reading, writing, conventions, reading across the curriculum, and listening/speaking/viewing. (refer to slide)
- Strong writing component in every part of the curriculum.
- Viewing was not addressed in the QCC.

Slide 16

10. Show slide 16, *Reading Strands*. Discuss the structure of the reading strands and standards.

READING STRAND				
4	5	6	7	8
R1: Comprehension • Literary • Informational	R1: Comprehension • Literary • Informational	R1: Comprehension • Literary • Informational	R1: Comprehension • Literary • Informational	R1: Comprehension • Literary • Informational
R2: Habits of Reading	R2: Habits of Reading	R2: Vocabulary	R2: Vocabulary	R2: Vocabulary
R3: Vocabulary	R3: Vocabulary	R3: Fluency	R3: Fluency	R3: Fluency
R4: Fluency				
READING ACROSS THE CURRICULUM STRAND				
		RC1: Habits of Reading	RC1: Habits of Reading	RC1: Habits of Reading
		RC2: Discussions	RC2: Discussions	RC2: Discussions
		RC3: Content Vocabulary	RC3: Content Vocabulary	RC3: Content Vocabulary
		RC4: Context for Reading	RC4: Context for Reading	RC4: Context for Reading

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- **Comprehension is the first standard for every grade level K-8. It is further broken down into literary and informational texts. The elements provide the scope of instruction at each grade level.**
- **Every grade level K-8 has a vocabulary standard and a fluency standard.**
- **The second standard for 4th and 5th grades is called *Habits of Reading*, which parallels the “Reading across the Curriculum” strand in grades 6 through 12.**
- **The Reading across the Curriculum standards are consistent across ELA, math, science, and social studies.**

Slide 17

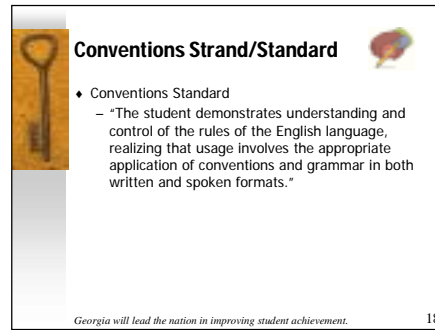
11. Show slide 17, *Writing Strand*. Discuss the structure of the writing strand and standards:

WRITING STRAND				
4 th	5 th	6 th	7 th	8 th
W1: Organizational Structure	W1: Organizational Structure	W1: Organizational Structure	W1: Organizational Structure	W1: Organizational Structure
W2: Genres • Narrative • Informational • Response to literature • Persuasive essay	W2: Genres • Narrative • Informational • Response to literature • Persuasive essay	W2: Genres • Narrative • Informational • Technical • Response to literature • Persuasive essay	W2: Genres • Narrative • Informational • Technical • Response to literature • Persuasive essay	W2: Genres • Narrative • Informational • Technical • Response to literature • Persuasive essay • Research
W3: Research and Technology	W3: Research and Technology	W3: Research and Technology	W3: Research and Technology	W3: Research and Technology
W4: Writing Process	W4: Writing Process	W4: Writing Process	W4: Writing Process	W4: Writing Process

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- **The writing standards are very consistent across grades 4-8.**
- **Differences are seen in the elements.**
- **Note on the chart the differences in W2, the “genres” standard.**

Slide 18

12. Show slide 18, *Conventions Strand/Standard*. Present key points:


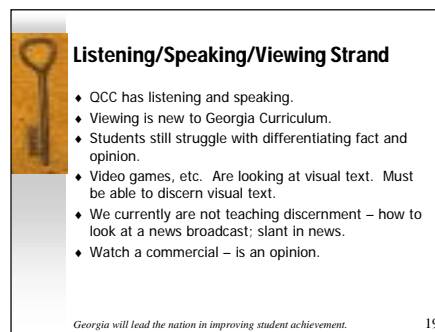
Conventions Strand/Standard

- ◆ Conventions Standard
 - “The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.”

