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

Content Facilitator’s Guide
ELA 9-12
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** ............................................................................................................2

**Use of This Guide** ...........................................................................................................2

**Table of Contents** .............................................................................................................3

**Overview** ........................................................................................................................5
  Module Rationale ..................................................................................................................5
  Module Description ..............................................................................................................6
  Module Goal ..........................................................................................................................6
  Module One Objectives ........................................................................................................7
  Module Sequence ..................................................................................................................7
  Leader Roles and Responsibilities .......................................................................................8
  Target Population ................................................................................................................8
  Module Preparation .............................................................................................................8
  Recommended Training Setup ............................................................................................12
  Module Materials for Day One of Training .......................................................................13
  Provided Texts ...................................................................................................................14
  Day One Preparation ..........................................................................................................14

**Recommended Readings** ................................................................................................15

**Agenda** .............................................................................................................................20

**Introduction** ....................................................................................................................21
  Hook: Large Group Activity (15 minutes) ..........................................................................22
  Overview of the Module: Presentation (5 minutes) ............................................................23
  What Do We Know and What Do We Want to Know: Small Group Activity (10 minutes)...27

**Overview of Standards** ..................................................................................................28
  Introduction (10 minutes) ...................................................................................................29
  How to Read the New GPS (1 hour, 15 minutes) .................................................................33
  Exploring the Standards (30 minutes) ..................................................................................40
  Summary: Large Group Activity (5 minutes) ....................................................................41

**Standards Based Teaching and Learning** ......................................................................43
  Standards Based Education (SBE): Small Group Activity (15 minutes) ............................44
  Benefits of SBE: Small Group Activity (30 minutes) ..........................................................45
  SBE and GPS: Presentation and Walkthrough (1 hour) .......................................................47
  Summary: Large Group Activity (5 minutes) ....................................................................58

**Putting It All Together** ....................................................................................................59
  Putting It All Together: Triad Activity (1 hour, 40 minutes) ................................................60
Summary and Follow Up Assignments ................................................................. 62
  Follow Up Assignment (5 minutes) ........................................................................ 63
  Action Planning (15 minutes) .................................................................................. 64
  Summary (10 minutes) ............................................................................................ 64

Day One Prior Preparation Assignment ................................................................. 65

Reflections on the Day .............................................................................................. 66

Glossary ....................................................................................................................... 67
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 statewide 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 on subsequent training days.

The second purpose is to introduce the Standards Based Education approach and to assist teachers in using SBE 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 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)
- Standard 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 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 Standards Based Education.
6. Identify key components of the applicable standards (for example, K-3 ELA).

Module Sequence

Prior Preparation—Participants (3 hours)
- Read emailed packet

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

Overview of the Standards (2 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 SBE
- SBE and GPS
- Walk Through of SBE 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, handouts, 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.

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. Current GPS were 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 email (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 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 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 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 of PowerPoint presentation (distribute with Participant’s Guide)

B. Handout 1: Comparison Matrix; Handout 2: Standards Based Education Model; Handouts 3 & 4: Wiggins and McTighe, Understanding by Design Professional Development Workbook, pages 69 & 91; Handout 5: Jacobs, Mapping the Big Picture, pages 65-66; Handout 6: page 13 from Thompson, Thomason, and Thompson, Catching Kids Up (on Unit Essential Questions); Handout 7: Tomlinson, How to Differentiate Instruction in Mixed-Ability Classrooms, page 18; Handout 8: SBE Template

C. Handout with 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
- Scratch paper and pencils/pens

Equipment:

- Projection system for slides
- Computer
Provided Texts

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


Day One Preparation

Send participants the Day One Preparation assignment and instruct them to complete the assignment 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.


This volume is essential for state, district, and school leaders who plan to implement school wide 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, et al., clearly answer 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 strategies 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 are 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.

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

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

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

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

**Special Education Resources**


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


**Resources for Differentiation**


Agenda

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

Introduction .................................................................................................................. 30 minutes

Overview of Standards.................................................................................................. 2 hours

Standards Based Teaching and Learning................................................................. 1 hour and 50 minutes

Putting It All Together ......................................................................................... 1 hour and 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 understanding what you’re supposed to know and do before you begin; i.e., that Standards Based Education—beginning with the GPS and then designing assessment and instruction—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

- 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 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 know or be able to do if we aren’t aware of 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)**

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 all these other activities as we focus on building a team understanding of the GPS 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:

- 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.
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.

