



West Virginia
Middle and Secondary Learning
Implementation Guide and
Companion Document

*to the West Virginia Standards for Effective
Schools' Self-Reflection Exercise*

(Grades 6-12)



**West Virginia Board of Education
2022-2023**

L. Paul Hardesty, President
Nancy J. White, Vice President
F. Scott Rotruck, Financial Officer

Robert W. Dunlevy, Member
Miller L. Hall, Member
Daniel D. Snavely, M.D., Member
Debra K. Sullivan, Member
James S. Wilson, D.D.S., Member

Sarah Armstrong Tucker, Ph.D., Ex Officio
Chancellor
West Virginia Higher Education Policy Commission
West Virginia Council for Community and Technical College Education

David L. Roach, Ex Officio
State Superintendent of Schools
West Virginia Department of Education

Table of Contents

West Virginia Standards For Effective Schools2

Overview3

Purposes of this Document3

Helpful Resources.....3

Standard 1: Clear and Focused Mission4

Standard 2: Instructional Leadership7

Standard 3: High Expectations for Success 10

Standard 4: Positive and Safe Environment.....13

Standard 5: Equitable Opportunities to Learn and Effective Instruction15

Standard 6: Frequent Monitoring of Student Progress17

Standard 7: Family and Community Partnerships.....20

West Virginia Standards For Effective Schools



Overview

The West Virginia Middle and Secondary Implementation Guide reflects the work of education professionals across the state of West Virginia, bringing current research and best practices together in one practical document for administrators and educators. This document uses the West Virginia Standards for Effective Schools as a basis for quality and effectiveness.

This document provides suggested guidance for developmentally appropriate structures, practices, and environmental designs for classrooms. While this resource provides examples, it is not inclusive of all practices.

Purposes of this Document

- » One purpose of this document is to provide guidance to administrators and educators to strengthen developmentally appropriate practices. Utilizing this document as a resource during vertical teaming, professional learning communities, as well as other professional learning opportunities, will guide conversation and encourage examination of instructional practices, ensuring that instruction is developmentally appropriate and incorporates best practice. Applied systematically and comprehensively, these components have the potential to yield high-quality programming for West Virginia classrooms.
- » This document may also be used as a companion to the West Virginia Standards for Effective Schools: Self-Reflection Exercise. Administrators and educators may choose to first identify areas of strengths and challenges within the school environment. To support and strengthen continuous improvement practices, school teams can come to consensus by using the self-reflection tool and this implementation guide can support systemic and professional change. School teams can use this document to find more information about each key concept and identify areas to target for improvement.

Helpful Resources

These resources are included for your quick reference as you continue to guide and refine your practice.

- » [WVBE Policy 2510, Assuring Quality of Education: Regulations for Education Programs](#)
- » [WVBE Policy 2510, Foundations for High Quality Middle School Level Programming Best Practices](#)
- » [WVBE Policy 2510, Foundations for High Quality High School Programming Best Practices](#)
- » [WVBE Policy 2419, Regulations for the Education of Students with Exceptionalities](#)
- » [Decision Makers Guide to the Formative Assessment Process](#)

Standard 1: Clear and Focused Mission

Definition: *The school's purpose and approach to support learning for all.*

Key Concept: A culture of ownership for student success is pervasive.

Possible Indicators

What might the administrator do to support educators and students?	What can the educator do to support student engagement and achievement?
<p>Work with members of the school community to establish challenging expectations and standards for all learners based on state and local policies.</p> <p>Monitor student progress and establish protocol for intervention.</p> <p>Set the expectation of high levels of engagement, feedback, and family participation.</p> <p>Establish and participate in leadership roles to develop criteria for monitoring student progress regarding individual and shared work.</p> <p>Promote a comprehensive approach to strengthening students' literacy and numeracy proficiency.</p> <p>Develop leadership capabilities of others and delegate appropriately, fostering a sense of teamwork and collaboration with staff, students, and the community.</p> <p>Model a positive attitude and recognize individual and collective accomplishments of students, staff, and community.</p> <p>Continually guide school culture through monitoring of expectations and standards for all learners and providing evidence-based feedback and support.</p>	<p>Establish and participate in leadership roles to develop criteria for monitoring student progress regarding individual and shared work.</p> <ul style="list-style-type: none">» Create student centered activities that are supportive of programmatic standards» Design standards-focused instruction that enables students to achieve high levels of competence for academic and career development. <p>Design, teach, coach, and assess appropriate curriculum that is based on student need.</p> <ul style="list-style-type: none">» Evidence of student learning is gathered from authentic experiences occurring throughout the school day» The formative assessment process is evident in daily learning experiences and practices» Teams of educators collaborate within and across grade levels create authentic discipline specific literacy experiences. <p>Provide systematic feedback to students and families about student progress.</p> <ul style="list-style-type: none">» Share evidence of student learning with students and families» Conduct parent/educator/student conferences <p>Understand that families are an integral part of student achievement and welcome their participation in the classroom.</p>

