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

Content Facilitator’s Guide
ELA 4-8
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, contact Robin Gower at (404) 463-1933 or rogower@doe.k12.ga.us.

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.
# Table of Contents

## Acknowledgements

## Use of This Guide

## Table of Contents

## Overview
- Module Rationale
- Module Description
- Module Goal
- Module One Objectives
- Module Sequence
- Leader Roles and Responsibilities
- Target Population
- Module Preparation
- Recommended Training Setup
- Module Materials for Day One of Training
- Provided Texts

## Recommended Readings

## Agenda

## Introduction
- Hook: Large Group Activity (15 minutes)
- Overview of the Module: Presentation (5 minutes)
- What Do We Know and What Do We Want to Know: Small Group Activity (10 minutes)

## Overview of Standards
- Introduction (5-10 minutes)
- What are the new standards? (30-45 minutes)
- What makes the standards different? (20 minutes)
- Sample Unit (60-90 minutes)
- Summary: Large Group Activity (5 minutes)

## Standards Based Teaching and Learning
- Standards Based Education (SBE): Small Group Activity (15 minutes)
- Benefits of Backward Design: Small Group Activity (30 minutes)
- SBE and GPS: Presentation and Walkthrough (1 hour)
- Summary: Large Group Activity (5 minutes)

## Putting It All Together
- Putting It All Together: Triad Activity (1 hour, 40 minutes)
### Summary and Follow Up Assignments

- Follow Up Assignment (5 minutes) ................................................................. 66
- Action Planning (15 minutes) ........................................................................... 67
- Summary (10 minutes) .................................................................................... 67

### Day One Prior Preparation Assignment .......................................................... 68

### Reflections on the Day .................................................................................... 69

### Glossary ........................................................................................................... 70
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. K-3 ELA
2. 4-8 ELA
3. 9-12 ELA
4. 6 Mathematics
5. 6-7 Science
6. 9-12 Life Science
7. 9-12 Physical Science

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 should 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 seven variations on the module, corresponding to the seven 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**

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 classroom 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 rollout plan.
3. Define terms related to the GPS.
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 Backward Design

Introduction (30 minutes)
- Hook
- Overview of the Module
- What We Know/What We Want to Know

Overview of the Standards (2½ hours)
- Benefits of GPS and GPS Implementation
- Content-Specific Information

Standards-Based Teaching and Learning (1 hour, 50 minutes)
- Standards Based Education (SBE)
- Benefits of backward design
- SBE and GPS
- Walk Through of (Backward Design) Process

Putting It All Together (1 hour, 40 minutes)
- Planning to use GPS

Summary and Follow Up Work (30 minutes)
- Action Planning
- Follow-up Assignment
- 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. K-3 ELA*
2. 4-8 ELA*
3. 9-12 ELA*
4. 6 Mathematics*
5. 6-7 Science*
6. 9-12 Life Science*
7. 9-12 Physical Science*

* This includes regular education, special education, gifted education, and supplemental/alternative teachers.

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 DOE. 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, times, and location for this training. This may vary from one setting to the next, as you work with local schools and 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 21 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 serve 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 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
  - Two flipcharts with pads
- 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 slide transparencies
- 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*
C. Contact Information

Other materials needed:

- Name tags
- A variety of colored markers appropriate for flipcharts
- Highlighter markers
- Flipchart paper and stand
- Masking tape to post flipcharts
- Retell Cue Cards
- Optional: Red and green cards, one of each color per participant (an easy way to create these is to take colored copy paper or construction paper and cut it into four quadrants)

Equipment:

- Projection system for slides
- Computer
Provided Texts

Each school will receive one copy of each book listed below, and ten copies of the *Understanding by Design* book.


* Note: Ten copies of this book were purchased for each school.

**Day One Preparation**

Send participants the Day One Preparation assignment and instruct them to complete the assignments prior to attending class.
**Recommended Readings**

**Books**


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.


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](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.

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.


