



Georgia Performance Standards

Georgia Department of Education
Office of Curriculum and Instruction

Learning Outcomes

- Understand rationale and goals of the curriculum revision
- Understand the phase-in and implementation plan
- Develop understanding of the four parts of a performance standard
- Know and be able to use the vocabulary of the GPS
- Understand how to read the new standards
- Begin developing an implementation/ orientation plan for your site

Rationale

- History of Georgia's Curriculum
- External reviews
- No Child Left Behind
- Improve student achievement

Goals of the New Curriculum

- Set high expectations for all students
- Align to national level standards
- Increase rigor
- Guide teaching and learning
- Align assessments and accountability to curriculum

What Works in Schools, Marzano

- 11 factors affecting student achievement
- Guaranteed and Viable Curriculum
 - Identify and communicate the content considered to be essential for all students.
 - Ensure that the essential content can be addressed in the amount of time available for instruction.
 - Sequence and organize the essential content so that students have ample opportunity to learn.
 - Ensure that teachers address the essential content.
 - Protect the instructional time that is available.

Current Status of GPS

- Performance Standards posted on Georgia Learning Connections
- Development of Differentiated Instruction companion document
- Review and comment (January – October)
- Revision
- Recommendation to Georgia Board of Education

Phase-in Plan

- 2004 - 2006
 - **English Language Arts** - Grades K-12
 - **Math** - Grade 6
 - **Science** - Grades 6-7 and 9-12
- 2005 - 2007
 - **Social Studies** - Grades K-12
 - **Math** - Grades K-2 and Grade 7
 - **Science** - Grades 3-5
- 2006 - 2008
 - **Math** - Grades 3-5 and Grade 8
 - **Science** - Grades K-2 and Grade 8
- 2007 - 2009
 - **Math** - Grades 9-12

Implementation Plan and Timeline

- **Initiation Training / Awareness (January - March 2004)**
 - District leaders
 - RESA personnel
- **Two-Year Phase-in**
 - Content training
 - 2004-2005
 - 2005-2006
 - Leadership training
 - System and building level leaders

Test Alignment

- Criterion-Referenced Competency Tests (CRCT) and End of Course Test (EOCT)
 - Test alignment is completed during Year II implementation for each content area and grade level.
- High School Graduation Test (GHSGT)
 - Test alignment is completed during the third year following Year II implementation for each content area.

What is Good Enough?

- Read the writing sample
- Chart your assessment of this piece of writing on the note-taking guide
 - Note areas of the writing that are satisfactory and aspects of the writing that need improvement.

Think – Pair - Share

- **Think** about these questions:
 - What criteria did you use to evaluate this writing?
 - What is good enough?
 - How would a student know what to expect?
 - Are all teachers consistent?
- **Pair** with a partner.
- **Share** your thoughts.

Performance Standards. . .

Are:

- Georgia Performance Standards (GPS)
- What students are to learn
- Clear expectations of performance
- Curriculum document
- Few in number
- Application of content

Are Not:

- New Quality Core Curriculum (QCC)
- How teachers are to teach
- Comprehensive school reform
- Instructional handbook
- Checklist of objectives
- Coverage of content

ELA Performance Standards

- **Grades K-8**

- English/Language Arts

- **Grades 9-12**

- Course level performance standards
 - 9th Grade Literature and Composition
 - 10th Grade Literature and Composition
 - American Literature and Composition
 - British Literature and Composition
 - World Literature and Composition

Essential Changes - ELA

Strands

QCC

- Oral Communication
 - Listening/Speaking
- Written Communication
 - Reading
 - Writing
 - Literature
 - Reference/Study
 - Grammar and Usage
(beginning in 4th Grade)

GPS

- Reading
- Writing
- Conventions
- Listening/Speaking/
Viewing

Essential Changes - ELA

■ Reading Strand

■ Grades K-3

- National Reading Panel research (phonemic awareness, phonics, fluency, comprehension, vocabulary)

■ Grades 4-12 (adapted from California)