Key Concept: Shared beliefs and values are evident.

Possible Indicators

What might the administrator do to support educators and students?	What can the educator do to support student engagement and achievement?
<p>Analyze relevant data with staff, students, and community to develop and a vision for the school focusing on the successful learning and development of each child and on instructional and organizational practices that promote success.</p> <p>Organize the school to maximize interactions among school and community members.</p> <p>Share authority and resources broadly.</p> <p>Engage others in opportunities to lead.</p> <p>Provide a clear commitment to educate all students.</p> <p>Facilitate regular conversations to foster an examination and a consensus of beliefs and values for staff.</p>	<p>Encourage and support others in being respectful, caring, and trusted members of the school community.</p> <p>Build strong relationships with the school community that strengthen the desire to reach learning goals.</p> <p>Provide leadership roles within the classroom that elevate students and encourage their participation in the decision-making process.</p> <p>Provide a clear commitment to educate all students.</p>

Key Concept: Commitment to a shared vision is present.

Possible Indicators

What might the administrator do to support educators and students?	What can the educator do to support student engagement and achievement?
<p>Facilitate effective communication among members of the school community in order to build relationships and focus on teaching and learning.</p> <p>Collaborate with staff to evaluate the alignment of school initiatives with the mission and goals and adjust them to changing expectations and opportunities for the school, including addressing needs and situations of students.</p> <p>Promote collaborative decision making that provides options to meet the diverse needs of the school community.</p> <p>Create opportunities for families to participate in their students' education such as</p> <ul style="list-style-type: none"> » Family night » Career day » Student-led conferences » In-class or out-of-class volunteer activities <p>Engage school community in reaching satisfying solutions to problems.</p> <p>Analyze school events, award programs, and other components of school culture for alignment of a shared vision.</p>	<p>Provide opportunities for family participation such as</p> <ul style="list-style-type: none"> » Family night » Career day » Opportunities for volunteering both in and outside the classroom » Engage within extracurricular activities <p>Create opportunities for regular communication with school community.</p> <ul style="list-style-type: none"> » Electronic communication methods » Telephone calls » social media platforms » Texts » Positive/encouraging conversations with parents/guardians- <p>Participate in regular meetings and conferences with school community to discuss school success and student progress.</p> <ul style="list-style-type: none"> » Parent Teacher Organization/Association (PTO/PTA) » Local School Improvement Council (LSIC) » Professional Learning Communities (PLC) » Educational organizations

Standard 2: Instructional Leadership

Definition: Ensuring the effectiveness of instruction leads to student achievement.

Key Concept: Principal ensures implementation of high-yield instructional strategies.

Possible Indicators

What might the administrator do to support educators and students?	What can the educator do to support student engagement and achievement?
<p>Examine student data to support educators through the evaluation process aligned to the West Virginia Professional Teaching Standards.</p> <p>Establish a plan for enhanced professional learning focusing on school improvement and meeting the diverse needs of all students.</p> <p>Collect data on implementation of staff selected high-yield instructional strategies when conducting walkthroughs and observations.</p> <p>Provide constructive written and verbal feedback on instructional plan, walkthroughs, and observations on a regular basis.</p> <p>Engage in collaborative conversations with staff members regarding:</p> <ul style="list-style-type: none">» implementation of state standards» high-yield instructional strategies» a variety of approaches to learning» high expectations for professional performance and student achievement	<p>Establish professional goals based on student data and aligned to the West Virginia Professional Teaching Standards.</p> <p>Engage in professional learning to improve student achievement and professional expertise.</p> <ul style="list-style-type: none">» Professional Learning Communities» State and national conferences» Webinars, etc.» College courses, eLearning, etc. <p>Collaborate in grade-level, content area, and school-wide teams to identify and select high-yield instructional strategies that staff will implement school-wide.</p> <p>Collaborate with administrators to analyze implementation of staff selected high-yield strategies using data collected during walkthroughs and observations.</p>