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.


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.


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.

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 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.


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.


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.


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*. 

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

**Professional Organizations**

NCTE - http://www.ncte.org/
GCTE - http://www.gcte.org/
IRA - http://www.reading.org/
GRA - http://www.georgiareading.org/

**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.


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


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

**Special Education Resources**


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


**Resources for Differentiation**


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


Agenda

This is a one-day course, with approximately seven hours of instructional time.

Introduction ................................................................. 30 minutes
Overview of Standards .............................................. 2 hours, 30 minutes
Standards Based Teaching and Learning ..................... 1 hour, 50 minutes
Putting It All Together ................................................... 1 hour, 40 minutes
Summary and Follow Up Assignments ......................... 30 minutes
Introduction

Time

30 minutes

Overview

In the overview, the participants complete a brief discovery activity to learn the rationale for backward design; i.e., that beginning with the GPS as desired outcomes and 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

- N/A

Activities

- Hook: Large Group Activity (15 minutes)
- Overview of the Module: Presentation (5 minutes)
- What Do We Know and What Do We Want to Know: Small Group Activity (10 minutes)

Materials

- Summary of Backward Design handout
- 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 (period), so that each letter 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 (15 minutes)

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 (5 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.
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 all these other activities 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 you did before class ties into “Overview of the Standards” and “Standards-Based Teaching and Learning.”
5. Present: **The goal and today’s objectives are listed on page 5 of your Participant’s Guide.**

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

   - **Goal (for 8 day series)**

   - 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.

   - **This is our goal for the training. Key words are highlighted. As you see, many of these words are the same ones that were 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 We Know and What Do We 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 at least two sheets of flipchart paper to each group.

Slide 5

2. Show slide 5, *What We Know/What We 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 We Know” side of the room and a “What We 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, 30 minutes

Overview
In this section, the trainer leads participants through an in-depth examination of the individual English Language Arts standards. The participants are first introduced to the implementation plan for the GPS as well as the benefits of the new standards. Specific myths, or misconceptions, regarding the ELA 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. Finally, participants are provided a model showing how a particular unit/lesson may address multiple standards from multiple strands.

Objectives
➢ Describe the benefits of the GPS.
➢ Describe the various phases of the GPS rollout plan.
➢ Define terms related to the GPS.
➢ Identify four parts of each standard.

Activities
➢ Introduction (5-10 minutes)
➢ What Are the New Standards (30-45 minutes)
➢ What Makes the Standards Different (20 minutes)
➢ Sample Unit (60-90 minutes)
➢ Summary (5 minutes)

Materials
➢ Copy of standards
➢ Chart paper
➢ Markers
➢ Sample unit
➢ Participant’s Guide
➢ Retell Cue Cards
➢ Overhead projector or computer and LCD projector
➢ Transparencies or PowerPoint presentation
Introduction (5-10 minutes)

Slide 6

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

![Essential Question 1](image)

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 with the GPS; students are assessed on GPS (CRCT).**

![Phase-In Plan](image)
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.
- Consistency within and across grade levels.
- Assessment (CRCT) will be aligned with the curriculum (GPS).

4. Show slide 9, *Fact or Myth?* and refer participants to page 6 in their Participant's Guides.

5. Instruct participants to read each statement and mark in the LEFT set of columns if they believe the statement to be a “fact” or a “myth” by placing a checkmark (✓) in the appropriate box beside each statement.

**OPTIONAL:** Participants may discuss the statements with a partner or group.
6. Advise participants that they will revisit these statements later in the training to see if they need to change any of their decisions about the status of each statement.

