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

Content Facilitator’s Guide
ELA K-3
Acknowledgements

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

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Use of This Guide

The module materials, including a Content Facilitator’s Guide, Participant’s Guide, PowerPoint Presentation, and supplementary materials, are available to designated trainers throughout the state of Georgia who have successfully completed a Train-the-Trainer course offered through the Georgia Department of Education.
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Overview

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

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

1. 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.
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 the 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)
- SBE and GPS
- Benefits of Backward Design
- Summary

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

Summary and Follow Up Work (30 minutes)
- Action Planning
- Follow-up Assignment
- Summary
Leader Roles and Responsibilities

This workshop will require 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 encourage 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 those in leadership positions for content areas 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 for 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 15. Become very familiar with these materials and the materials in the Recommended Readings list.

3. Ensure that school administrators understand the module preparation and follow up requirements 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 attend the training. The best way to ensure compliance is to have multiple contacts with the participants and their administrators. During these contacts, whether by mail, phone, or e-mail (preferably a combination), ensure that participants have the prework materials, understand the assignment, and are committed to arriving prepared. Anything you can do to establish a relationship with participants will help reduce stress and ensure a meaningful and successful training experience. If the participants start the training unprepared, they may never catch up.

5. Identify a date, time, and location for this training. This may vary from one setting to the next as you work with local schools and 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 26 to guide you.
6. Determine how course follow-up will be handled. It is very important that professional learning 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 chart papers 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 chart papers
   - Determine plans and payment for refreshments as desired/needed.
   - Review the graphic of the ideal site setup on the following page.
   - 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 sticky notes put in your guide.)
   - Use margins to note key points you plan to emphasize.
   - Walk through all activities.
   - Prepare any chart papers.
   - 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 Power Point slides
- Participant’s Guide
- Preparation Assignment

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. It’s All in the Cards (one set of cut-out cards for each table group), see page 63
C. Handout, *Tools and Templates for Backward Design*  
   (This handout should include the following pages from the *Understanding by Design Professional Development Workbook*: 62, 69, 91, 106, 108-110, 115, 122-125, 127-128, 133.)
D. Contact Information handout
Other materials needed:

- Name tags
- A variety of colored markers appropriate for chart papers
- Highlighter markers
- Chart paper and stand
- Masking tape to post chart papers
- Red and green die cut “hands,” one of each color per participant
- Small prizes
- It’s All in the Cards (1 set per table) (pg. 61-64)
  - Laminate each card (after it’s cut)
  - 2 complete spare sets
  - Each set in an envelope for each table
- 1 Set of Primary Markers and 1 Set of Highlighters for each table and each facilitator
- Laminated Red and Green Stock Paper for die cut Cutout Hands
- PP handouts 2 slides per page
- Scratch paper
- File Folders
  - File folder with sample unit
  - File folder with standards
  - File folders labeled for each handout
- Plastic bags for “It’s all in the Cards”
- Overhead—blank overhead slides
- Overhead Pens
- Pens/Pencils
- Chocolates/Candy for Tables

Equipment:

- Projection system for slides
- Computer
- Overhead
- Lapel Microphone
- Projector screen
- Extension cord with power strip
Provided Texts

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


**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.

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 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 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**


Approximately 70 general and special educators and parents attended the National Capacity Building Institute on Access, Participation, and Progress in the General Curriculum, held on July 10, in Arlington, VA. The article includes the proceedings from the Institute.
Aligning Special Education with NCLB. www.ldonline.org.

The No Child Left Behind Act (NCLB) is a standards-based reform movement. This movement emphasizes standards and the alignment of curriculum and assessment to those standards. States established what is to be taught. The goal of standards is to increase academic achievement levels. A related goal is to close the achievement gap for students who have traditionally been at-risk for academic failure or lack of success. This group includes students with disabilities.


This article summarizes data on each State’s use of standards in developing Individualized Education Programs (IEP) for students with disabilities. All fifty states were asked to send their IEP forms and to indicate whether the forms were required, recommended, or simply sample forms. Out of the 41 states with IEP forms, only 5 states specifically addressed the general curriculum on their forms. Recommendations for IEP forms that provide decision-making guidance involving access to the general curriculum are summarized.


The Colorado Department of Education provides information for teachers on developing standards-driven IEPs. The summary includes a definition of standards-driven IEPs, characteristics of standards-driven IEPs, and a rationale for standards-driven IEPs.