Key Concept: Staff lead and assume responsibility for overall academic success.

Possible Indicators

What might the administrator do to support educators and students?	What can the educator do to support student engagement and achievement?
<p>Support and encourage leadership from staff in reaching the goals aligned to county and state policies and standards.</p> <p>Facilitate staff selection of high-yield instructional strategies to use school-wide.</p> <p>Demonstrate inclusive language to encourage school-wide goal achievement.</p> <p>Support the development and effectiveness of Leadership Teams to guide the work of the staff.</p> <p>Collaborate with staff to analyze walkthrough, observation, student achievement, and other data to design and implement research-based approaches school-wide that demonstrate high expectations for all students.</p>	<p>Consistently analyze evidence of student learning to provide timely, appropriate high-yield instructional strategies that address grade-level WV College- and Career-Readiness Standards through a multi-tiered system of support.</p> <ul style="list-style-type: none"> » Formative assessment process » Instructional scaffolds » Cognitive task analysis » Standards-based learning targets » Intentional use of flexible grouping » Cross-disciplinary learning opportunities » Communicate and collaborate with students and families <p>Support colleagues through collaborative conversations and mentoring regarding:</p> <ul style="list-style-type: none"> » implementation of state standards » high-yield instructional strategies » a variety of approaches to learning » high expectations for professional performance and student achievement <p>Assume leadership roles for various responsibilities in the school.</p> <ul style="list-style-type: none"> » Faculty Senate » Team Leaders » LSIC » County leadership teams as applicable » PLC leadership » Mentoring educators » Student Government » PTA/PTO educator representative <p>Work with school administration to determine roles and responsibilities for leading work.</p> <p>Provide support to administration and participate in various leadership/school-based teams and school community initiatives.</p> <p>Invite school community to participate in relevant and meaningful lessons.</p> <ul style="list-style-type: none"> » Guest speakers » Parent involvement » Community partners

Key Concept: Students are engaged in age-appropriate leadership opportunities.

Possible Indicators

What might the administrator do to support educators and students?	What can the educator do to support student engagement and achievement?
<p>Create age-appropriate roles and multiple, diverse opportunities for student leadership within the school.</p> <p>Establish activities with students involved in planning and implementation, such as:</p> <ul style="list-style-type: none">» Peer mentoring» Career Fairs» Student government» School ambassadors» Extracurricular clubs	<p>Create age-appropriate opportunities for students to assist in designing learning activities and to practice leadership within the classroom.</p> <ul style="list-style-type: none">» Work with students to establish classroom jobs/ responsibilities» Provide opportunities for peer mentoring» Utilize student-led discussion protocols <p>Encourage participation in leadership roles that provide students with age-appropriate opportunities to provide feedback on or assist in the design of school activities.</p> <ul style="list-style-type: none">» Classroom representation in student government» Peer mentors» School ambassadors» Club leadership

Standard 3: High Expectations for Success

Definition: Purposefully providing a climate in which all students can learn and succeed.

Key Concept: Staff believe in and demonstrate their ability to successfully teach all students.

