

POLICY 2510

Foundations for High Quality Middle Level Programming Guidance Document (Grades 6-8)

August 30, 2016 Edition

Table of Contents

Middle School:	3
College, Career & Citizenship Readiness, Comprehensive School Counseling Program:.....	4
English Language Arts:	8
Mathematics:	10
Music and Visual Art:.....	12
Physical Education, Health and Physical Activity:	13
Physical Activity:	14
Science	15
Technology Integration/Computer Science:.....	16
West Virginia Virtual School:.....	17
World Language:.....	18
eLearning for Educators:	19

Middle School:

Developmentally Appropriate Standards-Focused Curriculum	
<p>The programs of study will be taught by a team of qualified teachers. A diverse set of developmentally appropriate instructional strategies will scaffold students to mastery and beyond of the grade level content standards. The principal and a team of teachers will determine an adequate amount of time necessary to achieve mastery of the approved content standards for each program of study and effectively address the academic needs of all students in the literacy skills of reading, writing, speaking and listening, and language in all content areas.</p> <p>Visual art, choral, and instrumental music (band or orchestra) will be offered to all students in grades 6-8. Chorus or instrumental music may substitute for a general music course at each grade level.</p>	<p>English Language Arts Mathematics Science Social Studies Music Visual Art</p>

Guidance

Middle school should provide an opportunity for all students to acquire a thorough understanding of knowledge, critical thinking and problem solving skills as articulated within the approved content standards and objectives. Every student must have the support and time required to close the gap between current academic performance and grade level expectations. It is imperative that an atmosphere of high expectations for all students across all content areas be created.

Guidance

Portfolio

Counties or schools have the flexibility of selecting portfolio components, the source and the process for development and maintenance of cumulative career portfolios for students in each school in grades 6-12. Portfolios can be electronic, hardcopy or both. It is recommended that schools select a portfolio system that is portable in that it remains with the student throughout his or her educational career. The College Foundation of West Virginia (CFWV) provides a free online portfolio development system for West Virginia students with grade-level benchmarks for developing and maintaining the career portfolio. This system allows counselors and advisors to guide and monitor portfolio development. Portfolios should remain with students and can be accessed at home or in any West Virginia school should the student transfer. Career and Technical Education (CTE) students may use their required concentration portfolios as career awareness and planning evidence. Schools may contact the Higher Education Policy Commission (HEPC) to inquire about staff training to ensure all staff understand and are able to support ongoing, embedded use of the CFWV web-portal for career exploration and portfolio development. The portfolio requirement began with grades 6-12 during the 2014-2015 school year.

Career Education Integration

Career development will be an ongoing, embedded process that is multifaceted occurring continuously throughout grades 6-8. Career development should not be taught as a single class that limits career awareness activities to one grading period. Schools should use a variety of opportunities (course integration, online exploratory, community professionals, career days, etc.) and multiple resources to expose students to career investigations. It is recommended that schools utilize free West Virginia specific resources that are aligned with the 16 career clusters such as the WVDE LINKS and CTE Webpages, CFWV, My State My Life, and West Virginia Strategic Compass. To request LINKS and Strategic Compass training contact the WVDE. To request staff training for CFWV contact HEPC.

Personalized Education Plans

5.3.b.2. Each student, in consultation with his or her parent and/or guardian and the school counselor, advisor, and/or Individualized Education Program Team (hereinafter IEP Team), will have the opportunity to select one or more of the state-approved, broad career clusters and either a locally developed concentration (non-CTE) or a state-approved CTE concentration in his/her area of interest for future exploration in high school (see Middle School Guidance Document). The student may amend his or her PEP at the end of any semester as long as it does not interfere with the completion of graduation requirements and is based on the availability of courses.

5.3.b.3. When the PEP is finalized using the process described in the above sections, the counselors and/or student advisor actively engage the parent and student in a meeting where changes are made and signatures of the student and parent and/or guardian are secured. The student and parent and/or guardian are provided a copy of the PEP. The PEP is reviewed annually with the student and his or her parent and/or guardian and is signed and dated during each annual review conference.