What are the new standards? (30-45 minutes)

Slide 10

7. Show slide 10, *Performance Standards Are...* Present key points:

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

![Performance Standards...](image)
Slide 11

8. Show slide 11, *Essential Changes—ELA*. Present key points about organization of the standards:

- **English Language Arts QCC** was organized into “Oral Communication” and “Written Communication” and consisted of six strands. (refer to chart)
- **ELA GPS** is organized into four strands. (refer to chart)
- Standards in grades 4 through 8 are presented grade by grade, with a description of what students should be able to do at the beginning of each grade. The standards themselves indicate what students should be able to do at the end of the year.
- **Strong writing component** – is in every part of the curriculum.
- **Viewing not addressed in QCC.**

![Essential Changes - ELA](chart)

Slide 12

9. Show slide 12, *How to Read a Standard Number*. Go over the information on the slide.

![How to Read a Standard Number](chart)

11. Refer participants to the same information on page 7 in their Participant's Guides.

12. 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; 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 – 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.

---

Slide 14


- **Comprehension** is the first standard for every grade level 4-8. It is further broken down into literary and informational texts. The elements provide the scope of instruction at each grade level.
- **Every grade level (4-8) 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 8.**

---

14. Ask participants to refer to their copies of the GPS while you go through the following series of slides.
15. Show slide 15, *Reading Strands*. Present key points:

- **COMPREHENSION STANDARD:**
- Demonstrates / shows evidence
- Warranted and responsible explanation – example of appropriate response to common story, such as *Three Little Pigs*.
- Variety of literary texts – various genres, fiction and nonfiction
- Variety of informational texts – purpose to develop understanding and expertise
- Quality and complexity illustrated by suggested titles – show level of rigor; **not** required texts.

17. Show slide 17, *Reading Strands*. Present information on slide.

**Reading Strands**

- Reading Across the Curriculum Strand/Standards (6th-8th):
  - "The student reads a minimum of 25 grade-level appropriate books or book equivalents (approximately 1,000,000 words) per year from a variety of subject disciplines. The student reads both informational and fictional texts in a variety of genres and modes of discourse, including technical texts related to various subject areas.
  - Discusses related to curricular learning in all subject areas
  - Acquires new vocabulary in each content area and uses it correctly
  - Establishes a context for information acquired by reading across subject areas

18. Show slide 18, *Reading Strands*. Present key points:

- **This standard is in science curriculum, social studies curriculum, and math curriculum.**
- **Read 25 books or encounter 1 million words in a year—**from any source. Reading from all discipline structures: art, PE, etc. (plus content areas).
- **Not** intend for science teachers to teach 25 books, ELA teachers to teach 25 books, math teachers to teach 25 books, etc. **TOTAL** of 25 books during the school year.

**Reading Strands**

- Habits of Reading standards
  - Every student read 25 books OR one million words per year
  - Every curriculum area involved
  - Emphasis
    - Integrated—reading in all curriculum areas
    - Discussing books
    - Content vocabulary
    - Establishing context—relate to life experiences
19. Show slide 19, *Reading Strands*. Present key points:

- **Implement goals incrementally:** If students are currently reading only a few books each year, consider phasing in this requirement. We’ll look at a sample plan on the next slide.
- **Inform stakeholders/publicize:** Talk about the standard at parent meetings, conferences, and faculty meetings, on the morning announcements. Keep the goal in front of people regularly. Talk about it to civic groups and community organizations.
- **Determine what constitutes a book:** For instance, 100 pages of technical text might be considered “one book,” whereas 200 pages of a novel might also be considered “one book.”
- **Develop a process for monitoring teacher implementation:** Make sure teachers are aware of the expectations before the school year begins. A system should decide how teachers will monitor this standard without requiring valuable instructional time.
- **Determine how students will be held accountable:** The bulk of the responsibility for this standard should be with the students. A simple log of student readings can be provided. Keeping the goal in front of the students can serve as a motivation for students. Teachers and administrators modeling reading is also motivational.

