



New Teacher Symposium

***Standards-Based Education and the New Georgia
Performance Standards
(GPS)***

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Rationale for Curriculum Change

- **History of Georgia's Curriculum**
 - Written in 1986 and last revised in 1996-1997
- **External Reviews**
 - Phi Delta Kappa Audit conclusions
- **No Child Left Behind Mandates**
 - Adequate Yearly Progress (AYP)
 - Highly Qualified Classroom Teachers
- **Linchpin for Improving Student Achievement**
 - GPS are the key to improving student achievement in Georgia

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.**

Overview of the Process

- **Review curricula from other states and nations**
- **Identify models of student achievement**
- **Develop performance standards for Georgia**

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**

Subject Area Content Changes

- **Math**: Reflects characteristics of the Japanese Standards; based largely on the national standards of the National Council of Teachers of Mathematics.
- **Science**: Nationally-aligned curriculum with the American Association for the Advancement of Science's *Benchmarks for Scientific Literacy*.
- **Social Studies**: Framework consisting of History, Geography, Economics, and Government/Civics.
- **English/Language Arts**: K-3 Literacy standards follow National Reading Panel Research; 4-12 Reading standards adapted from California and writing standards from Massachusetts.

Performance Standards. . .

Are:

- Georgia Performance Standards (GPS)
- What students should know, understand, and be able to do
- An expression of clear performance expectations
- A curriculum document
- Few in number
- Application of content

Are Not:

- New Quality Core Curriculum (QCC)
- How teachers are to teach
- Comprehensive school reform
- An instructional handbook
- A checklist of objectives
- Coverage of content

Implementation Timeline

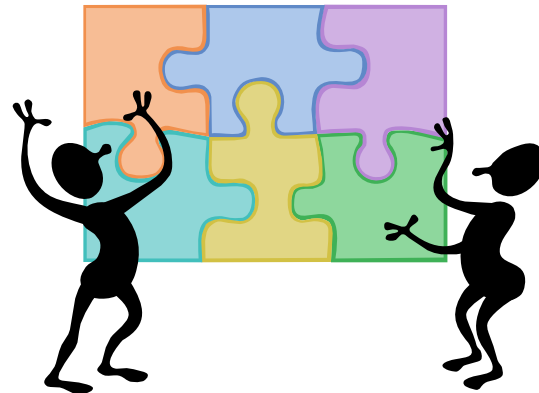
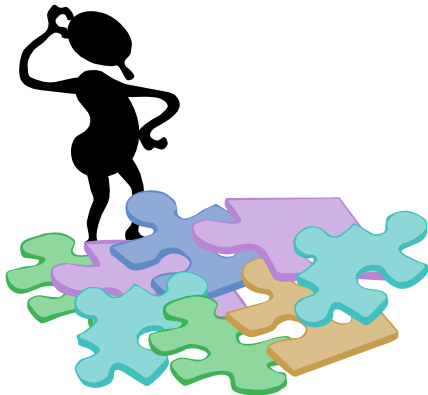
- **2005-06**
 - ELA K-12
 - Science 6,7, 9-12
 - Math 6
- **2006-07**
 - Science 3-5
 - Math K-2, 7
- **2007-08**
 - Science K-2, 8
 - Math 3-5, 8
 - Social Studies 6-12
- **2008-09**
 - Math 9-12
 - Social Studies K-5

Phase-In Plan Components

- **Year 1: Initiation** System-level teams, building-level leaders, and classroom teachers will undergo specific training to develop their proficiency with the terminology, content, and expectations of standards-based instruction.
- **Year 2: Implementation** Classroom teachers will implement Georgia Performance Standards into classroom instruction.
 - *The CRCT will be aligned with GPS taking the guesswork out of teaching and enabling teachers to gear instruction towards a curriculum instead of to a test.*

Benefits of the GPS

- Ladder vs. Spiral
- Depth
- Consistency
- Assessment



Parts of a Performance Standard

standard

E L E M E N T S

ELA7W2 The student demonstrates competence in a variety of genres.

The student produces a narrative (fictional, personal, experimental) that:

- Engages readers by establishing and developing a plot, setting, and point of view that are appropriate to the story (e.g., varied beginnings, standard plot line, cohesive devices, and sharpened focus).
- Creates an organizing structure appropriate to purposes, audience, and context.
- Develops complex major and minor characters using standard methods of characterization.
- Includes sensory details and concrete language to develop plot, setting, and character (e.g., vivid verbs, descriptive adjectives, and varied sentence structures).
- Excludes extraneous details and inconsistencies.
- Uses a range of strategies (e.g., suspense, figurative language, dialogue, expanded vocabulary, flashback, movement, gestures, and expressions, tone, and mood).
- Provides a sense of closure to the writing.

Task

Using narrative strategies, the student writes about a particular event that is meaningful or significant in the student's life.

Student Work

It was mid-summer in the year 2001. I'm not sure what day exactly but it was going to be one of two big days of the year for me.

Buzzz. My alarm went off as six in the morning. I got out of bed and looked out my window. It was still dark out. I managed to see two deer roaming around my backyard looking for something to eat. "Well, I better go get ready," I told myself. It was about six-thirty by the time my mom and I got everything packed in the car.

"Time to go. We need to be there at seven," my mom yelled.

"Coming," I responded. "I had to get my bag." We were off to my first big horse

On the way there I saw so many things I never noticed before. There were cows, pigs, and chickens on a farm I thought abandoned. There were flocks of birds

Teacher Commentary

- ♦ "It Was Midsummer" meets the standard for 7th grade narrative writing by describing the author's experience at her first big horse show. The organizing structure for the piece is the chronological timeline of the horse show weekend. The story progresses logically from beginning to end, and the writer uses transitional devices to guide the reader through the story. She uses phrases such as, "I woke up the next morning" and "After the seven jump course" to show time transitions.
- ♦ The writer develops character by explaining her excitement and her frustration throughout the weekend. She includes sensory details to give the writer a sense of the atmosphere at the horse show ("Everything seemed so fresh. I could smell the pine trees, and the newly cut grass" and "It was ninety degrees out but it felt like twenty").

CST Phase One

Days 1-5

Implementation Year One

- DAY 1 – Getting Familiar with the Standards
- DAY 2 – Unpacking Standards
- DAY 3 – Classroom Assessment and Instruction
- DAYS 4 & 5 – Instructional Decision Making and Mapping the Curriculum

CST Phase One

Days 6-8

Implementation Year Two

- DAYS 6 & 7 – Beyond the Basics with Enrichment, Remediation, & Differentiation
- DAY 8 – Input and Feedback

For more information please call:

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