

What are the West Virginia Professional Growth Guides?

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How can classroom teachers utilize the West Virginia Professional Growth Guides?

Teachers who desire to improve their own professional practice within any of the West Virginia Professional Teaching Standards may refer to the appropriate growth guides to find assistance. The growth guides provide concrete examples of professional practices which are observed / demonstrated within the classrooms of highly successful teachers. Specifically, the growth guides delineate some of the practices of Accomplished and Distinguished West Virginia teachers. Additionally, teachers will find a long list of other resources (websites, books, scholarly articles, etc.) which may be sought out and referenced for even further assistance with improving professional practice.

How can school principals utilize the West Virginia Professional Growth Guides?

School principals are tasked with the completion of an annual evaluation for each of the classroom teachers in their school. The West Virginia Professional Growth Guides provide principals with concrete examples of professional practices which are observable within the classrooms of highly successful teachers. Principals may reference these guides prior to conducting observations in a teacher's classroom. Principals may also find the numerous other resources recorded within the guides useful when providing additional support to educators who may be struggling in some aspect of their professional practice.

Stakeholders for the West Virginia Professional Growth Guides

The following professional educators contributed to the creation of the West Virginia Professional Growth Guides:

Erin Sponaugle (2014 WV State Teacher of the Year)	Berkeley County Schools
Michelle Burk (Teacher)	Kanawha County Schools
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Mindy Miesner	West Virginia Center for Professional Development
Joey Wiseman	West Virginia Department of Education

STANDARD 1: CURRICULUM AND PLANNING

Element 1.1. - The teacher demonstrates a deep and extensive knowledge of the subject matter

Description:

The teacher displays deep and extensive knowledge of the core content and designs instructional experiences that move beyond a focus on basic competency in the subject to include, as appropriate, the integration of 21st century interdisciplinary themes of global awareness; economic, business and entrepreneurial literacy; civic literacy and health literacy. Knowledge of content is absolutely necessary for good teaching, and it must be combined with an understanding of the complex and sophisticated relationships within the content and made relevant to the learner.

Connection to College & Career Readiness / Next Generation Standards:

Connections to Professional Teaching Standard 1 – Curriculum and Planning

- A comprehensive approach to learning is inclusive of a balanced focus on knowledge and skill-building.
- In order to be successful in creating academic learning experiences characterized by appropriately rigorous content, vigorous instruction, and high expectations for all learners, the classroom teacher must have a comprehensive understanding of the subject matter being taught.
- A diverse set of developmentally appropriate instructional strategies must scaffold students to mastery of the grade level content standards and objectives.
- The teacher employs formative assessment processes to guide daily instruction.

Professional practices within this standard-element:

At the Distinguished Level

Teachers have a comprehensive knowledge of the vertical alignment of the standards. Evidence exists that the teacher has proficient knowledge of how the content delivered builds upon content conveyed at lower programmatic levels. Additionally, evidence demonstrates that the teacher knows how the content delivered connects to content to be conveyed at higher programmatic levels. Teachers effectively and appropriately communicate content to learners. Content is delivered to students with appropriate rigor as determined by West Virginia Content Standards & Objectives and the individual needs of the students. Classroom instruction consistently reflects the students' interests, and expresses a deeper knowledge of the content through the use of real world examples or experiences (21st century context). Textbooks and programs may take on lesser importance in the formation and delivery of effective instruction. The content is consistently presented through differentiated methods of instruction, accounting for the individual learning modalities of the students. Teachers at the Distinguished level collaborate with other teachers to create lessons and activities, some of which should be cross-curricular lessons or activities.

At the Accomplished Level

Teachers have a proficient knowledge of the content for the programmatic level(s) taught. Teachers can effectively and appropriately communicate content to learners. Content is delivered to students with appropriate rigor as determined by West Virginia Content Standards & Objectives and the needs of the individual students. Classroom instruction occasionally reflects the students' interests. The teacher uses real world examples or experiences (21st century context) to enhance student understanding, but to a lesser degree than at the Distinguished level. Content is presented through differentiated methods of instruction. Teachers may demonstrate some success in creating cross-curricular lessons or activities, however they may lack the evidence to demonstrate collaboration with other teachers in the creation of the lessons or activities.

Common Misconceptions or Difficulties:

There are too many differences in the learning needs among individual students to account for every student in my planning.

Teachers should determine the absolute essential content information / skills every student should learn through each lesson or activity. Then teachers should ask, "How can I address the remaining needs of my students?" These needs may be addressed through future modified lessons or other strategic interventions for specific students.

I cannot teach content which I did not study in college.

Teachers should not be afraid to utilize the resources available to them to strengthen their own knowledge of their content area. Reach out to other teachers within the school building to seek assistance, or contact content/instructional experts at the district level and ask for support. Placing one's self in the role of learner can often help one's teaching; not only will content knowledge be strengthened, but it may also become possible to more easily identify or anticipate potential barriers and difficulties the students may experience in learning the same content.

Professional Development Strategies:

- As an individual,
 - » *Take full advantage of the annual Self-reflection completed as part of the educator evaluation. Being aware of one's own professional weaknesses is the first step in identifying professional development strategies which are most relevant.*
 - » *Seek the assistance of a veteran or mentor teacher. Mentor teachers may be capable of providing effective lesson plans for direct use, or as examples which may be modified to meet the needs of specific students.*
- As a school or group,
 - » *Review the state's Content Standards and Objectives. Discuss your content area with colleagues develop better awareness of the prerequisite knowledge & skills, and how your students may approach these skills.*
 - » *Institute and/or utilize the common planning period for teachers of similar content or programmatic levels.*

Resources:

- Websites & Videos
 - » *Educational Impact* (www.educationalimpact.com) – Resources include a wide range of professional development modules/videos. Content aligned specifically to the West Virginia Professional Teaching Standards is available. Contact your school principal or your District / RESA central office to inquire about availability at your school.
 - » *Edutopia* (<http://www.edutopia.org/teacher-development>) – A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12 education.
 - » *EngageNY* (www.engageny.org) - Resource topics include: The Common Core Standards, Teacher/Leader Effectiveness, Data Driven Instruction, Professional Development (All Grade Levels), and a Video Library.
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 - » *Teacher Vision* (<http://www.teachervision.com/pro-dev/resource/5778.html>) - A wide range of professional development resources for educators including articles, lesson plans, and other resources from notable publishers and experts in the field.
 - » *The Teaching Channel* (www.teachingchannel.org) – Videos and other resources searchable by topic.