---

**Reading Strands**

- Habits of Reading standards: Guiding Principles
  - Implement goals incrementally
  - Inform stakeholders - publicize
  - Determine number pages = one book
  - Develop process for monitoring teacher implementation
  - Determine how students will be held accountable
20. Show slide 20, *Reading Strands*. Present key point:

- **This is an example of how the “Habits of Reading” standard could be implemented, increasing the expectation each year until the 25 book/year goal is in place.**

21. Show slide 21, *Reading Strands*. Present key point:

- **Remember that the “Habits of Reading” standard reaches across all content areas. This is a sample distribution plan that could serve as a guide for implementing the standard as well as a reinforcement of the cross-content nature of the standard.**
Slide 22
22. Show slide 22, *Reading Strands*. Present key points:

- This is a representation of a simple reading log that could be used by students.
- This particular log would be appropriate for middle school or for departmentalized 4th and 5th grades.
- Notice the place for the student to write in the “class” and “reading goal.”
- The student could keep a separate log for each class, with the number of books required for the class noted.
- Changing “class” to “teacher” would make this log appropriate for self-contained classrooms.
- Other variations are available.

![Reading Log](image)

Slide 23
23. Show slide 23, *Reading Strands*. Present key points:

- The student not only learns new vocabulary but uses tools or strategies for figuring out meaning.
- We want students to use their knowledge of words and the strategies we teach them in both their reading and their writing.
24. Show slide 24, Reading Strands. Present key points on fluency standard:

- We want the student to use self-correction techniques when reading.
- We also want the student to read with prosody, or in such a way that the reading sounds like natural speech.

25. Show slide 25, Reading Strands. Present key points:

- A sample look list is provided at every grade level (4-8).
- The purpose is to show the level of material that a student should be encountering at that grade level.
- The titles on the lists are suggested and are to be used as a guide.
- Systems should decide if and how to use the lists.
- Ask: Is a student expected to read every book on the lists? (No, that is not the expectation or purpose.)

**TRAINER’S NOTE:** Repeat the same procedure used for the reading strands with the writing, conventions, and LSV strands.
26. Show slide 26, *Writing Strand*. Discuss the structure of the writing strand and standards:

- 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.

27. Show slide 27, *Writing Strand*. Present key points:

- This is the weighted domain on tests.
- The standard deals with organization—appropriate structure, attention to audience, format requirements, point of view.
28. Show slide 28, *Writing Strand*. Present key points:

- The genres addressed at all levels 4-8 are narrative, informational (or expository writing), response to literature, and persuasion.
- Beginning in 6th grade, technical writing is included.
- While research is a separate standard (number 3), 8th graders will produce a “formal” research paper in order to learn the facets and procedures of this type of writing.

29. Show slide 29, *Writing Strand*. Present key points:

- Research is not to be done in isolation; incorporated in the reading and writing standard; not always lead to a research paper.
- 8th Grade has a research paper – teach facets of a research paper.
- Technology Standards - Are embedded; not separate entities.
- Research on use of technology:
  - Write more
  - Write longer pieces
  - Edit more
  - Better attitude
30. Show slide 30, *Writing Strand*. Present key point:

- **Students should be familiar with and use the steps in the writing process, from drafting through publishing.**

31. Show slide 31, *Conventions Strand/Standard*. Present key points:

- **Conventions are to be assessed through the same pieces of writing that you are using to assess things like response to literature.**
- **Instruction in conventions will occur within the context of reading, writing, and speaking.**
32. Show slide 32, *Listening/Speaking/Viewing Strand*. Present key points:

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

33. Show slide 33, *Listening/Speaking/Viewing Strand*. Present key point about listening and speaking:

- Can the student listen critically and respond appropriately to various types of oral communication?
- Can the student speak in a manner that guides the listener to understand important ideas?
Slide 34  

34. Show slide 34, *Listening/Speaking/Viewing Strand*. Present key point about **viewing**:

- **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.**

---

**What makes the standards different? (20 minutes)**

Slide 35

1. Present: **The standards don’t change much from grade level to grade level, but the elements will change. Elements establish scope and sequence by grade.**


4. Ask participants to form small groups (2-4 people/group), across grade levels (e.g., 4th and 5th grades; 5th and 6th grades; 6th through 8th grades).

