

## What are the West Virginia Professional Growth Guides?

The Professional Growth Guides were developed to provide West Virginia educators a resource which may be utilized to assist in advancing the professional practices of classroom teachers. The Professional Growth Guides bring together the West Virginia Professional Teaching Standards and the West Virginia Educator Evaluation System into a single set of documents which supplies educators with a variety of information and resources which may be employed to improve professional practice within a given professional standard.

## 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
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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:

- Websites & Videos
  - » *Educational Impact* ([www.educationalimpact.com](http://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](http://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](http://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](http://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](http://www.teachingchannel.org)) – Videos and other resources searchable by topic.
  
- 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.*

- 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.