- Readings
 - » *Lemov, Doug. (2010). Teach Like a Champion: 49 Techniques That Put Students on the Path to College. San Francisco, CA: Jossey-Bass. See: Name the Steps (#13), Comprehension (Chapter 12), How All Teachers Can and Must Be Reading Teachers (Chapter 10)*
 - » *Danielson, Charlotte, et. al. (2009). Implementing the Framework for Teaching in Enhancing Professional Practice. Heinlein*
 - » *Ma, L. (1999). Knowing and Teaching Elementary Mathematics: Teachers' Understanding of Fundamental Mathematics in China and the United States. Mahwah, New Jersey: Lawrence Erlbaum Associates*
 - » *Marzano, R.J., Norford, J.S., Paynter D.E., Pickering, D.J. & Gaddy, B.B. (2003). A Handbook for Classroom Instruction That Works. Alexandria, VA: Prentice-Hall. See: Vocabulary (Module 23), Details (Module 24), Skills and Processes (Module 26)*
 - » *Ritchart, Ron, et. al. (2011). Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners. San Francisco, CA: Jossey-Bass*
 - » *Scholastic Teaching Resources. (2011). The Essential Questions Handbook: Hundreds of Guiding Questions That Help You Plan and Teach Successful Lessons in the Content Areas. Scholastic Inc.*
 - » *Wilson, Donna and Conyers, Marcus. (2013). Five Big Ideas for Effective Teaching: Connecting Mind, Brain, and Education Research to Classroom Practice. New York: Teachers College Press*
 - » *Zemelman, Steve; Daniels, Harvey; Hyde, Arthur. (2012). Best Practice: Bringing Standards to Life in America's Classrooms. Portsmouth, NH: Heinemann*

- Planning Resources
 - » *Office of Early Learning, West Virginia Department of Education. Guidance Documents for PreK-5th Grade levels*
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 - » *Office of Secondary Learning, West Virginia Department of Education. Resources for Standards-based Units, Project-based Learning, Standards-based Instruction, and 21st Century Instruction are available.*
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 - » *West Virginia Center for Professional Development. Resources include, but are not limited to, the following trainings:*
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STANDARD 1: CURRICULUM AND PLANNING

Element 1.2. -The teacher designs standards-driven instruction using state-approved curricula

Description:

The teacher displays deep and extensive knowledge of the core content and designs instructional experiences that move beyond a focus on basic competency in the subject to include, as appropriate, the integration of 21st century interdisciplinary themes of global awareness; economic, business and entrepreneurial literacy; civic literacy and health literacy. The teacher designs instruction that is aligned with the West Virginia Content Standards and Objectives and uses a standards-based approach to instruction supported by a variety of instructional resources that may include textbooks. Information media and technology tools are frequently incorporated into lesson design and teaching strategies are supported by a variety of technologies that promote self-directed learning, problem solving and collaboration.

Connection to College & Career Readiness / Next Generation Standards:

Connections to Professional Teaching Standard 1 – Curriculum and Planning

- A comprehensive approach to learning is inclusive of a balanced focus on knowledge and skill-building.
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- A diverse set of developmentally appropriate instructional strategies must scaffold students to mastery of the grade level content standards and objectives.
- The teacher employs formative assessment processes to guide daily instruction.

Professional practices within this standard-element:

At the Distinguished Level

Teachers guide students in the design and implementation of effective learning activities aligned to the state-approved curricula. Teacher establishes procedures and routines in the classroom which facilitate both effective student collaboration and effective student-led learning activities. Students collaborate with each other in a manner which can be considered purposeful, intentional, and productive. Students are provided multiple opportunities throughout the school year to design or choose learning activities which are most relevant to their needs, learning styles, and interests. Large and small group activities are observed as 1) student driven and focused 2) incorporating outside resources 3) using higher order thinking and problem solving 4) student led instruction with teacher as guide. Teachers create collaboration opportunities for their colleagues in an effort to build an environment of collaborative learning. The teacher models effective teacher-student and student-student collaboration, as well as the development of meaningful standards-based learning opportunities, for other educators in the school.

At the Accomplished Level

Teachers guide students in the design and implementation of effective learning activities aligned to the state-approved curricula. The learning activities match the learning objectives. The learning activities address critical thinking skills and reflect differentiated instruction. The teacher establishes procedures and routines in the classroom which facilitate both student collaboration and student-led learning activities. Student collaboration and student designed learning activities periodically drive instruction. Classroom instruction occasionally reflects the students' interests. Evidence of real world examples or experiences (21st century context) to enhance student understanding are demonstrated through lesson plans or learning activities. Teacher participates in collaborative planning with their colleagues, however cross-curricular learning activities in the classroom are less frequent than within the classroom of a Distinguished teacher.

Common Misconceptions or Difficulties:

Too much or redundant practice.

When planning, teachers typically plan specific questions or activities for each portion of the guided practice. While instructing, teachers often let getting through all these pre-planned activities guide the length of practice rather than responding to what students actually demonstrate a need for. Building frequent formative assessments into your lessons ensures you remember to regularly check to determine whether students need more or less practice before moving to the next release phase in guided practice.

Too much direct instruction.

Just like how a teacher may provide too much or too little practice time, teachers sometimes spend too much of a lesson in the Direct Instruction phase and don't leave enough time for students to practice with the content/skills. Without sufficient practice time students will not be able to demonstrate independent mastery of the objective. When planning teachers must remember that in order to achieve independent mastery, students need to be provided a significant amount of time to practice with little-to-no support and should plan direct instruction accordingly.

Professional Development Strategies:

- As an individual or group
 - » *Read the lesson plan of a peer and then observe him or her teaching. Describe promising practices paying particular attention to how the learning experiences are aligned to the objective and sequenced.*
 - » *Request support and feedback from a colleague or coach.*
 - » *Work with a colleague or coach to plan a full lesson and then have the lesson videotaped. Watch the lesson and reflect on how the planning ultimately led to student mastery.*
- As a group
 - » *Review existing practices related to this standard-element and brainstorm new practices.*
 - » *Conduct a peer observation or use video to look for specific evidence of this standard element.*
 - » *Discuss student work samples that show evidence of this standard element.*
 - » *List steps toward implementing this standard element with proficiency.*

Resources:

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 - » *All Things PLC* (www.allthingplc.info) – Variety of research articles, documents, tools, and other resources.

- Readings
 - » *Drake, Susan. (2007). Creating Standards-Based Integrated Curriculum: Aligning Curriculum, Content, Assessment, and Instruction. Thousand Oaks, CA: Corwin Press*
 - » *Johnson, Ben. (2013). Teaching Students to Dig Deeper: The Common Core in Action. New York, NY: Routledge*
 - » *Marzano, Robert. (2009). Designing and Teaching Learning Goals and Objectives. Bloomington, IN: Marzano Research Laboratory*
 - » *Prosise, Mark. (2011). "What Drives Instruction?" Educational Leadership Vol. 7:2. Retrieved from <http://www.ascd.org/ascd-express/vol7/702-prosise.aspx>*
 - » *Reeves, Anne. (2011). Where Great Teaching Begins: Planning for Student Learning and Thinking*
 - » *Stein, Mary Kay, et. al. (2000). Implementing Standards-Based Mathematics Instruction: A Casebook for Professional Development. Pearson*
 - » *Zagranski, Richard, et. al. (2008). Understanding Standards-Based Education: A Practical Guide for Teachers and Administrators. Thousand Oaks, CA: Corwin Press*
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STANDARD 1: CURRICULUM AND PLANNING

Element 1.3. - The teacher uses a balanced assessment approach to guide student learning

Description:

A balanced instructional assessment program is designed to assist students to achieve mastery of the content and depth of knowledge of the West Virginia Content Standards and Objectives. The teacher uses his/her knowledge of content, process, and development of 21st century skills to move beyond being a provider of knowledge to being a facilitator of learning. Experiences are created to advance student learning through processes such as critical thinking, collaboration and problem solving that encourage creativity, innovation and self-direction.

