

Guiding Principles of the *Georgia Framework for Teaching*

The following principles guided the development of the Georgia Framework for Teaching:

- **The Process Principle:** Learning to teach is a career-long process of development and growth.
- **The Support Principle:** All educators share responsibility for supporting their colleagues as professional peers.
- **The Ownership Principle:** Teachers design their own career paths.
- **The Impact Principle:** Effective teaching yields evidence of student learning and achievement.
- **The Equity Principle:** All students and teachers deserve equally high expectations and support.
- **The Dispositions Principle:** Productive dispositions positively affect student learning, teacher growth, and school climate.
- **The Technology Principle:** Teachers use technology to facilitate teaching, learning, community building, and resource acquisition.

The Process Principle

Learning to teach is a career-long process of development and growth.

Learning to teach is an ongoing process that extends across entire careers. It requires a commitment to professionally guided decision-making, to evidence-driven self-reflection, and to honoring different ways of learning. Theories, information, and communities change, and teachers reconceptualize their work throughout their professional lives. Teachers practice what they preach: that education means life-long learning.

The Support Principle

All educators share responsibility for supporting their colleagues as professional peers.

Faculty and administrators in arts and sciences, colleges of education and public schools, along with policy makers, must work together as an educational community. Working together, they provide a coherent, consistent support system for teacher professional development, collaborative work, and professional excellence. All partners support one another's professional goals across intersecting careers, create and guide one another to research-based resources, and provide time and incentives for collaborative professional growth.

The Ownership Principle

Teachers design their own career paths.

As professional educators, teachers accept the challenge to pursue and create their own career opportunities from the day they decide to teach through retirement. Teachers identify their needs based on their students' learning, seek knowledge and support, locate and evaluate resources, and become engaged in professional communities. As confident educational leaders, teachers are committed to their own professional growth as well as to the future of their disciplines and the field of education.

The Impact Principle

Effective teaching yields evidence of student learning and achievement.

Accomplished teachers are aware of the impact of their teaching. They know what students are expected to learn as well as what learning looks like. They use multiple ways of determining students' knowledge and skills in a specific curricular area. Based on this information, teachers organize instruction that will lead to higher levels of learning. The premise that all students can learn, though not all in the same way or at the same time, together with the fundamental goal of helping all students achieve their best, guides teachers' instructional decision-making processes.

The Equity Principle

All students and teachers deserve equally high expectations and support.

All students and teachers, regardless of their personal characteristics, backgrounds, or physical challenges, must have opportunities to succeed. Equity does not mean that every student or teacher should be treated identically; instead, it demands that reasonable and appropriate accommodations be made as needed to promote maximum access and attainment for all. The educational community and others must support high expectations of teachers and students.

The Disposition Principle

Productive dispositions positively affect student learning, teacher growth, and school climate.

Dispositions refer to teachers' attitudes toward students, student diversity, colleagues, learning, and other aspects of education and classroom life. Teachers' dispositions are communicated subtly yet unmistakably. Appropriate dispositions enhance teaching and learning for all students, contribute to teachers' growing competence and effectiveness, and nurture a dynamic and supportive school climate.

The Technology Principle

Teachers use technology to facilitate teaching, learning, community building, and resource acquisition.

Technology includes any flexible teaching and learning tools that support learner-centered instructional strategies. Teachers use modern technologies as tools to achieve high academic standards by integrating them into their teaching and their own professional growth. Educational communities must provide teachers with access to resources and mentors, exposure to useful practices, and opportunities to learn new technologies and technology evaluation skills.