West Virginia DEPARTMENT OF EDUCATION

West Virginia
PROFESSIONAL TEACHING STANDARDS

Standard 1
Curriculum and Planning

Standard 2
The Learner and the
Learning Environment

Standard 3
Teaching

Standard 4
Professional Responsibilities
for Self-Renewal

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Professional Responsibilities
for School and Community

How to View and Navigate this Document

This PDF was developed for viewing the new Professional Teaching Standards in an easy-to-navigate format. It was designed to help the user find and go directly to specific material within the document faster and easier than going through page by page. **Bookmarks** and **Links** are programmed within the document to take the user to specific areas of content. Of course, the document can be viewed page by page (like a basic PDF) as well.

Bookmarks
Bookmarks within this PDF function very much like bookmarks you would use in a paper book; they allow the viewer quicker access to the content that is bookmarked.

- There is a bookmark panel within Acrobat that allows bookmarks to be viewed (the default view is set to show the bookmark tab when this PDF is opened).

- In this PDF, bookmarks are set for each Standard as well as each Function within the Standard.

Links
Links have been programmed within this document to help the viewer navigate directly to the information he/she wants to see.

- Links within a PDF function very much like links used online. Simply click on a link and the page view jumps directly to the area associated with that link.

- This PDF contains basic navigation links (next page, previous page, back to the table of contents), as well as links for each Teaching Standard (colored side tabs) and the Functions within that Standard.

- All of the material referenced in the Table of Contents is linked to the appropriate page (simply find what you want in the Table of Contents and click on it to go directly to that page view).

- The Global21 logo on each page throughout the document links directly to the Global21 website.

- A glossary may be found at the end of the document. Each time a word from the glossary appears for the first time on a page in the document, a hyper-link will connect the viewer with that word in the glossary.

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Background of the West Virginia Professional Teaching Standards

The West Virginia Board of Education directed the West Virginia Commission for Professional Teaching Standards (WVCPTS) to revise West Virginia's professional teaching standards to ensure alignment with the state's teaching and learning initiative. Using a resource team coordinated by the West Virginia Department of Education, the 21-member WVCPTS developed a document that articulates what a teacher should know and be able to do. This document uses, as a basis for its domains of knowledge, the work of Linda Darling-Hammond and John Bransford in *Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do* (2005). A review of the research was conducted that included effective teaching and national standards documents such as those of the National Council for the Accreditation of Teacher Education (NCATE); Interstate New Teacher Assessment and Support Consortium (INTASC); National Board for Professional Teaching Standards (NBPTS); International Society for Technology in Education (ISTE); as well as other states' standards and West Virginia's Frameworks for High Performing Classrooms, Schools and School Systems. West Virginia's standards were based on the work of Charlotte Danielson in *Enhancing Professional Practice: A Framework for Teaching* (2007); and a summary of surveys and forums conducted by Susan Saltrick that asked West Virginia educators to describe the essential knowledge and skills needed by a teacher in today's classroom (2006).

" **The job of an educator is to teach students to see the vitality in themselves.**"

– Joseph Campbell

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Foreword

The foremost purpose of educators in West Virginia is to provide students with a quality education, giving them opportunities and support to meet their fullest potential in life. The interaction between teacher and student is critical to producing high-level student learning and achievement. As a predecessor, Dr. Steven Paine, wrote, "The success of West Virginia's students correlates directly with the quality of the teacher placed before them."

Teaching requires that teachers assume new roles in their classrooms; teachers are no longer dispensers of knowledge, but instead are facilitators of learning. The newly developed West Virginia Professional Teaching Standards are designed to ensure that an effective educational program is established and maintained in West Virginia's schools. The new standards provide a common language that describes what a teacher needs to know and be able to do in a classroom and will serve as a guide for teachers as they continually reflect upon and improve their effectiveness throughout their careers. They identify the requisite knowledge and skills that teachers must have in order to design, implement, and assess learning experiences that engage students and improve learning.

The West Virginia Professional Teaching Standards are intended to drive conversation about the practice of teaching and lifelong learning. Because the nature of teaching demands continuous growth, the standards provide a developmental view of teaching. Also, the standards are broad, yet interrelated. A teacher's knowledge of students, instructional strategies, and content are ultimately connected to the teacher's ability in planning for instruction and creating opportunities for student achievement. Each standard is equally important to effective teaching. Moreover, the standards are designed to enrich professional practice, thereby providing positive models for students, colleagues, and communities throughout West Virginia's schools.

Why Have Professional Teaching Standards?

West Virginia's teaching and learning initiative positions teachers in new professional roles as facilitators of education to ensure that every student has the opportunity for success in life and work in this global society. These professional teaching standards are the basis for teacher preparation, assessment of teacher practice and professional development. Professional teaching standards provide a common language that describes what a teacher needs to know and be able to do. The standards are divided into four levels of performance: Distinguished, Accomplished, Emerging, and Unsatisfactory. The curriculum for West Virginia higher-education teacher preparation programs and the West Virginia Board of Education alternative certification pathways programs should reflect, and be aligned to, these teaching standards. The teacher evaluation process should also reflect alignment with these standards to ensure a purposeful relationship between expectations for performance and evaluation.

PROFESSIONAL TEACHING STANDARDS
These professional teaching standards articulate, in five broad areas, what every West Virginia teacher will know and be able to do.

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Curriculum and Planning

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The Learner and the Learning Environment

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Teaching

Standard 4
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Definition of Terms

Each standard is presented by an introduction that summarizes its essential meaning and scope. Functions then further define what teachers know and do to implement the standard. The function statements describe important characteristics of the standard as well as its procedural parts. Each function is divided into a series of indicators that detail actions necessary for effective implementation. The indicators may then be evaluated through clearly defined levels of performance.

The West Virginia Professional Teaching Standards recognize four levels of performance:

1. **Distinguished performance describes professional teaching that engages students to be highly responsible for their own learning. Performing at this level involves contributing to the professional learning of others through teacher leadership.**

2. **Accomplished performance describes professional teaching that exhibits mastery of the work of teaching while improving practice and serving the professional community.**

3. **Emerging performance represents teaching that demonstrates knowledge and skills to implement essential elements albeit not always successfully at times.**

4. **Unsatisfactory performance describes teaching that does not convey sufficient understanding of concepts or the successful implementation of essential elements.**

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Standards Overview

Standard 1 – Curriculum and Planning

The teacher displays deep and extensive knowledge of the core content and designs instructional experiences that move beyond a focus on basic competency in the subject to include, as appropriate, the integration of interdisciplinary themes of global awareness; economic, business and entrepreneurial literacy; civic literacy and health literacy. Knowledge of content and a deep understanding of pedagogy are absolutely necessary for good teaching, and it must be combined with an understanding of the complex and sophisticated relationships within the content and made relevant to the learner. The teacher designs instruction that is aligned with the West Virginia College and Career Readiness Standards (WVCCRS) and uses a standards-based approach to instruction supported by a variety of instructional resources that may include textbooks. Information media and technology tools are frequently incorporated into lesson design and teaching strategies are supported by a variety of technologies that promote self-directed learning, problem solving and collaboration. A balanced instructional assessment program is designed to assist students to achieve mastery of the content and depth of knowledge of the WVCCRS. The teacher uses knowledge of content, process and development of skills to move beyond being a provider of knowledge to being a facilitator of learning. Experiences are created to advance student learning through processes such as critical thinking, collaboration and problem solving that encourage creativity, innovation and self-direction.

Standard 2 – The Learner and the Learning Environment

The teacher demonstrates knowledge of the underlying principles of how students develop and learn, and creates an environment that supports the learning of all students. The teacher sets high expectations based on a conceptual understanding of what is developmentally appropriate for all students. The teacher establishes a learner-centered culture that allows all students to be successful while respecting their differences in learning styles, as well as socio-economic, cultural and developmental characteristics. Respect for diversity is apparent in the design of the learning environment — the activities and tasks, the materials and student groupings — to ensure student learning. The learning environment is characterized by effective classroom procedures, appropriate use of technology and efficient management of behaviors and physical space. Students' misconceptions are addressed in lesson design to ensure that appropriate next steps in learning are taken. Students are encouraged to collaborate and to assume responsibility for their positive interaction in the learning environment.

Standard 3 – Teaching

The teacher displays a deep knowledge of content that, when combined with the knowledge of teaching, the 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.

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Standard 3 – Teaching (continued)

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 WVCCRS. The teacher provides timely, specific descriptive feedback through classroom assessment for learning practices, thus enabling students to self-assess and set their own goals. 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.

Standard 4 – Professional Responsibilities for Self-Renewal

The teacher persistently and critically examines practice through a continuous cycle of self-improvement focused on how he/she teaches and works in a global, digital society. The teacher is responsible for engaging in professional, collaborative self-renewal in which colleagues, through Professional Learning Communities, examine each other's practice in order to adjust instruction and practice based on analysis of a variety of data. Participation in this form of professional dialogue enables the teacher to discover better practice, to be supported by colleagues and to contribute significantly to the learning of others as a member of a collaborative team. The teacher who contributes to the teaching profession through the implementation of practices that improve teaching and learning demonstrates characteristics of informal teacher leadership.

Standard 5 – Professional Responsibilities for School and Community

The teacher's primary responsibility is to create and support a learning environment that allows students to achieve at high levels; however, every teacher also has a responsibility to improve the school in which they work. The teacher uses the strategic plan as a guide to help sustain the mission and continuous improvement of the school and thereby contributes to shaping a cohesive, learner-centered culture. Through a commitment to group accountability, the teacher helps develop and maintain student support, management and assessment systems that enable learning to take place. A teacher's professional responsibilities also include working collaboratively with colleagues, parents, guardians and adults significant to students on activities that connect school, families and the larger community. The teacher demonstrates leadership by contributing to positive changes in policy and practice that affect student learning and by modeling ethical behavior.

Standard 1
Curriculum and Planning

The teacher displays deep and extensive knowledge of the core content and designs instructional experiences that move beyond a focus on basic competency in the subject to include, as appropriate, the integration of interdisciplinary themes of global awareness; economic, business and entrepreneurial literacy; civic literacy and health literacy. Knowledge of content and and a deep understanding of pedagogy are absolutely necessary for good teaching, and it must be combined with an understanding of the complex and sophisticated relationships within the content and made relevant to the learner. The teacher designs instruction that is aligned with the WVCCRS and uses a standards-based approach to instruction supported by a variety of instructional resources that may include textbooks. Information media and technology tools are frequently incorporated into lesson design and teaching strategies are supported by a variety of technologies that promote self-directed learning, problem solving and collaboration. A balanced instructional assessment program is designed to assist students to achieve mastery of the content and depth of knowledge of the WVCCRS. The teacher uses knowledge of content, process and development of skills to move beyond being a provider of knowledge to being a facilitator of learning. Experiences are created to advance student learning through processes such as critical thinking, collaboration and problem solving that encourage creativity, innovation, and self-direction.

Function 1A: Core Content – The teacher has a deep knowledge of the content and its inter-relatedness within and across the disciplines and can move beyond basic content competency to ensure student mastery of skills necessary for success in life and work. **1A1** pg. 2 ; **1A2** pg. 3 ; **1A3** pg. 4

Function 1B: Pedagogy – The teacher has a deep knowledge of the art and science of teaching specific content and can facilitate experiences that advance creativity, innovation, and problem solving. **1B1** pg. 5 ; **1B2** pg. 6 ; **1B3** pg. 7

Function 1C: Setting Goals and Objectives for Learning – The teacher uses a standards-based approach to instruction aligned with the WVCCRS and local curriculum and sets instructional goals and objectives that describe what students will learn. **1C1** pg. 8 ; **1C2** pg. 9 ; **1C3** pg. 10

Function 1D: Designing Instruction – The teacher designs instruction that engages students in meaningful instructional activities that support the West Virginia College and Career Readiness Standards and that result in intentional student learning. **1D1** pg. 11 ; **1D2** pg. 12

Function 1E: Student Assessment – The teacher uses a balanced approach to ensure both assessment of learning and assessment for learning to provide both teacher and students information to guide future learning. **1E1** pg. 13 ; **1E2** pg. 14

Standard 1 1A1
Curriculum and Planning

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Function 1A – Core Content

The teacher has a deep knowledge of the content and its inter-relatedness within and across the disciplines and can move beyond basic content competency to ensure student mastery of skills necessary for success in life and work.

Indicator 1A1 – Demonstrates Knowledge of Content

Distinguished	Accomplished	Emerging	Unsatisfactory
The teacher designs lessons and units that display knowledge of important prerequisite skills and knowledge required for student mastery. Student misconceptions are planned for and anticipated. The teacher is aware of the WVCCRS for grade levels or courses that precede and follow the grade/course they teach. The teacher has a deep knowledge of the content and its inter-relatedness within and across the disciplines.	The teacher designs lessons and units that demonstrate knowledge of major concepts and assumptions; the teacher knows the prerequisite skills and knowledge required for student mastery of content and has an understanding of the WVCCRS for grade levels/courses that precede and follow the current grade level/course. The inter-relatedness of disciplines is consistently demonstrated in lessons.	The teacher designs lessons and units that demonstrate knowledge of major concepts and assumptions essential to the content area(s) they teach. The teacher has limited knowledge of the prerequisite skills and theWVCCRS for grade levels/courses that precede and follow the current grade level/course. The inter-relatedness of disciplines is inconsistently demonstrated in lessons.	The teacher makes content errors when designing lessons and units of instruction.