Connection to College & Career Readiness / Next Generation Standards:

Connections to Professional Teaching Standard 1 – Curriculum and Planning

- A comprehensive approach to learning is inclusive of a balanced focus on knowledge and skill-building.
- In order to be successful in creating academic learning experiences characterized by appropriately rigorous content, vigorous instruction, and high expectations for all learners, the classroom teacher must have a comprehensive understanding of the subject matter being taught.
- A diverse set of developmentally appropriate instructional strategies must scaffold students to mastery of the grade level content standards and objectives.
- The teacher employs formative assessment processes to guide daily instruction.

Professional practices within this standard-element:

At the Distinguished Level

The teacher creates an environment that values collaboration as a critical component of a balanced assessment approach (student-to-teacher & teacher-to-student). Multiple forms of assessments/evidence are used to demonstrate student progress toward learning objectives. In addition to more traditional assessments, other examples of assessments may include data notebooks, journals, interactive notebooks, portfolios, conference logs, photos, posters, checklists, charts, or graphs. All assessments used (formative or summative) are selected specifically to yield actionable data about the students' progress toward the learning objectives. Assessments are appropriately differentiated to account for the learning styles of all students. Assessment feedback is consistently provided to students and other relevant stakeholders (e.g. parents) in timely and appropriate fashions. Examples of appropriate feedback to students and stakeholders may include the use of email or assignment notebooks.

At the Accomplished Level

The teacher creates and uses assessments (formative or summative) selected to yield actionable data about the students' progress toward the learning objectives. Evidence of collaboration with students in the formation of the assessments is minimal. Additionally, assessments utilized do not demonstrate consistent differentiation in order to account for the learning styles of all students. Feedback on assessments is consistently provided to students in timely and appropriate fashions.

Common Misconceptions or Difficulties:Lack of clarity about which lesson components are being used for assessment.

When lesson planning, an activity is just an activity unless the teacher has a plan for how they will use the information. For example, if I include a prerequisite knowledge question in my Bell Ringer activity, but do not have a plan for how I will collect the data (circulating and reading over students' shoulders as they write, asking students to hold up responses, etc.) or how I will adjust instruction based on the results, then it is a lesson activity, not an assessment. Formative assessments should be intentional and planned.

Checking to see if students understand the directions for a task, instead of checking for progress towards mastery of the learning objective.

This standard-element requires that assessments check whether students are taking in the content, not the procedures. Great teachers plan how they will check to see if students understand their instructions, but this is a component of using smooth and efficient transitions, routines, and procedures.

Asking the wrong person.

A common misstep is calling only on raised hands or taking one right answer and moving on. Doing this may not provide an accurate read on the class' collective understanding. It is important to know the level of understanding of everyone in the class, and doing this requires assessing either every student simultaneously or the right variety of students. To avoid this pitfall, teachers should be strategic in who they select to answer questions, selecting students from different academic levels to respond or using whole-class response techniques such as student white boards. Ask questions that elicit discussion and inquiry. Provoke student thought with questions that will give the teacher an indication of the level of learning or indicate an area for further remediation.

Professional Development Strategies:

- As an individual or group
 - » *Work with peers to script formative assessments/checks for understanding into daily lesson plans.*
 - » *Ask a colleague or coach for feedback on your selected assessments. (ask them to identify the DOK level-are they varied across assessment tasks)*

- As a group
 - » *Review existing practices related to this standard-element and brainstorm new practices.*
 - » *Review lesson plans together to look for specific evidence of this standard-element.*
 - » *List steps toward implementing this standard-element with proficiency.*

Resources:

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- Readings
 - » *Arends, Richard and Kilcher, Ann. (2010). Teaching for Student Learning: Becoming an Accomplished Teacher. New York, NY: Routledge. See: Classroom Assessment*
 - » *Dodge, Judith. (2009). 25 Quick Formative Assessment for a Differentiated Classroom. Scholastic, Inc. Retrieved from <http://store.scholastic.com/content/stores/media/products/samples/21/9780545087421.pdf>*
 - » *Fisher, D., & Frey, N. (2007). Checking for Understanding: Formative Assessment Techniques for your Classroom. Alexandria, VA: ASCD.*
 - » *Grant, Leslie, et. al. (2013). Planning, Instruction, and Assessment: Effective Teaching Practices. New York, NY: Routledge*
 - » *Marzano, Pickering, & McTighe (1993). Assessing Student Outcomes. Alexandria, VA: ASCD.*
 - » *Stuart, Lynn. (2003). Assessment in Practice: Creating a School Culture of Learning and Assessment. Newton Lower Falls, MA: Teachers Inc.*
 - » *Tovani, C. (2011). What Do They Really Know? Portland, MA: Stenhouse.*

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How can classroom teachers utilize the West Virginia Professional Growth Guides?

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STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT

Element 2.1. - The teacher understands and responds to the unique characteristics of learners

Description:

The teacher demonstrates knowledge of the underlying principles of how students develop and learn and creates an environment that supports the learning of all students. The teacher sets high expectations based on a conceptual understanding of what is developmentally appropriate for all students. The teacher establishes a learner-centered culture that allows all students to be successful while respecting their differences in learning styles, as well as socio-economic, cultural, and developmental characteristics. Respect for diversity is apparent in the design of the learning environment - the activities and tasks, the materials and student groupings – to ensure student learning.

Connection to College & Career Readiness / Next Generation Standards:

Connections to Professional Teaching Standard 2 – The Learner and the Learning Environment

- The teacher creates a learning environment which supports the students' personal, intellectual, ethical, and social growth.
- Integration of developmentally appropriate content is utilized to provide rigor based upon the students' prior experiences, knowledge, and developmental levels.
- Teachers guide students in becoming self-directed learners. College and Career-ready students within the higher programmatic levels demonstrate academic independence through their ability to seek out and use a variety of resources to assist them in completing assigned tasks.

Professional practices within this standard-element:

At the Distinguished Level

A teacher's positive interactions with students clearly demonstrates that the teacher develops a rapport with individual students. The teacher calls all students by name. The teacher gathers, maintains, and refers to (as needed) a database of "other" student information like birthdays, major interests, etc. The teacher's dialogue and interactions with the students demonstrates that he/she takes the time to get to know the students individually, and uses that knowledge to appropriately connect with the students or to motivate them. The teacher may greet the students at the door to begin each day or class period. Basic personal information about the teacher is shared as a means of strengthening rapport with students. Classroom rules and expectations are clearly communicated and posted within the classroom. The teacher attends and participates in student IEP/504/SAT plan meetings, and demonstrates understanding of student IEP/504/SAT plans through daily lesson plans and activities. Differentiated learning activities are a daily occurrence in the classroom. The teacher makes connections with the parents/families of the students, and collaborates with fellow teachers and/or school counselors in an effort to determine effective methods for instructing students.

At the Accomplished Level

A teacher's interactions with students are respectful, positive, and appropriate for the age and needs of the individual student, and support student growth. The teacher calls all students by name. Interactions with the students are positive; students are greeted with a smile and the teacher is always polite. Empathy is demonstrated during times of student difficulty. Classroom rules and expectations are clearly communicated and posted within the classroom. The teacher attends student IEP/504/SAT plan meetings, and demonstrates awareness of student IEP/504/SAT plans through daily lesson plans and activities. Differentiated learning activities are a daily occurrence in the classroom.

Common Misconceptions or Difficulties:

Emulating highly successful teachers without the prerequisite work.

