

# West Virginia Board of Education Policy 2510: Assuring the Quality of Education Programs *Grades One and Two (Early Learning Primary) Guidance*



## **General Overview of Early and Elementary Learning Programs (Grades Pre-K through Grade 5)**

- » Early Learning Programs address the holistic needs of all students in pre-k through grade 5.
- » A comprehensive approach to early learning is inclusive of a balanced focus on knowledge and skill-building, as well as the development of positive dispositions to learning.
- » Counties are afforded flexibility in determining and implementing methods to facilitate high-quality early learning programming.
- » Systemic data-driven processes, such as sustained professional learning, evidence-based coaching models, and other continuous quality improvement efforts are utilized to promote high-quality classroom instruction in the early learning grades.

The purpose of this guidance document is to share information with those who serve children in West Virginia Grades One and Two regarding the components of WVBE Policy 2510. The first and second grade levels in West Virginia are identified as *Early Learning Primary* grades.

## **Key Takeaways**

### **Grades One and Two:**

- » are designed to help students establish positive dispositions to learning and provide foundations for development across all domains and content areas;
- » emphasize social/emotional, cognitive, and motor development skills to provide the foundations of the Early Learning Readiness grades;
- » utilize the formative assessment process to ensure that developmentally appropriate interactions, competencies, experiences, and skills are measured effectively.
  - *The West Virginia Early Learning Reporting System (WV ELRS) reporting for West Virginia first and second grade is available up to four times per year. Determination of whether or not to participate in the WV ELRS for grades one and two is made at the county level.*

Two charts are highlighted in the early and elementary learning section of WVBE Policy 2510. The chart below examines classroom environments, schedules, and routines for children in pre-k through grade five. The second chart focuses on the state's comprehensive approach to standards-focused learning for pre-k through grade five.

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## **Grades One and Two (Early Learning Primary) Classroom Environments, Routines, and Instructional Practices**

### **(Based on WVBE Policy 2510 Chart 2)**

West Virginia First and Second Grade Classrooms:

- » provide responsive environments that include time, space, and developmentally appropriate materials necessary to create print- and language-rich environments conducive for learning and integration of standards;
  - » are designed and equipped in a manner that supports discovery, small group and individual learning, exploration, and problem solving;
  - » have sufficient quantity and variety of appropriate materials and resources to support student-centered learning;
  - » ensure that sufficient time is provided for students to engage in developmentally appropriate and effective experiences that promote developmental growth and mastery of content and skills in all applicable state-approved content standards;
  - » minimize transitions throughout the day to provide students with maximized opportunities to engage in developmentally effective experiences;
  - » utilize a holistic approach to ensure content areas are interrelated, not addressed in isolation, and are based on developmentally appropriate experiences that focus on students' interests and prior knowledge;
  - » personalize instruction and base it on the formative assessment process (collecting authentic evidence is a central component to documenting student progress); and
  - » focus on individualized learning through a developmental context.
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# Comprehensive Pre-K through Grade 5 Standards-Focused Approach to Learning

A holistic approach to early learning requires teachers to be knowledgeable about child development and skilled in providing experiences that meet students' needs. Social/emotional, cognitive, and physical development are interrelated domains which emphasize the development of positive dispositions to learning.

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| <p><b>Developmental Domain: Social/Emotional</b></p> | <p><b>Social and Emotional Domains</b></p> <ul style="list-style-type: none"> <li>» Personal and Social Relationships and Development</li> <li>» Knowledge of Family and Community</li> <li>» Academic and Learning Development</li> <li>» Career Development and Life Planning</li> <li>» Global Citizenship</li> </ul> | <p>Early Learning programming focuses on students' social and emotional development to lay the foundation for all learning. Progressive physical, cognitive, and academic development depends on a student's ability to intentionally engage in learning activities through a variety of modalities. Essential to this process is the student's ability to self-regulate and persist in activities when challenged with new experiences.</p> <p>Active learning is achieved through students' ability to solve problems within the context of positive relationships, communicate their needs effectively, and evaluate themselves. Effective teaching strategies help students develop strong self-regulation, which in turn prepares students to succeed in school. These social and emotional foundations are also reflected in W. Va. 126CSR44U, Policy 2520.19, West Virginia College- and Career-Readiness Dispositions and Standards for Student Success for Grades K-12 (Policy 2520.19) and Policy 2525.</p>  |
| <p><b>Developmental Domain: Cognitive</b></p>        | <p><b>Content Areas</b></p> <ul style="list-style-type: none"> <li>» English Language Arts (ELA)</li> <li>» Mathematics</li> <li>» Music</li> <li>» Science</li> <li>» Social Studies</li> <li>» Visual Art</li> </ul>   | <p>Best practices for a comprehensive approach to early learning instruction indicate appropriate and sufficient emphases in all content areas are provided. Developmentally appropriate integration of literacy, numeracy, and other content is utilized to provide rigor based on students' prior experiences, knowledge, and developmental levels.</p>  |
| <p><b>Developmental Domain: Physical</b></p>         | <p>Pre-K through Grade 5 Practices for Wellness Education</p> <p>Physical Education</p> <p>Physical Activity</p>   | <p>Students in Early Learning Programs require multiple opportunities to engage in play and movement experiences throughout the instructional day, enhancing the critical link between physical activity and brain functioning.</p> <p>In grades kindergarten-5 at least 30 minutes of physical education, including physical exercise and age appropriate physical activities, for at least three days a week shall be provided as per W. Va. Code §18-2-7a. At least 50 percent of class time for physical education will be spent in moderate to vigorous-intensity physical activity. Schools that do not currently have the number of certified physical education teachers or required physical setting may develop alternate programs to enable current staff and physical settings to be used to meet this requirement. Alternate programs shall be submitted to the WVDE for approval.</p> <p>In grades kindergarten-5 physical activity in the form of recess or informal physical activity will be provided for at least 30 minutes daily for all students.</p> <p>West Virginia Universal Pre-K classrooms are required to offer at least 60 minutes of daily outdoor activity, weather permitting. Indoor time may be utilized when weather conditions are not conducive to outdoor activity. Physical activity is provided through an integrated approach as part of the comprehensive curricular framework as defined by Policy 2525.</p> |

To access WVBE Policy 2510, visit <http://wvde.state.wv.us/policies/>.

To visit the Office of Early & Elementary Learning Website, visit <https://wvde.us/early-and-elementary-learning/>.

Contact Dr. Monica DellaMea, Director, Office of Early & Elementary Learning, at [mdellamea@k12.wv.us](mailto:mdellamea@k12.wv.us) with questions.