" **Every student can learn, just not the same day, or the same way.**"

– George Evans

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Standard 1
Curriculum and Planning

Function 1A – Core Content

The teacher has a deep knowledge of the content and its inter-relatedness within and across the disciplines and can move beyond basic content competency to ensure student mastery of skills necessary for success in life and work.

Indicator 1A2 – Integrates Interdisciplinary Themes

Distinguished	Accomplished	Emerging	Unsatisfactory
The teacher designs lessons and units of instruction that reflect a comprehensive understanding of interdisciplinary themes. These themes are creatively applied in all core content areas. The teacher consistently collaborates with students and colleagues to create authentic project-based assignments built on multiple interdisciplinary themes.	The teacher designs lessons and units of instruction that reflect an understanding of interdisciplinary themes and their application to core content areas. The teacher facilitates student collaboration on authentic project-based assignments built on interdisciplinary themes.	The teacher designs lessons and units of instruction that reflect limited understanding of interdisciplinary themes and their application to core content areas. The teacher sporadically assigns cross-curricular projects that incorporate interdisciplinary themes.	The teacher designs content to be taught in isolation and relies on student reading of text, seatwork, and direct instruction for conveying content or substitutes the WVCCRS with the textbook. The teacher's exclusion or incidental inclusion of interdisciplinary themes inhibits students from making connections with real-world ideas.

Standard 1 1A3
Curriculum and Planning

West Virginia DEPARTMENT OF EDUCATION

Function 1A – Core Content

The teacher has a deep knowledge of the content and its inter-relatedness within and across the disciplines and can move beyond basic content competency to ensure student mastery of skills necessary for success in life and work.

Indicator 1A3 – Integrates Skills

Distinguished	Accomplished	Emerging	Unsatisfactory
The teacher designs lessons, units of instruction and assessments that reflect an in-depth understanding of skills. There is pervasive integration of skills into all areas of the curriculum. Learning activities consistently incorporate real-world applications requiring student critical thinking, reasoning, problem-solving, and use of digital media. Students locate, organize, analyze, and synthesize information from a variety of sources to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.	The teacher designs lesson, units of instruction and assessments that reflect an understanding of skills and their application to core content areas. The teacher facilitates students' use of digital tools to gather, evaluate and communicate information. The teacher consistently integrates activities that promote thinking, reasoning and innovation into lessons, units of instruction and assessments.	The teacher designs lessons and units of instruction that reflect limited understanding of skills and their application to core content areas. The teacher sporadically integrates these skills in lessons, units of instruction and assessments.	The teacher designs content to be taught in isolation without strategic integration of learning skills. The teacher's exclusion or incidental inclusion of skills is contrived or inappropriate.

Curriculum and Planning

Function 1B – Pedagogy

The teacher has a deep knowledge of the art and science of teaching specific content and can facilitate experiences that advance creativity, innovation, and problem-solving.

Indicator 1B1 – Demonstrates Subject Matter Pedagogy

Distinguished	Accomplished	Emerging	Unsatisfactory
The teacher designs lessons and units that demonstrate specialized knowledge of how to convey and reveal subject matter to students and is familiar with a wide range of effective pedagogical approaches to ensure mastery of the WVCCRS and beyond. Instructional strategies frequently include the use of analogies, metaphors, experiments, demonstrations and illustrations. Students are taught to question prevailing canons and assumptions, think for themselves and work collaboratively. Multiple opportunities for student-led discussion and debate are provided. Multiple paths to learning are always available with differentiated strategies for diverse student needs.	The teacher designs lessons and units that demonstrate specialized knowledge of how to convey subject matter and is familiar with a range of effective pedagogical approaches to move students toward mastery of the WVCCRS. Students are supported throughout the instructional process and multiple paths to learning are often provided.	The teacher designs lessons and units that demonstrate understanding of content-specific instructional strategies to teach the central concepts and skills of the discipline effectively and move students toward mastery of the WVCCRS. Instructional strategies are varied and appropriate. The teacher understands the relationship of knowledge within the discipline to other content areas and some content integration occurs. Most instruction is whole group.	The teacher designs lessons and units that rely on student reading of text, seatwork, and direct instruction for conveying content for the subject(s) taught or substitutes the state curriculum with the textbook.

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Standard 1 1B2
Curriculum and Planning

Function 1B – Pedagogy

The teacher has a deep knowledge of the art and science of teaching specific content and can facilitate experiences that advance creativity, innovation, and problem-solving.

Indicator 1B2 – Integrates Specialized Knowledge of Interdisciplinary Themes

Distinguished	Accomplished	Emerging	Unsatisfactory
The teacher designs lessons and units that demonstrate a comprehensive understanding of effective pedagogy to support the consistent integration of interdisciplinary themes into teaching and learning. The teacher is creative and innovative in facilitating learning opportunities that include interdisciplinary themes. The teacher engages students in collaborative solving of real-world problems. Knowledge and skills are demonstrated through authentic assessments, which often include products, presentations, or portfolios.	The teacher designs lessons and units that rely on a balance of direct instruction, student conversation and group work around projects to support the integration of interdisciplinary themes into teaching and learning. Instructional strategies are varied and appropriate for seamless integration of themes. The teacher is creative and innovative in designing learning opportunities that include interdisciplinary themes. Student understanding is built through authentic problem-solving opportunities.	The teacher designs lessons and units that primarily rely on direct instruction and limited use of student conversation. The integration interdisciplinary themes into teaching and learning is inconsistently demonstrated in lessons.	The teacher designs lessons and units that rely on student reading of text, seatwork, and direct instruction to support the integration of interdisciplinary themes into teaching and learning. The teacher's exclusion, or incidental inclusion, of interdisciplinary themes limits student engagement with the curriculum and inhibits them making connections with real-world ideas. Instructional strategies are inappropriate.

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Standard 1 1B3
Curriculum and Planning

Function 1B – Pedagogy

The teacher has a deep knowledge of the art and science of teaching specific content and can facilitate experiences that advance creativity, innovation, and problem-solving.

Indicator 1B3 – Integrates Specialized Knowledge of Skills

Distinguished	Accomplished	Emerging	Unsatisfactory
The teacher designs lessons and units that consistently demonstrate in-depth, specialized knowledge of integration of skills. Students are provided varied and authentic opportunities to use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate. Students often collaborate to develop products and original works. Important life skills which include leadership, ethics, accountability, adaptability, personal productivity, people skills, self-direction, and social responsibility are consistently incorporated into instructional activities.	The teacher designs lessons and units that consistently demonstrate specialized knowledge of integration of skills into his/her content area(s). The teacher regularly plans integrated learning experiences to facilitate student development of creativity, innovation and problem-solving as part of the curriculum. Students apply existing knowledge to generate new ideas and products, and create original works as a means of personal or group expression. The teacher leads the exploration of human, cultural, and societal issues related to technology and workplace behaviors. Personal and workplace legal and ethical behaviors are modeled.	The teacher designs lessons and units that demonstrate some specialized knowledge of skills and plans instruction which teaches students to discover how to learn, innovate, collaborate, and communicate their ideas. The teacher facilitates limited opportunities for creative thinking, innovation and problem solving.	The teacher designs lessons and units that demonstrate little or no specialized knowledge of skills or how to integrate the skills into the general curriculum. The attempt at integration is either contrived or inappropriate and does not lead to students' understanding of content.

Standard 1 1C1
Curriculum and Planning

West Virginia DEPARTMENT OF EDUCATION

Function 1C – Setting Goals and Objectives for Learning

The teacher uses a standards-based approach to instruction aligned with the WVCCRS and local curriculum and sets instructional goals and objectives that describe what students will learn.

Indicator 1C1 – Aligns Lessons and Units to the WVCCRS			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
The teacher designs lessons and units that align curriculum, instruction and assessment to the WVCCRS both vertically and horizontally. The teacher is instrumental in developing or modifying curriculum maps and pacing guides. Learning activities foster deep understanding at the correct cognitive knowledge level and are connected to a sequence of learning in the discipline, in related disciplines and include skills and content.	The teacher designs lessons and units that align curriculum, instruction and assessment to the WVCCRS both vertically and horizontally. Curriculum mapping and pacing guides are used as resources. Learning activities foster understanding at the appropriate level and are connected to a sequence of learning in the discipline, in related disciplines and include skills and content.	The teacher designs lessons and units that align curriculum, instruction, and assessment to the WVCCRS both vertically and horizontally. Curriculum mapping and pacing guides are used. There is some integration of skills and knowledge goals.	The teacher designs lessons and units that rely on textbook or adopted resources to structure instruction. The teacher does not align curriculum, instruction and assessment to the WVCCRS.

Standard 1 1C2
Curriculum and Planning

Function 1C – Setting Goals and Objectives for Learning

The teacher uses a standards-based approach to instruction aligned with the WVCCRS and local curriculum and sets instructional goals and objectives that describe what students will learn.

Indicator 1C2 – States Clear and Focused Goals

Distinguished	Accomplished	Emerging	Unsatisfactory
The teacher consistently bases instruction on challenging and appropriate learning objectives focused on essential questions and enduring understandings drawn from current WVCCRS and skills. Goals are based on students' needs, interests, and abilities. Goals in student-friendly language are shared in multiple formats with students, parents/guardians, and the community-at-large. There is student-driven collaboration and analysis of both formative and summative assessment data to develop individualized learning goals, objectives, and outcomes.	The teacher bases instruction on clearly stated goals focused on essential questions and enduring understandings drawn from current WVCCRS and skills. Lesson planning begins with the end in mind: goals, appropriate assessment of learning, what students will know and be able to do. Learning goals in student-friendly language are shared in multiple formats with students and parents/guardians. The teacher and students collaborate to set goals. The teacher uses formative and summative assessment data to develop learning goals and outcomes.	The teacher bases instruction on learning goals drawn from current WVCCRS and skills. Lessons are designed with clear goals and outcomes which define what students should know, understand, and be able to do. Lesson goals are shared with students and parents in student-friendly language. Formative and summative assessment data are used to develop learning goals, objectives, and outcomes.	Lessons are designed with missing or poorly constructed learning goals, objectives and outcomes or with goals that are not aligned with standards. The teacher does not share identified outcomes in student-friendly language with learners.

Standard 1 1C3
Curriculum and Planning

Function 1C – Setting Goals and Objectives for Learning

The teacher uses a standards-based approach to instruction aligned with the WVCCRS and local curriculum and sets instructional goals and objectives that describe what students will learn.

Indicator 1C3 – Integrates Content Among Disciplines			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
Learning goals and objectives consistently integrate content among disciplines through individual planning or collaboration with colleagues and experts in the field. The teacher creates a learning environment that enables and empowers students, through meta-cognition, to identify and further explore connections among disciplines.	Learning goals and objectives consistently integrate content among disciplines through individual planning or collaboration. The teacher creates a learning environment that enables and empowers students to identify connections among disciplines.	Learning goals and objectives sporadically integrate content among disciplines. The connections among disciplines are individually or collaboratively planned and implemented.	Learning goals and objectives are set in isolation and only for segmented instruction. There is little or no evidence of cross-curricular collaboration; focus is on content in isolation.

Standard 1 1D1
Curriculum and Planning

West Virginia DEPARTMENT OF **EDUCATION**

Function 1D – Designing Instruction

The teacher involves students whenever appropriate in designing instruction in a manner that engages students in a sequence of meaningful instructional activities that support the WVCCRS and that result in intentional student learning.

Indicator 1D1 – Designs Relevant and Engaging Learning Activities

Distinguished	Accomplished	Emerging	Unsatisfactory
The teacher designs lessons and units that result in standards-based instructional strategies that move all students beyond mastery of learning outcomes. Learning activities reflect a familiarity with a wide range of effective pedagogical approaches to challenge all students and accommodate those with special needs. Teaching strategies are supported by a variety of technologies that promote problem solving and self-directed learning and often include student created products as evidence of understanding. Students work with the teacher to plan activities and assume responsibility for their own learning. Cooperation and collaboration are promoted through varied, organized learning teams to strengthen social ties, improve communication skills, and facilitate investigation. Experiences encourage students to be flexible, adaptable, resourceful, and creative. The teacher continually explores new resources and technologies to broaden and deepen repertoire.	The teacher designs lessons and units that result in standards-based instructional strategies that move all students toward mastery of desired learning outcomes. Learning activities reflect a familiarity with a wide range of pedagogical approaches and accommodations are made for students with special needs. Teaching strategies include the use of technology for instruction and learning. Students frequently collaborate with peers to share knowledge and clarify misunderstanding, and student-made products are used to demonstrate learning. The teacher creates multiple paths to learning, and student input is incorporated when planning.	The teacher designs lessons and units that result in standards-based instructional strategies that move all students toward mastery of desired learning outcomes. Instructional approaches are limited, and some accommodations are made for students with special needs. Teaching strategies may include the use of technology and students sometimes collaborate with peers. Most students are given the same instructional sequence. The teacher collaborates with specialists to plan instruction to meet the needs of all students.	The teacher designs lessons and units that result in use of learning activities not suitable to students and not designed to engage students in differentiated activities that incorporate critical thinking skills. The textbook is the primary instructional resource with limited regard to WVCCRS.

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Standard 1 1D2
Curriculum and Planning

Function 1D – Designing Instruction

The teacher involves students whenever appropriate in designing instruction in a manner that engages students in a sequence of meaningful instructional activities that support the WVCCRS and that result in intentional student learning.