Resources for Differentiation


**Resources for K-3 Language Arts**


This handbook offers a practical and comprehensive means of teaching and monitoring children’s development of phonological awareness in the classroom. The authors provide answers to frequently asked questions about phonological awareness, offer a possible teaching sequence, and suggest a variety of activities to enhance children’s phonological awareness.


*Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction* provides a practical way to study words with students. Based on the research on invented and developmental spelling, the framework of this text is keyed to the five stages of spelling or orthographic development. Ordered in this developmental format, Words Their Way complements the use of any existing phonics, spelling, and vocabulary curricula.


Exciting and engaging vocabulary instruction can set students on the path to a lifelong fascination with words. This book provides a research-based framework and practical strategies for vocabulary development with children from the earliest grades through high school. The authors emphasize instruction that offers rich information about words and their uses and enhances students' language comprehension and production. Teachers are guided in selecting words for instruction; developing student-friendly explanations of new words; creating meaningful learning activities; and getting students involved in thinking about, using, and noticing new words both within and outside the classroom. Many concrete examples, sample classroom dialogues, and exercises for teachers bring the material to life. Helpful appendices include suggestions for trade books that help children enlarge their vocabulary and/or have fun with different aspects of words.

Updated with new strategies, ideas, and websites, this research-based book features a wealth of ideas for developing vocabulary in all content areas. Many of the techniques explored in this book have the broader goal of enhancing the acquisition of content knowledge. The authors do an exceptional job of combining a strong research base with field-tested strategies for developing vocabulary in any K-12 classroom. Chapter topics include learning vocabulary from context, integrating vocabulary and reading strategy instruction, learning vocabulary in literature-based reading instruction, learning vocabulary in the content areas, using dictionaries and other references, assessing vocabulary knowledge, vocabulary instruction for learners with special needs, vocabulary and spelling instruction using structural analysis, and wordplay in the classroom.


Exemplary teacher research has established that explicit teaching plays a vital role in the K-8 classroom, with particular benefits for struggling readers. This book is a practical resource for explaining reading to students who do not learn to read easily. Identified are 22 major skills and strategies associated with vocabulary development, comprehension, word recognition, and fluency. Ways to explain each skill or strategy are illustrated with abundant concrete examples, which teachers can use as starting points for developing lessons tailored to the needs, strengths, and interests of their own students. The book also shows how to move from the teacher’s explanation to the student’s independent use of new concepts, and how to embed explicit teaching within a context of rich, engaging literacy experiences.


This book presents a highly practical approach to assessing children's spelling and word knowledge abilities and offering effective, appropriate instruction. Included is the Developmental Spelling Analysis (DSA), a dictated word inventory that enables teachers to quickly and easily evaluate students' stages of spelling development and their knowledge of important orthographic features. Detailed guidelines are set forth for engaging students in hands-on word study that is tailored to their specific strengths and weaknesses. Validated and field-tested, the instructional techniques described here reflect the author’s many years of classroom experience. Particularly useful features of the book include narrative “snapshots” of children at different stages of spelling development; numerous examples of student work; suggested word sort activities for each orthographic feature; lists of recommended books and poems; and a focus on fostering a love of words through word play and language appreciation. Provided in the appendices are reproducible forms for administering the DSA, plus a list of over 12,000 words arranged by sound, pattern, and meaning-related features.

Combining essential background knowledge with hands-on-tools, this practical resource and text provides a detailed roadmap for conducting multidimensional reading assessment. The authors' research expertise and extensive classroom experience are reflected on every page. Presented are effective ways to evaluate K-6 students' spelling, word recognition, fluency, comprehension, strategic knowledge, and more. Aided by lively case examples, preservice and inservice teachers and reading specialists learn to tailor assessment to the needs of each child and use results strategically to inform instruction. The concluding chapter offers useful information on preparing a reading clinic report. Special features of this accessible 8 1/2" x 11" volume include numerous figures, tables, and sample assessment instruments, many with permission to photocopy. Topics covered include assessment, curriculum, methods, and comprehension difficulties, from the preschool level through high school.