![Group Norms and Housekeeping](image)

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)

11. 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.

12. 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.

13. Designate a “What We Know” side of the room and a “What We Want to Know” side and ask groups to post their lists.

14. 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.

15. 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
This section reviews and expands upon “What We Know” and “What We Want to Know.” First the participants get an introduction to the rollout of the ELA GPS and the benefits of the GPS. Next they receive an overview of the various strands and the standards within these strands. During this time, specific myths regarding the ELA standards will be debunked. Finally, the trainer will provide a model showing how a curricular unit evolves from the standards and incorporates multiple standards from multiple strands.

## Objectives
- Describe the benefits of the GPS.
- Describe the various phases of the GPS rollout plan.
- Identify the five strands found throughout the 9-12 ELA GPS
- Define terms related to the GPS.
- Identify four parts of each standard.

## Activities
- Introduction (10 minutes)
- How to Read the New GPS (1 hour, 15 minutes)
- Exploring the Standards (30 minutes)
- Summary (5 minutes)

## Materials
- Copy of standards
- Chart paper
- Markers
- Participant’s Guide
- Overhead projector or computer and LCD projector
- Transparencies or PowerPoint presentation
- Scratch paper and pencils/pens
- Handout 1: Comparison Matrix
Introduction (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. This information is also on page 6 of the Participant’s Guide. Present key points:

- **This is a 2-year phase-in plan**
- **The 1st year includes content-specific training, professional learning, familiarity with the standards and Standards Based Education**
- **During the 2nd year we begin to teach with the GPS; students are assessed on GPS (CRCT).**
Slide 8

3. Show slide 8, *Implementation OR The Rollout*. Emphasize that all English Language Arts standards are rolling out at the same time.

![Roll of Thunder, Hear My Cry: Implementation OR The Rollout](image)

- **ENGLISH LANGUAGE ARTS**
  - 2004-2005:
    - Awareness Training
    - Professional Learning
    - Unpacking the GPS
  - 2005-2006: Begin Utilization of GPS

Slide 9

4. Show slide 9, *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 GPS has fewer topics, allowing each topic to be explored in greater depth.
- **There is consistency** within and across grade levels.
- **Assessment (CRCT)** will be aligned with the curriculum (GPS).

![Brave New World: Benefits of the GPS](image)

- Ladder vs. spiral
- Depth
- Consistency
- Assessment
5. Show slide 10. Use this slide to make the following points:

- There are now fewer standards (17 compared to 28)
- The standards for each course are arranged in five strands: Reading and Literature, Reading Across the Curriculum,* Writing, Conventions, and Listening/Speaking/Viewing.

*The Reading Across the Curriculum standards are consistent across ELA, Math, Science, and Social Studies.

**Trainer’s Note:** Allow participants time to look over a set of standards (for example, the 9th grade standards) in order to examine and briefly discuss the different strands.
6. Show slides 11 and 12. Emphasize:

- The new GPS allow for depth rather than surface coverage.
- QCCs contain no indicators of what students should be able to know and do; however, the GPS include the performance expectations that connect the standards and the assessment.
- The new performance standards promote deep understanding.
- We now have fewer standards, but each of these standards will be worked with in depth throughout a course until the students achieve mastery.

7. Ask: Are there any questions about the general differences between the QCC and GPS or the rollout before we begin to explore the standards in more depth?
How to Read the New GPS (1 hour, 15 minutes)

Slide 13

1. Show slide 13, *Standard Definitions*. Refer participants to the standards that they brought to class and to the information on page 7 in the Participant's Guide and ask them to follow along as you explain each part of the standards.

Slide 14

2. Show slide 14, *Standard Definitions*.

- Present the definitions of standard and element (on the slide).
- Point out examples of each in the standards document.
- Emphasize that elements cannot be separated from standards. Elements are the measurable performance criteria of each standard.
Slide 15  

- Present the definition of tasks (on the slide).
- Indicate that tasks will be discussed in greater detail later.

Slide 16  

- Present the definitions of student work (on the slide).
- Ask teachers to contact the DOE regarding the process for submitting samples of student work that show evidence of learning/understanding connected to specific performance standards.
Slide 17  5. Show slide 17, *Standard Definitions*.

