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

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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
- 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 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:
- 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
  - » *Chappius, Jan. (2014).* Seven Strategies of Assessment for Learning. *Pearson Education*
  - » *Earl, Lorna. (2013).* Assessment as Learning: Using Classroom Assessment to Maximize Student Learning. *Thousand Oaks, CA: Corwin Press*
  - » *Absolum, Michael. (2010).* Clarity in the Classroom: Using Formative Assessments as Building Learning-Focused Relationships. *Portage & Main Press*
  - » *Lemov, Doug. (2010).* Teach Like a Champion: 49 Techniques That Put Students on the Path to College. *San Francisco, CA: Jossey-Bass.* See: Planning That Ensures Academic Achievement
  - » *Marzano, Robert, Pickering Debra, & Pollock, Jane. (2001).* Classroom Instruction That Works: Researched-Based Strategies for Increasing Student Achievement. *Alexandria, VA: ASCD*
  - » *Popham, W. James. (2008).* Transformative Assessment. Chapter 3 and 4. *Alexandria, VA: ASCD*
  - » *Reeves, A. (2011).* Where Great Teaching Begins: Planning for Student Thinking and Learning. *Alexandria, VA:ASCD*
  - » *Santoyo, Paul Bambrick. (2010).* Driven by Data. *San Francisco: Jossey-Bass.*
  - » *Stiggins, Richard, et. al. (2004). C*lassroom Assessment for Student Learning: Doing it Right, Doing it Well. *Assessment Training Institute, Inc.*
  - » *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.