



POLICY 2510
Foundations for High-Quality
Middle School Level Programming
Best Practices
(Grades 6-8)

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Middle School

Foundations for High Quality Developmentally Appropriate Middle School Programming (Grades 6-8)

Middle School Programming builds on the results of early childhood education and transitions students into the high school program. Successful middle school programs are characterized by a culture that is inviting, inclusive, and supportive of all. Significant academic learning experiences, characterized by rigorous content, vigorous instruction, and high expectations for all learners within a developmentally appropriate, safe, and supportive school, are the norm. The middle school experience is challenging, exploratory, integrative, and relevant. Middle school educators use multiple learning and teaching approaches resulting in authentic engagement in active, purposeful learning. Students learn to understand important concepts, develop essential skills, and apply what they learn to real-world problems. The environment and culture of middle school should lead to every student having at least one trusted adult advocate who is familiar with the student's academic development and personal goals. The creation of this learning community of both adults and students produces a stable and mutually respectful relationship that supports the students' personal, intellectual, ethical, and social growth.

The programs of study will be taught by a team of qualified teachers. A diverse set of developmentally appropriate instructional strategies will scaffold students to mastery and beyond of the grade level content standards. The principal and a team of teachers will determine an adequate amount of time necessary to achieve mastery of the approved content standards for each course and effectively address the academic needs of all students in the literacy skills of reading, writing, speaking and listening, and language in all content areas.

Guidance

Middle school should provide an opportunity for all students to acquire a thorough understanding of knowledge, critical thinking and problem solving skills as articulated within the approved content standards and objectives. Every student must have the support and time required to close the gap between current academic performance and grade level expectations. It is imperative that an atmosphere of high expectations for all students across all content areas be created.

English Language Arts

Guidance

Policy 2510 does not identify reading as a standalone core subject. English language arts is comprised of four domains: reading, writing, speaking/listening and language. Integration of these four areas develops students' language facility as a whole. Research indicates learning the English language is a developmental process which is not segregated into four clear-cut sections; instead, research points toward interrelation of the four areas previously listed. In order to be active participants in a literate world, students must be able to see and understand connections between reading, writing, speaking/listening, and language. Integrating skills from the four domains of English language arts leads to classroom activities that allow for well-rounded development and progress in all areas of language learning. Integrated instruction provides meaningful learning experiences and allows students multiple opportunities to apply the skills they are developing.

Below are some of the options districts may use to provide additional support for reading:

Designate County-Level ELA Standards-Based Courses for WVEIS Grading

Counties who wish to include standard-specific ELA reporting for report cards now have the option to do so via the establishment of county-level ELA course codes. The following course codes may be utilized at the county's discretion:

LANG: Language

WRIT: Writing

READ: Reading

SPLI: Speaking and Listening

Should a district elect to designate the specific course codes indicated above, teachers will still need to enter a grade for ELA that is inclusive of all four of the above components.

Utilize a Team Teaching/Collaborative Approach

Counties may elect to utilize an English Language Arts Teacher and a Reading Teacher in a team teaching approach. The two teachers would collaborate to ensure that all students have an opportunity to master all standards through an integrated literacy approach.

Elective course codes for Reading and Developmental Reading still exist in grades 6-8. These elective courses can be utilized for **Enrichment/Re-teaching**. These are optional elective courses only.

Resources

Langer, J.A. with Close, E., Angelis, J., and Preller, P. (2000). Guidelines for Teaching Middle and High School Students to Read and Write Well: Six Features of Effective Instruction. Retrieved from <http://www.adlit.org/article/19907/>

Raphael, T.E. & Hiebert, E.H., (2013). Creating an integrated approach to literacy instruction. (reprint of 1996 edition) Santa Cruz: TextProject, Inc. Retrieved from <http://textproject.org/assets/library/resources/Raphael-Hiebert-1996-Creating-an-Integrated-Approach-to-Literacy-Instruction.pdf>

Sabin, D. (2018). The four principles of middle school ELA engagement. Retrieved from <https://literacyworldwide.org/blog%2Fliteracy-daily%2F2018%2F08%2F14%2Fthe-four-principles-of-middle-school-ela-engagement>.