- Present the definitions of teacher commentary (on the slide).
- Ask teachers to contact the DOE regarding the process for submitting samples of teacher commentary.

![Sense and Sensibility: Standard Definitions]

Teacher Commentary:
- Teacher commentary is meant to open the pathways of communication between students and the classroom teacher as well as among 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.


- Explain the consistency in the standards 9 through 12: The strands remain constant and the standards remain consistent through all grades/courses 9 through 12.
- Ask participants to find examples of this using actual strands and standards in different grades.

![Sense and Sensibility: Standard Definitions]

ELA9RL1  The student demonstrates comprehension by identifying evidence (e.g., diction, imagery, point of view, figurative language, symbolism, plot events) and main ideas in a variety of texts representative of different genres (e.g., poetry, prose [short story, novel, essay, editorial, biography], and drama) and using this evidence as the basis for interpretation. The texts are of the quality and complexity illustrated by the Grade Nine reading list.

ELA10RL1 The student demonstrates comprehension by identifying evidence (e.g., diction, imagery, point of view, figurative language, symbolism, plot events) and main ideas in a variety of texts representative of different genres (e.g., poetry, prose [short story, novel, essay, editorial, biography], and drama) and using this evidence as the basis for interpretation. The texts are of the quality and complexity illustrated by the Grade Ten reading list.

ELAALRL1  The student demonstrates comprehension by identifying evidence (e.g., diction, imagery, point of view, figurative language, symbolism, plot events) and main ideas in a variety of texts representative of different genres (e.g., poetry, prose [short story, novel, essay, editorial, biography], and drama) and using this evidence as the basis for interpretation. The texts are of the quality and complexity illustrated by the American Literature reading list.

ELABLRL1  The student demonstrates comprehension by identifying evidence (e.g., diction, imagery, point of view, figurative language, symbolism, plot events), main ideas, and characteristics in a variety of texts representative of different genres (e.g., poetry, prose [short story, novel, essay, editorial, biography], and drama) and using this evidence as the basis for interpretation. The texts are of the quality and complexity illustrated by the British and Commonwealth literature reading list.
Slide 19 and 20  

7. Show slides 19 and 20, *Standard Definitions*. Use these two slides to illustrate how the scope and complexity of the standards is reflected in the elements:

- The elements are the components of each standard that change and become more sophisticated as the student moves from grade 9 to grade 10, etc. Consequently, the scope and complexity of each grade’s standards are reflected in the element component of those standards.
- Ask participants to find examples of this using actual standards and elements in different grades/courses.

*Trainer’s Note:* It may be necessary to note here that the standards for literature courses other than 9th grade are not sequentially mandated. Consequently, in American Literature, British Literature, and World Literature, the differences are differences in content, terminology, etc.
Slide 21


- Ask participants to suggest definitions for these terms.
- Then, refer them to the definitions on page 8 in the participant's guide to check their understanding.
- Ask participants if they have questions about any other terminology they have encountered in the ELA 9-12 standards.

![Sense and Sensibility: Standard Definitions]

Slide 22

9. Show slide 22, *Standard Definitions*. Go over the following points:

*Trainer's Note:* You may want to refer to the “What We Know” and “What We Want to Know” notes while going through these points. You might also ask participants to identify any other things that they heard that might or might not be misconceptions. Clear up any misconceptions related to best practices, textbooks, lessons and activities, etc.

![Sense and Sensibility: Standard Definitions]
Conventions are NOT addressed in isolation in the new GPS, but rather within the context of reading, writing, and listening/speaking/viewing—this does not mean that the new standards don’t include Standard English conventions; rather, these conventions are employed in authentic reading, writing, listening, and viewing situations, e.g., after the revision stage in the writing process, just before the editing stage, a teacher might present a 5-10 minute mini-grammar lesson, OR students might examine sentence structures and/or punctuation in a passage from a novel or short story they are reading and discuss the ways the author employs these elements to enhance meaning and/or effect in the passage and in the work as a whole.

Research is not done in isolation; it is used, for example, to “support writing”

Trainer’s Note: Explain that in 8th grade we do include a research paper in order to teach the facets of the research paper, but 8th graders may also do other assignments using research. In 9 through 12, research will be incorporated into other writings and/or speaking, etc., such as technical writings, persuasive essays, expository essays, presentations, etc.—more authentic uses of research skills.