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- **Instruction in conventions will occur within the context of reading, writing, and speaking.**

Slide 19

13. Show slide 19, *Listening/Speaking/Viewing Strand*. Present key points:


Listening/Speaking/Viewing Strand

- ◆ QCC has listening and speaking.
- ◆ Viewing is new to Georgia Curriculum.
- ◆ Students still struggle with differentiating fact and opinion.
- ◆ Video games, etc. Are looking at visual text. Must be able to discern visual text.
- ◆ We currently are not teaching discernment – how to look at a news broadcast; slant in news.
- ◆ Watch a commercial – is an opinion.

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- **QCC has listening and speaking. Viewing is new to Georgia curriculum.**
- **The student needs to be able to demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes.**

Overview of GPS (10 minutes)

4. Show slide 20, *Performance Standards ...* Present key points:

- **Standards apply to every student. GPS is curriculum for ALL students.**
- **It is NOT:**
 - **An instructional handbook**
 - **Restrictive**
 - **Prescriptive**
 - **Telling how to teach, what methods, what strategies**
- **It IS telling teachers what students should know.**

Performance Standards...

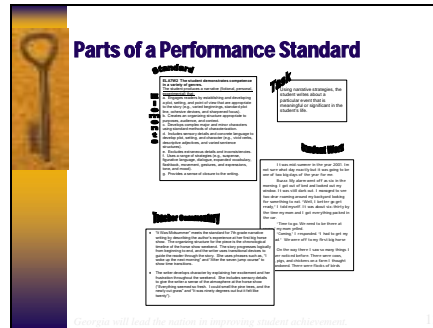
<u>Are:</u>	<u>Are Not:</u>
<ul style="list-style-type: none">◆ Georgia Performance Standards (GPS)◆ What students are to learn, know, and understand◆ Clear expectations of performance◆ Curriculum document◆ Few in number◆ Application of content	<ul style="list-style-type: none">◆ New Quality Core Curriculum (OCC)◆ How teachers are to teach◆ Comprehensive school reform◆ Instructional handbook◆ Checklist of objectives◆ Coverage of content

10

Critical Components of the GPS (45 minutes)

Slide 21
PG 7

1. Show slide 21, *Parts of a Performance Standard*.



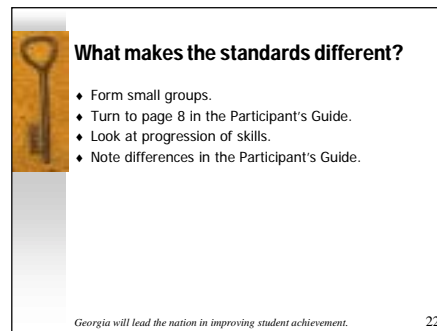
2. Refer participants to the same information on page 7 in their Participant's Guides.
3. Present the following key points:
 - **Standard:** states the purpose and direction the content is to take; is generally followed by elements; define what students are expected to know, understand, and be able to do by the end of the year; identify the essential content.
 - **Elements:** part of the content standards; identify specific learning goals associated with the standard; establish the level of rigor at each grade level as well as the scope of work grade by grade.
 - **Tasks:** keyed to relevant standards; provide a sample performance that demonstrates what students should know and be able to do during or by the end of the school year; can serve as activities that will help students achieve the learning goals of the standard or can be used to assess student learning (many serve both purposes). **NOTE:** Although the GPS will include tasks, teachers may develop their own tasks. These are sample tasks that will show the rigor of an assignment that a teacher should be giving in order to assess a student's achievement of the standard. Published tasks are not required; they are illustrative.

- **Student Work**: specify what it takes to meet the standard and to enable both teachers and students to see what meeting the standard “looks like.” NOTE: Samples of student work show how the student has met the standard. They are not perfect. Some pieces may not meet all of the elements of the standard but will meet the requirements for the part(s) (elements) that you (the teacher) have been teaching.
- **Teacher Commentary**: opens communication between students and the classroom teacher as well as within a faculty in order to ensure consistency within assessment and expectations; shows students why they did or did not meet a standard and enables them to take ownership of their own learning. For example, it might say, “This piece of work meets the standard . . .” and explain specifically how it meets (or does not meet) it.

What makes the standards different?

1. Present: **Content doesn't change much from grade level to grade level, but the elements will change. Elements establish scope and sequence by grade.**
2. Show slide 22, *What Makes the Standards Different*.

Slide 22



What makes the standards different?