Successful teachers often utilize the rapport and relationships they have built over the years to conduct classrooms that appear more casual in nature. Newer teachers who are still focused on improving classroom management should not make the mistake of assuming a casual classroom environment will result in successful teaching. Instead, talk with these successful veteran teachers to learn how they built classroom systems and rapport with students that allows them to conduct their classroom in the way they do now. Getting to a place where you can freely use more casual interaction requires prerequisite work on the part of the teacher.

Worrying that getting to know students on a personal level will lead them to take advantage of you/ not respect you.

While it is certainly up to each teacher's individual comfort level to determine how much they want to share, any veteran teacher will tell you that building these relationships is both helpful and important in creating a productive and successful classroom environment. When students see you as a human, with emotions, struggles, families, etc., they often are able to better identify with you and understand your professional desires to teach them. This leads them to respect you more rather than take advantage of you, as long as you maintain your role as a friendly, caring teacher, rather than as a friend.

Getting to know student only half-heartedly.

This is particularly an issue for teachers working with middle and high school age students. Students are quickly able to see when you are not genuine in your efforts to build relationships or when you choose to get to know only some students and not others. It is important to be both professional and consistent with all students in your efforts to avoid them backfiring in unexpected ways.

Professional Development Strategies:

- As an individual or group
 - » *Create a list of strategies that connect this standard element to your grade and/or subject*
 - » *Observe a peer and describe promising practices. Follow up with an interview of that peer to learn how they developed their student relationships*
 - » *Request support and feedback from a colleague or academic coach*

- As a group
 - » *Discuss this standard element within the context of your school goals*
 - » *Review existing practices as they relate to this standard element and brainstorm new practices*
 - » *List steps which can be taken to improve professional practice within this standard element*

Resources:

- Websites & Videos
 - » *Educational Impact* (www.educationalimpact.com) – Resources include a wide range of professional development modules/videos. Content aligned specifically to the West Virginia Professional Teaching Standards is available. Contact your school principal or your District / RESA central office to inquire about availability at your school.
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- Readings
 - » *Burden, Paul and Byrd, David. (2015). Methods of Effective Teaching: Meeting the Needs of All Students. Pearson Education.*
 - » *Danielson, Charlotte. (2007). Enhancing Professional Practice: A Framework for Teaching. Alexandria, VA: ASCD. See: The Classroom and the Classroom Environment*
 - » *Goodwin, Bryan and Hubbell, Elizabeth Ross. (2013). The 12 Touchstones of Good Teaching: A Checklist for Staying Focused Everyday. Alexandria, VA: ASCD. See: Be Demanding: Articulate and Maintain High Expectations for Learning; Be Supportive: Provide a Nurturing Learning Environment*
 - » *Harwell, Joan and Jackson, Rebecca. (2008). The Complete Learning Disabilities Handbook: Ready-to-Use Strategies and Activities for Teaching Students with Learning Disabilities. San Francisco, CA: Jossey-Bass.*
 - » *Lemov, Doug. (2010). Teach Like A Champion. San Francisco, CA: Jossey-Bass. Techniques that directly apply to this indicator: Vegas, No Warnings, Positive Framing, Precise Praise, Warm/Strict, The J-Factor, Emotional Constancy, Explain Everything, Normalize Error, Props, and Strong Voice*
 - » *Pearson Higher Education. (2009). Characteristics of Young Learners. Pearson Education. Retrieved from http://www.pearsonhighered.com/assets/hip/us/hip_us_pearsonhighered/samplechapter/0205535488.pdf*

- Planning Resources
 - » *Office of Early Learning, West Virginia Department of Education. Guidance Documents for PreK-5th Grade levels*
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 - » *Office of Secondary Learning, West Virginia Department of Education. Resources for Standards-based Units, Project-based Learning, Standards-based Instruction, and 21st Century Instruction are available.*
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STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT

Element 2.2. - The teacher establishes and maintains a safe and appropriate learning environment

Description:

The teacher demonstrates knowledge of the underlying principles of how students develop and learn, and creates an environment that supports the learning of all students. The teacher establishes a learner-centered culture that allows all students to be successful while respecting their differences in learning styles, as well as socio-economic, cultural, and developmental characteristics. Respect for diversity is apparent in the design of the learning environment, the activities and tasks, the materials and student groupings – to ensure student learning. The learning environment is characterized by effective classroom procedures, appropriate use of technology, and efficient management of behaviors and physical space.

Connection to College & Career Readiness / Next Generation Standards:

Connections to Professional Teaching Standard 2 – The Learner and the Learning Environment

- The teacher creates a learning environment which supports the students' personal, intellectual, ethical, and social growth.
- Integration of developmentally appropriate content is utilized to provide rigor based upon the students' prior experiences, knowledge, and developmental levels.
- Teachers guide students in becoming self-directed learners. College and Career-ready students within the higher programmatic levels demonstrate academic independence through their ability to seek out and use a variety of resources to assist them in completing assigned tasks.

Professional practices within this standard-element:

At the Distinguished Level

The teacher guides students in the creation of classroom rules and expectations reinforcing a learner-centered culture in the classroom. This culture respects the various learning styles, as well as the cultural and developmental characteristics of all students in the classroom. The rules and expectations are posted within the classroom. The teacher reinforces rules and expectations by modeling the underlying values implicit within them (i.e. respect for persons & ideas, appropriate social interactions, etc.). The teacher maintains an environment where student mistakes (academic or otherwise) are part of the learning experience. Students are comfortable asking the teacher questions / for assistance. The arrangement of classroom materials (desks, cabinets, supplies) demonstrate organization that is both purposeful and highly functional. The classroom is arranged to maximize the available space and eliminates clutter or other physical obstructions, especially in areas of high student movement. Students can access the materials / supplies they need for daily activities in an efficient manner which increases instructional time.

At the Accomplished Level

The teacher creates and implements classroom rules and expectations reinforcing a learner-centered culture in the classroom. This culture respects the various learning styles, as well as the cultural and developmental characteristics, of all students in the classroom. The rules and expectations are posted within the classroom. The teacher reinforces rules and expectations by modeling the underlying values implicit within them (i.e. respect for persons & ideas, appropriate social interactions, etc.). The teacher maintains an environment where student mistakes (academic or otherwise) are part of the learning experience. Students are comfortable asking the teacher questions / for assistance. The arrangement of classroom materials (desks, cabinets, supplies) demonstrate organization that is functional. Classroom is orderly and allows for students to move safely around the room.

Common Misconceptions or Difficulties:

Shouldn't my students just know how to act?

While certain norms may seem obvious to the teacher, it's important not to assume that students know how to act. Students come from a variety of backgrounds and what may seem obvious to the teacher is not so obvious to the student. For example, when a teacher gets an email from a student that seems curt and not proofread, instead of assuming the student didn't care enough to write something better, the teacher might consider establishing norms for appropriate email communication.

I have so much to cover today so can't I just skip the protocol?

Consistency is critical in setting and maintaining high behavior expectations. If a teacher has a protocol students must use when emailing (salutation, use of capital letters, no text-speak, etc.) then ALL emails must be held to that standard. If a student sees that another student is not maintaining the norms but is still getting a response, the behavior system loses integrity and the student-teacher relationship could be weakened.

I can't control how students treat each other.

