west virginia educator evaluation

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
Michelle Burk (Teacher)... Kanawha County Schools
Kelly Haynes (Principal) .... Kanawha County Schools
Melissa Lawrence (Principal) .... Kanawha County Schools
John Patrick (Teacher)... Kanawha County Schools
Tab Mathis (Principal)..Tyler County Schools

Trent Danowski (Project Lead)...West Virginia Department of Education
Dr. Monica Beane ....West Virginia Department of Education
Victoria Crist (Intern)..West Virginia Department of Education
Monica DellaMea...West Virginia Department of Education
Teresa Hammond ....West Virginia Department of Education
Glenna Heinlein ....West Virginia Department of Education
Mindy Miesner ....West Virginia Center for Professional Development
Joey Wiseman ....West Virginia Department of Education

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.
- 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 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:

- 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.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*
  - » *Zemelman, Steve, Daniels, Harvey, & Hyde, Arthur. (2012).* Best Practice: Bringing Standards to Life in America's Classroom. *Portsmouth, N H: 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.