Possible Indicators

What might the administrator do to support educators and students?	What can the educator do to support student engagement and achievement?
<p>Cultivate a respectful rapport between adults and students.</p> <p>Collect evidence of implementation of a multi-tiered system of support and differentiated instruction as part of walkthroughs and observations.</p> <p>Share data from walkthroughs and observations in collaborative conversations with educators to support school-wide implementation of a multi-tiered system of support and differentiated instruction.</p> <p>Establish schedule and expectation for educators to collaborate and meet individual education plans (IEP).</p> <p>Provide and support professional learning opportunities for educators to increase expertise in providing instruction through a multi-tiered system of support.</p> <p>Provide opportunities for educators to vertically align content and instruction for optimal student achievement.</p>	<p>Create an environment that is characterized by a culture that is inviting, inclusive, and supportive of all.</p> <p>Use a wide variety of teaching strategies.</p> <ul style="list-style-type: none"> » Large group instruction » Small group instruction » Individual instruction » Building on prior knowledge » Project-based learning » Student-focused learning <p>Implement a multi-tiered system of support to ensure that all students benefit from high-quality core instruction and that targeted and intensive interventions are planned to address student needs.</p> <p>Celebrate individual student progress toward state standards and all areas of development.</p> <ul style="list-style-type: none"> » Regularly communicate progress with parents » Recognize that standards are end of year expectations and acknowledge steps toward mastery <p>Respect the development of the whole child: academically, socially, emotionally, and physically.</p> <ul style="list-style-type: none"> » Create an environment that is sensitive to and acknowledges all students' diverse needs » Ensure all students' well-being while at school » Provide all students' a sense of security and safety while at school » Foster a growth mindset in students through modeling » Foster an environment in which each student has one trusted adult advocate <p>Attend and participate in professional learning opportunities to increase expertise in delivering content to all students.</p>

Key Concept: Staff believe all students can and will obtain mastery.

Possible Indicators

What might the administrator do to support educators and students?	What can the educator do to support student engagement and achievement?
<p>Ensure learning targets are derived from state standards.</p> <p>Ensure targeted, data-based professional learning opportunities are provided.</p> <p>Discuss ways to make learning targets measurable and visible.</p> <p>Establish a protocol in which students and educators are actively engaged in activities and explorations that are aligned to learning targets established by the educator and students.</p> <p>Ensure that content is rigorous, instruction is vigorous and high, and expectations are aligned to grade-level content standards.</p>	<p>Utilize professional learning opportunities to ensure the capacity for delivery of state standards to all students.</p> <p>Develop learning targets clearly stating what is expected of students to know and be able to do.</p> <ul style="list-style-type: none"> » Develops learning targets in student friendly language » Learning targets are identified and shared with the learning community » Students articulate what they are doing to reach the goals of the learning target <p>Establish an environment that provides the experiences identified within the focused learning target.</p> <ul style="list-style-type: none"> » Educators must know developmentally appropriate practice to create the environment to meet the learning targets and to guide instruction. <p>Establish high, but attainable, expectations for student learning.</p> <ul style="list-style-type: none"> » Provide rigorous content at the appropriate, academic level for all students with opportunities for reteach and review » Instruction is rigorous, engaging and interactive with opportunities for student discovery » Real world problem solving is included in learning <p>Ensure students can articulate the learning target and how they are reaching the goals of the learning target, thus taking ownership of their learning.</p>

Key Concept: Responses and adjustments occur to assure mastery when some students do not learn or have already mastered the concepts.

Possible Indicators

What might the administrator do to support educators and students?	What can the educator do to support student engagement and achievement?
<p>Monitor to ensure formative assessment is evident by conversations and adjustments made to learning strategies.</p> <p>Provide professional learning opportunities for educators, and aides on topics such as</p> <ul style="list-style-type: none"> » The formative assessment process » Multi-tiered systems of support » Standards-based instruction » Social-emotional learning » Positive behavior supports, such as PBIS 	<p>Develop high quality learning targets that are measurable and focus on the process of learning, giving a clear goal/expectation.</p> <ul style="list-style-type: none"> » Learning targets are introduced during the whole group meeting to frame instruction in academic and social areas » Learning targets allow educators to plan, monitor, assess, and guide instruction » Learning targets lend themselves to the use of the formative assessment process and can improve learning opportunities through the gathering of evidence of learning and making data informed decisions to guide instruction » Learning targets ensure students are challenged and engaged

Standard 4: Positive and Safe Environment

Definition: *Orderly, purposeful and accommodating of all students' needs.*

Key Concept: Collaboration and coordination are pervasive among staff and students.