Guidance

See High School Guidance Document for more information.

Comprehensive School Counseling Program

Guidance

As per WVBE Policy 2315 school leadership teams will design a systemic process for embedding Student Success Standards into courses co-curricular and extra-curricular activities. The Office of Secondary Learning has completed a standards crosswalk for each content area in middle and adolescent levels. Counties may request these crosswalks to guide standards integration.

WVBE Policy 2520.19 Student Advisement Content Standards and Objectives outline the standards that West Virginia advisory programs will address. The LINKS Student Advisement System provides an evidence-based framework and curriculum that schools will utilize when designing their advisory system. Schools may use the online, grade-level, curriculum maps and lessons, and incorporate other curriculum sources to design a comprehensive curriculum that addresses the standards and the identified student needs in each school. This online tool, WVDE Links Advisory Implementation Survey and the Advisory Best practice Assessment and Planning Tool for Schools assists schools in assessing their degree of alignment with West Virginia’s LINKS Model and the standards- and evidence- based student advisory system and planning for advisory program improvement. Evidence shows students remaining with the same advisor throughout middle level will ensure each student has a meaningful and supportive relationship with their adult advocate and peers. This practice promotes personalization of each student’s learning experience and PEP development.

CTE Foundational Courses

Schools are encouraged to offer CTE foundation courses to promote career exploration in their areas of interest.

0290	Exploration in Agriculture
0295	Exploring Business, Marketing & Entrepreneurship (5-8)
0903	Parenting & Strong Families (8-12)
0922	Base Life Basics
1404	Business Preparation (5-8)
1441	Keyboarding (5-12)
1893	Gateway - Automation and Robotics (AR) Middle School
1894	Gateway - Design and Modeling (DM) Middle School
1895	Gateway - Energy & the Environment (EE) Middle School
1896	Gateway - Flight and Space (FS) Middle School
1897	Gateway - Green Architecture (GA) Middle School
1898	Gateway - Magic of Electrons (ME) Middle School
1899	Gateway - Science of Technology (ST) Middle School
1900	Gateway - Medical Detectives (MD) Middle School
XXXX	Gateway – Computer Science 1 (CS1) Middle School
XXXX	Gateway – Computer Science 2 (CS2) Middle School
2406	Exploring Technology Education 6th Grade
2407	Exploring Technology Education 7th Grade

Foundations for High-Quality Middle Level Programming

2408	Exploring Technology Education 8th Grade
2409	Exploring Technology Education 9th Grade
7664	Touring West Virginia (5-12)
XXXX	Career/College Planning Course 8th and 9th

Resources

LINKS Advisory Implementation Survey. <http://wvde.state.wv.us/forms/links-coordinator-survey/>

LINKS Student Advisement System. <http://wvde.state.wv.us/counselors/links/about.html>

WVBE Policy 2315. <http://wvde.state.wv.us/policies/policy.php?p=2315>

WVBE Policy 2520.19 Student Advisement Content Standards and Objectives. <http://wvde.state.wv.us/policies/policy.php?p=2520.19>

WVDE School Counseling Website <http://wvde.state.wv.us/counselors/>

Integrated Delivery of the WV Student Success Standards Resource Page

<http://wvde.state.wv.us/counselors/wvss-standards-resources.html>

College Foundation of West Virginia. www.cfwv.com

Strategic Compass. <http://westvirginia.strategiccompass.com/>

CTE Programs of Study. <http://careertech.k12.wv.us/>

English Language Arts:

Developmentally Appropriate Standards-Focused Curriculum	
<p>The programs of study will be taught by a team of qualified teachers. A diverse set of developmentally appropriate instructional strategies will scaffold students to mastery and beyond of the grade level content standards. The principal and a team of teachers will determine an adequate amount of time necessary to achieve mastery of the approved content standards for each program of study and effectively address the academic needs of all students in the literacy skills of reading, writing, speaking and listening, and language in all content areas.</p> <p>Visual art, choral, and instrumental music (band or orchestra) will be offered to all students in grades 6-8. Chorus or instrumental music may substitute for a general music course at each grade level.</p>	<p>English Language Arts Mathematics Science Social Studies Music Visual Art</p>

Guidance

Policy 2510 does not identify reading as a standalone subject. English language arts is comprised of four areas: reading, writing, speaking/listening and language. Integration of these four areas develops students' language facility as a whole. Research indicates learning the English language is a developmental process which is not segregated into four clear-cut sections; instead, research points toward interrelation of the four areas previously listed. In order to be active participants in a literate world, students must be able to see and understand connections between reading, writing, speaking/listening, and language. Integrating skills from the four areas of English language arts leads to classroom activities that allow for well-rounded development and progress in all areas of language learning. Integrated instruction provides meaningful learning experiences and allows students multiple opportunities to apply the skills they are developing.

Below are some of the options districts may use to provide additional support for reading:

Option 1:

Designate County-Level ELA Standards-Based Courses for WVEIS Grading

Counties who wish to include standard-specific ELA reporting for report cards now have the option to do so via the establishment of county-level ELA course codes. The following course codes may be utilized at the county's discretion:

- LANG: Language
- WRIT: Writing
- READ: Reading
- SPLI: Speaking and Listening

Should a district elect to designate the specific course codes indicated above, teachers will still need to enter a grade for ELA that is inclusive of the above components.

Option 2:

Foundations for High-Quality Middle Level Programming

Utilize a team teaching approach with an English Language Arts Teacher and a Reading Teacher, much like with inclusion. The two teachers would collaborate for one inclusive ELA grade.

Option 3:

Elective course codes for Developmental Reading still exist in grades 6-8. These elective courses can be utilized for **Enrichment/Re-teaching**. These are optional elective courses only.

Resources

May, O. B. (2011). Four skills activities: Reading, writing, speaking & listening. Retrieved from <http://www.educ.ualberta.ca/staff/olenka.Bilash/best%20of%20bilash/fourskills.html>.

New York State Education Department. (2015). Integrated instruction. Retrieved from http://www.p12.nysed.gov/upk/documents/OELResource_IntegratedInstruction.pdf.

Walsh Dolan, M. (1985). Integrating listening, speaking, reading, and writing in the classroom. *Language Arts Journal of Michigan*, 1(1), 6-12. Retrieved from <http://scholarworks.gvsu.edu/cgi/viewcontent.cgi?article=1769&context=lajm>.

Mathematics :

Developmentally Appropriate Standards-Focused Curriculum	
<p>The programs of study will be taught by a team of qualified teachers. A diverse set of developmentally appropriate instructional strategies will scaffold students to mastery and beyond of the grade level content standards. The principal and a team of teachers will determine an adequate amount of time necessary to achieve mastery of the approved content standards for each program of study and effectively address the academic needs of all students in the literacy skills of reading, writing, speaking and listening, and language in all content areas.</p> <p>Visual art, choral, and instrumental music (band or orchestra) will be offered to all students in grades 6-8. Chorus or instrumental music may substitute for a general music course at each grade level.</p>	<p>English Language Arts Mathematics Science Social Studies Music Visual Art</p>

Guidance

Accelerating High School Mathematics Courses

The adoption of the West Virginia College- and Career-Readiness Standards provides an additional opportunity to reconsider practices of accelerating high school mathematics to the middle school. It is strongly recommended that districts systematically consider the full range of issues related to accelerating high school mathematics courses at middle level grades. Districts should not be rushed or pressured into decisions and should develop a plan along with representative stakeholders, including parents, middle and high school teachers, counselors, and mathematics leaders.