- Comprehension
- Habits of Reading/Reading Across the Curriculum
- Vocabulary
- Fluency

Essential Changes - ELA

- **Habits of Reading** (K-5)
- Every student will read 25 books OR one million words per year
 - Reading from variety of genres
 - Traditional and contemporary literature (fiction and nonfiction; variety of print media)
 - At least three different literary forms and at least five different authors

Essential Changes - ELA

- **Writing Strand**
 - Grades K-3
 - Grades 4-12
 - Adapted from Massachusetts
 - Modes of Discourse
 - Narrative
 - Expository
 - Persuasive
 - Response to literature

Essential Changes - ELA

- **Conventions Strand (Grades 4-12)**

- Adapted from California

- **Technology Standard**

- Embedded within the content standards- not separate entities
- Is the third standard in writing at every grade level

Essential Changes - ELA

- Listening, Speaking, Viewing strand
 - K-12
 - Media literacy
 - Skills of discernment
 - Visual vs. verbal text

Essential Changes - ELA

- **Research standards**
 - Incorporated in the reading and writing standard

Essential Changes - ELA

- **Grades K – 8**

- Presented grade by grade
- Description of what student should be able to do at the end of each grade

How to Read the New Standards

■ ELA5W2

- ELA = English Language Arts
 - 5 = Grade 5
 - W = Writing strand
 - 2 = standard number 2
- **2nd writing standard for 5th grade English Language Arts**

Parts of a Performance Standard

- Content standard
 - Including “elements”
- Tasks
- Student work samples
- Teacher commentary

Content Standards

- State the purpose and direction the content is to take
- Are generally followed by elements that identify specific learning goals associated with the standard

Content Standards - continued

■ QCC Standard:

- Grade 5, #44
- Writes in a variety of genres to produce paragraphs and compositions
 - Personal narratives
 - Imaginative stories
 - Responses to lit.
 - Content area pieces
 - Correspondences (including writing letters and addressing envelopes)
 - Expository pieces

■ GPS Standard:

- ELA5W2 The student demonstrates competence in a variety of genres:
The student produces a **response to literature** that
 - a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.
 - b. Advances a judgment that is interpretive, evaluative, or reflective.
 - c. Supports judgments through references to the text, other works, authors, or non-print media, or references to personal knowledge.
 - d. Develops interpretations that exhibit careful reading....

(Suggested) Tasks

- Keyed to the relevant standards
- Demonstrate what students should know and be able to do by the end of the course
- Uses
 - Activities
 - Assessments

Tasks (continued)

- The student reads several books by the same author and writes a review that describes the author's style and purpose for others. The review offers a recommendation for or against the author, and the student provides evidence to support his/her recommendation.

Student Work

- Examples of successful student work
- Specify what it takes to meet the standard
- See what meeting the standard “looks like”
- Not necessarily “perfect” examples

Student Work (continued)

- Read the student work sample, “The Author and His Literature”.
- Identify the parts of the student work that meet the elements of the standard for response to literature.
- Underline the part of the student work that meet a specific element of the standard and label each part by using the lower case letters correlated to the elements.

Student Work (continued)

■ Think – Pair – Share

- Pair with a partner and compare the evaluation of student work using specific criteria.
- Use the following questions to guide your discussion:
 - How did the process of locating elements in student work help you understand whether or not the work met standard?
 - How does this help you define expectations for student work?

Teacher Commentary

- Meant to open the pathways of communication between students and the classroom teacher.
- Show students why they did or did not meet a standard

Differentiated Instruction

- **5th Grade Writing Sample Task:**

The student reads several books by the same author and writes a review that describes the author's style and purpose for others. The review offers a recommendation for or against the author, and the student provides evidence to support his/her recommendation.

- A sample **differentiated task** for this standard is:

The student writes a script based on the piece to be performed by himself and other class members. The script may include such aspects as stage directions, costume suggestions, and ideas for props.