- ◆ Form small groups.
- ◆ Turn to page 8 in the Participant's Guide.
- ◆ Look at progression of skills.
- ◆ Note differences in the Participant's Guide.

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PG - 8

3. Refer participants to *What Makes the Standards Different* on page 8 in the Participant's Guide.
4. Ask participants to find other participants who have downloaded and brought the same standards with them to training. They should form small groups of 2-4. Using these standards, each group should look at the progression of skills within a standard, as indicated by the elements of the standard. In their participant's guide, they should note differences across the grade levels.
5. Ask each small group to report to the whole group. The trainer should compile responses on a master list on chart paper.

Chart Paper
Markers

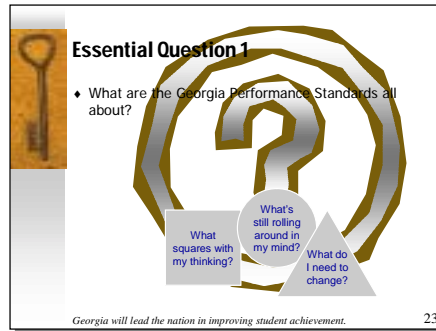
6. Summarize: Emphasize that while the standards remain the same across grade levels, the elements change, increasing the level of rigor.

Summary: Large Group Activity (15 minutes)

1. Refer participants to the "What You Know" and "What You Want to Know" charts on the walls.
2. Revise the charts as needed, based on the discussions and activities completed thus far.

Slide 23
PG – Learning
Journal

3. Show slide 23, *Essential Question 1*. Ask participants to consider this question and make notes in the Learning Journal at the back of their Participant's Guide.



4. Transition: **In the next section of the training, we are going to focus on a way of thinking that will help us use these standards to make a dramatic difference in our teaching practice.**

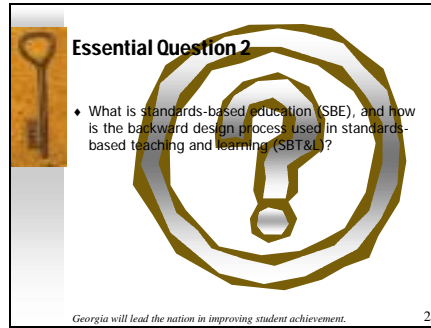
Standards-Based Teaching and Learning

Time	3 hours
Overview	In this section, participants will learn about the backward design process used in standards-based education. They start by organizing the relationship among standards, resources, assessment, instructional strategies, and revision. Then, using knowledge from the prework reading, they “make a case” for backward design that could be used to explain the process and its benefits to others in their school. Following that activity, the trainer leads a presentation on how the backward design process is used in practice. Finally, participants walk through an example of the process in action. The summary again refers to the What You Know/What You Want to Know flipcharts.
Objectives	<ul style="list-style-type: none">➤ Describe the backward design process used in standards-based teaching and learning.➤ Define and identify terms related to standards-based education.
Activities	<ul style="list-style-type: none">➤ Standards Based Education (SBE) and Backward Design (15 minutes)➤ Elements and Benefits of Backward Design: (1 hour)➤ SBT&L and GPS: Presentation and Walkthrough (1 hour 30 minutes)➤ Summary: Large Group Activity (15 minutes)
Materials	<ul style="list-style-type: none">➤ Handout, <i>Tools and Templates for Backward Design</i>

Standards-Based Education (SBE) and Backward Design (15 minutes)

Slide 24


1. Show slide 24, *Essential Question 2*. Present: **We are going to be exploring this question next.**



2. Ask: **What is the basic idea behind standards-based education?**
 - The standards are the starting point. The standards state what the student should be able to do/understand, so the whole focus is on student learning.

Slides 25-26

3. Show slides 25 and 26, *Standards-Based Education (SBE)*. Go over the key points on these slides.



Standards-Based Education

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



Standards-Based Education, cont.