The 25 book or 1,000,000 word requirement in Reading Across the Curriculum is not the sole responsibility of the ELA teacher. This standard is interdisciplinary and is part of the science, math, and social studies GPS as well as the ELA GPS; teachers in the various disciplines may wish to determine an equitable plan for meeting this standard, e.g., ELA 35%, social studies 35%, science 20%, math 10%.

Everything a student reads—personal reading throughout the year, including the summer, textbooks, articles off the Internet, instruction manuals, popular periodicals, etc.—applies to this standard.
The student bears the primary responsibility for record keeping. Students can keep reading records in a variety of ways including but not limited to annotated lists and/or annotated bibliographies, journals/diaries, or checklists. Record keeping for this standard should not become so burdensome for the student that it takes the pleasure out of personal reading.

Research tells us that students who read perform better in all subject areas; reading needs to become a pleasurable, lifelong habit.

The new GPS can be implemented using a variety of best practices, including but not limited to America’s Choice, Learning Focused Schools, Schools that Work, and Understanding by Design, etc.

Handout 1: Comparison Matrix

Use the Comparison Matrix to discuss similarities and differences among various best practice models.

Teachers do not have to create all new lessons and activities to use with the GPS. Lessons and units already developed can be incorporated during the instruction planning stage of implementation.
Exploring the Standards (30 minutes)

PG-9

1. Refer participants to *Options for Connecting Reading and Literature Modules* on page 9 in the Participant's Guide. Make the following points:

- One can shift various literature modules to link them with grade specific writing, conventions, and listening, speaking, and viewing modules.
- For example, the World Reading and Literature module, the American Reading and Literature module, or the British and Commonwealth Reading and Literature module can be substituted for the 10th grade Reading and Literature module by pairing any one of the three with the 10th grade Writing, Conventions, and Listening, Speaking, and Viewing modules.
- Likewise, these three specific reading and literature modules—World, American, and British and Commonwealth—can be paired with the 11th or the 12th grade Writing, Conventions, and Listening, Speaking, and Viewing modules.
- Here the sophistication and complexity of the literature standards in these specific modules is driven by the sophistication and complexity of the writing, conventions, and listening, speaking, and viewing modules.

- Ask participants to arrange themselves into groups of two to three people who teach contiguous grades, i.e., 9th and 10th, 10th and 11th, or 11th and 12th.
- Ask participants in each group to compare the standards and the elements to see how they are alike and how they are different.

3. Allow 20 minutes.

4. Ask participants to present their findings.

*Trainer’s Note:* Participants should become aware that the standards stay the same, but the elements change.

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

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

2. Ask participants to revise the charts as needed, based on the discussions and activities so far.
Slide 24  
PG-Learning Journal  

3. Show slide 24, **Essential Question 1.** Ask participants to consider this question and make notes in the Learning Journal at the back of their Participant's Guides.

![Essential Question 1 Diagram]

4. Transition: **In the next section of the training, we are going to 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 and 50 minutes

Overview
In this section, participants will learn about standards based teaching and learning. They start by organizing the relationship among standards, resources, assessment, instructional strategies, and revision. Next, 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 standards based teaching and learning.

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

Materials
➢ Handout 2: SBE Model; Handouts 3 & 4: pages 69 & 91 from Wiggins and McTighe’s Professional Development Workbook; Handout 5: pages 65-66 from Jacobs’s Mapping the Big Picture; Handout 6: page 13 from Thompson, Thomason, and Thompson’s Catching Kids Up; Handout 7: page 18 from Tomlinson’s How to Differentiate Instruction in Mixed Ability Classrooms
Standards Based Education (SBE): Small Group Activity (15 minutes)

1. Show slide 25, 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 know and be able to do, so the whole focus is on student learning.

3. Refer participants to the graphic organizer Standards Based Education on page 10 in their Participant's Guide.

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

   Allow ten minutes.
Slide 26

5. Show slide 26, Standards Based Education. Present: This is one example of the graphic organizer.

6. Ask: Do you have additional points to add to this slide?

Slides 27 and 28

7. Show slides 27 and 28, Standards Based Education (SBE). Go over the key points on these slides.

Benefits of SBE: Small Group Activity (30 minutes)

1. Refer participants to Benefits of Standards Based Education on page 11 in the Participant's Guide. Read the instructions.
2. Ask participants to work in triads to discuss possible ways of handling and/or responding to resistors.