Possible Indicators

What might the administrator do to support educators and students?	What can the educator do to support student engagement and achievement?
<p>Set clear expectations, goals, and establish processes for both students and adults.</p> <p>Create a culture of inclusion, involvement and communication.</p> <p>Promote and facilitate shared decision making through leadership teams, improvement committees and advisory councils.</p> <p>Provide leadership opportunities for staff and students.</p> <p>Schedule opportunities for educators to collaborate on a regular basis. Some examples are as follows:</p> <ul style="list-style-type: none">» Grade Level Team Meetings» Professional Learning Communities» Content Team meetings» SAT Teams. <p>Coordinate training and professional learning opportunities focused on purpose/ rationale of various types of meetings and communicate desired expectations to staff.</p> <p>Encourage educators to provide personalized learning opportunities.</p> <p>Allow opportunities for student voice and ensure meaningful implementation of student voice strategies.</p>	<p>Work collaboratively with other staff to</p> <ul style="list-style-type: none">» coordinate lesson plans when appropriate during a common planning time» analyze student performance data» design and actively participate in PLCs» provide leadership in school teams <p>Allow time for students and teachers to discuss classroom expectations, assignment requirements, and evaluation processes and results.</p> <p>Provide opportunities and guidance for students to purposefully collaborate with each other.</p> <ul style="list-style-type: none">» design lessons which include group work.» incorporate “Critical Friends” conversation protocol and evaluation practices.

Key Concept: Appropriate behavior is expected and supported.

Possible Indicators

What might the administrator do to support educators and students?	What can the educator do to support student engagement and achievement?
<p>Create a sense of community and a culture of mutual respect among staff and students.</p> <p>Create an orderly, purposeful atmosphere that meets the needs of individual students and safeguards all students from the threat of physical and emotional harm.</p> <p>Establish developmentally appropriate protocols for behavior and expectations for staff and students.</p> <p>Develop and implement a positive behavior support plan for students with challenging behaviors.</p> <p>Work with teachers, student and guardian(s) through a Student Assistance Team (SAT) process to form individualized behavior Intervention plans as needed.</p> <p>Implement a research-based behavior management system with clearly defined expectations and protocols.</p> <p>Ensure educators are provided professional learning on research-based interventions for students' social, and emotional well-being.</p>	<p>Provide an orderly, purposeful, and business-like atmosphere free from the threat of physical and emotional harm.</p> <p>Commit to consistently following the agreed upon rules and regulations for the school.</p> <p>Establish procedures and routines that help students know what to expect from the teacher and how to act.</p> <p>Create a sense of community and a culture of mutual respect. <ul style="list-style-type: none"> » create norms with expectations of students being respectful of the staff and each other. » demonstrate being respectful to staff and each other. » administer rules fairly for all students. </p> <p>Provide research-based interventions for students' social, emotional, and academic well-being.</p> <p>Recognize and celebrate positive behaviors by students during routine events and special occasions.</p> <p>Communicate school and classroom expectations with students and families, for example <ul style="list-style-type: none"> » use school newsletters to regularly communicate with families. » provide newsletters in family native languages. » parent/student/educator conferences. </p>

Standard 5: Equitable Opportunities to Learn and Effective Instruction

Definition: Sufficient time for meaningful learning is provided to all students.

Key Concept: Instructional time is utilized efficiently and effectively.

Possible Indicators

What might the administrator do to support educators and students?	What can the educator do to support student engagement and achievement?
<p>Work collaboratively with staff and students to ensure schedules:</p> <ul style="list-style-type: none">» are aligned to the school’s vision» maximize students’ opportunities to meet individual learning interests and goals» promote collaboration and instructional teaming <p>Monitor individual classrooms to ensure current grade-level or course-specific state standards are addressed and implemented as end-of-year goals.</p> <p>Ensure opportunities are provided for all students to develop conceptual understanding and procedural skills.</p> <p>Ensure all students are provided a safe and effective learning environment.</p> <p>Schedule events such as assemblies to minimize the interruption of instructional time.</p>	<p>Utilize instructional time efficiently to ensure student mastery of grade-level or course-specific standards.</p> <p>Collaborate with support service providers to minimize interruption of instructional time.</p> <p>Ensure opportunities are provided for all students to develop conceptual understanding and procedural skills of grade-level or course-specific standards.</p> <p>Create student-centered classrooms designed to promote an inviting atmosphere for learning.</p> <p>Use multiple resources including technology to enhance student learning opportunities.</p>

Key Concept: Instructional activities are rigorous and aligned to student interest and state standards.

