



Professional Learning Reimagined

A West Virginia Framework



**West Virginia Board of Education
2019-2020**

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Professional Learning Reimagined: A West Virginia Framework

Overview

The Professional Learning Reimagined Framework, developed by the West Virginia Board of Education (WVBE) and the West Virginia Department of Education (WVDE), provides a model for coordinated, cohesive professional learning and leadership processes and opportunities for West Virginia counties. A wealth of research has proven that the methods outlined in this framework are highly effective models in the delivery of high-quality, sustained professional learning experiences.

Authority

Pursuant to W. Va. Code §18-2I-1, the WVBE is charged with instituting a system for the coordination and delivery of high-quality professional development. This policy sets forth the WVBE's professional learning system for all West Virginia county educators. The system defines the goals and delineates the roles and responsibilities of the various state, county, and school levels for the delivery of professional development.

The WVBE has the primary responsibility to provide leadership in communicating the West Virginia standards for professional learning within and to the WVDE, county instructional leaders, and the state's public institutions of higher education. Therefore, the State Board revised Policy 5500, Professional Learning for West Virginia Educators, to address the current code requirement and provide guidelines to the counties for the coordination and delivery of high-quality professional learning experiences for West Virginia educators.

Under the direction of the WVBE, the WVDE has the responsibility to develop guidance, processes, definitions, and resources to support the design and delivery of a comprehensive professional learning system. However, it is the responsibility of West Virginia county school systems to develop, support, implement, monitor, and ensure the fidelity of professional learning experiences that are aligned to the WVBE Goals for Professional Learning (<https://wvde.state.wv.us/boe/documents/WVBE%20Master%20Plan%20for%20Professional%20Learning%202016-2017.pdf>).

Purpose

The Professional Learning Reimagined Framework provides guidance to counties as they plan the coordination, delivery, monitoring, and evaluation of high-quality professional learning systems for West Virginia educators. The WVBE provides the vision, goals, and standards for public schools to ensure that students receive a rigorous, high-quality education that prepares them for success in advanced studies, the workplace, and life. After careful analysis of state data, the WVBE created professional learning goals to support educators and administrators in developing necessary knowledge and skills to direct student growth and achievement in their respective school districts.

Mission

The WVBE provides a framework for professional learning to guide counties in developing their plans and working toward improving educator knowledge and skills. The professional needs of the teacher, the needs of the school, and the needs of the student will be the foundational basis for all professional learning occurring within our schools, county offices, and other organizations, including state agencies and universities. As stated in the WVBE’s Policy 5500, the definition “professional learning” is “A comprehensive, sustained, coordinated, and collaborative approach to improving teachers’ and principals’ knowledge, skills, and effectiveness in raising student achievement.” Additionally, the United States Department of Education (USED) defines professional development as “activities that are an integral part of school and local educational agency strategies for providing educators with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging state academic standards; and are sustained (not stand-alone, 1-day, or short-term workshops), but include intensive, collaborative, job-embedded, data-driven, and classroom-focused learning opportunities.”

Educational Entity, Roles, and Responsibilities

Educational Entity	Roles	Responsibilities
WVDE	General Supervision and Support	<ul style="list-style-type: none"> • Institute a system for the coordination and delivery of high-quality professional development • Define professional learning goals • Delineate roles and responsibilities of state, county, and school levels for the delivery of high-quality professional development • Provide a document to counties to use as a guideline for developing professional learning
County	Delivery, Implementation, and Oversight	<ul style="list-style-type: none"> • Review and analyze classroom, school, and county accountability data • Define and address areas that must be a priority for school support to include personnel evaluation • Monitor, evaluate, and sustain a coordinated professional development plan • Track professional development and evaluate for results • Complete county-level professional learning plan within the West Virginia Support for Improving Professional Practice (WV SIPP)
School	Delivery, Implementation, and Oversight	<ul style="list-style-type: none"> • Implement school-based professional learning programs that address needs of students and staff • Utilize techniques, school schedules, time, and human, fiscal, and physical resources in a manner that enhances learning opportunities • Track professional growth and evaluate for results • Complete school-level professional learning plans within the WV SIPP

West Virginia's Professional Learning Goals

The WVDE is available to work with counties to improve educator practice and elevate student achievement. To ensure this outcome, the WVDE is available as a service provider to help plan, design, coordinate, and deliver high-quality professional learning experiences for West Virginia educators, resulting in improved student achievement. The goals of professional learning identified by the WVBE are to:

1. increase deep content knowledge and proficiency in designing and delivering standards-driven instruction and assessments to all Pre-K through 12th grade West Virginia educators;
2. increase the knowledge and skills of all Pre-K through third grade educators to deliver a comprehensive Pre-K through third grade approach to early childhood education that includes a balanced approach to early literacy and math;
3. establish and sustain effective collaborative learning teams in schools and counties to improve student achievement across West Virginia;
4. improve leadership competencies for principals and assistant principals to support high-quality teaching and learning;
5. utilize the educators' evaluation system as an important component of continuous educator development; and
6. expect counties to develop their own professional learning based on data and needs.