5. Ask participants in each group look at the standards for their respective grade levels - look at the progression of skills within a standard, as indicated by the elements of the standard. In their participant’s guide, note differences across the grade levels - compare from one grade level to the next.

6. As small groups report to the whole group, the trainer compiles responses on a master list on chart paper.

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

**Sample Unit (60-90 minutes)**

1. Share sample unit/lesson written for a specific standard.

   - **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.
Why do we need to learn about backward design? The Georgia Performance Standards are much different from the Quality Core Curriculum, primarily in the fact that the GPS is performance based. We are no longer expecting students to simply tell us 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.

The sample unit we will study was built using a backward design and with a particular piece of literature in mind. This is just one way to design instruction. Throughout the course of these training sessions, we will look at other ways of designing instruction, all using a backward design approach.

Another point must be made – the instructional planning that we will be doing is much broader than some of you will be used to. To begin with, we will be planning units, rather than lessons. We want you to learn to look broadly at the standards and plan accordingly. There is no “checklist” now from which to plan instruction.

For instance, one design that will be shared at the next training session could be used throughout the year, using different pieces of literature, different assessments, and different learning experiences, based on the literature being used.
The sample unit we will review is based on the Lois Lowry book, *The Giver*.

*Trainer’s Note:* have a show of hands to find out how many people are familiar with the story.

This title was the one single title that received more comment during the public input period than all other titles put together. It is a provocative work that can take one in many different directions.

This is a rather simple unit design for *The Giver* that could easily be expanded in many different directions. But first, we need to familiarize everyone with the story line.

**Retell Cue Cards**

1. **ACTIVITY: (Partner Reading with Retell)**
   - Instruct each participant to get with a partner and to designate one person as “A” and the other person as “B.” Ask participants to turn to page 9 in their Participant’s Guide. As participants are pairing up and turning in their Participant’s Guide, distribute a Cue Card to each person (OR have these already distributed on the tables or desks where participants are sitting).
   - Present instructions: “Partner Reading with Retell” is an effective fluency strategy that includes a comprehension component that can be used at all grade levels and with all students. Two students read a selection together, taking turns reading orally. At the end of each section, retell is used to check the reader’s comprehension. The “Cue Cards” help students focus on their role of “coach” when their partner is the reader.
Follow along at the top of page 9 in your Participant’s Guide as I read the instructions to you.

(1) Student “A” reads the first section of the text.
(2) Student “B,” acting as a “coach,” asks Student “A” the following questions and helps provide answers, if needed:
   • What did you learn first? (This question is asked only once at the beginning of each section.)
   • What did you learn next? (This question is asked as many times as needed to cover all the information that the student learned while reading that section.)
(3) Student “A” retells the entire section after he/she finishes reading that section and responding to Student “B’s” prompts.
(4) Students “A” and “B” swap roles and read the remaining sections, alternating the “reader” and the “coach” roles.

Answer any questions that may arise about the activity.

Instruct participants to turn to pages 10 and 11 in their Participant’s Guide. Point out that the text is divided into sections. Then instruct participants to begin.

Proceed with the activity; then present: As you see, this repeated reading strategy allows students to read or repeat the information in each section three times – the initial reading, the “coached” retelling, and the uncoached retelling. You should also notice that the sections can vary in length, depending on the ability levels of your students.
3. Introduce sample unit. Present: Now that you have an idea of the plot of The Giver, let’s look at the sample unit plan.

- Instruct participants to turn to page 12 in their Participant’s Guide.

- Present: This unit design was based on a backward design process of curriculum design but has aspects of other initiatives currently being used in Georgia, such as Learning Focused Schools and America’s Choice. It also has some other pieces included for clarity.

- Keep in mind as we review this unit that it is one model that can be used. Every piece of the model will not necessarily be appropriate for every unit that teachers will design. The primary purpose is to see the process of beginning with the end — student understanding and performance.