Here we provide information and resources to ground discussions and decision-making in three interrelated areas of consideration:

- the increased rigor of the grade 8 mathematics standards;
- options for high school pathways that accelerate starting in grade 9 to allow students to reach advanced mathematics courses such as Calculus by grade 12 and
- the offering of high school mathematics in middle school to students for which it is appropriate.

Increased Rigor of Grade 8 Content Standards for Mathematics

Success in the introductory high school mathematics course for either the Integrated Pathway or the Traditional Pathway is crucial to students' overall academic success and their continued interest and engagement in mathematics. In the past, based on perceived redundancies in content standards during the middle grades, districts had increasingly offered the former Algebra I course in 8th grade to enhance rigor. The current K-8 content standards, however, represent a tight progression of skills and knowledge that is inherently rigorous and designed to provide a strong foundation for success in the more advanced introductory high school mathematics course, High School Mathematics I or High School Algebra I.

The West Virginia College-and Career-Readiness Standards for Grade 8 Mathematics are of significantly higher rigor and more coherent than traditional grade 8 mathematics standards. The content standards address the foundations of Algebra by including content that had been part of previous Algebra I courses,

Foundations for High-Quality Middle Level Programming

such as more in-depth study of linear relationships and equations, a more formal treatment of functions, and the exploration of irrational numbers. The West Virginia College-and Career-Readiness Standards for Grade 8 include geometry standards that relate graphing to algebra in a way that was not traditionally explored. In addition, the statistics presented in the West Virginia College-and Career-Readiness Standards for Grade 8 are more sophisticated than those traditionally included in middle school and connect linear relations with the representation of bivariate data. The West Virginia College-and Career-Readiness Standards for Grade 8 address more algebra topics than were traditionally found in grade 8 standards.

The High School Mathematics I course and the High School Algebra I course build on the grade 8 standards and are correspondingly more advanced than previous Algebra I courses. Because many of the topics traditionally included in previous Algebra I courses are in the current grade 8 content standards, the West Virginia College- and Career-Readiness Standards courses of High School Mathematics I and High School Algebra I courses start with more advanced topics and includes more in depth work with linear functions, exponential functions and relationships, and go beyond the previous high school content standards in statistics.

The selection and placement of students into accelerated opportunities must be done carefully in order to ensure success. It is recommended that placement decisions be made based upon a set of criteria including a readiness assessment to be reviewed by a team of stakeholders that includes teachers and instructional leadership.

High School Mathematics in Middle School

Students who have demonstrated the ability to meet the full expectations of the content standards quickly should, of course, be encouraged to do so. There are a variety of ways and opportunities for students to advance to mathematics courses. Districts are encouraged to work with their mathematics leadership, teachers, and curriculum coordinators to design an accelerated pathway that best meet the needs of their students. For those students ready to move at a more accelerated pace, one recommended method is to compress the standards for any three consecutive grades and/or courses into an accelerated two-year pathway. Students who follow a compacted pathway will be undertaking advanced work at an accelerated pace. This creates a challenge for these students as well as their teachers, who will be teaching within a compressed timeframe the 8th grade content standards and the High School Mathematics I or High School Algebra I content standards that are significantly more rigorous than in the past.

The West Virginia College- and Career-Readiness Standards for Mathematics in grades 6-8 are coherent, rigorous, and non-redundant, so the offering of high school coursework in middle school to students for whom it is appropriate requires careful planning to ensure that all content and practice standards are fully addressed (no omitting of critical middle school content). Compacted pathways in which the content standards from Grade 7, Grade 8, and the High School Mathematics I or the High School Algebra I courses could be compressed into an accelerated pathway for students in grades 7 and 8, allow students to enter the High School Mathematics II or the High School Geometry course in grade 9.