Possible Indicators

What might the administrator do to support educators and students?	What can the educator do to support student engagement and achievement?
Promote a school-wide caring atmosphere of high expectations.	Analyze instructional materials to ensure alignment to state standards.
Provide a professional learning plan highlighting the importance of rigor, relevance and developmentally appropriate practices.	Develop well planned lessons that address grade-level or course-specific standards and are relevant to student interests and needs.
Provide professional learning opportunities that meet the needs of each educator.	Provide feedback to students on academic progress.
Monitor instructional activities to ensure alignment to current state standards.	Provide opportunities for students to integrate skills, understandings, and applications in an authentic manner to enhance development of grade-level or course-specific content.
Provide feedback to teachers designed to strengthen instructional design.	Ensure students have multiple opportunities to demonstrate knowledge, skills, and dispositions necessary to be college- and career-ready.
Strengthen educators' ability to design rigorous learning opportunities based on grade-level content standards.	Use research-based instructional strategies to provide individualized support for students.

Key Concept: Feedback is timely, ongoing, and supports individual student growth.

Possible Indicators

What might the administrator do to support educators and students?	What can the educator do to support student engagement and achievement?
Utilize professional teaching standards to individualize educator goals based on student data and individual professional learning needs.	Understand and utilize professional teaching standards.
Base feedback to educators on a predetermined set of mutually established goals.	Provide targeted feedback on student performance in a timely manner.
Provide timely observation feedback which gives both accolades for student/educator achievements and constructive suggestions to strengthen instructional practices.	Present opportunities for instructional collaboration between students.
Collaborative with staff to explore individual or group educator professional learning opportunities.	Use multiple forms of student data to guide instruction.

Standard 6: Frequent Monitoring of Student Progress

Definition: A variety of data are used as the basis for adjusting the instructional approach.

Key Concepts: Formative assessment processes are utilized to measure student performance.

Possible Indicators

What might the administrator do to support educators and students?	What can the educator do to support student engagement and achievement?
<p>Provide opportunities for professional development to strengthen educators understanding of the formative assessment process.</p> <p>Ensure there is a deliberate process used by educators and students during instruction to adjust teaching and learning.</p> <p>Monitor collection and use of student data to adjust instruction aligned to strategic plan goals and continuous improvement.</p> <p>Encourage an atmosphere of exploration, innovation, and growth.</p> <p>Create opportunities to showcase students in taking greater responsibility for their learning.</p> <ul style="list-style-type: none"> » Student-led conferences » Student interest projects/fairs 	<p>Design and implement a deliberate daily process for instruction that provides actionable feedback to adjust ongoing teaching and learning.</p> <ul style="list-style-type: none"> » Criteria for desired student outcomes » Opportunities to gauge student understanding before, during, and after the lesson » Intentionally crafted questions to assess student depth of knowledge <p>Gather evidence of student learning before, during, and after instruction.</p> <ul style="list-style-type: none"> » Assess student level of pre-lesson understanding » Ask open-ended questions throughout the lesson » Assess student level of post-lesson understanding <p>Provide opportunities for personalized learning to identify strengths/challenges that necessitate additional support.</p> <ul style="list-style-type: none"> » Foster an atmosphere of academic engagement and growth <p>Utilize processes that support students in taking greater responsibility for their learning.</p> <ul style="list-style-type: none"> » Assist students in goal setting » Integrate self-regulated strategy development into classroom practices » Provide opportunities for student interest projects » Provide students choice of topics/texts » Help student self-assess learning <p>Adjust ongoing teaching and learning to improve students' achievement of intended learning outcomes.</p> <ul style="list-style-type: none"> » Identify student academic and social needs » Create diverse learning opportunities and groupings designed to meet student needs

	<p>Include the use of many assessment methods to provide a continuous and varied stream of accurate evidence of learning.</p> <ul style="list-style-type: none"> » Observation and anecdotal notes » Direct instruction » Student journals/work samples/projects » Conversations with students and families » Diagnostic, benchmark, and summative data
--	--

Key Concept: Student performance is used to guide instructional decisions.