West Virginia Standards for High-Quality Schools

The West Virginia Standards for High Quality Schools provides the standards, the audience, and functions for county staff and schools as they begin to design their local high-quality professional learning. Each county has staff who are responsible for planning, facilitating, and sponsoring professional learning. The WVBE has approved West Virginia Standards for High Quality Schools that align with the Effective Schools Research – a nationally recognized body of highly respected and researched professional learning practices and standards - that has been found over time to improve educator and student success in American classrooms. These standards establish clear expectations for counties, schools, and educational agencies to design and implement high-quality professional learning (See Appendix C).

Local Flexibility

County Responsibility

At the county level, per W.Va. Code §18-21-1 and WVBE Policy 5500, counties are provided flexibility as they plan, design, coordinate, and deliver a professional and personalized learning plan that supports all educators and personnel in the delivery of high-quality educational programming as part of the county's Support for Improving Professional Practice (SIPP) and Strategic Plan. The professional and personalized learning plan must align with, be incorporated into, and complement the county's Strategic Plan.

Counties are invited to discuss with and seek support from WVDE staff to best determine their unique professional learning needs, including the intensity of the training, targeted audience(s), content, format, and speakers. Currently, many counties request help with a variety of professional learning topics from the WVDE. With the October 2018 revisions to WVBE Policy 5500, the WVDE reminds counties of the option to select the WVDE as a professional learning provider.

The county-level professional learning plan is developed through the Local Staff Development Council and is incorporated into the county Strategic Plan using data from:

- The county's Strategic Plan Needs Assessment
- ZOOM WV
- Early Warning System
- West Virginia Balanced Scorecard
- The county's professional learning plan and the West Virginia Support for Improving Professional Practice (WV SIPP)
- WVBE Policy 5310, Performance Evaluation of School Personnel
- Professional teaching standards
- Student data from the West Virginia Measures of Academic Progress
- Student data from the formative assessment process

Counties are encouraged to grow, recognize, and utilize their own teacher leaders as much as possible in the coordination and delivery of professional learning at the local level. General requirements for professional learning are found in W.Va. Code §18-2I-1.

Professional Learning Overview

A variety of definitions regarding professional learning and/or professional learning for educators exists within state systems of education. The professional needs of the teacher, the needs of the classroom, and the needs of the student should be the foundation for all professional learning occurring within our schools and systems, and other organizations who offer professional learning to include state agencies and universities.

As we move to county-led professional learning planning, each county plan will require a shift in beliefs and attitudes regarding how a county develops and “conducts” professional learning. The county focus emphasizes the intentional learning occurring within professional learning, not just seat time. This new approach to county-developed and county-led professional learning will have a fundamental impact on the process.

County-level flexibility will most likely change way counties think about, coordinate, implement, evaluate, and monitor/sustain cohesive professional learning. The future face of professional learning in West Virginia is locally developed, job-embedded, coordinated, collaborative, and focused on increasing knowledge/skills and student learning. The professional learning occurring within our schools/systems will be locally monitored and tracked, but most importantly, it will be evaluated based on improvements in teacher knowledge and ultimately student achievement.

Determining Professional Learning Needs/Actions

Considerations

Counties and schools are encouraged to utilize the following effective schools considerations when designing, planning, implementing, and monitoring professional learning:

- What data source(s) did we analyze and interpret to determine county professional learning needs?
- What do we know about how adults learn?
- How does research inform our designs for professional learning?
- How is this professional learning relevant to educators' daily work?
- Did we identify strengths and weaknesses as determined by the principals' evaluation of educators to guide our professional learning plan?
- Does the professional learning directly relate to the West Virginia Professional Teaching Standards (WVPTS) (<https://wvde.us/certification-and-professional-preparation/educator-preparation/professional-teaching-standards/>)?
- Is the professional learning consistent with the vision and goals of the county's professional learning program?
- Who is the audience for this professional learning?
- How will this professional learning experience address the identified learning need(s)?
- How will this professional learning experience lead to improvement in the teaching practice?
- How will this professional learning experience lead to improved student performance?
- Does this professional learning experience involve active learning processes?
- Is there room to incorporate vertical teams into this learning?
- Where do we seek to extend knowledge and practice?
 - » Content specific pedagogy?
 - » How students learn?
 - » Classroom management?
 - » Creating an effective classroom environment?
 - » Leadership?
- How can this professional learning be more collaborative? (When whole grade levels, schools, or departments are involved, there is a broader base of understanding and support at the school level.)
- What is our long-term plan for professional learning?
- Who is the local level person responsible for overseeing this professional learning?
- How can we support and sustain implementation of new skills and knowledge gained from this professional learning?
- How will this professional learning be sustained in a cohesive and coordinated way? (Consider how this professional learning will be articulated and sustained throughout the school year. Provide timelines, topics, person(s) responsible, data sources, target audiences, etc.)