This book offers essential guidance to preservice and inservice teachers seeking to create, revise, or add new strategies to the teaching of the language arts block. The focus is on how to implement effective strategies in the context of a well-planned classroom and a smoothly choreographed daily schedule. In a series of vivid case studies, Lesley Mandel Morrow brings to life the methods used by exemplary teachers to create rich, student-friendly learning environments for children in grades K-4. No component of organizing the language arts block is omitted, including setting up and running classroom learning centers, assessing different instructional needs, conducting whole-class and small group meetings, and linking language arts to content area instruction. Enhancing the practical utility of the book are sample daily schedules and classroom management tips for each grade level, along with dozens of reproducible learning activities, lesson plans, and assessment and record-keeping tools.


This resource presents an innovative teaching model that will help students construct meaning from text by integrating four established reading comprehension strategies - predicting, questioning, clarifying, and summarizing - into three classroom settings: whole-class sessions, guided reading groups, and literature circles. You'll find an array of tools for using reciprocal teaching in these settings, including detailed explanations of the strategies, issues related to teaching them, and practical lessons that let you easily integrate the model into your curriculum. Interspersed throughout the book are reproducible forms, suggested resources, student assessment options, and intervention ideas for struggling readers.

This book offers teachers fresh, interactive ways to teach reading. It opens with a clear, research-based rationale for teaching oral reading, stressing the connections among word recognition, fluency, and comprehension. Rasinski provides the strategies themselves—read aloud, repeated reading, performance reading, and many more.


This book presents the Small-Group Differentiated Reading Model, an explicit classroom-tested and research-based model that provides effective reading instruction by combining guided reading and word study in small groups, allowing teachers to address the needs of beginning and struggling readers in a regular classroom setting. The chapters present easy-to-implement lesson plans and activities to support the five stages of reading - emergent, beginning, fledgling, transitional, and independent.
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 You Know and What Do You 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.
- Chart paper
- Markers
- Scratch paper
Hook: Large Group Activity (15 minutes)

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.

When all participants have arrived, say:

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

Pause to give the participants time to express bewilderment, either verbally or via body language or both, then ask: **Are there any questions?**

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?”
After the quotation is complete, say: **You’ve got it!**

**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)**

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

Ask participants to *briefly* introduce themselves with just name and position.
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.”
Present: The goal and today’s objectives are listed on page 5 of your Participant’s Guide.

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 learning. 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.

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.
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 chart paper. Then, ask participants to agree to these norms.

Group Norms:
- Ask questions
- Work toward solutions
- Honor confidentiality
- Meet commitments or let others know if you are struggling to do so

Housekeeping:
- Phone calls
- Rest rooms
- Breaks
- Lunch

Go over housekeeping rules (phone, breaks, etc.) as appropriate to your schedule and location.

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 You Want to Know: Small Group Activity (10 minutes)**

1. Ask participants to work in small groups of three to four people. Distribute markers and at least two sheets of chart paper, scratch paper, and pens to each group.

1. 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.

- **What We Know/What We Want to Know**
  - Label each flipchart with a title:
    - What We Know
    - What We Want to Know
  - On scratch paper, list as many items as you can under each category.
  - Combine items that might go together under “What We Know” and put the most relevant ones on the flipchart.
  - Prioritize items under “What We Want to Know” and write the top priorities on the flipchart.

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

1. 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.

**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 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. 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 (30 minutes)
- What Are the New Standards (45 minutes)
- What Makes the Standards Different (35 minutes)
- Sample Unit (30 minutes)
- Summary (10 minutes)

Materials
- Red and green die cut “hands,” one of each color per participant
- It's All in the Cards (one set of cut-out cards for each table group), see page 63
- Copy of standards
- Chart paper
- Small prizes
- Markers
- Sample unit
- Participant’s Guide
- Overhead projector or computer and LCD projector
- Transparencies or PowerPoint presentation
Introduction (30 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

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

- **It is a 2-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).
Slide 8  
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.
- There is consistency within and across grade levels.
- Assessment (CRCT) will be aligned with the curriculum (GPS).

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

Instruct participants to read each statement and mark in the LEFT 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.
Distribute red and green hands.

Present: **I will read a statement and you will decide if the statement is a myth or fact regarding GPS. If you think the statement is a myth, hold up the red hand. If you think the statement is a fact, hold up the green hand.**

Read each statement. If opinion is divided, ask volunteers on each side of the debate to state their case, then add information, below, as needed.