Indicator 1D2 – Creates Clear Lessons and Units			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
The teacher's lesson or unit structure is clear and allows for different pathways according to student needs and interests. Time allocations are reasonable and fluid. The sequence and organization of each pathway in the lesson are logical and structured to increase student understanding. Each pathway allows for student questions, practice, and success during each important segment and shows a discernable beginning, middle and end. Alignment to the total instructional sequence for each pathway is evident.	The teacher's lesson or unit has a clearly defined structure with supporting activities. Time allocations are reasonable. The sequence and organization of lesson are logical and structured to increase student understanding. Lesson sequence allows for student questions, practice, and success during each important segment and shows a discernable beginning, middle and end. Alignment to the total instructional sequence is evident.	The teacher plans a learning sequence using instructional strategies and activities that build on students' prior knowledge and learning objectives. Lesson sequence and alignment are clear and time is allowed for student questions and practice.	The teacher's lesson or unit has no clearly defined structure. Alignment and time allocations are weak or unrealistic. The instructional sequence of the lesson focuses on how to complete an activity rather than developing student understanding of content and skills.

Standard 1 1E1
Curriculum and Planning

Function 1E – Student Assessment

The teacher uses a balanced approach to ensure both assessment of learning and assessment for learning to provide both teacher and students information to guide future learning.

Indicator 1E1 – Defines Assessment Criteria			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
The teacher, when designing a lesson or unit, works collaboratively to build assessments around specific criteria and set high standards focusing on what students should know and be able to do. Planned assessment tools, including but not limited to rubrics, are provided to communicate clear expectations for levels of achievement to students and other stakeholders, guide student work and initiate discussion. The teacher plans opportunities for students to be involved in goal setting and to peer and/or self-assess.	The teacher, when designing a lesson or unit, builds assessments around specific criteria and sets high standards focusing on what students should know and be able to do. Planned assessment tools, such as rubrics, are used to communicate expectations to students and other stakeholders and guide student work. The teacher plans opportunities for students to peer or self-assess.	The teacher's lesson and unit design establishes assessment criteria to define successful responses. These criteria are communicated to students and other stakeholders.	The teacher's lesson and unit design does not establish clear assessment criteria or criteria are not shared with students.

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Function 1E – Student Assessment

The teacher uses a balanced approach to ensure both assessment of learning and assessment for learning to provide both teacher and students information to guide future learning.

Indicator 1E2 – Uses Both Summative and Formative Assessments			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
The teacher demonstrates an understanding of assessment-related issues such as validity, reliability, bias and scoring by using assessments and the information from them to purposely plan and differentiate assessment choices. The teacher consistently plans the use of varied, ongoing formative and summative assessments to drive instruction and set goals for and of learning. The teacher collaborates with others to design and revise assessments and assessment policies and procedures.	The teacher demonstrates an understanding of the various characteristics, uses and limitations of various diagnostic, formative and summative assessments. The teacher plans the use of appropriate formative and summative assessment data to meet the needs of individual students. The teacher plans the sharing of summative and formative assessment data with students to monitor progress and set learning goals.	The teacher demonstrates an understanding of the various characteristics, uses and limitations of various diagnostic, formative and summative assessments. The teacher plans the use of appropriate formative and summative assessment data for the needs of groups.	The teacher does not use formative and summative assessments results for planning.

Standard 2
The Learner and the Learning Environment

The teacher demonstrates knowledge of the underlying principles of how students develop and learn and creates an environment that supports the learning of all students. The teacher sets high expectations based on a conceptual understanding of what is developmentally appropriate for all students. The teacher establishes a learner-centered culture that allows all students to be successful while respecting their differences in learning styles, as well as socio-economic, cultural and developmental characteristics. Respect for diversity is apparent in the design of the learning environment, the activities and tasks, the materials and student groupings – to ensure student learning. The learning environment is characterized by effective classroom procedures, appropriate use of technology and efficient management of behaviors and physical space. Students' misconceptions are addressed in lesson design to ensure that appropriate next steps in learning are taken. Students are encouraged to collaborate and to assume responsibility for their positive interaction in the learning environment.

Function 2A: Understanding Intellectual/Cognitive, Social, and Emotional Development – The teacher's understanding of the unique characteristics of the learner is evidenced in the design of learning activities which are developmentally appropriate and differentiated to engage all students in the learning process. **2A1** pg. 16 ; **2A2** pg. 17 ; **2A3** pg. 18

Function 2B: Creating an Environment of Respect and Rapport – The teacher shows respect for students by having high expectations, providing management frameworks that clearly define roles and procedures, using respectful language, communicating interest in students as individuals and encouraging student collaboration. **2B1** pg. 19 ; **2B2** pg. 20 ; **2B3** pg. 21

Function 2C: Establishing a Culture for Learning – The teacher establishes a culture in the learning environment that is focused on learning and that reflects the importance of the work undertaken by both students and the teacher. **2C1** pg. 22 ; **2C2** pg. 23

Function 2D: Implementing Classroom Procedures – The teacher ensures that rules and procedures are in place for a smoothly functioning learning environment evidenced by the efficient use of time and resources. **2D1** pg. 24 ; **2D2** pg. 25

Function 2E: Managing Student Behaviors – The teacher collaborates with students to establish norms of behavior for the learning environment that ensure a focus on learning. **2E1** pg. 26 ; **2E2** pg. 27 ; **2E3** pg. 28

Function 2F: Organizing the Learning Environment – The teacher ensures that the physical or virtual learning environment is safe, and that there is maximum flexibility in the use of physical space in a physical learning environment. **2F1** pg. 29 ; **2F2** pg. 30

The Learner and the Learning Environment

Function 2A – Understanding Intellectual/Cognitive, Social, and Emotional Development

The teacher's understanding of the unique characteristics of the learner is evidenced in the design of learning activities which are developmentally appropriate and differentiated to engage all students in the learning process.

Indicator 2A1 – Utilizes Developmentally Appropriate Tasks			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
The teacher differentiates the assignment of tasks and facilitates students in personal growth and development intellectually, socially, and emotionally. The teacher attends to the individual needs of each student within the larger context of the school, the educational process and the global community.	The teacher differentiates the assignment of tasks based on an understanding of child and adolescent social and intellectual/cognitive development that leads to learning for all students. The teacher attends to the individual needs of each student within the larger context of the school and the educational process.	The teacher assigns tasks that demonstrate understanding of child and adolescent social and intellectual/cognitive development leading to learning for a majority of students. The teacher attends to the individual needs of the majority of students within the context of the school.	The teacher assigns tasks without regard for intellectual, social and emotional developmental level of students. The assigned tasks demonstrate little or no understanding of child and adolescent development and do not lead to student learning.

"They give us the why and what to think about on the back porch when we gather to talk about doing what we do better for kids in West Virginia."

Anonymous

The Learner and the Learning Environment

West Virginia DEPARTMENT OF EDUCATION

Function 2A – Understanding Intellectual/Cognitive, Social, and Emotional Development

The teacher's understanding of the unique characteristics of the learner is evidenced in the design of learning activities which are developmentally appropriate and differentiated to engage all students in the learning process.

Indicator 2A2 – Supports the Learning Process

Distinguished	Accomplished	Emerging	Unsatisfactory
The teacher guides students in developing individual learning processes by demonstrating extensive and subtle understanding of how students learn. The teacher models and practices self-assessment. The teacher promotes and encourages student self-assessment. The teacher transfers ownership of learning to students and teaches students to engage with the content.	Teacher support is evident through accurate and current knowledge of the learner and the learning process. The teacher uses balanced assessment (i.e., both formative and summative assessments) to guide instruction. The teacher activates prior knowledge and teaches students strategies to engage with the content.	The teacher is aware of the learning process, but is inconsistent in its implementation. The teacher relies primarily on summative assessment for evaluation. The teacher may refer to prior instruction, but doesn't routinely make connections to new learning.	There is no evidence the teacher values and/or understands how students learn. Support for the learning process (i.e., scaffolding, cooperative learning) is not evident. The teacher does not demonstrate knowledge of assessment for learning.

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Standard 2 2A3

The Learner and the Learning Environment

Function 2A – Understanding Intellectual/Cognitive, Social, and Emotional Development

The teacher's understanding of the unique characteristics of the learner is evidenced in the design of learning activities which are developmentally appropriate and differentiated to engage all students in the learning process.

Indicator 2A3 – Differentiates Instruction			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
The teacher guides students in developing individual learning processes by demonstrating extensive and subtle understanding of the needs, interest, learning style, cultural heritage, gender, and environment of students. The teacher facilitates effective learning plans for differentiating learning needs. The teacher teaches students to engage with the content and transfers ownership of learning to students, empowered with their individualized skills for success.	The teacher is aware of the needs, interest, learning style, cultural heritage, gender, and environment of students and plans and implements strategies that meet the needs and facilitates learning for all students. The teacher demonstrates accurate and current knowledge of the learner and the learning process.	The teacher is aware of the needs, interest, learning style, cultural heritage, gender, and environment of students and plans and implements strategies that address these needs and differences for the majority of students.	The teacher plans and implements strategies that do not meet the needs of the majority of students.

Standard 2 2B1
The Learner and the Learning Environment

Function 2B – Creating an Environment of Respect and Rapport

The teacher shows respect for students by having high expectations, providing management frameworks that clearly define roles and procedures, using respectful language, communicating interest in students as individuals and encouraging student collaboration.

Indicator 2B1 – Models Respect for Self, Students and Others			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
The teacher demonstrates and expects caring and respect for self and others. The teacher corrects inappropriate interaction with respectful comments. Students have an active role in defining, monitoring, and enforcing respectful student behavior.	The teacher encourages and models politeness, respectfulness, and genuineness. The teacher effectively intervenes in bullying situations and consistently works to eliminate bullying and victim behavior.	The teacher encourages respect for self, peers, and adults. The teacher is aware of bullying characteristics but inconsistently intervenes.	The teacher allows put-downs, sarcasm, and conflict with peers. The teacher ignores or exhibits bullying behaviors.

Standard 2 2B2
The Learner and the Learning Environment

Function 2B – Creating an Environment of Respect and Rapport

The teacher shows respect for students by having high expectations, providing management frameworks that clearly define roles and procedures, using respectful language, communicating interest in students as individuals and encouraging student collaboration.

Indicator 2B2 – Demonstrates Care and Concern for Others through Student Interactions			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
The teacher's interaction with students reflects genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.	The teacher's interaction with students is friendly and demonstrates general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.	The teacher's interaction with students is appropriate yet may reflect inconsistencies. Students exhibit respect for the teacher.	The teacher's interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.

" **The West Virginia Professional Teaching Standards have raised the bar in education to a higher level. This will help ensure a high level of student engagement and learning in the classroom."**

Christine Poling
Tucker Valley Elementary
Fourth Grade Teacher

Standard 2 2B3
The Learner and the Learning Environment

Function 2B – Creating an Environment of Respect and Rapport

The teacher shows respect for students by having high expectations, providing management frameworks that clearly define roles and procedures, using respectful language, communicating interest in students as individuals and encouraging student collaboration.

Indicator 2B3 – Teaches Student Collaborative Processes			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
The teacher designs collaborative activities to meet the needs of all students successfully. The teacher engages all students in a variety of collaborative activities that include both local and global participation and may include virtual experiences. Clearly defined roles and procedures allow for maximum collaboration. The teacher designs collaboration that encourages continued use of communication and investigation. The teacher encourages students to initiate and take an active role in establishing a supportive framework for collaboration.	The teacher clearly defines and encourages student input into productive and respectful collaborative procedures. Student/teacher roles are clearly articulated. Students consistently operate in mutually supportive and productive physical and virtual groups. The teacher's framework ensures student mastery of stated goals and objectives.	The teacher provides some opportunities for student collaboration. The teacher provides the guidelines and procedures for student collaboration which define roles and behavior expectations.	The teacher provides few opportunities for student collaboration. When student collaboration occurs, there are no clearly defined roles, behavior expectations, or procedures for students.

Standard 2 2C1
The Learner and the Learning Environment

Function 2C – Establishing a Culture for Learning

The teacher establishes a culture in the learning environment that is focused on learning and that reflects the importance of the work undertaken by both students and the teacher.

Indicator 2C1 – Fashions Tasks that Support Learning			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
The teacher and students collaborate to identify authentic learning tasks and resources that lead to a variety of student outcomes. The teacher supports student risk-taking, and students are able to evaluate individual progress to determine next steps of learning. The teacher validates students' learning. The teacher takes a leadership role in identifying the needs of the learner-centered culture and generates development of ongoing activities to build and advance this culture through collaboration with colleagues and the greater school community.	The teacher and students actively participate in authentic learning tasks identified and designed by the teacher that lead to a variety of student outcomes. The teacher scaffolds tasks that lead to complex learning. The teacher may assist students in evaluating learning. The teacher participates in and/or develops ongoing activities to build and sustain a learner-centered culture.	The teacher designs and implements tasks or instruction with regard for student needs and interests resulting in the majority of students being effectively engaged in the learning process and appropriate content.	The teacher designs and implements tasks or instruction without regard for student needs and interests resulting in the majority of students not being effectively engaged in either the learning process or appropriate content.

The Learner and the Learning Environment

Function 2C – Establishing a Culture for Learning

The teacher establishes a culture in the learning environment that is focused on learning and that reflects the importance of the work undertaken by both students and the teacher.

