



June 1, 2009

Good Afternoon Fellow Elementary Mathematics Teachers,

We are excited to announce that the Winter 2009 GPS Training video, powerpoint, and revised Georgia Performance Standards are now posted on GSO.

<https://www.georgiastandards.org/learning/Pages/GPSTraining/2008-09GPSTraining.aspx>

These videos can be viewed in full screen mode by right clicking on the video when you open it and clicking on the word zoom. In order to save the video, once the video has downloaded fully, you can use the file menu to save it as a file on your desktop.

Performance standards provide clear expectations for instruction, assessment, and student work. They define the level of work that demonstrates achievement of the standards, enabling a teacher to know "how good is good enough." Performance standards incorporate content standards, but expand upon them by providing suggested tasks, sample student work, and teacher commentary on that work.

Our curriculum is no longer a check list of objectives which can be interpreted as stand-alone statements. Performance standards require both vertical and horizontal study. The format of the curriculum also requires recognition that a performance standard has four parts: content and process standards, tasks, student work, and teacher commentary. Any interpretation of the performance standards using only the content standards is very likely to cause misinterpretation. For that reason, we constructed the framework units to contain the tasks that demonstrate the depth and rigor to which the content standards should be taught. It is not required that teachers use the frameworks to teach from, that is a local decision. However, it could be very misleading for someone to put their own interpretation on what the performance standards mean without consulting those frameworks. The frameworks are there to guide and inform teachers of the way the content will be assessed. They demonstrate what a

student should be able to do with the content standard if they have mastered the content.

One way that we have compared the old QCC curriculum to the GPS curriculum is that the old curriculum is a check list with stand alone bits of knowledge, the GPS is composed of paragraphs with main ideas (standards), supporting statements (elements), and contextual descriptions(the framework tasks) that set the tone. To understand the GPS you must read the novel, not the cliff notes.

We are also busily working to complete the changes to the framework units due to the Precision Review that was completed this past year. Hopefully, these changes will go into effect in the 2009-2010 school year. We will be completing the unit revisions during the summer. The first three units in each grade level should be posted by the start of the 2009-2010 school year. We are adding many new parts to the frameworks, updating the parent letters, and providing concepts maps. We are also going to be providing many additional resources to support your mathematics instruction. In order to have a very thorough revision, we are taking our time to update each unit. In addition to the revisions, the curriculum maps are also currently being revised. The time lines on the maps will not change; however, we are revising the titles to make some of them more mathematically sound. We understand that you would like to have the units soon; however, we are focused on delivering a comprehensive product that will thoroughly support instruction.

Please contact Jessica Jetton or Sharon Hooper for more information.

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