As Carol Lieber says in her seminal text, *Getting Classroom Management Right*, "Creating norms for positive group behavior begins with what you do, not what students do" (100). It is important to paint a picture for students of your expectations about how they should interact. Make it clear what you expect, saying, for example, "I'm counting on everyone to encourage and support each other," or "You don't need to be friends with everyone, but I do expect you to be friendly with everyone." Then, involve students in contributing to the development of group norms and provide practice and feedback to students on how well they are sticking to the norms. Throughout the semester, you may want to revisit the norms to ask students if they are working for the class or if adjustments are needed.

Furtive intimidation

Not all unsafe aspects of a classroom are easy to detect. Sometimes teachers know there is some sneaky bullying taking place, but they can't figure out its source, and no one wants to "snitch." In this case, teachers must make an effort to attend not only to their instruction but to bring out their best reconnaissance skills: tuning in to where students look and how they respond to one another—especially before and after class and during group or partner work--, noticing differences in the classroom climate when a given student is absent, investigating social scenes outside of the classroom, checking out

Facebook, Instagram, or other social networks, holding top-secret one-on-one meetings with students to get information, asking students to write anonymously about how things are going, and talking with colleagues who teach the same students about student interactions. Once you have zeroed in on the problem, plan strategically how you can help to turn the bully's or queen bee's actions around, keeping in mind that this student has his or her own needs and will need support in changing the behavior. Whatever you do, don't let it go without addressing it.

Professional Development Strategies:

- As an individual or group
 - » *Observe a peer and describe promising practices*
 - » *Request support and feedback from a colleague or academic coach*
 - » *Survey your students and see if they can articulate your rules / expectations*
 - » *Interview a focus group of students to understand how they perceive your rules / expectations*
- As a group
 - » *Discuss this standard element within the context of your school's goals*
 - » *Review existing practices as they relate to this standard element and brainstorm new practices*
 - » *List steps which can be taken to improve professional practice within this standard element*

Resources:

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- Readings
 - » Bloom, Lisa. (2008). *Classroom Management: Creating Positive Outcomes for All Students*. Merrill/Pearson.
 - » Garrett, Tracy. (2014). *Effective Classroom Management: The Essentials*. New York, NY: Teachers College, Columbia University
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 - » Lieber, C. (2009). *Getting Classroom Management Right: Guided Discipline and Personalized Support in Secondary Schools*. Cambridge, MA: *Educators for Social Responsibility*
 - » Marzano, R.J., with Marzano, J.S. & Pickering, D.J. (2003). *Classroom Management that Works: Research-Based Strategies for Every Teacher*. Alexandria, VA: ASCD
 - » Ming-Tak, Hue and Wai-Shing, Li. (2008). *Classroom Management: Creating a Positive Learning Environment*. Hong Kong University Press
 - » Savage, Marsha and Tom. (2010). *Successful Classroom Management and Discipline: Teaching Self-Control and Responsibility*. Thousand Oaks, CA: Sage Publications Inc.

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STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT

Element 2.3. -The teacher establishes and maintains a learner-centered culture

Description:

The teacher demonstrates knowledge of the underlying principles of how students develop and learn and creates an environment that supports the learning of all students. The teacher sets high expectations based on a conceptual understanding of what is developmentally appropriate for all students. The teacher establishes a learner-centered culture that allows all students to be successful while respecting their differences in learning styles, as well as socio-economic, cultural and developmental characteristics. Respect for diversity is apparent in the design of the learning environment, the activities and tasks, the materials and student groupings – to ensure student learning. Students' misconceptions are addressed in lesson design to ensure that appropriate next steps in learning are taken. Students are encouraged to collaborate and to assume responsibility for their positive interaction in the learning environment.

Connection to College & Career Readiness / Next Generation Standards:

Connections to Professional Teaching Standard 2 – The Learner and the Learning Environment

- The teacher creates a learning environment which supports the students' personal, intellectual, ethical, and social growth.
- Integration of developmentally appropriate content is utilized to provide rigor based upon the students' prior experiences, knowledge, and developmental levels.
- Teachers guide students in becoming self-directed learners. College and Career-ready students within the higher programmatic levels demonstrate academic independence through their ability to seek out and use a variety of resources to assist them in completing assigned tasks.

Professional practices within this standard-element:

At the Distinguished Level

The teacher collaborates with students to establish clear criteria for high-quality work. Such collaboration may be achieved by the teacher guiding the students in the creation of rigorous rubrics or checklists to be used on specific formative or summative assessments. The teacher may also provide documented proof of frequent collaborative conferencing with individual students. Other evidence of collaboration may include project-based learning where the students have a choice in what type of project they complete. Whenever possible, the teacher provides examples of what he/she considers high-quality work. When appropriate, such examples are displayed throughout the classroom. In a learner-centered culture, students are observed in engaged self-directed learning. Students are on-task at all times and there is no down-time between tasks. Tasks are differentiated for learning-styles and student levels. Numerous tasks allow opportunities for students to collaborate in their learning.

At the Accomplished Level

The teacher establishes clear criteria for high-quality work. Students are able to articulate the criteria for successfully demonstrating attainment of the learning objective at a high level. Whenever possible, the teacher has provided examples of what he/she considers to be high-quality work. When appropriate, such examples are displayed throughout the classroom. The teacher engages students in differentiated active learning tasks. Students are on-task during instructional time and transitional activities are in place to account for any down-time between tasks. Opportunities for students to collaborate in their learning are present, although not at the frequency of those provided by the Distinguished level teacher.

Common Misconceptions or Difficulties:

Criteria for high-quality work is just a fancy way of saying my students know how I calculate their grades

Criteria for high-quality work is about clearly communicating expectations, but that just scratches the surface. College-ready students know how to ask and answer the questions, “Do I really get it?” and “Did I show that I get it?” and revise their learning processes and products in response.

If I have a rubric for everything, I’ve got criteria for high-quality work down

Handing students a rubric and telling them to figure out their grade is better than nothing. However, many students need to see concrete examples of what the rubric describes, and benefit from using the rubric to guide discussion about the quality of several work samples before making their own attempt. They might use the rubric to create a plan of attack for their work, assess their first attempts, and guide their revisions. Teachers may improve their professional practices within this standard element by having students analyze work samples in order to name criteria or design a rubric themselves.