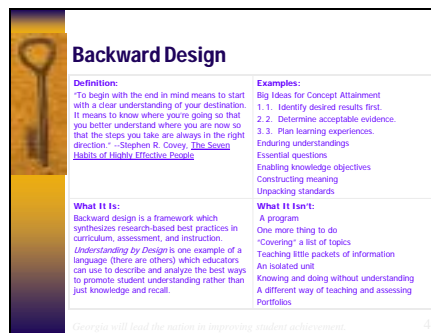
- ◆ Curriculum maps are aligned to the standards
- ◆ Instructional strategies provide opportunities for students to learn expectations outlined in the standards
- ◆ Student interests, previous achievements, and developmental levels are considered in planning instructional methods
- ◆ Teachers work on building enduring understandings

4. Ask: **How is SBE different from the approach we've been using with the QCC?** Solicit the following idea from participants:

- The GPS are performance based. We are no longer expecting students to simply report back the content that we have imparted to them. We are now expecting some type of performance, or “proof” that the student not only knows but understands. For that reason, we must look at the end – the outcome that we want, which is student understanding – and how students can demonstrate that understanding. There is a shift from what the teacher does to what the student does.

Elements and Benefits of Backward Design (60 minutes)

1. Ask: What is the Backward Design process?
- PG-9 2. Refer participants to the blank *Frayer Model of Backward Design* on page 9 in their Participant's Guide.
3. Ask participants to work in small groups to complete this blank Frayer Model chart.
4. Allow 5-10 minutes.
- Slide 27 5. Show slide 27, *Backward Design*. Present: **This is one example of a completed Frayer Model graphic organizer of Backward Design.**



6. Ask: **Do you have additional points to add to this slide?**
- PG-10 7. Present: **The GDOE has provided each school with books that support the idea of backward design. Among these books are two on the *Understanding By Design* model, which is one example of a backward design. However, the GDOE understands that many of you may have adopted other models; this is fine. The ideas that the GDOE is talking about here are complementary with many other models. For example, if you are using Max Thompson's model, you will see that the principles that we will explore fit in very well with that model. Turn to page 10 in your Participant's Guide for a side-by-side comparison of Understanding By Design and Learning-Focused Schools. *The GDOE is not advocating a particular model or author; it is advocating the basic principles of backward design.***

8. Say: **There are different ways to design learning. Presented in this training is a backward design, where we look at our standards first (the what that we will teach); then we will look at types of assessments (that will allow students to demonstrate their understanding and mastery of the standards). Finally, based on the evidence of understanding that we want students to demonstrate, we plan the actual learning experiences that we will use to facilitate student mastery of the objectives.**

Benefits of Backward Design:

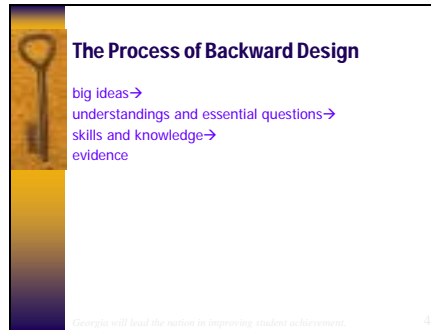
PG-11

1. Refer participants to *Benefits of Backward Design* on page 11 in the Participant's Guide. Read the instructions.
2. Ask participants to work in triads, with one person serving as the resister, one as the proponent of Backward Design, and the third as an observer/note taker. They should spend just a few minutes on each round. Then they should rotate until everyone has had a chance in each role.
3. Ask participants to take ten minutes for planning and ten minutes for their three rounds of play.
4. Ask volunteers to report their key learning points.
5. Transition: **We've talked about GPS, and we've talked about the Backward Design of SBE. Next, let's talk about how to use them together.**

SBT&L and GPS: Presentation and Walkthrough (1 hour 30 minutes)

Slide 28

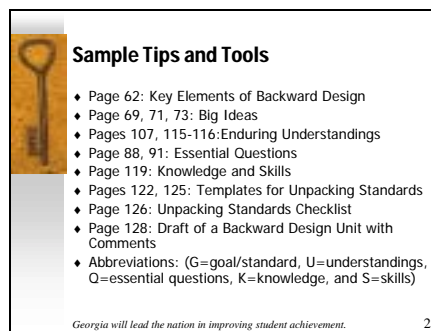
1. Show slide 28, *The Process of Backward Design*. Present: **When we talk about analyzing standards—something that you will do in teams as part of your follow-up assignment for this training—Wiggins and McTighe suggest using the process on this slide. I'm going to give you some tools and guidance to help articulate these concepts.**



Slide 29

Handout: *Tools and Templates*

2. Distribute handout, *Tools and Templates for Backward Design*. Say: **This handout is a series of excerpts from the *Understanding By Design Professional Development Workbook*, which we will use as a tool to build understanding of these concepts.** Go over each page in the handout, using the notes below and by following along on slide 29.