- As was mentioned earlier, everyone in middle schools wanted The Giver to be on their book list! So the decision was made to not include it on anyone’s list so that systems could decide where to use it. For sake of demonstration, however, the 7th grade standards are addressed in this plan.

- The Unit Plan Summary is included here as an overview of the themes and topics that will be addressed as well as the assessments and learning activities that will be included. In looking at this summary, we are reminded that students will be expected to provide evidence of their understanding in a variety of ways.

- Review remainder of the unit plan. Advise participants that we will be examining the backward design process in more detail later in the session.
4. ACTIVITY: Examine the Standards

- Ask participants to form groups of 2 – 4 people.

- Using the 7th grade standards and the sample unit, mark all the standards that are addressed in this unit.

- Allow time for groups to complete the task; then have groups report to the whole group their findings. The main point of the activity is that multiple standards are addressed throughout the unit. Standards are not taught in isolation.

2. Show slide 36, *Examining a Standard*. Ask participants to work in small groups (2-4 people/group).

- Select a standard
- Discuss an activity/lesson/unit they could use to teach the standard.
- Identify all other standards that are addressed in the same activity/lesson/unit. Have groups share with whole group.
Summary: Large Group Activity (5 minutes)

1. Show slide 37, *Fact or Myth* and refer participants to the page that they previously studied, page 6 in their Participant's Guide.

   - Participants reread each statement and review the way they marked the statement at the beginning of this portion of the training. Based on the information from the training, participants mark in the RIGHT set of columns what they now believe about each statement.
   - Participants may discuss with a partner or group any changes they made and why they made the changes. Allow participants to share, make comments, ask questions, clarify.

   

<table>
<thead>
<tr>
<th>Fact or Myth?</th>
<th>Fact</th>
<th>Myth</th>
<th>Fact or Myth?</th>
<th>Fact</th>
<th>Myth</th>
</tr>
</thead>
<tbody>
<tr>
<td>My students must read 25 books every year from the grade level reading list provided in the GPS.</td>
<td>X</td>
<td></td>
<td>My students must read every book on the reading list provided in the GPS.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Standards are not assessed in the Summer.</td>
<td></td>
<td></td>
<td>Standards are not assessed in the Summer.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I must use the tasks that are listed with the standards.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The purpose of the reading list that is included in the GPS is to show the level of rigor.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>According to the English Language Arts GPS, I must teach 25 novels every year.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Refer participants to “What We Know” and “What We 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. Show slide 38, *Essential Question 1*. Ask participants to consider this question and make notes in the Learning Journal on page 28 in their Participant’s Guide.

5. Transition: **In the next section of the training, we will focus on a process—and a way of thinking—that will help us use these standards to make a difference in our teaching practice.**
Standards Based Teaching and Learning

Time
1 hour, 50 minutes

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 We Know/What We Want to Know flipcharts.

Objectives
➢ Describe the backward design process used in standards-based teaching and learning.

Activities
➢ Standards Based Education (SBE): Small Group Activity (15 minutes)
➢ Benefits of Backward Design: Small Group Activity (30 minutes)
➢ SBE and GPS: Presentation and Walkthrough (1 hour)
➢ Summary: Large Group Activity (5 minutes)

Materials
➢ Handout, Tools and Templates for Backward Design
Standards Based Education (SBE): Small Group Activity (15 minutes)

Slide 39

1. Show slide 39, Essential Question 2. Present: **We are going to be exploring this question next.**

![Essential Question 2](image)

2. Ask: **What is the basic idea behind standards-based education and the backward design process?**

   - 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.

