

West Virginia Department of Education Title I Distinguished School Award Program (K-2)

Application Guidance and Requirements

Requirements for Consideration
<ul style="list-style-type: none"> • Be operational for at least three or more consecutive years. • Be a Title I program for three or more consecutive years. • Exhibit full West Virginia accreditation status. • Complete application and provide documentation to demonstrate a high-quality early learning program and receive approval from the Office of Federal Programs, West Virginia Department of Education.
Application Requirements
<ul style="list-style-type: none"> <input type="checkbox"/> Completed application: descriptions limited to one page per area, 12 font <input type="checkbox"/> Documentation to support school practice: evidence limited to 3 supporting documents per area. <input type="checkbox"/> Completed cover page with contact information and required signatures <input type="checkbox"/> Application and supporting evidence due by 4:00 p.m. on Friday, November 15, 2013. <input type="checkbox"/> Submit application and supporting evidence to Elizabeth McCoy at eamccoy@access.k12.wv.us

Definitions for the Foundations for High-Quality Early Learning Programming	
Developmentally Appropriate Standards-Focused Curriculum	
<p>A holistic approach to early learning programming requires teachers to be knowledgeable about child development and skilled in providing high-quality, developmentally effective classroom environments and experiences that meet students’ needs. Social/emotional, cognitive, and physical development are interrelated domains which emphasize the development of positive dispositions to learning. Developmentally appropriate, comprehensive approaches to classroom instruction ensure that content integration, skills and dispositions to learning are addressed as foundational needs for students.</p> <p>Best practices for a comprehensive approach to early learning instruction indicate that appropriate and sufficient emphasis to all content areas is provided. Developmentally appropriate integration of content is utilized to provide rigor which is relevant based on students’ prior experiences, knowledge and developmental level. Learning environments shall be responsive to individual student’s needs, ensuring print- and language-rich environments, as well as developmentally appropriate materials to ensure hands-on learning across all domains and content areas.</p>	<p><u>Developmental Domains</u> Social/Emotional Cognitive Physical</p> <p><u>Content Areas</u> English Language Arts Mathematics Music Science Social Studies Visual Art</p>

Definitions for the Foundations for High-Quality Early Learning Programming

Developmentally Appropriate Practices for Formative Assessment Processes

Teachers will employ formative assessment processes to guide daily instruction in early learning programs. Appropriate formative assessment processes inform classroom instruction and improve the quality of classroom interactions by being responsive to individual students' needs. Utilization of various forms of evidence that demonstrate students' progressions of learning across content areas will be utilized to personalize learning for all students.

Developmentally Appropriate Practices for Technology Integration

Used as a tool to facilitate the learning process, technology shall be integrated throughout classroom experiences during the early learning grades. Students shall be provided opportunities within the instructional day to engage in and master the standards set forth in W. Va. 126CSR44N, WVBE Policy 2520.14, Technology Content Standards and Objectives for West Virginia Schools

Developmentally Appropriate Foundations for Student Success and Career Readiness

A comprehensive approach to early learning programs emphasizes the development of foundations of executive functioning that align with developmentally appropriate understandings of college, career and citizenship readiness for early learners. During the early learning years, students' development of positive approaches to learning, problem solving skills, social competence, independence, and sense of self in relationship to the world around them emerge to help ensure college and career readiness.

Developmentally Appropriate Practices for Global Competence

Global Competence is the knowledge, skills, and dispositions to understand and act creatively and innovatively on issues of global significance. Global competence should focus on students' deep understanding of, and effective participation in, the world in which we live. Global competence includes developing dispositions that foster multicultural understanding. Communicating in a global society requires students to apply appropriate language strategies. Students in the early learning grades benefit from embedded opportunities to explore and gain an understanding of the world around them. Through developmentally appropriate and culturally authentic contexts, students can utilize world languages through multiple methods as part of daily classroom experiences.

Developmentally Appropriate Practices for Physical Health and Wellness

Students in early learning programs require multiple opportunities to engage in movement experiences throughout the instructional day, enhancing the critical link between physical activity and brain functioning.