3. Allow ten minutes.

4. Ask volunteers to report their key conclusions.

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)

1. Show slide 29, *Standards Based Education Model*. Refer participants to this same information on page 12 of the Participant's Guide. Present:

- This graphic provides a model of Standards Based Education.
- We are going to take one standard and walk through the process of SBE, then I am going to give you time to work in groups to complete the same process.
- In addition to providing you with a model, I am also going to provide you with some tips and tools that will help you through the process.

![Standards Based Education Model]

2. Distribute Handout 2, *Standards Based Education Model*

3. Refer participants Handout 2. Present: **There are three stages in Standards Based Education. They are:** Design Desired Results, Design Balanced Assessments, and Make Instructional Decisions.
4. Show slide 30, Unpacking a Standard. Present: **This is the standard that we will be “unpacking” using the SBE process.**

**Trainer’s Note:** Allow a moment for participants to locate this standard in their set of standards.

5. Refer participants Handout 3, *A Big Idea*. Present: **This page describes what we mean by a “big idea.”** (Ask participants to take a moment to skim the content of the page.)
6. Show slide 31, *Unpacking a Standard*. Emphasize:

- This shows a possible list of big ideas for our standard that are embedded in the standard.
- Big ideas are embedded in the standards and they address the standard, but they transcend any single standard.
- Big ideas lead to enduring understandings, declarations of what we want students to understand as a result of participating in this unit written as “Students will understand that ________________.”
- When you complete the unpacking activity in the next section, you may find it helpful to use the organizer on page 13 of your Participant’s Guide, or a similar one that you create.

![The Accidental Tourist: Unpacking a Standard](image)

7. Refer participants again to page 13 in the Participant's Guide. Present: *Once you have the big ideas and enduring understandings identified, you can reframe them as essential questions. This page shows an organizer you can use to do this work, but it is really a process of thinking through, “How can I translate these big ideas and enduring understandings into thought-provoking engaging questions for the students?”*
8. Refer participants to Handouts 4, 5, & 6 Essential Questions, Sample Essential Questions, and Unit Essential Questions Present:

- Of course, there can be great, meaningful essential questions as well as ones that are shallow or too narrow.
- These pages provide some tips and some ideas to help you figure out how to craft your essential questions.
- Ask participants to take a moment to skim the content of the pages.

9. Ask (referring to slide 31): What might be some essential questions related to this standard and these big ideas and enduring understandings?

Slide 32

10. Show slide 32, Unpacking a Standard. Emphasize:

- This shows a possible list of essential questions for our standard.
- Essential questions are derived from the standards and from the big ideas and enduring understandings.
- When you complete the unpacking activity in the next section, you may find it helpful to use the organizer on page 13 in the Participant’s Guide, or a similar one that you create.

The Accidental Tourist: Unpacking a Standard

Essential Questions for ELA10RL1:
1. How do we as readers uncover and use textual evidence to support (a) our literal reading of a text; (b) our reading/understanding of underlying meaning; and (c) our reading/understanding of theme or universal statement(s) about life or society embodied in the text?
2. How does an author employ figurative and rhetorical devices to create meaning in a text?
3. How do the forms and the structures of different literary genres contribute to our understanding or interpretation of specific texts?
4. How can I show that my interpretation is warranted?
Identify the specific critical component of the standard. For example, ELA10R1, which involves demonstrating “comprehension by identifying evidence...in a variety of texts,” has critical components of fiction, nonfiction, poetry, and dramatic literature.

Identify the elements of the standard that will provide the measurable performance criteria for the critical component of the standard.

The Accidental Tourist: Unpacking a Standard

- The student demonstrates comprehension by identifying evidence (e.g., diction, imagery, point of view, figurative language, symbolism, plot, and conflict) in a variety of text representations of different genres (e.g., poetry, prose [short story, novel, essay, editorial, biography, and drama]). The texts are of the quality and complexity indicated by the grade level of the text.
- The student identifies, analyzes, and applies knowledge of the themes, structures, and elements of dramatic literature and provides evidence from the text to support understanding; the student:
  a. Identifies and analyzes types of dramatic literature (e.g., classical tragedy, history play, modern drama).
  b. Analyzes the characters, structures, and elements of dramatic literature.
  c. Identifies and analyzes dramatic elements (e.g., unity of time, place, action; tragic hero; deus ex machina; recognition; reversal; chorus; aside; dramatic irony).
  d. Identifies and analyzes how dramatic elements support and enhance the interpretation of literature.
12. Show slide 34, *Unpacking a Standard*.