Professional Development Strategies:

- As an individual or group
 - » *Think about how you, as a learner, answer the questions, ‘Do I really get it?’ and ‘Did I show that I get it?’ Write down some ideas about how students could use these same strategies in your classroom.*
 - » *Take a random sampling of student work and order the pieces from strongest to weakest. Determine the criteria that guided your assessment, and write it down in language useful to students. Ask a colleague to use your criteria to order the same work samples, and see if he orders them the same way you did.*
 - » *Design a rubric for measuring mastery of an upcoming learning objective. Create benchmark work samples demonstrating each level of performance. Ask a colleague to use your rubric to score the work samples you created, and see if her scores match what you intended. Use the results to revise your rubric and samples.*
 - » *Observe or co-plan with a peer and describe promising practices.*
 - » *Have a peer or academic coach visit your classroom and ask your students what they have to do to be successful on the learning objective. Have the visitor record the student responses. Analyze the responses together to determine if the students have a clear picture or if you need to revise your presentation of criteria for high-quality work.*

Resources:

- Websites & Videos
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 - » *Cornelius-White, Jeffrey and Harbaugh, Adam. (2010). Learner-Centered Instruction: Building Relationships for Student Success. Thousand Oaks, CA: Sage Publications, Inc.*
 - » *Himmele, Persida and William. (2011). Total Participation Techniques: Making Every Student an Active Learner. Alexandria, VA: ASCD*
 - » *Kaufeldt, Martha. (2010). Begin with the Brain: Orchestrating the Learner-Centered Classroom. Thousand Oaks, CA: Corwin Press*
 - » *Lewis, Marilyn and Reinders, Hayo. (2008). Using Student-Centered Methods with Teacher-Centered Students. Ontario: Pippin Publishing Corporation*
 - » *Marzano, Robert. (2009). Designing and Teaching Learning Goals and Objectives. Bloomington, IN: Marzano Research Laboratory*
 - » *McCombs, Barbara and Miller, Linda. (2007). Classroom Practices and Assessments: Maximizing Student Motivation, Learning, and Achievement. Thousand Oaks, CA: Corwin Press*
 - » *Weimer, Maryellen. (2013). Learner-Centered Teaching: Five Key Changes to Practice. San Francisco, CA: Jossey-Bass*

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STANDARD 3: TEACHING

Element 3.1. - The teacher utilizes a variety of research-based instructional strategies

Description:

The teacher displays a deep knowledge of content that, when combined with the knowledge of teaching and knowledge of the learner and the learning environment, enables the development of instructional experiences that create and support the best possible opportunities for students to learn. The instructional delivery methods and tools are appropriate for the type of learning target, and the teacher facilitates a challenging and active learning environment and encourages students to make decisions regarding their own learning. The teacher selects questioning, discussion, pacing and grouping techniques that engage all students and elicit clear evidence of their learning. Excitement about learning is not only demonstrated in the instruction, but also by the engagement of the students in learning activities that are relevant and based on individual needs and learning characteristics.

Connection to College & Career Readiness / Next Generation Standards:

Connections to Professional Teaching Standard 3 - Teaching

- Teacher provides educational opportunities for students to achieve high levels of learning through approved content standards and objectives, and 21st century learning skills and technology tools that prepare students to be lifelong learners and successful citizens in a competitive global society.
- Teacher uses multiple learning and teaching approaches resulting in authentic student engagement in active and purposeful learning.
- Teacher employs formative assessment processes to guide daily instruction. Appropriate formative assessments provide data to the teacher and inform future classroom instruction. Various forms of evidence demonstrate the students' progressions of learning across content areas; evidence is utilized to personalize the learning experience.
- Students learn and understand important concepts, develop essential skills, and apply what they learn to real-world problems.

Professional practices within this standard-element:

At the Distinguished Level

Instructional strategies are differentiated and adjusted (as needed) to meet the needs of students at every ability level. Scaffolding and formative assessments are daily components of the instructional strategies used in the classroom. The teacher clearly communicates with each student in regard to progress the student makes toward a given learning objective. The teacher collaborates with individual students to set individualized learning goals. Teacher consistently incorporates the known interests and abilities of students into instruction (as motivation or 21st century context). Technology is seamlessly integrated into instruction with intent and purpose; technology is utilized as an integral component of tailored instruction to gauge student progress toward a learning objective.

At the Accomplished Level

Teacher differentiates instruction to meet the needs of the students at every ability level. Scaffolding and formative assessments are components typically found within the instructional strategies of the teacher. The teacher clearly communicates the learning objectives of the lesson to the students, and often incorporates the known interests and abilities of students into instruction (as motivation or 21st century context). The students' use of technology is integrated into instructional activities as a tool which helps gauge student progress toward a learning objective.

Common Misconceptions or Difficulties:

Using multiple questions of the same type

A series of recall questions is sometimes necessary within instruction, but not sufficient to develop deep understanding of a new idea or concept. Similarly, a series of application questions without laying the foundation of understanding utilizing lower-level questions will not support student learning either. Teachers should prepare their scaffolded questions in advance (adjusting when required in the moment of class) to ensure students use their knowledge of facts/skills to build conceptual knowledge.

What is the difference between checking for understanding and questioning?

The main difference lies within the purpose of the question. A teacher checks for understanding to make sure students know important aspects of content or the learning objective. Checks for understanding help the teacher to know s/he can move on in the lesson. The check for understanding informs instruction, but does not extend student understanding of the content. A common check for understanding utilized by teachers is asking students to summarize information.

If a question extends student understanding, it falls into the category of *questioning*. These questions can have multiple answers and may open up scholarly discussions on the topic at hand. An example of *questioning* in a math class would be when a teacher asks students to compare and contrast the formulas for the area of a triangle and the area of a quadrilateral.

Professional Development Strategies:

- As an individual or group
 - » *Observe a colleague teaching the same subject who utilizes effective instructional strategies. Take note of instructional strategies which are not employed in your own classroom.*
 - » *List strategies currently used in the classroom related to this standard-element. Next, list new strategies which could be used in the classroom relating to this standard-element.*
 - » *Co-plan a lesson that integrates a variety of research-based strategies with an instructional leader, instructional coach, or lead teacher.*
- As a group
 - » *Discuss this standard/element and this Growth Guide in the context of your school / department goals.*
 - » *Review existing strategies related to this standard/element and brainstorm new ones.*
 - » *Brainstorm additional methods teachers may use to be successful within this standard/element.*

Resources:

- Websites & Videos
 - » *Educational Impact* (www.educationalimpact.com) – Resources include a wide range of professional development modules/videos. Content aligned specifically to the West Virginia Professional Teaching Standards is available. Contact your school principal or your District / RESA central office to inquire about availability at your school.
 - » *Edutopia* (<http://www.edutopia.org/teacher-development>) – A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12 education.
 - » *EngageNY* (www.engageny.org) - Resource topics include: The Common Core Standards, Teacher/Leader Effectiveness, Data Driven Instruction, Professional Development (All Grade Levels), and a Video Library.
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- Readings
 - » *Cain, Sean and Laird, Mike. (2011). The Fundamental “5”: The Formula for Quality Instruction. Independent Publishing Platform.*
 - » *Harwell, Joan & Jackson, Rebecca. (2008). The Complete Learning Disabilities Handbook: Ready-to-Use Strategies and Activities for Teaching Students with Learning Disabilities. San Francisco, CA: Jossey-Bass*
 - » *Irby, Beverly & Lunenburg, Fredrick. (2011). Instructional Strategies to Facilitate Learning. International Journal of Education Leadership Preparation. Retrieved from <http://files.eric.ed.gov/fulltext/EJ974330.pdf>*
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 - » *Marzano, Robert. (2010). Teaching Inference. ASCD. Retrieved from <http://www.ascd.org/publications/educational-leadership/apr10/vol67/num07/Teaching-Inference.aspx>*
 - » *Marzano, Robert. (2011). Meta-Analysis Database of Instructional Strategies. Marzano Research Laboratory. Retrieved from <http://www.marzanoresearch.com/research/database>*

- » *Rosenshine, Barak. (2012). Principles of Instruction: Research-Based Strategies That All Teachers Should Know. American Educator. Retrieved from <https://www.aft.org/pdfs/americaneducator/spring2012/Rosenshine.pdf>*
- » *Shore, Marietta Saravia. (2008). Diverse Teaching Strategies for Diverse Learners. ASCD. Retrieved from <http://www.ascd.org/publications/books/107003/chapters/Diverse-Teaching-Strategies-for-Diverse-Learners.aspx>*
- » *Stein, Catherine. (2007). Promoting Mathematical Discourse in the Classroom. National Council of Teachers of Mathematics, Inc. Retrieved from <http://jwilson.coe.uga.edu/EMAT7050/Students/Dwyer/mt2007-11-285a.pdf>.*
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STANDARD 3: TEACHING

Element 3.3. - The teacher adjusts instruction based on a variety of assessments and student responses

Description:

The teacher engages in the instructional cycle of planning, instructing, assessing, and adjusting based on data. The teacher extracts data from ongoing formative assessments to inform and adjust instruction for intervention, enrichment, or the next acquisition lesson. The teacher uses summative assessment data to measure student progress toward mastery of the West Virginia Content Standards and Objectives. The teacher provides timely, specific descriptive feedback through classroom assessment for learning practices, thus enabling students to self-assess and set their own goals.