Possible Indicators

What might the administrator do to support educators and students?	What can the educator do to support student engagement and achievement?
<p>Create a culture that supports independent learning and achievement.</p> <p>Encourage educators and students to assume responsibility for their own learning.</p> <p>Encourage educators to provide opportunities for students to assume greater control of their learning.</p> <p>Monitor the academic, social, and emotional growth of students by observing evidence of learning through conversations, displayed work, portfolios, etc.</p> <p>Set expectations for use of multiple data sets for evaluating overall student progress toward mastery of current state standards.</p> <p>Set expectations for professional learning to guide educators in effectively monitoring, collecting, analyzing, and ultimately using student data to inform instruction.</p> <p>Provide opportunities for educators to analyze student data.</p>	<p>Adjust and focus instruction based on anecdotal records, observation, and other types of formative data.</p> <ul style="list-style-type: none"> » Employ flexible student groupings » Engage in direct instruction » Focus on specific student needs » Use summative data as one portion of an overall data set <p>Monitor and guide progress toward strategic plan goals and continuous improvement.</p> <p>Use a variety of strategies to elicit evidence of learning during instruction.</p> <ul style="list-style-type: none"> » Encourage an atmosphere of engagement and academic growth » Provide opportunities for active learning in order to collect evidence of student understanding » Design purposeful learning opportunities for student to provide evidence of their understanding » Encourage student conversation during learning » Encourage inquisitiveness and student discourse » Utilize a consistent method of recording student data from observations <p>Organize and analyze student data and utilize the data to inform instruction.</p> <ul style="list-style-type: none"> » Notice trends in student learning and adjust instruction accordingly » Share and discuss student data with educators, parents, and students observing confidentiality of student records » Collaborate with itinerant, related arts educators, and support staff to gather data and support student learning

Key Concept: Educator monitors student progress toward established instructional goals.

Possible Indicators

What might the administrator do to support educators and students?	What can the educator do to support student engagement and achievement?
<p>Ensure educators collect a variety of student data when determining student social, emotional, or academic growth.</p> <p>Foster strong family partnerships to promote student achievement and growth.</p> <ul style="list-style-type: none"> » Face-to-face and verbal contact in addition to electronic means of communication <p>Provide consistent system of expectation for using student data to ensure accurate and measurable growth is recorded across grades.</p> <ul style="list-style-type: none"> » Monitor student data portfolios/data notebooks <p>Require and provide training for a consistent system of documentation to ensure proper communication of student progress across grades.</p> <ul style="list-style-type: none"> » WV College- and Career-Readiness Standards » WV Multi-tiered System of Support » formative assessment process » vertical and horizontal teaming 	<p>Regularly share progress of student learning with families.</p> <ul style="list-style-type: none"> » Benchmark data » Parent/Teacher/Student Conferences » Electronic communication to supplement face-to-face contacts » Regular progress reports <p>Utilize a consistent method for collecting and reviewing evidence of student learning to guide instruction.</p> <ul style="list-style-type: none"> » Observation and anecdotal notes » Direct instruction » Student journals/work samples/projects » Conversations with students and families <p>Diagnostic, benchmark, and summative data</p> <p>Utilize a consistent system for keeping and reviewing documentation.</p> <ul style="list-style-type: none"> » Data notebooks » Student portfolios <p>Ensure Individualized Education Program (IEP) goals and progress are incorporated into ongoing monitoring and communication.</p> <ul style="list-style-type: none"> » Collaboration with special educator » Student/teacher/parent conferences » Data notebooks » Growth measures in place

Standard 7: Family and Community Partnerships

Definition: Purposeful relationships exist between families and the school.

Key Concept: The school community fosters shared responsibility for student success.

