

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:

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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.
 - » *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
 - » *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>*
 - » *Lemov, Doug. (2010). Teach Like a Champion: 49 Techniques That Put Students on the Path to College. San Francisco, CA: Jossey-Bass.*
 - » *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>*
 - » *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>.*
- » *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.