- The standards—not the textbook—drive the curriculum. Standards and elements come first, then the resources.
- The sample standard we’re looking at specifies dramatic literature; however, the first element suggests three different categories of dramatic literature: classical tragedy, history play, and modern drama. The teacher, therefore, would first select one of the categories and then choose relevant resources and materials. For purposes of this example, classical tragedy and *Oedipus Rex* have been selected; however, other resources such as *Antigone* or *Medea*, etc., might be employed instead.
- Connecting the resources to the standards helps determine the requisite knowledge and skills to mesh the resources and materials with the standards.
- Identify the elements of the standard that will provide the measurable performance criteria for the critical component of the standard.

13. Show slides 35-38, *Unpacking a Standard*. Explain how the standards/elements connect to what the student will know and be able to do.
14. Refer participants to *Unpacking ELA10RL1*, on page 14 in the Participant’s Guide, which contains the same information as the slides.

15. Transition: **Let’s move on now to designing balanced assessments and how to determine acceptable evidence of standard mastery.**

- Describe the process of determining acceptable evidence by examining a tasks/assessment method that measures deep understanding of the elements and leads to mastery of the standard. (slides 39-40)
- Stress that assessments are determined prior to planning activities and instruction.
- Present: **The assessments include a range of methods that are utilized throughout the unit to provide evidence of what students know and are able to do. Many of the assessments are ongoing and/or take place at various stages in the unit. A balanced range of assessments allows teachers to adapt instruction to the teaching and learning needs of the student.** (slide 41)
- Direct participants to Handout 7 to reinforce need for adapting instruction to the teaching and learning needs of the student. Inform participants that differentiation manuals are being prepared for gifted and special education students.
- Present: **Assessments include types of informal checks for understanding; observation, discussion, and dialogue; quizzes and/or tests; writing prompts; and performance tasks or projects. Each unit should include a number of different types of assessment.** (slide 42)
- Go over each of the types of assessments (slides 43-47) that provide evidence of student learning/understanding.

---

**The Accidental Tourist: Unpacking a Standard**

Sample Task:
- 10th Reading and Literature task: Identify a universal theme or archetypal meaning in a literary work and prepare a project board or multimedia presentation to illustrate the connection of the theme or meaning to:
  1. literary works from the same genre and time period;
  2. literary works from different genres and/or time periods;
  3. literary works from other cultures;
  4. life experiences;
  5. and/or popular films and TV shows.
**The Accidental Tourist: Unpacking a Standard**

- Identify a universal theme or archetypal meaning in a literary work and prepare a project board or multimedia presentation to illustrate the connection of the theme or meaning to:
  1. literary works from the same genre and time period;
  2. literary works from different genres and/or time periods;
  3. literary works from other cultures;
  4. life experiences;
  5. and/or popular films and TV shows.

Select a film or TV movie that employs archetypal symbols, patterns/themes, and/or heroes and create a movie poster that demonstrates understanding of these archetypal elements as they appear in the film or TV movie.

---

**Measure for Measure: Determining Acceptable Evidence**

- Assessments are designed to determine to what extent students know and are able to do.
- Assessments occur at every stage of the teaching and learning process.
- A balanced range of assessments allows teachers to adapt instruction to the learning needs of the student.
- Assessments are Determined PRIOR to planning activities and instruction.

---

**Measure for Measure: Types of Assessment**

- Informal Checks for Understanding
- Observation/Discussion/Dialogue
- Quizzes/Tests
- Writing Prompts
- Performance Tasks/Projects

---

**Measure for Measure: Informal Checks for Understanding**

- Use graphic organizers to guide students’ reading of Oedipus Rex
- Use oral questioning techniques to check that students achieve literal understanding of who, what, when, why, and how
- Use personal journals to assess each student’s interpretative process

Note: Informal checks are ongoing throughout the unit.
Measure for Measure:
Observation/Discussion/Discussion
- Observe students as they work in small groups to monitor thinking processes and understanding.
- Use reciprocal teaching to monitor critical thinking and deep understanding.
- Use Socratic dialogue and/or Socratic seminars to assess students' warranted interpretations and deep understanding.