Handout: *Tools and Templates*

- Page 69: **This page describes what we mean by a “big idea.”** (Ask participants to take a moment to skim the contents of the page.) Help them summarize what is meant by a big idea.
- Pages 71 and 73: **Big ideas typically manifest themselves in several forms.** (Allow participants to look over page 71 with you.) **If you look at page 73, you’ll see how a broad topic like nutrition is broken down into big ideas that serve as the foundation for planning instruction and assessment in an instructional unit.**

Handout: *Tools and Templates*
Flipchart

- **Once you have identified the big ideas, you will break them down into enduring understandings, which is really a process of thinking through what we want students to understand about the big ideas.**
- Pages 115-116: **Page 115 clarifies what we mean by enduring understandings.** (Ask participants to take a moment to skim the contents of page 115 to glean the general idea that EU are important ideas/processes central to a discipline and transferable to new situations and that have lasting value beyond the classroom.) **As you can see from page 116, enduring understandings should always be framed using the stem, “Students will understand THAT . . . ” which helps to clarify the desired generalizations we want students to understand without stating the understanding in terms of a topic or skill.** (Ask participants to take a moment to skim the contents of page 116.)
- Page 107: **Take a moment to read through the enduring understandings that are framed properly and improperly on page 107.** (Give participants a moment to do this.) **Looking at numbers 11-16 at the bottom of the page, let’s identify which are framed effectively as enduring understandings.** (Numbers 12 and 13 are framed correctly.) Record answers on a flipchart.

Handout: *Tools and Templates*
Flipchart

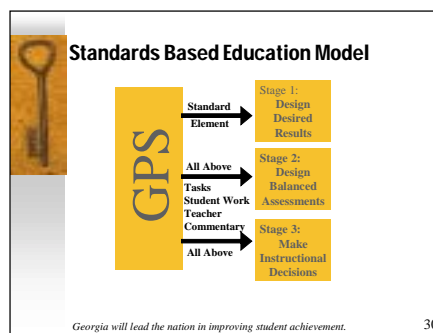
- Page 91: **What are essential questions?** (After giving participants a moment to skim page 91, guide them to the following succinct explanation: essential questions are open-ended, provocative questions derived from the identified enduring understandings that guide student inquiry and focus instruction.)
- Page 88: **Take a moment to read through the essential and nonessential questions on page 88.** (Pause briefly. Then, take a couple minutes to let participants compare and contrast them in informal small groups) **Looking at numbers 13-18 at the bottom of the page, let's identify which are essential questions.** (Numbers 13, 16, and 18 are essential questions.) Record answers on a flipchart.

Handout: *Tools and Templates*

- Page 119: **What is meant by knowledge and skills?** (These are terms we use in SBT&L to identify specifically what we want students to know and be able to do.) **In SBT&L, we translate the essential questions into the specific knowledge and skills we want students to develop.**
- Give participants a moment to read through the knowledge and skills samples on page 119.
- Page 128: **Now that we have a better understanding of what is meant by big ideas, enduring understandings, essential questions, and knowledge and skills, let's take a few minutes to see how these pieces fit together in STB&L.** (Ask participants to work for a few minutes with a partner or small group in reading over page 128. They should identify how the 4th grade topic of immigration has been "unpacked" from big ideas → enduring understandings → essential questions → knowledge and skills. Discuss briefly as a large group.

Slide 30

3. **How then does SBT&L merge with GPS?** Show slide 30, *Standards-Based Education Model*. Point out how SBT&L and GPS are intrinsically connected as depicted in the diagram.