Action Step: Utilizing the Support for Improving Professional Practice (WV SIPP) Plan

As of June 30 of each year, the county must provide its professional learning plan to the WVDE as part of the SIPP. The county will analyze school data, as well as review each school Strategic Plan Strategies and Actions Steps the school's Strategic Plan. Counties will review the individual school's Strategic Plan. The Strategic Plans are available on the WVDE website under <https://wvdegps.k12.wv.us/default.aspx?ccipSessionKey=636906043706588857>. Within the SIPP plan there are five required categories that are available for your articulation within your county plan. These five SIPP components are:

1. Induction of beginning teachers
2. Support for beginning teachers
3. Support for student teachers
4. Support for other staff
5. Professional learning

Creating an Engaging Instructional Environment

Infusing Educator and Student Engagement

A key goal of professional learning is to increase student engagement in the classroom. When counties ensure that educator professional learning is rich with strategies to engage students and teachers, the likely result is improved interaction, achievement, and attendance in the classroom.

Student engagement strategies are specific to the reimagining of professional learning for educators. Student motivation and ultimately student achievement are linked to student engagement. Educators encourage student engagement through designing learning that sparks students' curiosity and interests.

Educators are encouraged to reflect on the peak moments in their memories as students. Infusing high levels of engagement in daily classroom life will create similar moments for students. Infusing student engagement strategies into all professional learning opportunities is a critical component of reimagining professional learning. Student engagement speaks to the level of student motivation and ultimately student achievement. It is a complex process and requires more than just participating in the learning. When students are engaged in the learning process, they are engaged emotionally, behaviorally, and cognitively.

Educator engagement strategies include, but are not limited to:

- Intentionally designing the learning environment
- Maintaining early and frequent communication
- Identifying clear goals
- Cultivating a positive culture and climate in the classroom
- Building relationships (greet students daily, interact and honor students as individuals, value their opinions)
- Listening actively
- Practicing patience
- Effectively integrating technology into the classroom

- Incorporating movement
- Providing opportunities for student choice
- Encouraging creativity and thinking outside the box
- Providing opportunities for reflection
- Providing effective pacing to increase student engagement
- Engaging in effective questioning to increase student engagement

Student engagement strategies include, but are not limited to:

- Engaging in active and collaborative learning
- Participating in challenging academic activities
- Having strong and frequent communication with instructors
- Being involved in enriching educational experiences
- Taking ownership in the design, delivery, and assessment of their learning

The WVDE has student engagement strategies, as well as educator engagement strategies, available for counties to use in their county professional learning activities. In addition, the WVDE also can provide online or face-to-face trainings to address student engagement.

Differentiated Instruction

Effective Differentiation

Thoughtful, effective differentiation is at the center of creating an engaging instructional environment. Differentiated Instruction interweaves differentiation through content, processes, products, environments, and technology integration. This process is designed to engage all learners and to challenge all students to move beyond the state standards and local curriculum to think critically and generate new ideas.

Differentiating instruction includes more than simply tailoring materials and activities to different students. Differences in students' learning needs require a paradigm shift on the part of educators. Multiple methods for differentiating instruction are identified below.

- Content/Delivery
 - » Curriculum content
 - » State content standards
 - » Student choice
 - » Pre-assessment/post-assessment strategies
 - » Honoring all learning styles
 - » Whole group instruction
 - » Small group instruction
 - » Guided instruction
 - » Blended instruction
 - » Online instruction
- Higher-level Thinking Processes
 - » Open-ended questioning and research skills
 - » Scaffolding
 - » Critical reasoning skills
 - » Creative thinking skills
 - » Problem-solving skills

- Products
 - » Provision of challenge, variety, and choice
 - » Tangible products
 - » Reflective understanding
 - » Student expression of learning in multiple and varied ways
 - » A variety of assessments
- Environments
 - » Physical layout
 - » Classroom management
 - » Consistent routines and procedures
 - » Varied and flexible grouping
 - » Classroom climate
- Technology integration
 - » Collaboration
 - » Student-made tutorials
 - » Value-added lessons
 - » Efficient and effective student engagement
 - » Student choice for projects

Supporting a Network for Professional Learning (NPL)

What is the West Virginia Network for Professional Learning (NPL)

Continual professional growth is critical in educators' lives. By challenging themselves to be active, systematic learners, educators keep alive the spark that drew them to the profession, broadening and deepening their knowledge and experience.

Many avenues are available for educators to deepen their teaching practice and develop professionally throughout their careers. A variety of information is available from multiple resources, most specifically online tools. The learning environment has changed dramatically with the advancement of technology, and updating our understandings of this environment is crucial for optimal learning opportunities. The WVDE is developing a statewide Network for Professional Learning

Counties have the autonomy to determine which professional learning providers they prefer to use to meet their professional learning needs. Professional learning is available from a variety of providers, including state and national vendors, the private sector, and local and national experts. The WVDE is in the process of developing a statewide Network for Professional Learning (NPL) that has two components:

1. **Professional Learning Reimagined Repository:** The Professional Learning Reimagined Repository is an online tool that provides a listing of all the WVDE's professional learning options with a hover feature that will allow counties/schools to get descriptions, general information, and contact information for staff in other counties. See Appendix B for session descriptions. However, the Appendix B listing is not exhaustive, as unique professional learning opportunities can be developed in coordination with a county or counties based on need. Successful professional learning must be focused both on the learning and the learner by customizing and adapting professional learning that supports schools' specific needs.