Measure for Measure:
Quizzes/Tests
- Use brief reading check quizzes to assess literal understanding of Oedipus Rex.
- Use tests to access grasp of factual information, concepts, and discrete skills (e.g., content vocabulary, literary terminology).
- Note: By themselves, quizzes and tests do not assess understanding. They must be part of a continuum of assessment methods.

Measure for Measure:
Writing Prompt
- Use writing prompt to initiate a timed, in-class, expository writing that assesses the student's ability to think critically.
- Example:
  - Analyze the diction and imagery in the attached passage from Oedipus Rex and show, using textual evidence and explanation, how that diction and imagery contribute either to the unity of the play OR to a warranted theme or universal statement about life and society.

Measure for Measure:
Performance Tasks/Projects
- Ask students to select a character and role play for character analysis.
- Ask students to create a movie poster to demonstrate understanding of archetypal symbols, patterns, and heroes.
- Have students form reading circles and apply acquired understanding and skills to a contemporary play such as Fences or J. B.
  - **See 10th Reading & Literature sample tasks
17. Refer participants to *Possible Assessments for ELA10RL1* on pages 15 and 16 in the Participant's Guide. Explain:

- This information illustrates potential assessments that could be used with the sample unit for ELA10RL1.
- This balanced range of assessments allows students to demonstrate understanding and mastery in a number of ways using a variety of modalities.


- Read the contents of the slide aloud (or ask a volunteer to read).
19. Refer participants to 10th Grade Literature and Composition, starting on page 17 in the Participant's Guide. Emphasize:

- **Multiple standards are being addressed in a single teaching and learning unit.**

Walk participants through and point out the highlighted portions of the 10th Grade GPS in the Participant's Guide. Explain that assessing, for example, a reading and literature standard inherently involves discussion—listening and speaking; writing—journaling, tests/quizzes, writing prompts, and performing/presenting—speaking and viewing.

20. Present: **This example shows (with highlighting) how many standards and elements might be embedded in a single unit.**

21. 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)**

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

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

24. Show slide 49, **Essential Question 2.** Ask participants to consider this question and make notes in the Learning Journal at the back of their Participant's Guides.
Putting It All Together

Time 1 hour and 40 minutes

Overview This section contains only one activity, but it is an extensive one. After looking over the ELA 9-12 standards, participants, working in small groups, will take one standard and analyze it using the handouts and tools they were introduced to in the previous section or others they design. They will identify big ideas and enduring understandings, essential questions, and, if time allows, what students should know and be able to do and possible tasks. 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 SBE process.
- Identify key components of the applicable standards (e.g., 9-12 ELA).

Activities
- Putting It All Together: Triad Activity (1 hour and 40 minutes)

Materials
- Handouts (from previous section), page 13 in the Participant’s Guide, and Handout 7: SBE template
Putting It All Together: Triad Activity (1 hour, 40 minutes)

25. 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).

26. 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.

27. After examining the standards for ELA 9-12 (15-20 minutes), each group will select one standard or set of related standards to analyze.

28. Refer participants to previous handouts, page 13 in the Participant's Guide, and Handout 8, SBE template. 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.

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

30. Ask groups to begin working.

31. At a suitable time (about 15 or 20 minutes into the activity), ask participants to pause in their work.

32. 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.

33. Repeat this time out process once or twice more, as the groups seem to need it.
34. After an hour and 20 minutes (the time allowed for examining the standard and for analyzing one standard), ask each group to summarize its work on a template (either using one of the handouts provided or using one of their own choosing). Allow ten minutes.

35. Ask each group to present its summary. Encourage the groups’ efforts. Allow ten minutes.

36. 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 different 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 25 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 assignments.
**Action Planning (15 minutes)**

1. **Present:** On page 26 of your Participant’s Guide, you’ll find an Action Plan template. This is for you to plan out your group work for both follow-up assignments. 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 50, *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.

   ![8 Days of Training](image)

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 the task 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.

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:** A standard is 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 and literature; reading across the curriculum; writing; conventions, and 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 among 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.