PG-15

3. Refer participants to the graphic organizer *Backward Design* on page 15 in their Participant’s Guide.

4. Ask participants to work in small groups to complete this chart.

5. Allow ten minutes.

Slide 40

6. Show slide 40, Backward Design. Present: **This is one example of the graphic organizer.**

![Backward Design](image)

7. Ask: **Do you have additional points to add to this slide?**
8. Show slides 41 and 42, *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

9. Present: **We have provided each school with several books that support the idea of backward design. The ideas that we are talking about here are complementary with many curriculum design models, such as Max Thompson’s *Learning Focused Schools* and *Understanding by Design*. We are not advocating a particular model or author; we are advocating the basic principles of backward design.**

**Benefits of Backward Design: Small Group Activity (30 minutes)**

1. Refer participants to *Benefits of Backward Design* on page 16 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 Standards Based Education (SBE), and the third as an observer/note taker. They should spend just a few minutes on each round, then they should rotate until everyone gets a chance in each role.
3. Ask participants to take ten minutes for planning and ten minutes for their three rounds.

4. Ask volunteers to report their key learning points.

5. Transition: We’ve talked about GPS and we’ve talked about SBE. Next, let’s talk about how to use them together.

**SBE and GPS: Presentation and Walkthrough (1 hour)**

**Slide 43**

1. Show slide 43, 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 in how to do this.

**Slide 44**

2. Show slide 44 and refer participants to Standards Based Education on page 17 in the Participant's Guide. Explain: This diagram shows an overview of how the standards can be analyzed using the backward design process.
3. Distribute handout, *Tools and Templates for Backward Design.* This handout is a series of excerpts and resources from several curriculum design resources. Go over each page in the handout, using the notes below and by following along on slide 44.

**Tools and Templates**

- **Page 62:** There are three stages in backward design. (Ask participants to recall them.) They are: Identify desired results, Determine acceptable evidence, and Planning learning experiences and instruction. **Today, we’re only going to talk about the first stage and a bit of the second stage.** As you can see, even when you have a well-articulated set of standards, you still have some work to do. You have to identify the big ideas and frame them as specific understanding, identify skills and knowledge, and select and develop essential questions.

- **Page 69:** This page describes what we mean by a “big idea.” (Ask participants to take a moment to skim the content of the page.) Refer participants to one of the standards you discussed in an earlier activity and ask them to identify big ideas. Record these on a flipchart.

  - Once you have the big ideas identified, you should break them down into essential questions and understandings. It is really a process of thinking through, “How can I translate these big ideas into thought-provoking engaging questions for the students?”

- **Page 91 and 106:** Here are some guidelines related to developing essential questions. (Ask participants to take a moment to skim the content of the pages.)
Flipchart

- Refer participants to one of the standards you discussed in an earlier activity and ask them to identify essential questions based on the big ideas they already developed. Record these on a flipchart.

**Tools and Templates**

- Pages 108-110, and 115. **These worksheets and tip sheets deal with framing “understandings,” which are related to big ideas.**

- Ask participants to work in pairs to gather the key points from these pages. Allow about five minutes. Ask a volunteer pair to report out, then ask others to add.

Flipchart

- Refer participants to the standard you’ve been discussing and ask them to identify enduring understandings. Record these on a flipchart.

**Tools and Templates**

- Pages 122 - 125, 127, 128, 133. **These pages contain templates and samples that pull together everything that we’ve discussed so far.**

- Refer participants to the example on page 128 and point out the following abbreviations in dark circles: G=goal/standard, U=understandings, Q=essential questions, K=knowledge, and S=skills.

4. **Present:** We have been completing (in a rather hurried manner) the same process on our flipcharts. 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.
5. Transition: **In the next section, you are going to get a chance to work more with these concepts and tools, as you work in small groups to apply them to a select standard. But before we do that, let’s go back to our flipcharts.**

**Summary: Large Group Activity (5 minutes)**

6. Refer participants to “What We Know” and “What We Want to Know” flipcharts on the walls.

7. Ask participants to revise the charts as needed, based on the discussions and activities so far.

8. Show slide 46, *Essential Question 2.* Ask participants to consider this question and make notes in the Learning Journal at the back of their Participant's Guides.

---

**Essential Question 2**

How is the backward design process used in standards-based teaching and learning?