Indicator 2C2 – Supports Student Pride in Work

Distinguished	Accomplished	Emerging	Unsatisfactory
The teacher and students establish clear criteria (i.e., rubrics) for high-quality work. The teacher uses modeling, guided practice, and collaborates with students to provide effective feedback. Students demonstrate attention to detail and take obvious pride in their work, initiating improvements (i.e., revising drafts on their own or helping peers).	The teacher establishes clear criteria for high-quality work and communicates the criteria to students. Students accept the teacher's insistence on work of high quality and demonstrate pride in that work. Students are motivated to complete tasks and do high-quality work.	The teacher establishes limited criteria for high-quality work or is inconsistent in conveying criteria to students. The majority of students accept responsibility to do good work. However, students may occasionally invest little energy into its quality and may be motivated by the desire to complete a task rather than to do high-quality work.	The teacher does not establish criteria for high-quality work. Students demonstrate little or no pride in their work. Students are unmotivated to complete tasks or to do high-quality work.

The Learner and the Learning Environment

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Function 2D – Implementing Classroom Procedures

The teacher ensures that rules and procedures are in place for a smoothly functioning learning environment evidenced by the efficient use of time
and resources.

Indicator 2D1 – Establishes Transitions and Routines			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
The teacher structures, implements, and practices efficient transitions with students. Transitions are part of instruction. After careful instruction and practice, students assume responsibility for efficient transitions. There is no loss of instructional time.	The teacher plans for and implements efficient transitions. Students are responsive and participatory in transitions. Students are clear about the operational routines and their roles and responsibilities during transitions. There is minimal loss of instructional time.	The teacher plans for transitions. Students may be responsive and participatory, but are not always clear about operational routines, roles or responsibilities during a transition. There is occasional loss of instructional time.	The teacher allows chaotic transitions. Students are unresponsive and/or non-participatory. Operational routines have not been established and students have not been instructed on their roles and responsibilities during a transition. There is measurable loss of instructional time during transitions.

The Learner and the Learning Environment

Function 2D – Implementing Classroom Procedures

The teacher ensures that rules and procedures are in place for a smoothly functioning learning environment evidenced by the efficient use of time and resources.

Indicator 2D2 – Provides Materials and Supplies			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
The teacher matches materials and supplies to learning activities and individual student learning styles in an intentional and directed manner for maximum student learning. Students take responsibility for handling materials and supplies as needed for their learning. There is no loss of instructional time as students assume responsibility for smooth operation.	The teacher ensures that the materials and supplies, necessary for student learning, are available and uses them effectively and efficiently. Students are clear about the routines for using materials and supplies. Those routines occur smoothly with little loss of instructional time.	The teacher ensures the materials and supplies necessary for student learning are available. The teacher has routines for handling materials and supplies but with some loss of instructional time. Students exhibit an understanding of the use of materials and supplies, but may not be clear on their role.	The teacher does not ensure that the materials and supplies necessary for student learning are available. The teacher manages materials and supplies ineffectively resulting in measurable loss of instructional time. There are no established routines for students to use materials and supplies efficiently.

The Learner and the Learning Environment

Function 2E – Managing Student Behaviors

The teacher collaborates with students to carefully plan a mutually agreed upon set of behaviors and clearly defined actions and consequences for the learning environment that ensure a focus on learning.

Indicator 2E1 – Sets Expectations for Student Behavior			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
The teacher has established with students a mutually agreed upon set of behaviors that foster standards of conduct and consequences in an environment that focuses on learning. Students understand the agreed-upon expectations and behaviors and are self-motivated to meet high standards of learning.	The teacher has clearly established standards of conduct and consequences that allow for a focus on learning. The teacher has developed standards and consequences with student participation.	The teacher has established standards of conduct, but the standards are applied inconsistently. Students are uncertain about the standards or do not understand expectations.	The teacher has not established standards of conduct or students are unaware or confused about expectations.

Standard 2 2E2
The Learner and the Learning Environment

Function 2E – Managing Student Behaviors

The teacher collaborates with students to carefully plan a mutually agreed upon set of behaviors and clearly defined actions and consequences for the learning environment that ensure a focus on learning.

Indicator 2E2 – Monitors Student Behavior			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
The teacher has become a facilitator of the adopted classroom management system. Students monitor their behavior to allow for maximum focus on learning.	The teacher consistently applies and monitors the adopted classroom management system. Students are able to explain the mutually agreed upon set of behaviors.	The teacher occasionally fails to apply and/or monitor the accepted classroom management system. There is minimal evidence of buy-in from students for the management system.	The teacher practices an ineffective classroom management system or establishes a management system that is inconsistent with the established school management system.

Standard 2 2E3
The Learner and the Learning Environment

Function 2E – Managing Student Behaviors

The teacher collaborates with students to carefully plan a mutually agreed upon set of behaviors and clearly defined actions and consequences for the learning environment that ensure a focus on learning.

Indicator 2E3 – Responds to Misbehavior			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
The teacher has a plan for responding appropriately to student misbehavior. The teacher is highly effective and sensitive to individual student needs. Student dignity is nurtured. The teacher supports students in self-assessment of behavior and fosters the ability of students to behave in an appropriate manner.	The teacher has a plan for responding appropriately and respectfully to student misbehavior. The teacher ensures that the students' dignity is preserved.	The teacher responds to student misbehavior; however, the teacher may be inconsistently able to redirect student misbehavior.	The teacher ignores student misbehavior, is repressive, or is disrespectful to students in responding to misbehavior.

The Learner and the Learning Environment

Function 2F – Organizing the Learning Environment

The teacher ensures that the physical or virtual learning environment is safe, and that there is maximum flexibility in the use of physical space in a physical learning environment.

Indicator 2F1 – Creates a Safe Learning Environment			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
The teacher provides leadership in developing rules, procedures and practices for the safety of the school community. The teacher provides a learning environment that is safe and highly organized. Students are not only following physical and virtual safety rules and procedures but also take an active role in setting, modeling and enforcing guidelines.	The teacher provides a safe and orderly learning environment. The teacher addresses unsafe conditions. Safety rules and procedures for physical and virtual space are known and followed by students.	The teacher provides a safe learning environment. The teacher reports unsafe conditions to the appropriate personnel. Students are aware of potential safety hazards, rules and procedures. The teacher monitors student safety in the virtual environment.	The teacher creates or allows an unsafe environment due to physical, fire, or electrical hazards. Safety rules or procedures are not implemented. Virtual space is not monitored or controlled.

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Standard 2 2F2
The Learner and the Learning Environment

Function 2F – Organizing the Learning Environment

The teacher ensures that the physical or virtual learning environment is safe, and that there is maximum flexibility in the use of physical space in a physical learning environment.

Indicator 2F2 – Arranges Furniture and Physical Space			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
The teacher has arranged the learning environment to allow for multiple grouping patterns and activity design. Storage areas are accessible, clearly labeled, and used by teachers and students. The teacher can always see all students and students can see the teacher. Both teachers and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.	The teacher has arranged the learning environment for multiple grouping patterns. Storage areas are accessible and clearly labeled. The teacher can see all students and students can see the teacher. The teacher effectively arranges the learning environment to maximize teacher and student interaction.	The teacher has arranged the classroom to allow for some grouping. Storage areas are accessible. The teacher can see all students most of the time. The students are able to see the teacher and view the lesson most of the time. The teacher arranges the learning environment to facilitate teacher and student interaction.	The teacher has arranged the classroom to allow for only whole group instruction. Storage areas are inaccessible and/or not clearly labeled. Classroom arrangement limits the teacher's ability to observe all students and for students to see the lesson. The teacher does not maximize the arrangement of the learning environment to facilitate teacher and student interaction.

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Teaching

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. 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 WVCCRS. The teacher provides timely, specific descriptive feedback through classroom assessment *for* learning practices, thus enabling students to self-assess and set their own goals. 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.

Function 3A: Importance of Content – The teacher utilizes content knowledge to focus learning targets that create meaningful learning experiences for students. **3A1** pg. 32 ; **3A2** pg. 33 ; **3A3** pg. 34

Function 3B: Communicating with Students – The teacher creates and maintains a positive, supportive classroom climate and communicates with students in a variety of ways. **3B1** pg. 35 ; **3B2** pg. 36 ; **3B3** pg. 37

Function 3C: Questioning and Discussion Techniques – The teacher practices quality questioning techniques and engages students in discussion. **3C1** pg. 38 ; **3C2** pg. 39

Function 3D: Student Engagement – The teacher delivers instruction to motivate and engage students in a deep understanding of the content. **3D1** pg. 40 ; **3D2** pg. 41 ; **3D3** pg. 42

Function 3E: Use of Assessments in Instruction – The teacher uses both classroom formative and summative assessment as a balanced approach to instructional decision making. **3E1** pg. 43 ; **3E2** pg. 44 ; **3E3** pg. 45 ; **3E4** pg. 46

Function 3F: Flexibility and Responsiveness – The teacher adjusts instruction based on the needs of the students and in response to "teachable moments." **3F1** pg. 47 ; **3F2** pg. 48 ; **3F3** pg. 49

Standard 3 3A1
Teaching

Function 3A – Importance of Content

The teacher utilizes content knowledge to focus learning targets that create meaningful learning experiences for students.

Indicator 3A1 – Engages Students with Content			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
The teacher sequences the content to focus and enrich student learning. Students are engaged in learning through meaningful, real-world experiences. The teacher facilitates student-led, problem-based learning activities that enable students to make connections which result in deeper understanding of the content.	The teacher provides learning activities which are relevant to content and focused to learning targets. The teacher's delivery method and sequencing clarifies content for students and challenges them to achieve. The teacher engages students in content-rich activities to create meaningful, real-world learning experiences.	The teacher provides activities which are focused and relevant to learning targets. The teacher's delivery method and sequence of content enhance students' learning and achievement, although real-world experiences are rare.	The teacher provides activities which do not relate to specific learning targets. Delivery methods and content sequence are textbook driven.

Standard 3 3A2
Teaching

Function 3A – Importance of Content

The teacher utilizes content knowledge to focus learning targets that create meaningful learning experiences for students.

Indicator 3A2 – Varies Instructional Methods			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
The teacher examines and selects a variety of developmentally appropriate instructional strategies that engage students in critical and creative thinking, problem solving, performance-based skills, and the use of technology and other hands-on activities. The teacher varies his/her role in the instructional process assuming the roles of instructor, facilitator, coach, and audience as necessary in relation to the content, purpose(s) of instruction, and the needs of the students.	The teacher delivers content-relevant instruction, often utilizing technology and/or other performance-based, hands-on approaches. The teacher uses a variety of developmentally appropriate instructional strategies that engage students in collaborative, critical-thinking, and problem-solving activities.	The teacher favors a limited number of instructional approaches. The teacher matches strategies with instructional goals and student needs. The teacher delivers instruction that is relevant to content and the WVCCRS.	The teacher favors one style or strategy to achieve instructional goals and does not differentiate instruction. The teacher does not deliver instruction relevant to content or WVCCRS.

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Standard 3 3A3
Teaching

Function 3A – Importance of Content

The teacher utilizes content knowledge to focus learning targets that create meaningful learning experiences for students.

Indicator 3A3 – Delivers Content in Context using Technology

Distinguished	Accomplished	Emerging	Unsatisfactory
The teacher utilizes appropriate and available technology to deliver content. The students use technology to gather information, communicate, problem solve, and collaborate. Learning activities integrate suitable and available electronic communication, technological assessment tools, appropriate software, Internet applications, and technology tools. The teacher seeks additional training and/or provides technology training and resources.	The teacher utilizes appropriate and available technology to deliver content. The teacher helps students use technology to gather information, communicate, problem solve, and collaborate. Learning activities integrate suitable and available electronic communication, technological assessment tools, appropriate software, Internet applications, and technology tools.	The teacher sometimes utilizes appropriate and available technology to deliver content. On a limited basis, the teacher helps students use technology to gather information, communicate, problem solve, and collaborate.	The teacher does not utilize appropriate and available technology to deliver content. Instead, the teacher uses available technology as a reward or punishment for behavior or as an end unto itself rather than as a tool. The teacher does not provide opportunities to use technology to gather information, communicate, problem solve, and collaborate.

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Function 3B – Communicating with Students

The teacher creates and maintains a positive, supportive classroom climate and communicates with students in a variety of ways.

Indicator 3B1 – Supports High Expectations for Learning and Student Self-direction			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
The teacher identifies specific learning target(s) within a context and builds scaffolding and differentiation into lessons. The teacher clearly and regularly communicates the belief that all students can master the learning targets and offers support for students in self-direction. The teacher supports on-going student motivation and growth by engaging them in self-assessment, monitoring, and goal-setting.	The teacher identifies specific learning target(s) within a context and builds scaffolding and differentiated instruction into lessons. The teacher clearly and regularly communicates the belief that all students can master the learning targets, offering support for students in self-direction.	The teacher attempts to clarify the learning target(s), and build scaffolding and differentiated instruction into lessons, offering some support for students in self-direction.	The teacher presents learning targets, which are unclear to students. The teacher does not scaffold or differentiate instruction. The teacher is indifferent to students' abilities to reach mastery.

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Standard 3 3B2
Teaching

Function 3B – Communicating with Students

The teacher creates and maintains a positive, supportive classroom climate and communicates with students in a variety of ways.