Possible Indicators

What might the administrator do to support educators and students?	What can the educator do to support student engagement and achievement?
<p>Ensure families are provided with information regarding grade-level state standards, school rules, parent-teacher conferences, etc.</p> <p>Ensure partnerships with community-based leaders to support student need.</p> <p>Access community organizations to acquire support for students and school.</p> <p>Encourage community involvement among the staff.</p> <p>Coordinate a large volunteer base consisting of parents, grandparents, community members, and community and government leaders.</p> <p>Utilize structures already in place to increase collaboration (LSIC, Faculty Senate, and Staff Development Councils) to the greatest advantage for student success.</p> <p>Encourage participation in transition activities.</p> <ul style="list-style-type: none"> » Families » Educators » Community members 	<p>Provide families with information regarding school mission, grade-level state standards, school rules, parent-teacher conferences, etc.</p> <p>Participate in activities to enhance communication and relationships for children and families.</p> <ul style="list-style-type: none"> » Face-to-face meetings » Positive interactions and feedback occur regularly » 2-way communication is encouraged and evident » Home visits <p>Provide supports to parents to engage in school activities.</p> <ul style="list-style-type: none"> » Ensure parents have tools to be active partners in student school experiences » Active listening occurs » Relationship building activities are in place » Progress is celebrated <p>Encourage and provides supports for families to engage in learning opportunities at home.</p>

Key Concept: Community understands and supports the school's mission.

Possible Indicators

What might the administrator do to support educators and students?	What can the educator do to support student engagement and achievement?
<p>Ensure school information and expectations are clearly communicated to families, including in the child's native language.</p> <ul style="list-style-type: none"> » Newsletters » Websites » School communication » Progress reports » Emergency information <p>Encourage a shared responsibility and reciprocal partnership with Business Partners.</p> <ul style="list-style-type: none"> » 2-way communication » Align partnerships with mutually beneficial outcomes as the goal » Create partnerships that are manageable and sustainable » Multiple opportunities for interaction » Reach out to stakeholders <p>Provide opportunities for community input through multiple venues.</p> <ul style="list-style-type: none"> » PTO/PTA » Chamber of Commerce » Rotary » Religious organizations » Area businesses <p>Utilize resources of various community organizations.</p> <ul style="list-style-type: none"> » Family and Parent Engagement Resource Center (PERC) » Family Resource Center » After school programs » Health Centers » Mental health and counseling services 	<p>Provide clearly communicated information and expectations in the child's native language to families, for instance:</p> <ul style="list-style-type: none"> » Newsletters » Websites » School communication » Progress reports » Special education information » Emergency information <p>Create a classroom that is welcoming to families and community.</p> <ul style="list-style-type: none"> » Family nights » Transition activities » Volunteer opportunities » Provide for real world experiences through community members <p>Support efforts of the school administration as an active member of committees.</p> <ul style="list-style-type: none"> » LSIC » PTA/PTO » Curriculum Team » Student Assistance Team (SAT) » Faculty senate » PLC Teams

<p>Create an environment that is welcoming to families and community.</p> <ul style="list-style-type: none"> » Host community events » Invite community to participate in school functions » Create opportunities for families to learn, grow, and improve <p>Create a shared vision with partners to work toward mutual success.</p> <ul style="list-style-type: none"> » Work in coordination with area feeder schools to ensure programs and services are aligned » Collaborate with social service agencies to provide mutual supports 	
---	--

Key Concept: Partnerships exist between school and community to support academic, social-emotional, and physical needs.

Possible Indicators

What might the administrator do to support educators and students?	What can the educator do to support student engagement and achievement?
<p>Utilize Ready Set Go WV Framework. (Pre-K and K)</p> <ul style="list-style-type: none"> » School readiness activities » Transition activities <p>Communicate with community partners.</p> <ul style="list-style-type: none"> » Health professionals » Mental Health professionals » Community based organizations <p>Encourage and support educators providing at least 2 face-to-face parent meetings a year, preferably home visits.</p>	<p>Align student skill and interest to community resources.</p> <ul style="list-style-type: none"> » After school programs » Summer enrichment programs » Community members as guest speakers, mentors, etc. <p>Acknowledge role of partners as educators.</p> <ul style="list-style-type: none"> » Read aloud » Tutoring » Mentors » Parent classroom volunteers <p>Provide at least 2 face-to-face parent meetings a year, preferably home visits.</p>



David L. Roach
West Virginia Superintendent of Schools