- Classroom teachers will be trained in ELA K-3 standards during the 04-05 school year. **FACT.** Classroom implementation will occur in the 05-06 school year with assessment in the spring of 06.
- The elements are the means by which we assess each standard. **FACT.** The standard is the big idea. The elements support and give students a deeper understanding of that standard.
- We've got to buy new textbooks. **MYTH.** We use textbooks just as we do any other materials to support the teaching of the standards.
- The standards just aren't relevant to daily teaching. **MYTH.** The standards define what students are expected to learn. Furthermore, the standards give teachers a focus and a common understanding of student expectations.
What are the new standards? (45 minutes)

Slide 10

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 students are to know, learn and understand.**

![Performance Standards Table]

<table>
<thead>
<tr>
<th>Are</th>
<th>Are Not</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Georgia Performance Standards (GPS)</td>
<td></td>
</tr>
<tr>
<td>- What students are to learn, know, and understand</td>
<td></td>
</tr>
<tr>
<td>- Clear expectations of performance</td>
<td></td>
</tr>
<tr>
<td>- Curriculum document</td>
<td></td>
</tr>
<tr>
<td>- Few in number</td>
<td></td>
</tr>
<tr>
<td>- Application of content</td>
<td></td>
</tr>
<tr>
<td>- New Quality Core Curriculum (QCC)</td>
<td></td>
</tr>
<tr>
<td>- How teachers are to teach</td>
<td></td>
</tr>
<tr>
<td>- Comprehensive school reform</td>
<td></td>
</tr>
<tr>
<td>- Instructional handbook</td>
<td></td>
</tr>
<tr>
<td>- Checklist of objectives</td>
<td></td>
</tr>
<tr>
<td>- Coverage of content</td>
<td></td>
</tr>
</tbody>
</table>

*Georgia will lead the nation in improving student achievement.*
Slide 11  
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.
- Standards in grades K through 3 are presented grade by grade, with an introduction to each grade level. The standards themselves indicate what students should be able to do at the end of the year.
- Listening and speaking now include viewing.
- In grades K-2, conventions are embedded in the writing strand. A separate convention strand is added in grade 3.

![Chart of Essential Changes - ELA](chart.png)

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

![Chart of How to Read a Standard Number](chart.png)
Show slide 13, *Parts of a Performance Standard*.

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

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 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 samples may not meet all of the elements of the standard, but it 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 student work meets the standard . . .” and explain specifically how it meets (or does not meet) it.

**It's All in the Cards**

*cards (see page 63)*

**Present:** These definitions apply to all subject areas and grade levels. Let’s dig a little deeper to look at the standards for K-3 ELA.

**Chart paper**

Ask participants to remove everything from their tables. Give participants a short break while you place the sorting cards on each table.

**Present:**

- At each table you will find a plastic bag with cards inside. We will use these cards to sort the ELA K-3 GPS.
- You will work at your tables to sort the cards according to strand, standard and element. After you have sorted your cards, tape them on the chart paper.
- We will give you ten minutes to complete this activity.
- The first group to correctly sort the cards will receive a prize.
Small prizes

Allow ten minutes.

Ask one group to present their sort to the other groups. If their cards are not correct, move to the next group (continue until you get a group that sorted the cards correctly). Award prizes as you find most appropriate (first ones finished, most accurate, best presentation, etc.)

What makes the standards different? (30 minutes)

1. Transition: As you could see by sorting these cards, the new standards are more focused than the QCCs.

Slide 14

1. Show slide 14, GPS/QCC Comparison. (This information is also on page 8 in the Participant's Guide.)

Slide 14

1. Present:

- The GPS have more depth than the QCC.
- Skills progress from one grade level to the next.

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

Transition: The best way to see how standards and elements “ladder” from one grade to another is to study the standards yourself and try to find connections. We’ll do that in the next activity.
Ask participants to form small groups (2-4 people/group) across grade levels.

_Trainer’s note:_ You may choose to use the “Pick a Card” grouping strategy: Participants will pick-a-card with a musical instrument on it. Ask participants to use hand motions to act out their instrument. Participants will look for others who are acting out the same instrument to form groups (other strategies for grouping may be used).

Assign each group a strand. Ask them to look at the K-3 sequence for that strand (and even into grade 4) and determine:

- How standards/elements are alike and different.
- Progression of skills across grade levels.

Allow about 15 minutes.

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

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

**Sample Unit (30 minutes)**

1. **Present:** Unique to the GPS is the integration of standards. When addressing one standard you will address other standards. Our next activity will prepare us for Standards Based Teaching and Learning, our next training topic. Let’s take a look at our sample unit plan.