Indicator 3B2 – Provides Clear and Accurate Directions and Procedures			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
The teacher effectively communicates directions and procedures to all students, considers student language needs and ability levels, and ensures student understanding before proceeding with the activity. Students modify and create directions and procedures appropriate to the task.	The teacher explains directions and procedures clearly and in sequential order. The teacher considers students' special needs when giving directions by modeling steps and checking for student understanding before continuing with activity. Students demonstrate understanding of directions and procedures through performance.	The teacher clearly explains directions and procedures for assignments and activities. The teacher considers students' special needs when giving directions.	The teacher seldom explains the directions or procedures for assignments and activities. Instead, the teacher chooses activities that are commercially developed, often without instructions included. The teacher does not consider students' special needs when giving directions.

Standard 3 3B3
Teaching

Function 3B – Communicating with Students

The teacher creates and maintains a positive, supportive classroom climate and communicates with students in a variety of ways.

Indicator 3B3 – Promotes Effective use of Oral and Written Language			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
The teacher promotes literacy and enriched vocabulary through the effective use of oral and written language. The teacher consistently finds creative ways for students to express themselves in oral and written language and utilizes a variety of media tools to enrich learning. The teacher skillfully engages students in discussion and actively involves students in acquiring listening and responding skills that enhance interpersonal communication.	The teacher promotes literacy and enriched vocabulary through the effective use of oral and written language. The teacher models correct grammar and appropriate listening and responding skills by creating engaging opportunities for student expression, often using a variety of media tools to enrich learning. Using high-quality questioning techniques, the teacher engages students in animated discussions and demonstrates how language and images influence the way meaning is created and shared.	The teacher promotes effective use of oral and written language by modeling correct grammar, and appropriate listening and responding skills. The teacher promotes increased vocabulary and opportunities for student expression in oral and written language and utilizes some media tools to enrich learning. The teacher involves students in discussions; however, most questions call for lower level thinking skills.	The teacher fails to promote effective use of oral and written language. The teacher seldom allows for student report-outs. The teacher rarely assigns challenging written responses that go beyond short answers. Students' misuse of oral and written language is not addressed. Instead, the teacher uses commercial or textbook driven assignments that do not offer opportunities for descriptive feedback in oral or written language. Little opportunity is given for students to increase their vocabulary or to express their ideas in group activities or utilizing media tools.

Standard 3 3C1
Teaching

Function 3C – Questioning and Discussion Techniques

The teacher practices quality questioning techniques and engages students in discussion.

Indicator 3C1 – Uses Quality Questioning Techniques			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
The teacher asks questions which ensure student engagement and enhance learning. The teacher's level of questioning promotes higher-order thinking. The teacher advances student use of meta-cognition by involving them in creating questions appropriate to goals of the lesson and leading discussion demonstrating effective response time and methods.	The teacher asks questions which ensure student engagement and enhance learning. The teacher's level of questioning promotes higher-order thinking. Response time is determined by student needs and/or the learning setting.	The teacher asks questions which ensure student engagement and enhance learning. The teacher's level of questioning rarely elicits anything except pre-determined responses. Response time is determined by student needs and/or the learning setting.	The teacher's questions are formed in such a way that student learning is not enhanced. Student needs and/or the learning setting are not considered in determining response time.

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Standard 3 3C2
Teaching

Function 3C – Questioning and Discussion Techniques

The teacher practices quality questioning techniques and engages students in discussion.

Indicator 3C2 – Facilitates Inclusive Discussion			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
The teacher plans and initiates discussion techniques and is able to sustain an inclusive discussion that demonstrates higher-order thinking. Students routinely explain and justify their responses. In addition, productive discussion norms are mutually established and adhered to by students and the teacher. The teacher facilitates student-driven inclusive discussion.	The teacher plans and initiates discussion techniques and is able to sustain an inclusive discussion, demonstrating higher-order thinking that engages all students. The teacher expects students to explain and justify their answers. In addition, productive discussion norms are established and adhered to by students and the teacher.	The teacher plans and initiates questions and discussion with students. The teacher attempts to engage all students in discussion. The teacher may not regularly require students to justify answers.	The teacher uses recitation and lecture with the teacher mediating all questions, answers, and ideas. The teacher typically calls on the same students, ignoring the disengagement of other students.

Standard 3 3D1
Teaching

Function 3D – Student Engagement

The teacher delivers instruction to motivate and engage students in a deep understanding of the content.

Indicator 3D1 – Utilizes Relevant Activities and Assignments			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
The teacher provides relevant and challenging activities and assignments which promote generalization of knowledge. Students are actively engaged in further exploration of content. Students initiate or adapt activities and assignments to enhance their own depth of understanding.	The teacher provides relevant activities and assignments appropriate to students that encourage students to explore content further. The teacher initiates or adapts activities and assignments to enhance student depth of understanding.	The teacher provides relevant activities and assignments that are developmentally appropriate, but may occasionally not be engaging.	The teacher provides activities and assignments which are inappropriate for students' ability level or prior knowledge. Students are not engaged.

Standard 3 3D2
Teaching

Function 3D – Student Engagement

The teacher delivers instruction to motivate and engage students in a deep understanding of the content.

Indicator 3D2 – Varies Instructional Groupings

Distinguished	Accomplished	Emerging	Unsatisfactory
The teacher designs and monitors student-driven instructional groups to produce positive, reflective learning communities. Instruction groups are dynamic, supportive, productive, and consistently meet the instructional objectives of the class. The teacher facilitates work and students are given a voice in work arrangements.	The teacher creates instructional groups that are flexible and varied to achieve instructional goals and to promote student interaction. Various grouping patterns are used to enhance differentiation as well as collaboration and communication among students.	The teacher creates instructional groups which are appropriate for most student needs or meet most instructional outcomes. Instructional grouping assists in the learning process.	The teacher delivers instruction to the whole group or creates instructional groups, which are inappropriate for student needs or fail to address instructional outcomes.

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Standard 3 3D3
Teaching

Function 3D – Student Engagement

The teacher delivers instruction to motivate and engage students in a deep understanding of the content.

Indicator 3D3 – Modifies Lesson Pacing

Distinguished	Accomplished	Emerging	Unsatisfactory
The teacher utilizes presentation methods to enhance student achievement. The pacing of lessons motivates, excites, and engages students to a deep understanding of the content. The teacher encourages students to work at a pace that keeps them challenged at all times.	The teacher shows flexibility by using a variety of presentation methods to match student needs. The teacher is not bound by traditional time constraints and ensures pacing of each lesson to enhance student engagement.	The teacher uses presentation methods which meet the needs of a majority of students; the teacher's methods are appropriate, but not always varied. Lessons are paced in such a way that student engagement is not always evident.	The teacher does not vary presentation methods to match student needs. Lesson pacing does not engage students.

Standard 3 3E1
Teaching

Function 3E – Use of Assessment in Instruction

The teacher uses both classroom formative and summative assessment as a balanced approach to instructional decision making.

Indicator 3E1 – Uses Valid, Reliable and Unbiased Assessments

Distinguished	Accomplished	Emerging	Unsatisfactory
The teacher uses assessments that are appropriate for their intended use, ones that reflect the learning targets and the number of assessment items is sufficient to provide an accurate measure of student achievement. Assessment items match the complexity of the learning target (knowledge, reasoning, performance or product), and assessment criteria are made clear to students. The teacher uses daily assessment to monitor student learning and provide effective and immediate feedback and uses the results to improve instruction and student learning. The teacher develops unbiased, undistorted common assessments and rubrics with colleagues. The teacher involves students in developing relevant, effective assessment questions free of bias and distortion.	The teacher uses assessments that are appropriate for their intended use, ones that reflect the learning targets. The number of assessment items is sufficient to provide an accurate measure of student achievement. Assessment items match the complexity of the learning target (knowledge, reasoning, performance or product), and assessment criteria are made clear to students. The teacher uses daily assessment to monitor student learning and provide effective feedback and uses the results to improve instruction and student learning. The teacher identifies and eliminates sources of bias and distortion often working with colleagues to build valid, reliable common assessments and/or rubrics.	The teacher uses assessments that reflect the learning targets and the number of assessment items is sufficient to provide an accurate measure of student achievement. Assessment items most often match the complexity of the learning target (knowledge, reasoning, performance or product). The teacher makes assessment criteria clear to students and uses commercially developed assessments only when they best reflect the learning target(s) taught. There is some evidence of daily, ongoing assessments that improve instruction and student learning. The teacher attempts to identify and eliminate assessment items with bias and distortion.	The teacher uses assessments that do not fully reflect the learning targets and does not ensure that assessment criteria are clear to students. The number of assessment items is often insufficient to provide a true measure of student achievement. Assessment items do not match the complexity of the learning target (knowledge, reasoning, performance or product). No evidence of ongoing daily assessment to improve instruction and student learning. The teacher primarily uses commercially developed assessments.

Standard 3 3E2
Teaching

Function 3E – Use of Assessment in Instruction

The teacher uses both classroom formative and summative assessment as a balanced approach to instructional decision making.

Indicator 3E2 – Analyzes Data to Monitor Student Learning			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
The teacher analyzes classroom summative and benchmark assessment data to monitor individual mastery of objectives and review collective data to make program and instructional changes. The teacher teams with colleagues to examine student work and to build common formative assessments and rubrics to monitor student progress. The teacher uses ongoing classroom assessment data to plan next instruction and to provide intervention as needed. The teacher provides descriptive feedback and involves students in monitoring their own progress toward mastery of objectives as well as to set their own goals for improvement.	The teacher analyzes classroom summative and benchmark assessment data to monitor individual mastery of objectives and reviews collective data to make program and instructional changes. The teacher uses classroom formative assessment to elicit sufficient detail to pinpoint specific problems with student progress. As a result, the teacher makes effective decisions about what actions to take to adjust instruction based on student need. The teacher teams with colleagues to examine student work and build common assessments and rubrics. Using ongoing formative assessment, the teacher provides descriptive feedback in a timely manner and intervenes as needed.	The teacher analyzes classroom summative data to verify student mastery of objectives and make program-level decisions. The teacher uses periodic benchmark assessment data to make pacing and other instructional adjustments. The teacher uses formative assessment data to monitor student progress. As a result, the teacher adjusts instruction based on student need.	The teacher does not use available data to guide or adjust instruction. The teacher uses assessment results for grading and evaluative feedback.

Standard 3 3E3
Teaching

Function 3E – Use of Assessment in Instruction

The teacher uses both classroom formative and summative assessment as a balanced approach to instructional decision making.

Indicator 3E3 – Provides Descriptive Feedback

Distinguished	Accomplished	Emerging	Unsatisfactory
The teacher shares results of classroom summative and benchmark assessment results with students to identify progress toward mastery of learning objectives. The teacher uses classroom formative assessment results to make good decisions about next instructional steps and to provide specific, descriptive feedback to students. The teacher guides students to examine work samples of different levels, thus enabling them to identify their own level of performance. The teacher seeks to increase descriptive feedback and decrease evaluative feedback as students are able to monitor their own learning and set goals.	The teacher shares results of classroom summative and benchmark assessment with students to identify progress toward mastery of learning objectives. The teacher uses classroom formative assessment to provide specific, descriptive feedback that identifies the skills and information students have acquired and the next steps for improvement. The teacher encourages students to monitor their own progress using the feedback.	The teacher uses classroom summative assessment for grading and evaluative feedback. The teacher uses classroom formative assessment to provide specific, descriptive, objective feedback and gives students the opportunity and guidance to use the feedback to improve.	The teacher does not offer formative, descriptive feedback to students. Instead, the teacher uses assessment for grading for evaluative feedback, and often to sort and rank students according to group performance.

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Function 3E – Use of Assessment in Instruction

The teacher uses both classroom formative and summative assessment as a balanced approach to instructional decision making.

Indicator 3E4 – Provides Structures for Student Self-assessment

Distinguished	Accomplished	Emerging	Unsatisfactory
The teacher guides students to practice self-assessment by utilizing analytic rubrics, checklists, and other self-assessment tools that provide descriptive feedback, enabling students to set goals for improvement. The teacher shares samples of strong and weak work that help students recognize the attributes of quality work and to recognize strengths and weaknesses in their own work. The teacher provides opportunities for students to peer-assess and monitor, reflect upon, and share their learning, thus increasing student motivation.	The teacher utilizes analytic rubrics, checklists, and other self-assessment tools in the ongoing classroom formative assessment process enabling students to recognize strengths and weaknesses in their work and clarify learning targets. The teacher provides time and opportunity for students to use descriptive feedback to set goals for improvement, thus increasing their motivation to learn.	The teacher uses classroom formative assessment to provide descriptive feedback to students enabling them to recognize strengths and weaknesses in their work. The teacher engages students in self-assessment strategies often utilizing rubrics and checklists.	The teacher does not use rubrics or engage students in other self-assessment methods. Instead, the teacher uses assessment for evaluation, giving greater attention to grading than providing guidance for improvement.

" **The West Virginia Teaching Standards are a tool to empower teachers and to allow them to demonstrate what can be accomplished in the classroom.**"

Anonymous

Teaching

Function 3F – Demonstrating Flexibility and Responsiveness

The teacher adjusts instruction based on the needs of the students and in response to "teachable moments" and formative assessment.