The NPL is a professional learning system for counties selecting to use the programs, trainings, and services available through the WVDE. Please note that WVDE services are available for free. These programs, trainings, and services may be customized to best meet the needs of the county, as applicable.

Contact the appropriate WVDE staff member listed below to request, plan, customize, and deliver sustained professional learning that best meets the needs of the educators in your county.

Monica DellaMea,
Office of Early &
Elementary Learning
mdellamea@k12.wv.us

Joey Wiseman,
Office of Middle &
Secondary Learning
rjwisema@k12.wv.us

Dr. Vaughn Rhudy
Office of Assessment
vrhudy@k12.wv.us

Susan Beck
Office of Special Ed.
sbeck@k12.wv.us

Charlene Coburn
Office of Leadership &
System Support
ccoburn@k12.wv.us

2. **WV Master Educator Cadre:** A group of approximately 120 West Virginia educators will comprise the WV Master Educator Cadre to serve as professional learning providers for counties. Serving as extensions of the WVDE NPL, the individuals in the WV Master Teacher Cadre represent multiple content areas across the Pre-K through Grade 12 continuum and are available to contract with counties depending on their availability. This selection of master educators is another avenue to celebrate and recognize excellence in the West Virginia teaching field. For more information, contact one of the above listed staff members.

Operational Definitions

Asynchronous – Learning that is self-paced. Students complete the work at their own pace and on their own time.

At-a-Glance – A type of executive summary which gives the reader a shortened overview document in the form of a flyer or brochure of which more detailed information is available.

Coaches – Formally trained individuals who assist teachers in identifying problems, issues, or concerns. Through asking open-ended questions, active listening, and analyzing practice, coaching challenges and guides teachers to bring their own solutions to light. Coaching increases self-awareness and a sense of personal responsibility where the coach functions as a facilitator of self-directed learning.

Content-focused – Professional learning designed to increase teachers' content knowledge and content-specific pedagogy that will produce gains in teacher knowledge and impact student achievement.

Delivery Model – The avenue used to deliver instruction. Examples of delivery models include, but are not limited to, fully online, blended/hybrid, face-to-face, and Flipped Classroom.

- Fully Online – a type of delivery model in which all instruction is delivered in a digital context and may include synchronous or asynchronous instruction
- Blended/Hybrid – a type of delivery model in which part of the instruction is delivered in a digital context, often online, and part of the instruction is delivered face-to-face
- Face-to-Face – a type of delivery model in which all of the instruction is provided through lectures, presentations, demonstrations, seminars or other face-to-face activities
- Flipped Classroom – a type of blended delivery model in which instructional content, often in an online format, is delivered outside of the classroom followed by activities and practice in the classroom setting

Differentiated Instruction – Instruction and assessment that is personalized to students' needs. It is a framework for effective teaching which respects and addresses the classroom as a community of learners with a range of different ways to understand new information in terms of acquiring and processing content and constructing and making sense of knowledge. Teaching materials and assessments are designed to enable all students to succeed regardless of differences.

Early Childhood Educator – Any professional working in Early Learning and Development Programs, including but not limited to center-based and family child care providers, infant and toddler specialists, early intervention specialists and early childhood special educators, home visitors, related service providers, administrators, Head Start teachers, Early Head Start teachers, preschool and other teachers, teacher assistants, family service staff, and health coordinators.

Educator – All education professional and paraprofessional working in a participating school (as defined in this document), the including principal or other head of a school, teacher, other professional instructional staff (e.g., staff involved in curriculum development, staff development, or operating library, media and computer centers), pupil support services staff (e.g., guidance counselor, nurse, speech pathologist, etc.), other administrator (e.g., assistant principal, discipline specialist), and paraprofessional (e.g., assistant teacher, instructional aide).

Induction – The support and guidance provided to novice teachers in the early stages of their career. Components of induction include, but are not limited to, orientation to the workplace, socialization, mentoring, supervision, coaching, demonstration/modeling, and assessment.

Job Embedded – Teacher learning that is grounded in day-to-day teaching-practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning. In West Virginia, local and state resources, policies and procedures will focus on assisting each West Virginia schools with differentiating supports according to the schools need and level of performance to include implementation of school-based professional learning programs. However, these professional learning programs will employ a broad variety of techniques, school schedules, school time, and locations.

Mentoring – Professional learning approach for beginning teachers. It is one component of effective teacher induction. Mentoring provides a strong start for the new teacher and contributes to the professionalism of the experienced mentor.

Monitoring – The process, including peer monitoring and principal monitoring, to ensure continuous integration of newly learned professional learning strategies.

Professional Learning – The means by which educators obtain or refine knowledge, skills, or dispositions that enhance their practice and support student learning.

Programmatic Level – The grade range to which students are assigned including Early Learning Readiness (Pre-K-K), Early Learning Primary (Grades 1-2), Early Learning Intermediate (Grades 3-5), Middle School Level (Grades 6-8), and High School Level (Grades 9-12).