**PG-9 and 10**
Refer participants to the sample unit on pages 9 and 10 in their Participant's Guides.

Share the sample unit on fluency. Note additional standards addressed in the unit/lesson.
Show slide 15, *Examining a Standard.* Ask participants to work in small groups (2-4 people/group).

**Trainer’s Note:** The point here is for participants to identify how standards are integrated and cannot be taught in isolation.

- 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 (10 minutes)

1. **Present:** We are going to summarize this section of our training by creating a GPS Museum. Each group will work together to design a visual to summarize the information presented. After you have completed your visual, place it in the Museum. We will tour each display and review what we have learned.

   **Trainer’s Note:** You may use other summarizing strategies.

Allow five minutes for participants to create their museum exhibits.

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

Ask participants to revise the charts as needed, based on the discussions and activities so far.
Show slide 16, *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**

- What are the Georgia Performance Standards all about?

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, 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 easel charts.

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

Activities
➢ Standards Based Education (SBE): Introduction (5 minutes)
➢ SBE and GPS: Presentation and Walkthrough (1 hour)
➢ Benefits of Backward Design: Small Group Activity (30 minutes)
➢ Standards Based Education (SBE): Small Group Activity (10 minutes)
➢ Summary: Large Group Activity (5 minutes)

Materials
➢ Handout, Tools and Templates for Backward Design
Standards Based Education (SBE): Introduction (5 minutes)

Slide 17

Show slide 17, Essential Question 2. Present: We are going to be exploring this question next.

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.
Slides 18 and 19  Show slides 18 and 19, *Standards-Based Education (SBE)*. Go over the key points on these slides.

---

**Standards-Based Education**

- The focus is 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.

---

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

Present: We have provided each school with books that support the idea of backward design. Among these books are two on the *Understanding By Design* model, which is one example of a backward design. However, we understand that many of you may have adopted other models; this is fine. The ideas that we are talking about here are complementary with many other models. For example, if you are using Max Thompson’s model, you will find that the principles that we will explore fit in very well with that model. *We are not advocating a particular model or author; we are advocating the basic principles of backward design.*
**SBE and GPS: Presentation and Walkthrough (1 hour)**

Slide 20

1. Show slide 20, *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.**

   ![The Process of Backward Design](image)

   *This diagram shows an overview of how the GPS standards can be analyzed using the backward design process.*

PG-11

Refer participants to *How Standards Interface with Understanding by Design*, on page 11 in the Participant's Guide. Explain: **This diagram shows an overview of how the GPS standards can be analyzed using the backward design process.**

Slide 21

Distribute handout, *Tools and Templates for Backward Design*. This handout is a series of excerpts from the *Understanding by Design Professional Development Workbook*. Go over each page in the handout, using the notes below and by following along on slide 21.

**Sample Tips and Tools**

- Page 62: Three stages
- Page 69: Big Ideas
- Page 91, 106: Guidelines for developing essential questions
- Pages 108-110, 115: Guidelines for “understandings”
- Pages 122-125, 127-128, 133: Templates and samples
- Abbreviations: *(G=goal/standard, U=understandings, Q=essential questions, K=knowledge, and S=skills)*
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.

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?”

Here are some guidelines related to developing essential questions. (Ask participants to take a moment to skim the content of the pages.)

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 chart paper.

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 share, then ask others to add.

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

**Present:** We have been completing (in a rather hurried manner) the same process on our chart papers. This isn’t a process that is natural the first time you do it, 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 standards have already been prioritized (non-essential standards were not included), this step is not necessary. The models still work; however, this step has been completed.

**PG-12 Benefits of Backward Design: Small Group Activity (30 minutes)**

- Refer participants to *Benefits of SBE* on page 12 in the Participant's Guide. Read the instructions.

- Ask participants to take ten minutes for planning and ten minutes for their three rounds.

- Ask volunteers to report their key learning points.

**PG-13 Standards Based Education (SBE): Small Group Activity (10 minutes)**

- Refer participants to the graphic organizer *Backward Design* on page 13 in their Participant's Guide.

- Ask participants to work in small groups to complete this chart.
• Allow ten minutes.

Slide 22  
Show slide 22, Backward Design. Present: This is one example of the graphic organizer.

**Backward Design**

**What It Isn’t:**
- A program
- One more thing to do
- “Covering” a list of topics
- Teaching little packets of information
- An isolated unit
- Knowing and doing without understanding
- A different way of teaching and assessing
- Portfolios

**What It Is:**
Backward design is a framework which synthesizes research-based best practices in curriculum, assessment, and instruction. Understanding by Design is one example of a language (there are others) which educators can use to describe and analyze the best ways to promote student understanding rather than just knowledge and skill.