Indicator 3F1 – Adjusts the Lesson			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
The teacher uses lesson plans as a guide while continuously seeking ways to improve the lesson and enhance learning. Constantly monitoring student learning, the teacher evaluates, chooses, and adjusts strategies in response to formative assessment. The teacher, using student feedback, adjusts the curriculum timeline to meet student needs.	The teacher uses lesson plans with flexibility, and smoothly adjusts instructional strategies as needed. The teacher monitors student learning and adjusts instruction in response to formative assessment. The teacher adjusts the curriculum timeline to meet student needs.	The teacher follows lesson plans with some flexibility. The teacher sometimes adjusts instruction in response to student feedback.	The teacher is not flexible, following plans exclusively even when change is needed. The teacher fails to adjust instruction in response to student feedback.

Standard 3 3F2
Teaching

Function 3F – Demonstrating Flexibility and Responsiveness

The teacher adjusts instruction based on the needs of the students and in response to "teachable moments" and formative assessment.

Indicator 3F2 – Responds to Student Interest			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
The teacher actively engages students in the decision making process of creating lessons. The teacher takes on the role of facilitator as students create lessons based on the class's collective interests.	The teacher regularly polls students' interests to plan upcoming topics. Additionally, the teacher uses this information to deliver instruction that teaches content tailored to students' interests.	The teacher varies lessons based on the interests of a minority of students. The teacher adjusts lessons based on this group's interest only if he/she agrees with the topic's importance.	The teacher does not vary lessons based on student interest.

Standard 3 3F3
Teaching

Function 3F – Demonstrating Flexibility and Responsiveness

The teacher adjusts instruction based on the needs of the students and in response to "teachable moments" and formative assessment.

Indicator 3F3 – Persists with Students who Require Extra Help			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
The teacher takes a keen interest in each individual student. The teacher constantly monitors student learning and provides additional resources to individual students. The teacher establishes a system of communication with parents and school counselors with updates on struggling students' progress. When additional help is required, the teacher schedules a time to meet with the student one on one to cover additional material.	The teacher is focused on student achievement. Lessons are revisited frequently to ensure the material is mastered. The teacher has scheduled time to provide assistance for students who require extra help.	The teacher's focus is on student learning. The teacher monitors student achievement and provides additional materials and resources to students who require additional help.	The teacher's focus is on covering the required material. The teacher does not revisit material, or provide additional resources, when it is evident that students need additional assistance to master the content. The teacher is not available to students who may need extra help.

Standard 4
Professional Responsibilities for Self-Renewal

The teacher persistently and critically examines practice through a continuous cycle of self-improvement focused on how he/she teaches and works in a global, digital society. The teacher is responsible for engaging in professional, collaborative self-renewal in which colleagues, as critical friends, examine each other's practice in order to adjust instruction and practice based on analysis of a variety of data. Participation in this form of professional dialogue enables the teacher to discover better practice, to be supported by colleagues and significantly contribute to the learning of others as a member of a collaborative team. The teacher who contributes to the teaching profession through the implementation of practices that improve teaching and learning demonstrates characteristics of informal teacher leadership.

Function 4A: Professional Learning – The teacher engages in professional learning to critically examine professional practice and to engage in a continuous cycle of self-improvement focused on how to learn, teach, and work in a global, digital society. **4A1** pg. 51

Function 4B: Professional Collaborative Practice – The teacher is actively engaged in learning with colleagues in a way that models collaboration and collegiality to improve practice, addressing questions and issues related to the school and student achievement. **4B1** pg. 52

Function 4C: Reflection on Practice – The teacher engages in continuous, critical examination of teaching practice and makes adjustments based on data. **4C1** pg. 53

Function 4D: Professional Contribution – The teacher contributes to the effectiveness, vitality, and self-renewal of the teaching profession through investigation of new ideas that improve teaching practice and learning for students. **4D1** pg. 54

Professional Responsibilities for Self-Renewal

Function 4A – Professional Learning

The teacher engages in professional learning to critically examine professional practice and to engage in a continuous cycle of self-improvement focused on changing how to learn, teach and work in a global and digital society.

Indicator 4A1 – Enhances Content Knowledge and Pedagogical Skill			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
The teacher seeks opportunities for professional development beyond those that are required and makes a systematic effort to conduct action research. The teacher seeks feedback from both colleagues and supervisors and /or through professional collaboration, and exhibits transparency of practice.	The teacher seeks opportunities for professional development beyond those that are required. The teacher welcomes feedback from both colleagues and supervisors and /or through professional collaboration and exhibits transparency of practice.	The teacher participates in professional development activities to a limited extent when required. Teacher accepts feedback on teaching performance from both supervisors and professional colleagues.	The teacher does not engage in required school-based, professional development opportunities. The teacher continues to use outdated, non-research-based strategies. Teacher resists feedback on teaching performance.

Standard 4 4B1
Professional Responsibilities for Self-Renewal

Function 4B – Professional Collaborative Practice

The teacher is actively engaged in learning with colleagues in a way that models collaboration and collegiality to improve practice for the purpose of addressing questions and issues related to the school and student achievement.

Indicator 4B1 – Engages in a Collaborative Team			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
The teacher initiates or advances the development of a collaborative team. Teacher consistently contributes to group learning and mentors others in utilizing the knowledge and skills gained.	The teacher actively participates in and or facilitates a collaborative team. Teacher consistently contributes to group learning, and utilizes the knowledge and skills gained.	The teacher participates in a collaborative team when invited to do so.	The teacher works in isolation or, when participating in the collaborative team, the teacher is detrimental to the work of the group.

Standard 4 4C1
Professional Responsibilities for Self-Renewal

Function 4C – Reflection on Practice

The teacher engages in continuous critical examination of teaching practice and makes adjustments based on data.

Indicator 4C1 – Adjusts Instruction			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
The teacher uses both formative and summative assessments and reflective practices to adjust instruction and then differentiates it to provide appropriate interventions for all students.	The teacher uses both formative and summative assessments and reflective practices to adjust instruction and then differentiates it to provide appropriate interventions for students.	The teacher adjusts whole group instruction and provides interventions based upon knowledge of student achievement, data gathered from assessments and reflective practices.	The teacher instructs using only summative assessments with little analysis of personal teaching practices or knowledge of students' ability to master the WVCCRS.

Standard 4 4D1

Professional Responsibilities for Self-Renewal

Function 4D – Professional Contribution

The teacher contributes to the effectiveness, vitality, and self-renewal of the teaching profession through investigation of new ideas that improve teaching practice and learning for students.

Indicator 4D1 – Contributes to the Teaching Profession			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
The teacher initiates the investigation of best practices. Teacher consistently implements those practices and mentors others in the process. Teacher shares results of investigation at the local, state, or national level.	The teacher actively participates in the investigation of best practices. Teacher consistently implements those practices. Teacher shares results of investigation within the school community.	The teacher participates in opportunities to investigate best practices when invited to do so. Teacher inconsistently implements those practices.	The teacher utilizes routine practices excluding the investigation or implementation of best practices.

Standard 5
Professional Responsibilities for School and Community

The teacher's primary responsibility is to create and support a learning environment that allows students to achieve at high levels; however, every teacher also has a responsibility to improve the school in which they work. The teacher uses the strategic plan as a guide to help sustain the mission and continuous improvement of the school and thereby contributes to shaping a cohesive, learner-centered culture. Through a commitment to group accountability, the teacher helps develop and maintain student support, management and assessment systems that enable learning to take place. A teacher's professional responsibilities also include working collaboratively with colleagues, parents, guardians and adults significant to students on activities that connect school, families and the larger community. The teacher demonstrates leadership by contributing to positive changes in policy and practice that affect student learning and by modeling ethical behavior.

Function 5A: School Mission – The teacher works collaboratively with the principal and colleagues to develop and support the school mission. **5A1** pg. 56; **5A2** pg. 57

Function 5B: School-wide Activities – The teacher participates in the development and implementation of school-wide initiatives in curriculum, instruction, and assessment. **5B1** pg. 58; **5B2** pg. 59

Function 5C: Learner-Centered Culture – The teacher participates in activities and models behaviors that build and sustain a learner-centered culture. **5C1** pg. 60

Function 5D: Student Support Systems – The teacher works collaboratively with the principal and colleagues to develop and sustain student support systems that enable learning. **5D1** pg. 61; **5D2** pg. 62

Function 5E: Student Management Systems – The teacher works collaboratively with the principal, colleagues and students to develop and sustain management systems that support and extend learning. **5E1** pg. 63; **5E2** pg. 64

Function 5F: School, Family and Community Connections – The teacher works collaboratively with the principal, colleagues, parents, students and the community to develop and sustain school activities that make meaningful connections among the school, families and the community. **5F1** pg. 65; **5F2** pg. 66

Function 5G: Strategic Planning/Continuous Improvement – The teacher participates in the development and implementation of the school's strategic planning and continuous improvement. **5G1** pg. 67

Function 5H: Teacher Leadership – The teacher demonstrates leadership by implementing classroom and school initiatives that improve education as well as by making positive changes in policy and practice that affect student learning. **5H1** pg. 68

Function 5I: Ethical Standards – The teacher models the ethical standards expected for the profession in the learning environment and in the community. **5I1** pg. 69

Standard 5 5A1
Professional Responsibilities for School and Community

Function 5A – School Mission

The teacher works collaboratively with the principal and colleagues to develop and support the school mission.

Indicator 5A1 – Engages in Development of a Learner-centered Mission			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
The teacher takes a leadership role in the planning and development of the school mission and re-evaluates involvement throughout the school year. The teacher systematically communicates with the faculty and principal regarding the learner-centered mission. There is evidence that the teacher re-evaluates the learner-centered mission annually and is involved in updating it.	The teacher is actively engaged with other faculty and the principal in the planning and development of the school mission. The teacher is an active participant in collaborative planning meetings. The teacher is able to articulate the learner-centered mission and relate it to the school as a whole.	The teacher collaborates in the development and planning of the school mission when asked. There is some evidence of collaboration among the teacher, other faculty and principal regarding the planning of the school mission. Teacher is able to articulate elements of a learner-centered mission.	The teacher is absent from meetings to plan and develop the school mission. There is no collaboration among the teacher, the school faculty and principal regarding the planning of the school mission. The teacher is unable to articulate the school's mission.

Standard 5 5A2
Professional Responsibilities for School and Community

Function 5A – School Mission

The teacher works collaboratively with the principal and colleagues to develop and support the school mission.

Indicator 5A2 – Supports the Mission within the Classroom and Community			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
The teacher effectively incorporates the learner-centered mission through collaboration with other faculty members. The mission is consistently supported in the classroom and it is evident in classroom activities. The teacher engages in an ongoing and systematic analysis of the school mission which checks for alignment between it and all classroom and school activities.	The teacher can articulate the mission, and supports the mission through instruction. The teacher consistently communicates the mission to students and students demonstrate an understanding of the school mission. The teacher frequently collaborates with other faculty members to plan instruction that supports the school mission.	The teacher incorporates aspects of the mission into some parts of instruction but not consistently. The teacher is aware of its existence but cannot effectively articulate the mission and cannot efficiently communicate such mission to students. Teacher has some collaboration with other staff to plan for instruction that supports the school's mission.	The teacher does not support the mission through practice and the mission is not communicated to students.

Standard 5 5B1

Professional Responsibilities for School and Community

Function 5B – School-wide Activities

The teacher participates in the development and implementation of school-wide initiatives in curriculum, instruction, and assessment.

Indicator 5B1 – Participates in the Development of School-wide Initiatives			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
The teacher leads the ongoing development of school-wide initiatives in curriculum, instruction and assessment based on school and student data. The teacher designs and delivers professional development for the implementation of school-wide initiatives in curriculum, instruction, and assessment.	The teacher collaborates in the development of school-wide initiatives in curriculum, instruction and assessment based on school and student data. The teacher designs professional development for implementation of school-wide initiatives in curriculum, instruction, and assessment.	The teacher demonstrates knowledge of the need for the development of school-wide initiatives in curriculum, instruction and assessment.	The teacher demonstrates little or no understanding of the development of school-wide initiatives in curriculum, instruction and assessment.

5B2

Professional Responsibilities for School and Community

Function 5B – School-wide Activities

The teacher participates in the development and implementation of school-wide initiatives in curriculum, instruction, and assessment.

Indicator 5B2 – Implements School-wide Strategic Plan Initiatives			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
The teacher is a reflective practitioner who implements and adjusts both required and enhanced school-wide initiatives in curriculum, instruction and assessment. The teacher works collaboratively by mentoring and guiding colleagues as they implement the initiatives and communicate the school vision with parents and the community and share how school-wide initiatives will actively support an improved learning environment for students.	The teacher fully implements both required and enhanced school-wide initiatives in curriculum, instruction and assessment because he/she has helped study the data showing the current performance of the school, assisted in the development of the clear vision of a desired future state and had input into how the initiatives will contribute to achieving the school vision.	The teacher contributes to the implementation of the required school-wide initiatives in curriculum, instruction and assessment because of an understanding of the current performance of the school, a clear vision of a desired future state and how the initiatives will contribute to achieving the school vision.	The teacher has an unrealistic view of the current performance of the school as compared to a desired vision of high expectation for student learning and achievement. This view causes the teacher to resist, ignore, and not participate in implementation of required school-wide initiatives in curriculum, instruction and assessment that will help the school reach that desired vision.

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Standard 5 5C1
Professional Responsibilities for School and Community

Function 5C – Learner-Centered Culture

The teacher participates in activities and models behaviors that build and sustain a learner-centered culture.