Social Emotional Learning (SEL) – An educational process for learning life skills integrated with other aspects of educational programming such as character education, restorative justice, peer mediation, bullying prevention, anger management, drug/alcohol prevention, violence prevention, school climate, ethical-decision making, harassment prevention, and positive behavior supports.

Student Engagement – The degree in which students are attentive, curious, interested, and passionate when they are learning or being taught. Student engagement affects motivation and student achievement.

Synchronous – Learning that occurs at the same time. Examples include face-to-face and online professional learning in which all educators are participating in the learning at the same time.

West Virginia Standards for High Quality Schools – A document that includes Standards, Audience, and Functions (See Appendix C).

Resources

A Guiding Framework for Teacher Induction Program Leaders

<https://newteachercenter.org/>

Cash, R.M. (2017). Advancing differentiation. Thinking and learning for the 21st Century

https://www.freespirit.com/files/original/Walkthrough_Checklist.pdf

Change the Odds by Strengthening New Teacher Induction

<https://jntp.org/blog/2016/10/31/change-odds-strengthening-new-teacher-induction/>

Mentoring for Teaching Effectiveness Overview

http://www.danielsongroup.org/wp-content/uploads/2017/07/Mentoring_Overview_20170718.pdf

Massachusetts Statewide Professional Development System

https://eecweb.eec.state.ma.us/docs1/20110127_eps_statewide_info.pdf

Mentoring New Teachers: A Fresh Look

<https://www.sreb.org/mentoring>

Mentor practices that focus on instruction and learning have greater impact on student achievement

<https://newteachercenter.org/news-story/mentor-practices-that-focus-on-instruction-and-learning-have-greater-impact-on-student-achievement/>

National Board for Professional Teaching Standards Teacher Career Continuum

<https://www.nbpts.org/teacher-career-continuum/>

Professional Learning for West Virginia Educators (5500)

<http://apps.sos.wv.gov/adlaw/csr/readfile.aspx?DocId=27403&Format=PDF>

Professional Learning in the Learning Profession: A Status Report on Teacher Development in the

United States and Abroad. <https://learningforward.org/docs/default-source/pdf/nsdcstudy2009.pdf>

State of New South Wales, Department of Education and Communities. (2015)

http://www.ssgt.nsw.edu.au/documents/3_content_pro_etal.pdf

Teacher Induction: Improving State Systems for Supporting New Teachers

<http://www.nasbe.org/project/teacher-induction/>

The Statewide Professional Development Framework

<http://www.nyscdn.com/uploads/2/6/7/2/26724123/spdfwinter2016update.pdf>

Using technology to fulfill the promise of the differentiated classroom. (n.d.)

http://idesignscreative.com/Resources/DIModule/DIModule_print.html

Warren, Carla A., "A Comparison of Professional Development Needs of Beginning Teachers in West

Virginia Schools" (2016) Theses, Dissertations and Capstones. 1013. <https://mds.marshall.edu/etd/1013>

What Matters Now: A New Compact for Teaching & Learning: NCTAF Commission Report Release

<https://nctaf.org/research/what-matters-now/>

Appendix A: Professional Learning Continuum

Effective professional learning is coordinated and works toward a cohesive, common vision that will affect educators and benefit students. The WVBE and WVDE seek to support educators in their career-long professional understandings for the pre-service educator through the educational leader.

Professional Learning Continuum	
Pre-Service Educator (Student Teacher/ Intern)	Novice Educator (0-3 Years of service)
<p>GOALS:</p> <ul style="list-style-type: none"> • Ensure that all pre-service educators graduate from postsecondary teacher preparation programs with the knowledge, skills, and dispositions necessary to be effective educators for all the students they will serve. • Build the content knowledge and teaching skills of entering teachers to a level of beginning proficiency. 	<p>GOALS:</p> <ul style="list-style-type: none"> • Ensure that every beginning teacher has access to a high-quality induction program designed not only to benefit the novice but also to support the professional learning of the experienced teacher serving as the mentor. • Build on preparation experience with robust mentoring and induction support to improve practice.
<p>RESEARCH-BASED BEST PRACTICES:</p> <ul style="list-style-type: none"> • Teacher-in-residency programs • Alternative certification routes • Teacher effectiveness research • Effective schools research 	<p>RESEARCH-BASED BEST PRACTICES:</p> <ul style="list-style-type: none"> • Multi-year support for new teachers • Teacher induction • High-quality mentoring using carefully selected and well-prepared mentors • Ongoing professional learning • Quality evaluation and feedback
<p>SELECTED ESSENTIAL UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • Pedagogy and foundations of child development • Classroom environments, schedules, and routines • Content knowledge based on certification(s) • Interpersonal skills • Strong communication skills • School effectiveness research and processes • Adverse Childhood Experiences (ACEs) and Trauma-informed Care/Teaching • Classroom management • Instructional strategies • Assessment types, strategies, and literacy • Reading and math literacy 	<p>SELECTED ESSENTIAL UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • Classroom management • Standards-focused instruction • Building a strategy bank • Problem solving and critical thinking • Adverse Childhood Experiences (ACEs) and Trauma-informed Care/Teaching • Instructional planning • Differentiating instruction • Assessment types, strategies, and literacy • Knowledge of content and pedagogy • Behavior management (preventative and restorative discipline)
<p>BUILDING PRE-SERVICE EDUCATOR LEADERSHIP</p> <ul style="list-style-type: none"> • Learner • Conference attendance • Participation in professional learning • Student internships • Participation in various academic, social, and service organizations on campus and in the community 	<p>BUILDING NOVICE EDUCATOR LEADERSHIP</p> <ul style="list-style-type: none"> • Learner • Develop expertise and hone skills • Participate in professional learning • Participate in school and county committees • Participate in Faculty Senate • Attend National Board Awareness sessions • Subscribe to professional publications • Read professional literature • Join professional organizations