**Examples:**
- **Big Ideas for Concept Attainment**
  1. Identify desired results first.
  2. Determine acceptable evidence.
  3. Plan learning experiences.

**Definition:**
"To begin with the end in mind means to start with a clear understanding of your destination. It means to make certain your goals really are goals and not mere wishful thinking. It means to give yourself the right direction to go in so that the steps you take are always in the right direction." -- Stephen R. Covey, The Seven Habits of Highly Effective People

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

Transition: In the next section, you are going to get a chance to continue working 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 chart papers.

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

- Refer participants to “What We Know” and “What We Want to Know” chart papers on the walls.

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

Slide 23  
Show slide 23, 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?

Georgia will lead the nation in improving student achievement.
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. 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).

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.

   - Ask each group to select one standard to analyze.

   - Refer participants to page 125 from the previous handout packet. Present: This is a template that you can use to complete this activity. If you prefer, you can use a different format.

   - 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.

   - Ask groups to begin working.

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

   - 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.

   - Repeat this time out process once or twice more, as the groups seem to need it.

   - 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.
• Ask each group to present their summary. Encourage their efforts.

• 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 chart papers 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

- Handout: *Mapping the Big Picture*, pages 49-63
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.

Refer participants to the follow-up assignment on page 14 in the Participant’s Guides.

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.

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

Present: On page 14 of your Participant’s Guide, you’ll find an Action Plan template. This is for you to plan out your group work for 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.

- Allow ten minutes.

- Ask groups to present their plans.

Summary (10 minutes)

Show slide 25, 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.

- Refer participants to “What We Know” and “What We Want to Know” chart papers on the walls.

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

- 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></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Questions I want answered now. . .</th>
<th>What I will do when I return to my workplace. . .</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTENT STANDARDS:</td>
<td>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.</td>
</tr>
<tr>
<td>CURRICULUM DOCUMENT:</td>
<td>The Georgia Performance Standards document is the curriculum document that contains all standards that should be learned by all students.</td>
</tr>
<tr>
<td>ELEMENTS:</td>
<td>Elements are part of the content standards that identify specific learning goals associated with the standard.</td>
</tr>
<tr>
<td>PERFORMANCE STANDARDS:</td>
<td>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.</td>
</tr>
<tr>
<td>PROCESS STANDARDS:</td>
<td>Process standards define the means used to develop patterns of thought and behavior that lead to conceptual understanding.</td>
</tr>
<tr>
<td>STANDARD:</td>
<td>Something set up and established by authority as a rule for the measure of quantity, weight, extent, value, or quality.</td>
</tr>
<tr>
<td>STANDARDS-BASED EDUCATION:</td>
<td>In standards-based classrooms, standards are the starting point for classroom instruction that ensures high expectations for all students.</td>
</tr>
<tr>
<td>STRAND:</td>
<td>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.</td>
</tr>
<tr>
<td>STUDENT WORK:</td>
<td>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.”</td>
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</table>
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.
It's All In the Cards

Make enough copies of these cards for each table group, and cut them out in sets.

Concepts of Print

Listening, Speaking and Viewing

Student demonstrates knowledge of concepts of print.

Student uses oral and visual strategies to communicate.

Tracks text read from left to right and top to bottom.

Interprets information presented and seeks clarification when needed.
Phonological Awareness

Student demonstrates the ability to identify and orally manipulate words and individual sounds within those spoken words.

Phonics

Blends and segments syllables in spoken words.

Student demonstrates the relationship between letters and letter combinations of written words and the sounds of spoken words.

Matches all consonant and short-vowel sounds to appropriate letters.
Fluency

The student demonstrates the ability to read orally with speed, accuracy, and expression.

Vocabulary

Reads previously taught high frequency words at the rate of 90 words correct per minute.

Comprehension

Student demonstrates the ability to identify and orally manipulate words and individual sounds within those spoken words.
Identifies words that are opposites (antonyms) or have similar meaning (synonyms).

Student uses a variety of strategies to gain meaning from grade-level text.

Summarizes text content.

Student demonstrates competency in the writing process.

Writing

Begins to write a response to literature that demonstrates understanding of the text and expresses and supports an opinion.