Connection to College & Career Readiness / Next Generation Standards:

Connections to Professional Teaching Standard 3 - Teaching

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- Teacher uses multiple learning and teaching approaches resulting in authentic student engagement in active and purposeful learning.
- Teacher employs formative assessment processes to guide daily instruction. Appropriate formative assessments provide data to the teacher and inform future classroom instruction. Various forms of evidence demonstrate the students' progressions of learning across content areas; evidence is utilized to personalize the learning experience.
- Students learn and understand important concepts, develop essential skills, and apply what they learn to real-world problems.

Professional practices within this standard-element:

At the Distinguished Level

The teacher frequently utilizes formative assessments to check the students' understanding of the content. A combination of strategies such as pre/post-tests, student self-assessments, student portfolios, project-based learning, student conferences, and effective questioning techniques may serve as the foundation of formative assessments in the classroom. Data gathered through formative assessments is used in conjunction with frequent collaboration and communication with the students in order to shape quality instruction. Instruction is frequently modified to meet the needs of the students during the presentation of a lesson. Teacher understands that lesson plans are "living documents" which are to be adjusted constantly in order to meet the instructional needs of the students. Analysis of student data is ongoing and involves collaboration with colleagues or instructional leaders.

At the Accomplished Level

The teacher uses formative assessments during daily instruction to check the students' understanding of the content. A combination of strategies such as pre/post-tests, student self-assessments, student portfolios, project-based learning, student conferences, and effective questioning techniques may serve as the foundation of formative assessments in the classroom. Data gathered through formative assessments is utilized to shape quality instruction, although collaboration with the students to shape instruction is less evident than in the practices of a Distinguished teacher. The teacher adjusts instructional practices to meet the needs of students in the classroom, although the adjustments made during actual instruction are less frequent than those of a Distinguished teacher. Teacher understands that lesson plans are "living documents" which are to be adjusted constantly in order to meet the instructional needs of the students. Analysis of student data is ongoing.

Common Misconceptions or Difficulties:

It looks like most of the students get it

It is easy to get a vague idea of how many students understand a lesson and are ready to proceed, but that will result in students having a vague mastery of the learning objective. In order for all students to master the learning objectives in a lesson, the teacher must have a clear criteria for the number of students and the level of proficiency required to move on with the lesson as planned for the whole group. If the students do not meet the specified level of proficiency, an adjustment to the whole group, small group, or individualized instruction must be planned.

Checking for understanding without making the right adjustments

To be effective, teachers must be data rich and data wise. They must collect good information from their checks for understanding and must then use that information to help them plot their next move. Sometimes, teachers conduct a check for understanding, notice a misconception or misunderstanding, but feel the pressure to get to the next step of their lesson and plow through without clearing up the students' confusion. Taking time to slow down, reteach, or otherwise clarify is a good investment of time to help ensure students meet the intended objective for the lesson. It is also important to give feedback on your checks for understanding with comments such as, "I notice that 20 out of 25 of you got mixed up with this concept," or, "Rome was not the correct answer. The correct answer is Egypt. If you got Rome, turn to a partner and explain how you got that answer, then work together to determine how you can arrive at the correct answer." Such feedback helps students to get into your head as you monitor learning and can help them as they develop their own self-monitoring skills.

Asking only one question

Sometimes teachers ask only one question and then move on without following up to find out the cause of a student's misunderstanding of the depth of their learning. This may happen because the teachers are worried about running out of time in the lesson or because they are not sure how to probe student understanding. To follow up with students who give a correct answer, push their thinking by asking questions at higher cognitive levels. If students do not understand, break the question down into simpler pieces to see which part is causing the misunderstanding. You can also ask other students to reflect on their peer's responses and then return to the confused student after the idea or solution has been correctly explained.

Professional Development Strategies:

- As an individual or group
 - » *Create a list of strategies that connect to this standard-element with your grade-level or department team.*
 - » *Observe a peer, focusing on how he or she checks for understanding and adjusts his or her instruction throughout the lesson.*
 - » *Plan in advance when you will stop and check for student understanding throughout a lesson. Be sure your aim is to develop students' key academic knowledge or skills, and that you are checking students' understanding at key points as they progress toward the learning objective.*
- As a group
 - » *Discuss this standard-element and this Growth Guide in the context of your school / department goals.*
 - » *Review existing strategies related to this standard-element and brainstorm new ones.*
 - » *Brainstorm additional methods teachers may use to be successful within this standard-element.*

Resources:

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STANDARD 3: TEACHING

Element 3.2. - The teacher motivates and engages students in learning, problem-solving, and collaboration

Description:

The teacher creates and maintains a positive, supportive classroom climate, and communicates with students in a variety of ways. The teacher delivers instruction to motivate and engage students in a deep understanding of the content. The instructional delivery methods and tools are appropriate for the type of learning target, and the teacher facilitates a challenging and active learning environment which encourages students to make decisions regarding their own learning. The teacher practices quality questioning techniques and engages students in discussion. Excitement about learning is not only demonstrated in the instruction, but also the engagement of the students in learning activities that are relevant and based on individual needs and learning characteristics.

Connection to College & Career Readiness / Next Generation Standards:

Connections to Professional Teaching Standard 3 - Teaching

- Teacher provides educational opportunities for students to achieve high levels of learning through approved content standards and objectives, and 21st century learning skills and technology tools that prepare students to be lifelong learners and successful citizens in a competitive global society.
- Teacher uses multiple learning and teaching approaches resulting in authentic student engagement in active and purposeful learning.
- Teacher employs formative assessment processes to guide daily instruction. Appropriate formative assessments provide data to the teacher and inform future classroom instruction. Various forms of evidence demonstrate the students' progressions of learning across content areas; evidence is utilized to personalize the learning experience.
- Students learn and understand important concepts, develop essential skills, and apply what they learn to real-world problems.

Professional practices within this standard-element:

At the Distinguished Level

The classroom provides a safe environment for student discussions which allow students to learn from their own mistakes or misconceptions. Lessons and unit plans consistently incorporate the known interests and abilities of students (as motivation or 21st century context). Technology utilized within a lesson consistently elevates student learning to the application, analysis, and synthesis levels. The teacher prepares students (through modeling) for how to appropriately lead and initiate learning activities. Students are provided a framework for how to collaborate in a group. Student led activities dominate the classroom environment (i.e. Student led conferences, student directed instruction, rubric creation and self-evaluation strategies).