Indicator 5C1 – Collaborates with Colleagues to Shape a Cohesive School Culture			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
The teacher prioritizes and facilitates collaborative participation and contributes at the community, district, state, national and higher education level(s). As a facilitator, the teacher employs exemplary decision making skills by exhibiting knowledge of adult learning behaviors in collegial learning environments.	The teacher is a continuous contributor to collaborative groups by bringing themes for reflective discussion of mutual interest, exploring research-based strategies and embracing their implementation. The teacher is willing to share student learning outcomes based on research-based strategies (student work samples, data, and videotaped lesson segments).	The teacher attends and minimally participates in the collaborative, learner-centered culture of the school (curricular or cross-curricular groups, coaching and mentoring). The teacher's classroom practice produces limited or inconsistent evidence of modeling and implementation of the principles developed through collaborative study (e.g., practice of developing student learning communities).	The teacher tends to work in isolation, declining peer input or coaching, within a collaborative environment. When exposed to current research-based best practices, the teacher demonstrates no evidence of personal adaptive thinking about professional practice.

Professional Responsibilities for School and Community

Function 5D – Student Support Systems

The teacher works collaboratively with the principal and colleagues to develop and sustain student support systems that enable learning.

Indicator 5D1 – Develops Student Support Interventions			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
The teacher actively participates in the preparation, development, and implementation of individualized learning programs. The teacher develops and implements individualized interventions to increase student learning, actively involving the principal, colleagues, and parents. The teacher works with and recruits members of the greater school community to help with the development and implementation of school-wide student support systems for all students.	The teacher actively participates in student support meetings. The teacher works with the principal, colleagues, and parents to develop and implement individualized interventions to increase student learning. The teacher works with members of the greater school community to help develop and implement school-wide support systems for all students.	The teacher attends and participates in student support meetings when required. The teacher inconsistently implements interventions to increase individual student learning. The teacher works with the school support team as required.	The teacher abstains from attending student support meetings and disregards implementation of interventions to increase individual student learning.

Standard 5 5D2

Professional Responsibilities for School and Community

Function 5D – Student Support Systems

The teacher works collaboratively with the principal and colleagues to develop and sustain student support systems that enable learning.

Indicator 5D2 – Develops Student Advocacy Strategies

Distinguished	Accomplished	Emerging	Unsatisfactory
The teacher consistently exhibits leadership by influencing the development and implementation of student advocacy strategies. The teacher systematically investigates and implements innovative and effective strategies based on research, individual, and school community needs.	The teacher engages and persists in the identification of individual student needs. The teacher consistently exhibits and provides evidence to support development and delivery of a variety of strategies to meet identified student needs.	The teacher participates in the process of identifying the needs of individual students. The teacher works with the principal and colleagues to develop and implement student advocacy strategies as required.	The teacher abstains from the development of student advocacy strategies.

Professional Responsibilities for School and Community

Function 5E – Student Management Systems

The teacher works collaboratively with the principal, colleagues, and students to develop and sustain management systems that support and extend learning.

Indicator 5E1 – Supports Efficient Management of School Facilities			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
The teacher fosters and facilitates the ability of the school community to identify the needs to sustain and enhance school facilities.	The teacher enables and promotes student ownership of school facilities.	The teacher behaves in a manner that shows respect for school facilities.	The teacher permits or engages in behaviors that are destructive to school facilities.

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Standard 5 5E2

Professional Responsibilities for School and Community

Function 5E – Student Management Systems

The teacher works collaboratively with the principal, colleagues, and students to develop and sustain management systems that support and extend learning.

Indicator 5E2 – Supports Efficient Management of School Resources			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
The teacher guides and monitors self-directed students through the appropriate selection and use of resources. The teacher efficiently uses and supports others in the use of the available resources for data management, instruction, assessment and professional development while seeking additional resources based on the needs of the school community.	The teacher enables and promotes student ownership of school resources. The teacher efficiently uses the available resources for data management, instruction, assessment and professional development.	The teacher designs instruction that permits student use of resources and utilizes some of the existing school resources for data management, instruction, assessment and professional development.	The teacher restricts students' access to resources or permits inappropriate selective use of resources for instruction and abstains from utilizing existing resources.

Professional Responsibilities for School and Community

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Function 5F – School, Family and Community Connections

The teacher works collaboratively with the principal, colleagues, parents, students, and the community to develop and sustain school activities that make meaningful connections among the school, families and the community.

Indicator 5F1 – Connects with and Involves Family			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
The teacher seeks ways to dialogue effectively with families based on individualized student need. Examples include electronically, print, or by telephone. The teacher provides ongoing opportunities for families to develop and participate in classroom activities based upon needs assessment and continual reflection of involvement activities. The teacher interacts with families outside the school setting, e.g. ball games, dance recitals, community plays, etc. The teacher utilizes theory and current research to facilitate meaningful connections between the school and family.	The teacher seeks ways to communicate with families based on individualized student need. Examples include electronically, print, or by telephone. The teacher offers ongoing opportunities for families to participate in classroom activities. The teacher interacts warmly with families within the school setting. The teacher seeks relevant knowledge of the family in order to provide meaningful connections between the school and family.	The teacher communicates with families during required school- and county-level opportunities. The teacher participates in basic school-wide family activities when directed. Examples include PTO meetings, school fundraisers, etc. The teacher has minimal interaction with families within the school setting.	The teacher ineffectively communicates with families or fails to communicate at any level. Examples include exhibits negativity, inappropriate language, condescending demeanor, etc. The teacher is consistently absent from school-wide family activities. The teacher avoids interaction with families.

Standard 5 5F2

Professional Responsibilities for School and Community

Function 5F – School, Family and Community Connections

The teacher works collaboratively with the principal, colleagues, parents, students and the community to develop and sustain school activities that make meaningful connections among the school, families and the community.

Indicator 5F2 – Connects with and Involves School Community			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
The teacher is instrumental in developing and promoting meaningful school activities by actively investigating and supporting new ideas that enhance learning for all by utilizing community expertise and resources.	The teacher creates connections to foster trust and respect between the school and the greater school community in promoting learning for all.	The teacher inconsistently connects school activities to the school community to promote learning for all.	The teacher does not make an effort to connect with the school community to promote learning for all and/or does not promote positive school and community relationships.

Standard 5 5G1
Professional Responsibilities for School and Community

Function 5G – Strategic Planning/Continuous Improvement

The teacher participates in the development and implementation of the school's strategic planning and continuous improvement.

Indicator 5G1 – Contributes to the School Strategic Planning Process			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
The teacher contributes to the success of the strategic plan. The teacher articulates goals and objectives as well as explains the process of data analysis and needs assessment that resulted in the selection of those goals and objectives. The teacher is able to explain how the plan is implemented and supported to stakeholders.	The teacher demonstrates a clear understanding of the school strategic plan and is able to articulate its primary goals and objectives. The teacher provides input and feedback to the process and accepts responsibility for implementation of the plan.	The teacher contributes to the process by providing feedback and demonstrates general understanding of the school strategic plan and is able to state the goals in the plan. There is awareness of the strategic planning process.	The teacher does not contribute to the process and demonstrates little or no understanding of the school strategic plan or planning process.

Standard 5 5H1
Professional Responsibilities for School and Community

Function 5H – Teacher Leadership

The teacher demonstrates leadership by implementing classroom and school initiatives that improve education as well as by making positive changes in policy and practice that affect student learning.

Indicator 5H1 – Demonstrates Informal Leadership for School Improvement			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
The teacher holds the vision for the school and shares with others to change the culture of the school. The teacher involves and coaches others to implement and sustain the teacher-identified change and growth initiatives that affect policy and practice in student learning through risk-taking within the entire school community.	The teacher consistently identifies possible areas of growth within the classroom and school based on informal needs assessment/action research. The teacher recommends and facilitates opportunities for change and growth in the classroom and school based on current needs.	The teacher participates in required initiatives leading to change in policy and practice in the classroom and school.	The teacher abstains from participating in available opportunities for change and growth that affect policy and practice.

Standard 5 5I1

Professional Responsibilities for School and Community

Function 5I – Ethical Standards

The teacher models the ethical standards expected for the profession in the learning environment and in the community.

Indicator 5I1 – Exhibits Integrity and Ethical Conduct			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
The teacher takes a leadership role ensuring that interactions are honest and respectful among colleagues, students, and the community. The teacher models the employee code of conduct, WVBE Policy 5902. The teacher proactively ensures that all students receive an equitable opportunity to succeed.	The teacher is honest and respectful in interactions with colleagues, students, and the community. The teacher complies with the employee code of conduct, WVBE Policy 5902. The teacher works to ensure that all students receive an equitable opportunity to succeed.	The teacher is honest and respectful in interactions with colleagues, students, and the community. The teacher complies with the employee code of conduct, WVBE Policy 5902. The teacher does not knowingly contribute to some students being ill served.	The teacher displays dishonesty or disrespect in interactions with colleagues, students, and the community. The teacher violates the employee code of conduct, WVBE Policy 5902. The teacher regularly contributes to some students being ill served.

Glossary

Action Research – A reflective process of progressive problem solving led by individuals working with others in teams or as part of a "community of practice" to improve the way they address issues and solve problems. Action research can also be undertaken by larger organizations or institutions, assisted or guided by professional researchers, with the aim of improving their strategies, practices, and knowledge of the environments within which they practice.

Advocacy – Identifying unmet needs and making a commitment to changing the status quo; pleading for the rights of another; pursuing a cause beyond oneself; actively supporting others who cannot support themselves; being a risk taker for others.

Assessment *for* Learning – An evaluative approach to instruction and learning which provides the teacher and students with feedback during the learning process and is used to improve academic performance. It allows the student to be more involved in their own learning and provides teachers with the knowledge that the learning of expected skills is occurring. Assessment for Learning is comprised of two components: Formative and Classroom Assessment.

   a. **Formative Assessment** – Continuous, ongoing and inter-connected assessment of explicit learning targets that occurs **during the learning process** to reveal patterns in student learning and to reflect progress toward mastery of objectives. Formative assessment enables teachers to diagnose and respond to student needs, adjust instruction based on results and provide descriptive feedback to students. This process requires the use of many assessment methods to provide a continuous stream of accurate evidence of learning.

   b. **Classroom Assessment** – Student-involved, ongoing assessment of explicit learning targets that occurs **during the learning process** to reveal patterns in student learning and to reflect progress toward mastery of objectives. Classroom assessment *for* learning enables students to take responsibility for their own learning by engaging in self-assessment, reflection, goal-setting, monitoring and communicating their own progress. As with formative assessment, classroom assessment for learning enables teachers to diagnose and respond to student needs, adjust instruction based on results and provide descriptive feedback to students. This process also requires the

use of many assessment methods to provide a continuous stream of accurate evidence of learning.

Assessment *of* Learning – A measurement of the degree to which learning has taken place. Assessment of Learning is comprised of two main components: Summative Assessment and Benchmark Assessment.

Authentic Assessment – Authentic 21st century assessments are the essential foundation of a 21st century education. Assessments must measure all five results that matter — core subjects, 21st century content, learning and thinking skills, Information and Communication Technology (ICT) literacy, and life skills.

Basic Content Competency – The skills of reading, writing and numeracy; the traditional goal of education.

Benchmark Assessment – Benchmark assessments provide feedback to students, teachers, parents, schools and the school system on students' relative progress toward mastery of identified instructional objectives. Benchmark assessments are aligned to the instructional objectives identified in district curriculum maps.

Best Practice – "The expression 'best practice' was originally borrowed from the professions of medicine, law, and architecture, where 'good practice' or 'best practice' are everyday phrases used to describe solid, reputable, state-of-the-art work in a field. If a professional is following best practice standards, he or she is aware of current research and consistently offers clients the full benefits of the latest knowledge, technology, and procedures. So that's why we have imported (and capitalized) the term Best Practice – as a shorthand emblem of serious, thoughtful, informed, responsible, state-of-the-art teaching." Zemelman, Daniels & Hyde. 2005. Best Practice: Today's Standards for Teaching & Learning in Americas Schools. Portsmouth, NH: Heinemann.

Coach-peer Coaching – Professional development method that has been shown to increase collegiality and improve teaching; a confidential process through which teachers share their expertise and provide one another with feedback, support and assistance for the purpose of refining present skills, learn new skill, and/or solve classroom related problems. The peer coaching relationship is one of professional synergy, with each participant

Glossary (continued)

offering insights that result in the improvement of teaching. The aim of a coaching process is to encourage the development of self-directed learning on the part of all teachers.

Collaborate – Process using procedure and intellectual tools (that can be applied repeatedly) where people work together toward common goals in an intellectual endeavor (that is creative in nature) by sharing knowledge, learning and building consensus. Collaboration does not require leadership. Structured methods of collaboration encourage introspection of behavior and communication. These methods specifically aim to increase the success of teams as they engage in collaborative problem solving. Forms, rubrics, charts and graphs are useful in these situations to document personal traits objectively with the goal of improving performance in current and future projects.

Collaborative Team – A collaborative team within a school that uses a process of collective inquiry to have an organized public discussion to reach consensus about what students need to know and be able to do, as well as how to assess whether learning has taken place. A collaborative team implements the agreed upon action, studies the results of that action, and makes adjustments by continuously repeating the steps. This can be in the form of a school or grade level Professional Learning Community (PLC).

Collegiality – Teachers share responsibility among themselves for improved practice and for improved student achievement. They demonstrate this by developing shared student goals, standards for students and themselves, and classroom culture expectations. They also demonstrate this by providing mutual feedback (in the manner of critical friends) on each other's teaching practice and the nature of the work of each other's students.