ator effectiveness and student learning. Professional learning should be planned and organized to engage
 al growth. This continuum highlights the goals, research-based best practices, and selected essential

Professional Educator (3+ Years of service)	 Educational Leader (Continual Educator Development)
GOALS: <ul style="list-style-type: none"> • Ensure educators are gaining the skills and knowledge necessary to increase individual competency, enhance program quality, and improve outcomes for children. • Provide a system of support that allows educators to benefit from ongoing professional learning and growth through various systems including professional learning opportunities offered through local and state agencies. 	GOALS: <ul style="list-style-type: none"> • Ensure the development of educational leaders through a process of continual professional development. • Provide a system of support that allows educators to grow professionally so they can become leaders in their schools, counties, state, and profession.
RESEARCH-BASED BEST PRACTICES: <ul style="list-style-type: none"> • Sustained, standards-focused professional learning opportunities based on data-driven needs • Support for pursuit of opportunities for educator leadership and advanced studies • Support for pursuit of National Board Certification • Quality evaluation and feedback • Feedback to improve practice and improve student achievement 	RESEARCH-BASED BEST PRACTICES: <ul style="list-style-type: none"> • Sustained, standards-focused professional learning opportunities based on data-driven needs • Support for pursuit of administrative/ leadership opportunities • Support for pursuit of National Board Certification • Systematic analysis and adjustment of practices
SELECTED ESSENTIAL UNDERSTANDINGS: <ul style="list-style-type: none"> • Personalized learning for all • Analyzing and adjusting teaching strategies • National Board Certification • Continuous learner • Innovation • Reflective skills • Knowledge of content and pedagogy • Knowledge of students • Pursuing equity for all students • Supporting the whole child 	SELECTED ESSENTIAL UNDERSTANDINGS: <ul style="list-style-type: none"> • Becoming a teacher leader • Mentoring others • Being an instructional leader • Working with adult learners • Exhibiting strong communication skills • Working collaboratively • Knowledge of students • Pursuing equity for all students • Supporting the whole child
BUILDING PROFESSIONAL EDUCATOR LEADERSHIP <ul style="list-style-type: none"> • Attainment of advanced degrees • Learner • Instructional specialist • Curriculum specialist • Learning facilitator • Data coach • Candidate for National Board Certification • Member of professional organizations • Participant in educational recognition such as Teacher of the Year, etc. 	BUILDING EDUCATIONAL LEADER LEADERSHIP <ul style="list-style-type: none"> • Learner • Responsive provider • Classroom supporter • Mentor • School Leader • Catalyst for change • School, county, state and national level presenter • Pursue advanced degrees • Engage in professional organization leadership

Appendix B:

Selected WVDE Professional Learning Offerings for 2019

The table that follows provides the currently available professional learning options that counties/schools may select for implementation in their county/school based on data and needs. These options are iterative and will regularly be updated by WVDE staff.

Ultimately, the WVDE aims to create an interactive website where counties can shop for appropriate professional learning opportunities. This site will allow users to enter areas of interest into a “basket” for WVDE staff to contact the county to further discuss the needed service.

Pre-K through Grade 12	Delivery Mode	
WV math4life 2019 Summer Speaker Series	July 15, 2019 (Vienna, WV): Dr. Jo Boaler will conduct a hands-on workshop designed to assist teacher trainers with understanding and promoting mathematical mindsets and incorporate rich mathematics experiences in the classroom.	F
	July 16, 2019 (Flatwoods, WV); July 17, 2019 (Morgantown, WV); and July 23, 2019 (Huntington, WV): Dr. Richard M. Cash will conduct a hands-on workshop designed to assist teacher trainers with innovative ways of incorporating differentiation and critical thinking in the mathematics classroom as outlined in his book <i>Advancing Differentiation</i> . A copy of the book will be provided for all attendees.	F
	July 22, 2019 (South Charleston, WV): Weston Keischnick will inspire and challenge mathematics teachers to engage students in meaningful learning that blends research-based best practices with new innovations in technology and brain research to create classrooms rich in rigor, relevance, and student learning.	F
	July 18, 2019 (Beckley, WV) and July 19, 2019 (Morgantown, WV): Dr. Bill Daggett will present how to create and maintain an effective school climate and culture by addressing organizational leadership, instructional leadership, and teaching. These areas will be applied so districts can plan, lead, and sustain a positive climate and culture that results in improved student achievement in mathematics through increased rigor and relevance.	F
WV math4life Online Prof. Learning Opportunities: Mathematical Mindsets Online Course	The Mathematical Mindsets course introduces the latest in brain research, visual mathematics, making sense of problems, perseverance, productive group work, class discussions, constructing viable arguments and mathematical freedom.	O
Mentor Training	This training focuses on the knowledge, skills, and understandings for those who mentor new teachers.	F, B
Teacher Academy	This professional learning supports teachers using evidence-based materials and instructional strategies aligned to the WV Professional Teaching Standards that strengthen student and teacher learning.	F, B