Music and Visual Art:

Developmentally Appropriate Standards-Focused Curriculum	
<p>The programs of study will be taught by a team of qualified teachers. A diverse set of developmentally appropriate instructional strategies will scaffold students to mastery and beyond of the grade level content standards. The principal and a team of teachers will determine an adequate amount of time necessary to achieve mastery of the approved content standards for each program of study and effectively address the academic needs of all students in the literacy skills of reading, writing, speaking and listening, and language in all content areas.</p> <p>Visual art, choral, and instrumental music (band or orchestra) will be offered to all students in grades 6-8. Chorus or instrumental music may substitute for a general music course at each grade level.</p>	<p>English Language Arts Mathematics Science Social Studies Music Visual Art</p>

Guidance

All students in grades 6-8 will be offered music and visual art. They will be offered with frequency sufficient to achieve mastery of the West Virginia approved content standards for those areas and meet the needs of children. Local school districts will decide appropriate music course substitutions and the scheduling of arts courses in accordance to the needs of their respective schools and available resources.

Resources

- Edutopia. <http://www.edutopia.org/>
- The Kennedy Center. <https://artsedge.kennedy-center.org/educators.aspx>
- National Coalition for Core Arts Standards. (2012). College-level expectations in the arts. <http://nccas.wikispaces.com/file/view/NCCAS%20College%20Expectations%20Report.pdf/382050892/NCCAS%20College%20Expectations%20Report.pdf>
- National Coalition for Core Arts Standards. (2011). <http://nccas.wikispaces.com/file/view/NCCAS%20P21%20Report.pdf/402229904/NCCAS%20P21%20Report.pdf>

Physical Education, Health and Physical Activity:

Developmentally Appropriate Practices for Physical Health and Wellness	
Health education will be taught each year in grades 6-8 to meet the approved content standards.	Health Education

Guidance:

The principal and a team of teachers will determine an adequate amount of time necessary to achieve mastery of the approved content standards for Health Education.

Developmentally Appropriate Practices for Physical Health and Wellness	
In grades 6-8, not less than one full period of physical education, including physical exercise and age appropriate physical activities, each school day of one semester of the school year shall be provided as per W. Va. Code §18-2-7a. At least 50 percent of class time for physical education will be spent in moderate to vigorous-intensity physical activity. Schools not having the number of certified physical education teachers or required physical setting may develop alternate programs that will enable current staff and physical settings to be used to meet the physical education requirements. Alternate programs shall be submitted to the WVDE for approval.	Physical Education

Alternate Physical Education Plan Guidance

For those schools that do not have the number of certified physical education teachers or required physical setting to meet the physical education time requirements Alternate Physical Education Plans must be developed. Alternate Physical Education Plans shall be submitted to WVDE using WVEIS WOW. ALT PE for approval. For more information contact Josh Grant, PE/Health Coordinator at jgrant@k12.wv.us .

Body Mass Index Assessment Guidance

Physical Education Teachers conducting Body Mass Index (BMI) assessments should adhere to all safeguards to minimize potential harms and maximize benefits by establishing a safe and supportive environment for **all** student’s. Adequate time should be allowed for screening to ensure appropriate assessment, confidentiality and individual privacy. Proper notification should be given to parents to allow BMI calculation by the student’s health care provider if they so choose. Utilization of the school nurse is also an acceptable practice. Confidentiality is key when reporting this information for FitnessGram administration and reporting purposes. For more information contact Josh Grant, PE/Health Coordinator at jgrant@k12.wv.us .

Physical Activity:

Developmentally Appropriate Practices for Physical Health and Wellness	
Middle schools should recognize that healthy lifestyle and academic success are tightly interwoven. Therefore, schools should promote wellness activities that extend beyond the course requirements for physical education and health. This may be accomplished through programs that focus on skill development, sportsmanship and teamwork. Opportunities will be provided for 30 minutes of moderate to vigorous integrated physical activity daily to keep middle grades students physically active throughout the school year. Wellness education should target the widespread behaviors that undermine the health and resulting capacity for personal success during adolescence.	Physical Activity

Guidance

Policy 2510 recognizes that physical activity and academic success are interwoven. Middle schools should promote a culture of physical activity that extends beyond Physical Education course requirements and increase physical activity opportunities for all students. Content specific area teachers including the Arts should look for opportunities that integrate physical activity into their lesson plans to address academic concepts and provide opportunities for energizers and other brain and body boosting activities. Middle Schools should look for opportunities to create and foster a positive culture of physical activity. Some examples of programs that promote a positive culture of physical activity may include, but are not limited to before school physical activity offerings, intramurals, physically active academic lessons and afterschool physical activity offerings.