Standards – Based Vocabulary

- “Defining Our Terms”
 - My definition:
 - Pair-share definition:
 - Georgia definition:
- **First**, individual staff members should create their own definitions of the terms related to the GPS.
- **Then**, each staff member should pair with a partner to explore how they agree – or disagree – about the meaning of each term.
- **Finally**, at the conclusion of the activity, the definitions provided by the Georgia Department of Education should be shared and discussed.

The GPS Online

- www.gadoe.org
- www.georgiastandards.org

QCC Standards Revision Comments Survey	
Name (optional):	<input type="text"/>
E-mail Address (optional):	<input type="text"/>
1. Your primary role (check all that apply):	<input type="checkbox"/> K-12 Teacher/Support Staff <input type="checkbox"/> K-12 Administrator <input type="checkbox"/> Parent <input type="checkbox"/> Partner in Education (Non-Profit) <input type="checkbox"/> Partner in Education (Business) <input type="checkbox"/> University Faculty/Staff
2. Your primary level of interest (check all that apply):	<input type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High School
3. Your primary area of interest (check all that apply):	<input type="checkbox"/> English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Gifted <input type="checkbox"/> Special Education <input type="checkbox"/> ESOL
4. Did you watch the introductory video?	<input type="checkbox"/> Yes <input type="checkbox"/> No
5a. Did you watch the subject-area video(s)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
5. In what system/RESA do you currently work (or live)?	<input type="text" value="Appling County"/>
6. If you are a certified teacher, how many years of experience have you had in education?	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4-5 <input type="radio"/> 6-10 <input type="radio"/> 11-15 <input type="radio"/> 16-20 <input type="radio"/> 21-25 <input type="radio"/> 26-30 <input type="radio"/> More than 30
Questions 7-11 allow you to evaluate the standards by content area.	
7. Do the STANDARDS clearly define what students should know and be able to do? If not, cite specific examples, including standard numbers, and offer alternatives to correct the problem. Please cite specific references to the alternatives you have suggested.	

Professional Learning Plan

- **District and school leaders** can do a number of things to help make the change to standards-based education easier for teachers.
 - Support teachers by clearly communicating the changes that standards-based education will entail
 - Pace the progress of reform (note phase-in and implementation plan)
 - Provide structures and opportunities for teachers to learn the knowledge and skills to implement standards
 - Align other aspects of the system (e.g., time, technology, and teacher evaluation) with the goals of standards-based education
 - Assist with support of struggling students, and
 - Help to make needed resources available

Professional Learning Plan

(continued)

- **Teacher collaboration** is the key to success. It is important for teachers to work together to:
 - understand what standards require of students
 - design lessons to teach standards, and
 - develop assessments to determine if students are meeting standards.

Professional Learning Plan

(continued)

- **Professional Learning Plan** should be coherent and comprehensive and include or make provisions for:
 - structures (e.g., grade-level teams, curriculum task forces, study groups, departments) for learning
 - resources (e.g., time and materials) needed
 - formal and informal learning opportunities (formal professional development sets the stage, it is through informal personal exchanges that new ideas take root and become part of daily practice – professional learning communities)
 - focus on day-to-day classroom work (What lesson plans will help students reach proficiency? How will I know each student has become proficient? How will I document student achievement?)

Professional Learning Plan

(continued)

- Learning Outcomes
- Who (audience and personnel), When (time), Where (space), How (\$, materials)
- Learning Activities
 - Goals of the revision, our rationale, our beliefs and what Georgia values
 - Phase-In and Implementation Plan
 - 4 Parts of a Performance Standard
 - Standards- Based Vocabulary
 - Comment and Review

Research-Based Resources

- Marzano, R.J. (2003). What Works in Schools: Translating Research into Action. Alexandria, VA: Association for Supervision and Curriculum Development.
- Literacy Across the Curriculum: Setting and Implementing Goals for Grades 6-12. Atlanta, GA: Southern Regional Education Board (SREB).

Two Varieties

**“ . . . People come in two varieties:
those who look out the windshield
and
those who stare in the rearview
mirror.”**

---Nicholas Sparks, The Guardian