Legend for delivery modes: F = Face-to-Face; O = Online; B = Blended

Classroom Management	This training focuses on key elements of classroom management including, but not limited to, organizing the classroom environment, managing student behaviors, implementing classroom procedures, establishing a culture for learning, understanding specific practices that improve student focus, developing a growth plan for learning in the classroom, and understanding the connection between classroom management and student achievement.	F
Differentiated Instruction	This training highlights brain basics that affect classrooms the most - attention, memory, emotions, and stress. Topics and strategies include differentiated instruction resources, accommodating the needs of all students, and pacing and planning tips.	F
Narrowing the Achievement Gap: Strategies to Support Under Resourced Students	This training is designed around the work of Ruby Payne and understanding the framework for poverty. Instruction will equip educators with a foundation of skills and practices that will lead to a career of classroom success expanding teachers' understanding of the impact of poverty on work habits, decision making, and learning (facilitated by members of the West Virginia Ruby Payne Cadre).	F
Creating a Trauma Sensitive School: Strategies to Help Educators Create Safe and Respectful Environments for all Students	This training assists adults in the school community to recognize and respond to those who have been impacted by traumatic stress. The goal is to provide tools to cope with extreme situations while building an underlying culture of respect and support. This session is built around the ACEs Research Study, which indicates that negative childhood experiences have a tremendous impact on future lifelong health and opportunity. Trauma-sensitive education benefits all students.	F
National Board Support	This in-depth professional learning allows participants to review and better understand the complete National Board standards and process. Support is structured and sustained throughout the National Board cycle year.	F
Coaching for School Improvement	This SREB Leadership Module is designed for external coaches focused on school improvement working with school teams within the larger context of the school to raise student achievement (facilitated by SREB trained facilitators).	F
West Virginia College- and Career-Readiness Standards	By grade level or programmatic level, this capacity-building, standards-focused professional learning supports classroom instruction in the areas of English language arts, mathematics, social studies, science, the arts, wellness, and/or the dispositions and standards for student success.	F, B, O
Lexiles and Quantiles	This training focuses on using Lexiles and Quantiles to inform classroom instruction.	F
eLearning Coursework	Professional and personalized online learning for educators focusing on areas applicable to Pre-K-Grade 12.	O
Mathematical Habits of Mind	This training helps participants learn how to organize instruction around the mathematical habits of mind to close the gap between what the users and makers of mathematics do and what they say. Mathematical Habits of Mind engage students in the process of creating, inventing, conjecturing, and experimenting.	F
Formative Assessment Process Toolkit	This training focuses on using the formative assessment process to personalize instruction for diverse students through each stage of instruction. Resources will be shared to support application of the formative assessment process in the classroom.	F

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Lesson Study	This training provides participants guidance on using Lesson Study as a form of classroom inquiry in which teachers collaboratively plan, teach, observe, revise, and share the results of a single class lesson.	F
Performance Tasks	This training provides participants guidance on using performance tasks as learning activities or assessments that ask students to demonstrate their knowledge, understanding, and proficiency. Participants will examine the formative assessment process through the lens of performance tasks aligned to WV College- and Career-Readiness Standards.	F
Physical Activity	This hands-on training gives teachers the skills to integrate physical activity into the school day across all content areas and grade levels.	F
Diversity and Multicultural Education	This global competence training includes the use of knowledge and skills to investigate the world beyond our immediate environment, recognize our own and others' perspectives, communicate ideas effectively with diverse audiences, and translate ideas into appropriate actions. Diversity and Multicultural Education programs must be developed and implemented to foster an environment of respect of individuals from a variety of cultural, ethnic, racial, and religious backgrounds.	F
Wellness Education Training	This training takes a dive into the two strands of Wellness Education -- Health Education and Physical Education. This training can be catered to the needs of the county or the school to address the integration of the two strands as well and the individual requirements of each strand. A county may also request training on high school integrated Physical Education.	F
Specific to Pre-K through Grade 5		Delivery Mode
Kindergarten Classroom System of Support	This professional learning is designed to assist counties with developmentally appropriate implementation of their kindergarten programming. A focus on environments, content integration, and higher-level thinking are key components of this series.	B
Early- & Elementary-Focused Coaching Academy	This professional learning is open to those who serve in coaching roles in the early and elementary grades. Three meetings will take place throughout the school year. During each meeting, half the day is focused on fundamentals of coaching, and the second half of the day is focused on coaching using a lens of either ELA or mathematics.	F
Number Talks Professional Learning for Pre-K – Grade 5 Educators	Number Talks is a process that builds foundations of number sense with students. This process will be demonstrated and studied during a series of half day trainings at various locations statewide. All participants will receive the Number Talks book as part of the professional learning.	F
Online PLC Series: Balancing Conceptual Development and Procedural Fluency in Elementary Mathematics	This online PLC series (4 meetings total will be recorded and available on the website) will assist elementary educators as they find the appropriate, standards-focused balance between teaching conceptually versus procedurally.	B, O
WVDE Elementary Pre-K–Grade 5 Online Math Modules	Online professional learning math modules for grades PK-5 will become available May 1, 2019. Each module is designed to be completed over a two-week period.	O
Grades 3-5 Writing Academy	This professional learning takes educators through the process of recognizing and integrating fundamentals of the writing process to support students in the indicated grades.	F