4. Present: **We have been looking at the backward design process in a rather hurried manner. This isn't a process that is natural the first time you do it, but done right, it provides the foundation for all assessment and instruction. Once you have analyzed a standard using these concepts and tools, especially if the work is done in a team, you will be able to feel confident that the resulting instruction will help students master the standards.**

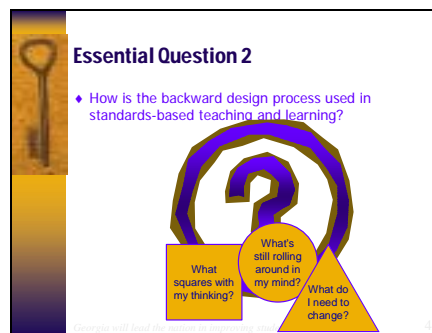
***Trainer's Note:** Several models (for example, Understanding by Design and Learning Focused Schools) include processes for prioritizing standards. Since the GPS has already been prioritized (non-essential standards were not included), this step is not necessary. The models still work; however, this step has been completed.*

4. Transition: **In the next training session, you are going to get a chance to work more with these concepts and tools as you will work in small groups to apply them to a select standard. Before we put together the pieces we've worked on today, let's go back to our flipcharts.**

Summary: Large Group Activity (15 minutes)

5. Refer participants to "What You Know" and "What You Want to Know" flipcharts on the walls.
6. Ask participants to revise the charts as needed, based on the discussions and activities so far.
7. Show slide 31, *Essential Question 2*. Ask participants to consider this question and make notes in the Learning Journal at the back of their Participant's Guides.

Slide 31
PG – Learning
Journal



Putting It All Together

Time 30 minutes

Overview This section contains only one activity that will be explained to the group and then completed as a follow-up assignment. Participants, working in small groups, will take one standard and analyze it using the templates and tools they were introduced to in the previous section. They will identify big ideas → enduring understandings → essential questions → skills and knowledge.

Objectives

- Synthesize what has been learned thus far about SBT&L.
- Clarify what is meant by “unpacking a standard”.
- Walk through directions for follow-up work.

Activities

- Putting It All Together: Unpacking a Standard (30 minutes)

Materials

- Handout of an unpacked GPS
- Handout, *Tools and Templates for Backward Design* (from previous section) pages 122, 125, and 126

Putting It All Together: Unpacking a Standard (30 minutes)

Handout: *Georgia Performance Standard Unpacked*

1. Tell participants that they'll be working with their system training team members on this next activity.
2. Present: **Standards and elements should not be taught in isolation. For demonstration purposes, we may be using one or two standards at a time, but they should not be taught in such isolation in classrooms.**
3. Distribute the handout of an unpacked Georgia Performance Standard. Walk through the sample together being careful to point out the different critical components: big ideas, enduring understandings, essential questions, knowledge and skills.
4. Present: **The process of analyzing a standard to plan instruction and assessment may be confusing and challenging at first. Through collaboration and practice, the process begins to feel more natural. Remember, once you've unpacked the standards, they don't need to be unpacked again.**
5. Present: **As a follow-up assignment to today's training session, you will work with your system team members to analyze a standard of your choice, identifying its critical components.** Refer participants to the follow-up assignment on page 13 in their Participant's Guide. **The Design Checklist handout (page 126) may be helpful to you as you organize your approach to this assignment.**
6. Refer participants to pages 122 and 125 from the handout packet. Present: **These are templates that you can use to complete this activity. If you prefer, you can use a different format, but your completed work should have all the same components.**

PG - 13

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7. Present: **You need to complete this activity with your teammates before training day 2. This will serve as the starting point for the next training session, so please bring the completed assignment along with your downloaded standards and any questions you may have to that session. Remember, this is just practice and an opportunity to familiarize yourselves with the process of unpacking standards. We'll spend much more time working through this procedure next time we meet.**
 8. Transition: **We're nearing the end of the day. Let's move to the summary of what we've accomplished today.**

Summary and Wrap-Up

Time	30 minutes
Overview	Participants are given an opportunity to ask questions or voice concerns about the follow up assignment to analyze a standard. Then, the trainer tells them about the rest of the 8-day training sequence. Finally, they refer once more to their flipcharts from the introduction.
Objectives	<ul style="list-style-type: none">➤ Bring closure to training day 1.
Activities	<ul style="list-style-type: none">➤ Wrap-Up (10 minutes)➤ Action Planning (10 minutes)➤ Summary (10 minutes)
Materials	N/A

Wrap Up (10 minutes)