Common Assessments – Assessments designed collaboratively by teachers teaching the same course or content and who share responsibility for a specific group of students. After administering the assessment, the teachers then collaborate to analyze the assessment results and use the data to plan instruction.

Content – Additional subject matter knowledge required to function effectively in the personal, community, and workplace environments.

Context – Teaching through the use of relevant real-world examples, applications and settings to frame academic content for students, enabling them to see the connection between their studies and the world in which they live.

Core Content Areas – Which subjects are viewed as core is generally left to the determination of states or local districts. The *Every Student Succeeds Act (ESSA)* identifies these as English, reading or language arts, mathematics, and science.

Critical Friends – Teachers whose relationship is such that they can sit down with either's work (lesson plans, classroom observation notes) on the table between them and talk about the work - its strengths, weaknesses, what can be improved, suggestions for how that might be done. This discussion of the work is clearly separated from the "me" of both. The atmosphere is one of mutual trust, freedom from fear.

Cross-curricular Collaboration – Of, relating to, or involving two or more academic disciplines that are usually considered distinct; may simply refer to two different branches of science or can be as different as social studies and the arts.

Culturally Responsive Teaching – Teachers are sensitive and have relevant information about cultural traditions, religious practices, and patterns of interaction that may affect a student's classroom participation; ensure that the materials used and examples employed do not refer to items or traditions unfamiliar to students or that such materials and examples are explained fully, taking special care to demonstrate cultural respect.

Curriculum Maps – Provide teachers a common cluster set of WVCCRS to be taught in a logical order throughout the school year. Curriculum mapping ensures that students moving within the district during the school year have been taught the entire curriculum; it also permits the district to develop county benchmark assessments.

Depth of Knowledge – Developed by Dr. Norman Webb of the Wisconsin Center for Educational Research. Depth of Knowledge, DOK, relates to cognitive demand in a state's curriculum (WVCCRS). Dr. Webb does alignment studies to determine the *consistency between standards and assessment.* Curriculum is aligned from what is elicited from students on the assessment if it is as demanding cognitively as what students are

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expected to know and do as stated in the standards. Level 1 (Recall and Reproduction) is the recall of information such as a fact, definition, term, or a simple procedure; Level 2 (Skills and Concepts) includes the engagement of some mental processing beyond recalling or reproducing a response; Level 3 (Strategic Thinking) requires reasoning, planning, using evidence, and a higher level of thinking than the previous two levels; Level 4 (Extended Thinking) tasks at Level 4 have high cognitive demands and are very complex.

Ethical Standards – Responsibilities to students, parents, colleagues, school and community, self, the profession.

Facilitator – The teacher becomes the facilitator of the learning process, helping and guiding students through well-constructed instructional strategies that build meaning and understanding.

Function – Each of the standards is further described by its functional or procedural parts. Functions are closely related to standards and describe the important characteristics of each standard.

ICT Literacy – Information and Communication Technology Literacy refers to the ability of individuals to use ICT appropriately to access, manage and evaluate information, develop new understandings, and communicate with others in order to participate effectively in society.

Indicator – Each function is described in greater detail by actions that further delineate the level of success at which the teacher is performing the associated function and standard. These actions are called **indicators** and have clearly defined levels of performance which describe the condition of the action in a range from unsatisfactory to distinguished. The level at which the state, district or school is performing on a collective set of indicators would show how well a function is being accomplished and the level at which a standard is being met, and would allow for self-assessment by the teacher.

Instructional Grouping – Grouping practices are a critical component of providing differentiated instruction to students. Designing effective student groups can increase student engagement and therefore increase the effectiveness of instruction. The type of grouping depends upon the purpose of instruction. Students can be grouped in mixed- or same-ability groups. Same-ability groups include students with similar knowledge and skills.

Mixed-ability groups include students with different levels of knowledge and skills. As students' progress is monitored, the teacher will change groups to reflect progress and meet instructional needs.

Integration – Involves bringing together subject areas and teaching them in relation to one idea or theme.

Integrity – Adherence to educational values to maintain high standards.

Interdisciplinary Themes – Global awareness; economic, business and entrepreneurial literacy; civic literacy, and health and wellness literacy.

Inter-relatedness – A group of related lessons or activities supported by a common goal or theme. The instructional sequence is not limited to one lesson or activity. The time interval should be sufficient to present evidence of students' skill or understanding of the topic.

Intervention – The monitoring of student progress and adjusting instruction to meet student needs and improve student achievement.

Learner-centered – Learner-centered education places the student at the center of education. It begins with understanding the educational contexts from which a student comes. It continues with the instructor evaluating the student's progress toward learning objectives. By helping the student acquire the basic skills to learn, it ultimately provides a basis for learning throughout life. It therefore places the responsibility for learning on the student, while the instructor assumes responsibility for facilitating the student's education. This approach strives to be individualistic, flexible, competency-based, varied in methodology and not always constrained by time or place.

Learning Target(s) – Instructional objective(s) that are broken down into component parts that enable students to build toward mastery. Learning targets identify knowledge required, patterns of reasoning, performance skills, and product development.

Levels of Performance – The four levels of teacher performance:

   a. **Distinguished** – Teachers performing at the **distinguished** level are master teachers and make a contribution to the profession

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Glossary *(continued)*

both in and outside their school. Their classrooms operate at a qualitatively different level from those of other teachers. **Distinguished** teachers know how to motivate and engage students, who assume considerable responsibility for their own learning. The classroom of the **distinguished** teacher appears to run itself; it is seamless, and the students know what to do and get right to work. The seemingly flawless classroom community of learners is a creation of the **distinguished** teacher, although others are not always aware of how the teacher did it.

b. **Accomplished** – Teachers performing at the **accomplished** level clearly understand the concepts underlying the component and implement it as well. They are experienced professional educators with knowledge of content, students, and curriculum who possess a wide range of strategies and activities from which to draw. Many of their routines have become automatic, and **accomplished** teachers have developed a sophisticated understanding of classroom dynamics and are alert to the events that don't conform to the expected pattern. They have mastered the work of teaching while working to improve their practice; they serve as a resource to one another as they participate in the professional community.

c. **Emerging** – Teachers performing at the **emerging** level appear to understand the concepts underlying the component and attempt to implement its elements, but implementation is sporadic, intermittent, or otherwise not entirely successful; **emerging** is characteristic of student teachers or those new to the profession – those for whom virtually everything they do is being done for the first time.

d. **Unsatisfactory** – Teachers performing at the **unsatisfactory** level do not yet appear to understand the concept underlying the component; **unsatisfactory** represents teaching that is below the licensing standard. This level requires interventions and is a first priority for the supervisor/mentor.

Mentor – A friendly critic and patient listener who assists in identifying those areas of teaching that will benefit most from focused attention; one who analyzes the novice's plans and classroom interactions and makes specific and substantive suggestions for improvement. The mentor serves as a demonstration teacher, modeling techniques of effective instruction, and assists with aspects of the classroom not directly related to instruction, such

as environment of respect and rapport, establishing culture for learning, managing student behavior, organizing physical space, and establishing and maintaining routines and procedures. The mentoring process helps beginning teachers focus on classroom performance and delineate how teaching improves from novice to expert practice.

Meta-cognition – As described by cognitive psychologists, cognition about cognition or "knowing about knowing." It is the ability to think about one's own thoughts.

Mission – The mission and goals of the school provide direction for planning the school's education program; reflected in strategic planning and daily governance.

Pedagogy – Related to the art or profession of teaching, or related to training or instruction.

Portfolios – A portfolio is a purposeful collection of student and/or educator work that exhibits efforts, progress and achievements in one or more areas. For students, the collection must include student participation in selecting contents. A portfolio is the criteria for judging merit and is evidence of one's self-reflection, whether student or teacher.

Presentations – A descriptive or persuasive account that may include multiple media to explain to an audience the project, what was learned, and the end product. It must relate the project and product to the requirements set forth by an instructor. The goal is to impact the judges or panel of experts from a particular field positively, with the degree of preparation, the depth of learning that occurred in the learning process, and the quality of product.

Products – The culminating projects that ask students to apply and extend what they have learned. Products should provide students with different ways to demonstrate their knowledge, should reflect various levels of difficulty through group or individual work, and contain various means of scoring.

Professional Collaboration – A process whereby people share common beliefs and work together toward common goals by sharing knowledge, participating in collective inquiry, and building consensus. Teams capitalize on their varying areas of expertise; they establish norms for interactive

problem-solving and share tasks, resources, responsibilities and leadership. Collaboration encourages communication, introspection of behavior, transparency of practice and group accountability with the goal of improving performance. Teams continue to change and grow as challenges are addressed and overcome collectively.

Professional Development – Career-long process in which educators fine-tune their teaching to meet the needs of the students. Effective professional development should be understood as a job-embedded commitment made in order to further the purposes of the profession while addressing an individual's particular needs. Professional development ideally follows the principles that guide the learning practices of experienced adults in teaching communities that foster cooperation and shared expertise.

Real-world Applications – Learners in the 21st century will understand all content at high levels of thinking and in the context of real-world applications; connections between instruction and the real world outside the classroom both now and in the future; to reach valid conclusions in **real-world** situations; opportunities and initiatives for students to integrate quality work-based and/or experiential learning (e.g., contextual learning, project-based learning, student leadership and service activities, internships).

Reflective Practice – Teachers are able to talk about what they do and why they do it. The "why" is something more than feeling, opinion or preference; it's based on evidence, research, and/or theory. Teachers can talk about where the "why" came from (something they read, learned at a conference/workshop, heard from another teacher, learned during their training, learned in the Critical Friends Group, etc.). Reflection is ongoing, not a one-time revelation that "sets" a teacher's pedagogy for life.

Reliability – In measurement and testing it refers to the accuracy and constancy of the score.

Repertoire - Thorough knowledge of content, knowledge of students, knowledge of the curriculum, and a broad array of strategies and activities.

Research-based Strategies – Instructional practices, or the way content is delivered to students, proven to be effective based on the collection of evidence established in research.

Rubrics – A written, agreed-upon set of criteria or a guide to articulate clear performance targets by which a product or performance can be judged. (DuFour and Eaker, 1998). In *A Framework for Teaching*, Charlotte Danielson uses a rubric-like structure to describe what a teacher needs to know and be able to do in each of the domains of teaching. This type of framework not only provides a common language that can be used to describe expectations of teaching for the preparation of new teachers, but it also provides a roadmap for novice teachers. (Danielson, 1996, 2007).

School Community – Students, extended family, business partners, business owners and taxpayers in that area.

School Strategic Plan – A written improvement plan for each school, required by state law, that includes strategies for improving student performance taking into account the annual performance goals for the school set by the West Virginia Board of Education.
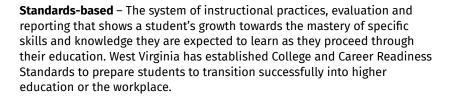
School-wide Initiatives – Creating an environment where staff learning is focused on the improvement of the curriculum, instructional processes and student engagement; school wide practices (i.e., scheduling, extended school day/year, staffing, horizontal/vertical collaboration efforts, professional development programs, etc.,); efforts to establish effective two-way communication and meaningful involvement of parents that is respectful of the diverse background and challenging needs of families.

Self-directed Learning – Learning for which the individual has primary responsibility for planning, implementing, and evaluating the effort.

Skills – Information and communication; thinking, reasoning and innovation; personal and workplace productivity; the full integration of core subjects with learning skills, technology learning tools and content as taught in contexts.

Specialized Subject Matter Pedagogy – The blending of content area knowledge with the art or profession of teaching.

Standard – An acknowledged, authorized and approved measure of comparison or a criterion that is widely recognized by general consent as a basis of comparison because of its excellence. It is an approved model that is used as a basis for judgment of performance or practice.

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Standards-based – The system of instructional practices, evaluation and reporting that shows a student's growth towards the mastery of specific skills and knowledge they are expected to learn as they proceed through their education. West Virginia has established College and Career Readiness Standards to prepare students to transition successfully into higher education or the workplace.

Student Engagement – The quality of student engagement is the result of careful planning of the learning experience; when lessons are carefully designed and the instructional method and student activities are structured to maximize student learning, the result is evident in the classroom; what is required for student engagement is *intellectual involvement* with the content or *active construction of understanding*.

Student Mastery – Ability to achieve the goals and expectations of a particular learning standard or content area skill. Mastery comes at the objective level.

Student Support Interventions (see intervention) – Strategies designed to assist students with meeting expectations of learning.

Student-friendly Language – Language written in terms familiar to students.

Summative Assessment – Assessment of standards and objectives that occurs after learning to verify whether or not learning took place. Summative assessments enable the state, district and school to make decisions about programs and resources. Summative assessment includes federal accountability assessments as well as state and local assessments.

Teachable Moments – Refer to times when students are most receptive to learning. They present unique opportunities for authentic understanding. Teachable moments invite the teacher to respond to students' openness to learning when they are personally engaged in a specific meaningful context. While they require the teacher to deviate temporarily from a planned lesson, teachable moments are likely to leave a lasting impression.

Transitions – An important aspect of classroom management, when skillfully done, the directions are clearly explained, students know what to do and where to go and momentum is maintained. As a consequence, little time is lost as the teacher and students move from one lesson segment to another.

Transparency of Practice – Where a teacher's practice is not operating in isolation; there is a willingness and openness to share and accept feedback of peers.

Unbiased Assessment – Fair and consistent judgment of students' performance.

Validity – The inferences one confidently draws about student learning from the results of assessment.

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