At the Accomplished Level

The teacher serves primarily as a facilitator providing modeling, collaborative grouping, and rubric building. Lessons and unit plans often incorporate the known interests and abilities of students (as motivation or 21st century context). Technology is utilized in student problem solving and in the creation of student projects. Students are provided a framework for how to collaborate in a group. Students are provided opportunities for collaborative and/or project-based learning on a regular basis. The teacher guides students toward a deeper understanding of the content.

Common Misconceptions or Difficulties:

Cognitive engagement refers to students being interested in what I am teaching

While student interest and investment is certainly an important element of cognitive engagement, it only addresses the engagement part, not the cognition. While students may be quite engaged by watching the Smurfs dig a canal, this activity all by itself will probably not result in much cognitive engagement. If students are asked before watching to analyze how the Smurfs are applying principles from the unit of study, reminded to use resources to answer the question, and told to be prepared to discuss afterwards, students may actually be cognitively engaged.

I don't know how to make review tasks engaging

Part of cognitive engagement is having students persist in acquiring knowledge by accessing tools independently. You have probably chosen certain questions for review based on your data. If you know they haven't memorized the material yet, what tools can students use to find the answers? Have you encouraged them to use notes or textbooks to find answers they don't know (and have shown them how to do this)? Are there wall charts they can refer to? Perhaps one of the questions can be open-ended to discover what they do know. Finally, if you know the activity isn't cognitively engaging, it may not be worth the time spent on it.

I gave students the information, and now they need to remember it. These are facts that they just need to know. I don't have time to linger with this information.

Sometimes this seems like the most efficient way to deliver instruction, but without having some way for students to independently synthesize the information, there are only low levels of cognition involved. If students are required to write about how the new information connects with previous information or problem solve with the new information, then they are engaging in higher levels of cognition, which is far more likely to be retained long-term.

Professional Development Strategies:

- As an individual or group
 - » *Create a list of strategies for this standard-element which are specific to your grade level or content area.*
 - » *Observe a peer teacher, then describe promising instructional practices relevant to this standard-element.*
 - » *Incorporate strategies for this standard-element into an instructional plan. Think about lesson objectives that lend themselves to various levels of rigor and create options for students. Ask for feedback on this lesson from a colleague or instructional leader.*

- As a group
 - » *Discuss this standard-element and Growth Guide within the context of your school goals. Work together to construct criteria that would describe engaging learning experiences.*
 - » *Review existing practices and strategies being utilized in your school related to this standard-element. Brainstorm new practices which can be utilized.*
 - » *List steps which educators in your school can employ to become more proficient within this standard-element.*

Resources:

- Websites & Videos
 - » *Educational Impact (www.educationalimpact.com) – Resources include a wide range of professional development modules/videos. Content aligned specifically to the West Virginia Professional Teaching Standards is available. Contact your school principal or your District / RESA central office to inquire about availability at your school.*
 - » *Edutopia (<http://www.edutopia.org/teacher-development>) – A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12 education.*
 - » *EngageNY (www.engageny.org) - Resource topics include: The Common Core Standards, Teacher/Leader Effectiveness, Data Driven Instruction, Professional Development (All Grade Levels), and a Video Library.*
 - » *Achieve The Core (www.achievethecore.org) – Resource topics include Common Core instructional resources for ELA/Literacy and Mathematics, Leadership Tools relating to the Common Core Standards.*
 - » *School Improvement Network (<http://www.schoolimprovement.com>)- Professional learning resources designed to help teachers and administrators become even more effective in their educational practices.*
 - » *TeacherTube (www.teachertube.com) – Video, audio, and document resources on a wide range of searchable topics.*
 - » *Teacher Vision (<http://www.teachervision.com/pro-dev/resource/5778.html>) -A wide range of professional development resources for educators including articles, lesson plans, and other resources from notable publishers and experts in the field.*
 - » *The Teaching Channel (www.teachingchannel.org) – Videos and other resources searchable by topic.*
 - » *All Things PLC (www.allthingsplc.info) – Variety of research articles, documents, tools, and other resources.*
- Readings
 - » *Alexander, Patricia. (2005). Psychology in Learning and Instruction. Pearson.*
 - » *Cain, Sean and Laird, Mike. (2011). The Fundamental “5”: The Formula for Quality Instruction. Independent Publishing Platform.*
 - » *Coffman, Teresa. (2013). Using Inquiry in the Classroom: Developing Creative Thinkers and Information Literate Students. Rowan and Littlefield Publishers, Inc.*
 - » *Frey, Nancy. (2009). The Effective Teacher’s Guide: 50 Ways for Engaging Students in Learning. Academic Professional Development*
 - » *Hammond, Linda Darling, et. al. (2008). Powerful Learning: What We Know About Teaching for Understanding. Wiley*

- » *Irby, Beverly & Lunenburg, Fredrick. (2011). Instructional Strategies to Facilitate Learning. International Journal of Education Leadership Preparation. Retrieved from <http://files.eric.ed.gov/fulltext/EJ974330.pdf>*
- » *Lemov, Doug. (2010). Teach Like a Champion: 49 Techniques That Put Students on the Path to College. San Francisco, CA: Jossey-Bass. See: Challenging Students to Think Critically: Additional Techniques for Questioning and Responding to Students*
- » *Marzano, Robert, Pickering Debra, & Pollock, Jane. (2001). Classroom Instruction That Works: Researched-Based Strategies for Increasing Student Achievement. Alexandria, VA: ASCD*
- » *Marzano, Robert. (2010). Teaching Inference. ASCD. Retrieved from <http://www.ascd.org/publications/educational-leadership/apr10/vol67/num07/Teaching-Inference.aspx>*
- » *Strebe, John. (2014). Engaging Mathematics Students Using Cooperative Learning. Routledge*
- » *Zemelman, Steve; Daniels, Harvey; Hyde, Arthur. (2012). Best Practice: Bringing Standards to Life in America's Classrooms. Portsmouth, NH: Heinemann*
- Planning Resources
 - » *Office of Early Learning, West Virginia Department of Education. Guidance Documents for PreK-5th Grade levels <http://wvde.state.wv.us/oel/>*
 - » *Office of Secondary Learning, West Virginia Department of Education. Resources for Standards-based Units, Project-based Learning, Standards-based Instruction, and 21st Century Instruction are available. <http://wvde.state.wv.us/instruction/>*
 - » *West Virginia Center for Professional Development. Resources include, but are not limited to, the following trainings:*
 - Teacher Academy-Provides research-based materials and instructional strategies to help strengthen teaching
 - Coaching/Mentoring Programs-Guides professional development of educational leaders to improve school and classroom practices
 - Advanced Placement Summer Institutes-Learning and support for teachers of Advanced Placement Courses
 - Safe and Supportive Schools-Addresses aspects of school climate and culture using WVDE's School Climate Survey and the WVEIS Discipline Module
 - Infusing Technology-Helps educators transform the use of technological tools into powerful devices for instruction and student engagement in order to increase critical thinking, reasoning, and problem solving skills
 - National Board Certification Support-Ongoing support for NBC candidates throughout the process of completing the four (4) components

Please visit <http://www.wvcpd.org> for more information on training topics, dates, locations, and times.