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Specific to Grades 6-12		Delivery Mode
WVDE Algebra I Online Modules (Part 1)	Algebra I content-booster modules will be provided to assist individuals who have completed an Algebra Practice Praxis test and who have determined then need for extra practice and assistance prior to completing the Algebra I Practice (5162) test.	O
Writing in the Content Area	This training provides participants with tools to help students build writing proficiency in various content areas.	F,B
Personalized Education Plans (PEP)	This training will show participants how to utilize the Personalized Education Plan for instructional planning and student goal setting.	F,B
Virtual School	This training guides administrators and teachers in utilizing virtual instruction through the West Virginia Virtual School or their own full-time county virtual program.	B
Advanced Placement	Fall and summer institutes are designed to help current, new, beginning, and future AP® teachers plan and implement more effective AP® Programs in their schools (facilitated by College Board-trained instructors).	F
Middle School Teaming	This training focuses on middle school teaming and practices. In exemplary middle level schools, teachers who work together on a team design and operate much of the program, collaborating across teaching specialties and sharing responsibility for literacy development, advocacy, and student life. They take advantage of opportunities to vary the use of time, space, staff, and grouping arrangements to achieve success for every student.	F
Specific to Assessment		Delivery Mode
Content pending		
Specific to Special Education		Delivery Mode
Content pending		
Specific to Technology Integration and Support		Delivery Mode
Content pending		
Specific to eLearning Coursework*		Delivery Mode
Content pending		
Specific to the Office of Leadership & Support		Delivery Mode
Creating High-Functioning PLCs	This half-day training focuses on structures, characteristics, purpose, norms, and roles of an effective Professional Learning Community.	
Educator Evaluation System (EES)	This training gives an overview of the EES Requirements (Policy 5310) while focusing on Focus Support and Corrective Action Plans.	
Specific to the Office of Leadership & Support, Office of Early & Elementary Learning, and Office of Middle and Secondary Learning		Delivery Mode
Creating High-Functioning PLCs	This half-day training focuses on structures, characteristics, purpose, norms, and roles of an effective Professional Learning Community.	
Educator Evaluation System (EES)	This training gives an overview of the EES Requirements (Policy 5310) while focusing on Focus Support and Corrective Action Plans.	

*Individuals seeking online coursework may visit <https://wvde.state.wv.us/elearning/>

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Appendix C

West Virginia Standards for Effective Schools

1. Clear and Focused Mission

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

Key Concepts

- A culture of ownership for student success is pervasive.
 - Shared beliefs and values are evident.
 - Commitment to a shared vision is present.
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2. Instructional Leadership

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

Key Concepts

- Principal ensures implementation of high yield instructional strategies.
 - Staff lead and assume responsibility for overall academic success.
 - Students are engaged in age-appropriate leadership opportunities.
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3. High Expectations for Success

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

Key Concepts

- Staff believe in and demonstrate their ability to successfully teach all students.
 - Staff believe all students can and will obtain mastery.
 - Responses and adjustments occur to assure mastery when some students do not learn, or have already mastered the concept.
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4. Positive and Safe Environment

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

Key Concepts

- Collaboration and cooperation are pervasive among staff and students.
 - Appropriate behavior is expected and supported.
 - Student diversity is embraced and respected.
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5. Equitable Opportunities to Learn and Effective Instruction

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

Key Concepts

- Instructional time is utilized efficiently and effectively.
 - Instructional activities are rigorous and aligned to student interest and State Standards.
 - Feedback is timely, ongoing, and supports individual student growth.
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6. Frequent Monitoring of Student Progress

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

Key Concepts

- Formative assessment processes are utilized to measure student performance.
- Student performance is used to guide instructional decisions.
- Teacher monitors student progress toward established instructional goals.

7. Family and Community Partnerships

Definition: *Purposeful relationships exist between families, community, and the school*

Key Concepts

- The school community fosters shared responsibility for student success.
 - Community understands and supports the school's mission.
 - Partnerships exist between school and community to support academic, social-emotional, and physical needs.
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