Science

Developmentally Appropriate Standards-Focused Curriculum	
<p>The programs of study will be taught by a team of qualified teachers. A diverse set of developmentally appropriate instructional strategies will scaffold students to mastery and beyond of the grade level content standards. The principal and a team of teachers will determine an adequate amount of time necessary to achieve mastery of the approved content standards for each program of study and effectively address the academic needs of all students in the literacy skills of reading, writing, speaking and listening, and language in all content areas.</p> <p>Visual art, choral, and instrumental music (band or orchestra) will be offered to all students in grades 6-8. Chorus or instrumental music may substitute for a general music course at each grade level.</p>	<p>English Language Arts Mathematics Science Social Studies Music Visual Art</p>

Guidance

The Three-Dimensional Learning of the science standards shifts the focus of the science classroom to environments where students use disciplinary core ideas and crosscutting concepts with scientific practices to explore, examine, and explain how and why phenomena occur and to design solutions to problems. A limited number of topics allows time for students to be immersed in experiential learning as Life Science, Physical Science, and Earth and Space Science are taught in each grade level. Human Impact is taught also in each middle school course prompting students to consider how Earth’s surface processes and human activities affect each other.

Engineering Design is integrated throughout the content as students solve problems within the constraints they are given. Additionally, educators may choose to teach Engineering Design separate from the other science topics as a means to address computer science, robotics, or other technological process used for solving problems.

Resources

The WV NxG Science Standards webpage is available at <http://wvde.state.wv.us/instruction/NxGen.html>.

WV NxG Frequently Asked Questions and their answers have been posted at <https://wvde.state.wv.us/instruction/WVNXGenScienceFAQs.html>.

Monitoring progress toward successful K-12 STEM education: A nation advancing? Available from http://www.nap.edu/download.php?record_id=13509

Technology Integration/Computer Science:

Developmentally Appropriate Practices for Technology Integration	
<p>The educational environment will lead to proficiency and comfort with a variety of technology devices and programs. This proficiency and comfort should be modeled by teachers to support instruction and skill acquisition. Students will be provided regular opportunities within the context of normal coursework to master the standards set forth in WVBE Policy 2520.14. Students will be provided sufficient opportunities in digital literacy, computer science and technology skills to meet the standards by the end of 8th grade. The infrastructure of classrooms should infuse technology and pedagogy into instruction, thus leading to improved student engagement and an environment where students construct authentic products, often collaborating in the process. Technology-infused activities should, if possible, extend the learning environment beyond the normal school day or setting and the development of digital citizenship skills in students.</p>	Technology

Policy 2520.14 is currently being revised and will contain standards for digital literacy, computer science and technology skills for grades 6-8.

West Virginia Virtual School:

The mission of the West Virginia Virtual School (WVVS) is to assure consistent, high quality education for the students of West Virginia. The WVVS helps bridge the barriers of time, distance and inequities for all West Virginia students by providing access to online courses aligned to current state standards. All courses are reviewed by a committee of West Virginia teachers who screen courses to ensure West Virginia standards are met. Online teachers with the WVVS are highly qualified. In an effort to promote efficacy and equity in educational opportunities, courses are available to all students statewide.