- What squares with my thinking?
- What’s still rolling around in my mind?
- What do I need to change?
Putting It All Together

Time
1 hour, 40 minutes

Overview
This section contains only one activity, but it is an extensive one. 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→understandings→essential questions→skills and knowledge→evidence. Then, they will present their work to other groups.

Objectives
➢ Describe the benefits of the GPS.
➢ Describe the various phases of the GPS rollout plan.
➢ Define terms related to the GPS.
➢ Identify four parts of each standard.
➢ Describe the backward design process used in standards-based teaching and learning.
➢ Identify key components of the applicable standards (e.g., K-3 ELA).

Activities
➢ Putting It All Together: Triad Activity (1 hour, 40 minutes)

Materials
➢ Handout, Tools and Templates for Backward Design (from previous section)
Putting It All Together: Triad Activity (1 hour, 40 minutes)

1. Ask participants to work in triads (preferably with others who are teaching the same subject/grade level as they are).

   *Trainer’s Note:* If necessary, participants may work in pairs or groups of four; try to make sure that everyone has a suitable peer group (one in which they would be interested in looking at the same standards).

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. Ask each group to select one standard or set of related standards to analyze.

4. Refer participants to pages 122 and 125 from the previous handout packet. Present: These are templates that you can use to complete this activity. If you prefer, you can use a different format, but it should have all the same components. Again, note that the same abbreviations are used.

5. Present: You are going to have an hour and 40 minutes to complete this activity, but we are going to take two or three pauses in the middle to share our thinking.

6. Ask groups to begin working.

7. At a suitable time (about 20 or 25 minutes into the activity), ask participants to pause in their work.

8. Ask each group what work they’ve accomplished, what insights they’ve had, and what they’re struggling with. Ask other groups to provide constructive feedback.

9. Repeat this time out process once or twice more, as the groups seem to need it.
10. At the end of 1 hour and 25 minutes, ask each group to work on summarizing their work into a template (either from the tools they were provided in the handouts or in one of their own choosing). Allow five minutes.

11. Ask each group to present their summary. Encourage their efforts.

12. Transition: **We’re nearing the end of the day. Let’s move to the summary and follow-up assignments.**
Summary and Follow Up Assignments

Time

30 minutes

Overview

Participants are given a follow up assignment to analyze several standards. They begin to develop an action plan. At a minimum, they should determine the time and place of the first meeting and how to work together to complete the assignment. Then, the trainer tells them about the rest of the 8-day sequence. Finally, they refer once more to their flipcharts from the introduction.

Objectives

➢ Demonstrate how to lead the Professional Development process in a school.

Activities

➢ Follow-up Assignment (5 minutes)
➢ Action Planning (15 minutes)
➢ Summary (10 minutes)

Materials

N/A
Follow Up Assignment (5 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, 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.

3. Refer participants to the follow-up assignment on page 18 in the Participant's Guides.

4. Explain:

   - This follow-up assignment asks you to unpack another standard, as we did in the previous activity.
   - Eventually, you will have to unpack all the standards in order to teach them, but only one is required for day two of training.
   - During day two of training, we will use the standard that you unpack to begin to build a unit of study. Therefore, it is very important that each of us comes prepared for day two.

5. Ask one or two participants to state their understanding of the follow-up assignment.
Action Planning (15 minutes)

1. Present: On page 19 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.

Summary (10 minutes)

1. Show slide 47, 8 Days of Training. Provide overview of the 8-day sequence, explaining how the process will develop over time and how follow-up assignments fit in. If known, provide participants with the date, time, and location for day two of training.

2. Refer participants to “What We Know” and “What We 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
### Reflections on the Day

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

<table>
<thead>
<tr>
<th>Important things I’ve learned or had reaffirmed. . .</th>
<th>Today's experiences have left me feeling. . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questions I want answered now. . .</td>
<td>What I will do when I return to my workplace. . .</td>
</tr>
</tbody>
</table>


**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.