1. Present: **As I said earlier, it *does* take some work to adopt a new set of standards. It is much more than just trying to find the right standards to “attach” to lesson plans that you already have. If it were that simple, there wouldn't be much point, would there?**
2. Present: **The reason that this course is divided into eight days of training over two years is to give you a chance to apply what you've learned as you go, so that you are truly ready to complete a meaningful implementation of the standards—one that will boost student achievement. It's been done in other states and other countries, and we will do it even better here.**

Action Planning (10 minutes)

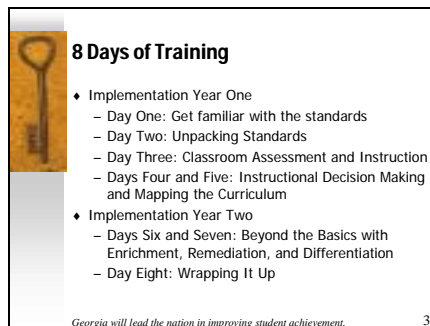
PG-14

1. Present: **On page 14 of your Participant's Guide, you'll find an Action Plan template. This is for you to plan out your group work for the follow-up assignment. I'm going to allow you about 10 minutes to work on your plan now. Minimally, you should determine when and where you'll meet next and what you hope to accomplish in that first meeting.**
2. Allow ten minutes.
3. Ask groups to present their plans or ask questions.

Summary (10 minutes)

Slide 32

1. Show slide 32, *8 Days of Training*. Provide an overview of the 8-day sequence, explaining how the process will develop over time and how follow-up assignments fit into that plan. If known, provide participants with the date, time, and location for day two of training.



8 Days of Training

- ◆ Implementation Year One
 - Day One: Get familiar with the standards
 - Day Two: Unpacking Standards
 - Day Three: Classroom Assessment and Instruction
 - Days Four and Five: Instructional Decision Making and Mapping the Curriculum
- ◆ Implementation Year Two
 - Days Six and Seven: Beyond the Basics with Enrichment, Remediation, and Differentiation
 - Day Eight: Wrapping It Up

Georgia will lead the nation in improving student achievement.

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2. Refer participants to “What You Know” and “What You Want to Know” flipcharts on the walls.
3. Ask participants to revise the charts as needed, based on the discussions and activities so far.
4. Thank participants for their time and efforts and encourage them to make the most of the new GPS.

Day One Prior Preparation Assignment

Directions: Please complete both steps below and bring all your products to class; your fellow participants are counting on you, and we want everyone to get the most they can from the session.

Step 1: Read the attached summary of standards-based education, then use the prompts below to summarize your thoughts.

➤ The key things I learned were...

➤ What puzzles me is...

Step 2: Go to the web site www.georgiastandards.org. Please print out, read, and bring to class:

- Executive Summary for applicable content area
- Frequently Asked Questions (FAQs)
- List of standards for applicable content area and grade level

The image is a screenshot of a Microsoft Internet Explorer browser window displaying the Georgia Department of Education's website. The address bar shows the URL <http://www.georgiastandards.org>. The page features a navigation menu with links for Home, Introduction, Training, and Certificates (ELA, K-3). The main content area is titled "Staff Georgia Performance Standards (GPS) by Subject" and lists four subject areas: English/Language Arts (ELA), Mathematics, Social Studies, and Science. Each subject area has a link to "Standards" and "Executive Summary". On the left side, there is a section for "Introduction to GPS" with links for "GPS Introductory Video", "What is a performance standard?", "Why the revision?", and "Who came up with the new standards?", along with a "View all FAQs" link. Below that is a "News & Announcements" section with links for "Audit Goes High Marks To GPS", "May 13-14 State Board Meeting", and "Statement of Expectations for the new Georgia Curriculum (GA2006.14)". Three callout boxes with arrows point to specific elements: "FAQs" points to the "View all FAQs" link, "Standards" points to the "Standards" link under the ELA subject area, and "Executive Summaries" points to the "Executive Summary" link under the Mathematics subject area.

Reflections on the Day

Please take a few minutes and share your thoughts on the following four areas.

Important things I've learned or had reaffirmed. . .

Today's experiences have left me feeling. . .

Questions I want answered now. . .

What I will do when I return to my workplace. . .



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.