To register for a course, students should first read the course description in the course catalog at <http://wveis.k12.wv.us/vschool/courses/coursecatalog.cfm>. Students can then preregister for a course by completing the form at <http://wveis.k12.wv.us/vschool/preregistration/index.cfm>. The request will be sent to the virtual school contact at the student's school who will determine if the correct course has been selected. The school contact will either approve or deny the request. The virtual school contact can also register a student directly for the course and bypass the preregistration process. No student can be placed in a virtual course without the consent of the local school. The registration portal for the virtual school contact can be found at <https://wveis.k12.wv.us/vschool/secure/index.cfm>?. Students have a 14 calendar day timeframe to begin a course.

Original credit virtual courses must be entered in WVEIS. Courses are signified as virtual by placing a "V" in the fifth position. The school must report a grade of WNG (Withdrawn No Grade) on the student transcript when the student drops a course on or before 28 days. The school must record a grade of WF (Withdrawn Failing) for a student who drops a course after the 28 day grace period.

The virtual course grade will be available to the school co-teacher/facilitator/mentor. The co-teacher/facilitator/mentor ensures that student grades for WV Virtual School courses are entered in the WVEIS data system. No changes can be made to the online course grade by local school personnel.

Grades must be recorded by using the percentage grade issued by the online instructor. Most course providers recognize grading scales vary from state to state and do not post a letter grade to the final grade report. In the event a course provider assigns a letter grade in addition to the percentage, the letter grade should be disregarded.

More information about the WVVS can be found at <http://virtualschool.k12.wv.us/vschool/index.html>.

World Language :

Communicating in a global society requires students to apply developmentally appropriate language strategies through embedded opportunities to explore and gain an understanding of the world around them. World languages will be offered annually. The teaching of a world language in grade 6 is encouraged. A course in the same world language will be offered for students in grade 7 and grade 8. Implementation of the world language should model best practices and promote positive proficiency outcomes.	World Language
--	----------------

Guidance

The National Association of District Supervisors of Foreign Languages (NADSFL) and other leading experts in the field of world languages identify the following characteristics as promoting proficiency in an effective world language classroom:

- The classroom is student-centered and instruction focuses on meaningful communication.
- The target language is the medium of instruction. The teacher uses the target language a minimum of 90% of the time.
- Students acquire language through authentic cultural contexts.
- Students use language to reinforce core content.
- Students experience the language for listening, speaking, reading, and writing.
- Students participate in learning activities which vary in length, content, and format.
- Students use language individually, in paired groups, in small groups, and in whole-class instruction.
- Language acquisition is facilitated through the teacher’s use of visuals, gestures, pictures, manipulatives, and technologies.
- Students have the opportunity to self-assess their language competencies and cultural interactions.
- The overall language competency of the learner is measured through performance-based tasks.

Resources

- Boix-Mansilla, V. & Jackson, A. (2011). Educating for Global Competence: Preparing Our Youth to Engage the World. Retrieved from <http://asiasociety.org/files/book-globalcompetence.pdf>
- Couet, R., Duncan, G. W., Eddy, J., Met, M., Smith, M. J., Still, M., & Tollefson, A. Starting with the end in mind: Planning and evaluating highly successful foreign language programs. (n.d.). Retrieved from http://assets.pearsonschool.com/asset_mgr/current/201136/EndinMind_Bro_32201_1.pdf
- Jensen, J. & Sandroock, P. (2007). The Essentials of World Languages, Grades K-12: Effective Curriculum, Instruction, and Assessment . ASCD.
- Teacher Effectiveness for Language Learning. (n.d.) Retrieved from <http://www.tellproject.com/>

eLearning for Educators:

Middle Grades Guidance

West Virginia eLearning for Educators

Teacher Professional Learning

Online teacher professional learning courses specific to middle level teaching and learning have been developed for middle grades educators. Course descriptions and course schedule information may be accessed from <https://wvde.state.wv.us/elearning/>. Two new courses will be available during the 2016-2017 school term: The Developmentally Responsive Middle School and Teaching and Learning in the Middle School. Successfully completed coursework may be applied to teacher re-certification and/or salary advancement.