Walsh Dolan, M. (1985). Integrating listening, speaking, reading, and writing in the classroom. Language Arts Journal of Michigan, 1(1), 6-12. Retrieved from <http://scholarworks.gvsu.edu/cgi/viewcontent.cgi?article=1769&context=lajm>

Mathematics

Content Areas	Required Courses	Additional Information
Mathematics	Math 6 Math 7 Math 8	Math 8 Substitutions: High School Algebra I for 8th Graders High School Math I for 8th Graders

Guidance

Accelerating High School Mathematics Courses

The adoption of the West Virginia College- and Career-Readiness Standards provides an additional opportunity to reconsider practices of accelerating high school mathematics to the middle school. It is strongly recommended that districts systematically consider the full range of issues related to accelerating high school mathematics courses at middle level grades. Districts should not be rushed or pressured into decisions and should develop a plan along with representative stakeholders, including parents, middle and high school teachers, counselors, and mathematics leaders.

Discussions and decision-making regarding accelerating high school mathematics to the middle school should include three areas of consideration:

- the increased rigor of the grade 8 mathematics standards;
- options for high school pathways that accelerate starting in grade 9 to allow students to reach advanced mathematics courses such as Calculus by grade 12; and
- the offering of high school mathematics in middle school to students for which it is appropriate.

Increased Rigor of Grade 8 Content Standards for Mathematics

Success in the introductory high school mathematics course for either the Integrated Pathway or the Traditional Pathway is crucial to students' overall academic success and their continued interest and engagement in mathematics. In the past, based on perceived redundancies in content standards during the middle grades, districts had increasingly offered the former Algebra I course in 8th grade to enhance rigor. The current K-8 content standards, however, represent a tight progression of skills and knowledge that is inherently rigorous and designed to provide a strong foundation for success in the more advanced introductory high school mathematics course, High School Mathematics I or High School Algebra I.

The West Virginia College-and Career-Readiness Standards for Mathematics – Grade 8 are of significantly higher rigor and more coherent than traditional grade 8 mathematics standards. The content standards address the foundations of algebra by including content that had been part of previous Algebra I courses, such as more in-depth study of linear relationships and equations, a more formal treatment of functions, and the exploration of irrational numbers. Geometry standards relate geometry to algebra in a way that was not traditionally explored. In addition, the statistics standards are more sophisticated than those traditionally included in middle school and connect linear relations with the representation of bivariate data. The West Virginia College-and Career-Readiness Standards for Grade 8 address more algebra topics than were traditionally found in grade 8 standards.

The High School Mathematics I course and the High School Algebra I course build on the grade 8 standards and are correspondingly more advanced than previous Algebra I courses. Because many of the topics traditionally included in previous Algebra I courses are in the current grade 8 content standards, High School Mathematics I and High School Algebra I courses start with more advanced topics and includes more in depth work with linear functions, exponential functions and relationships, and the previous high school content standards in statistics.

The selection and placement of students into accelerated opportunities must be done carefully in order to ensure success. It is recommended that placement decisions be made based upon a set of criteria including a readiness assessment to be reviewed by a team of stakeholders that includes teachers and instructional leadership.

High School Mathematics in Middle School

6.4.a.2. Any student who successfully completes a high school level course (one meeting the high school approved content standards and taught by a content-certified teacher) prior to grade 9 shall receive full credit for that course toward graduation requirements. The student's permanent record for grades 9-12 shall indicate completion of the courses. The grade for any credit-bearing course taken prior to grade 9 becomes part of the student's permanent record and is calculated in the student's grade point average (GPA).

Students who have demonstrated the ability to meet the full expectations of the content standards quickly should, of course, be encouraged to do so. There are a variety of ways and opportunities for students to advance to mathematics courses. Districts are encouraged to work with their mathematics leadership, teachers, and curriculum coordinators to design an accelerated pathway that best meet the needs of their students. For those students ready to move at a more accelerated pace, one recommended method is to compress the standards for any three consecutive grades and/or courses into an accelerated two-year pathway. Content standards for High School Algebra I for 8th Graders and for High School Math I for 8th Graders, the two courses identified in Policy 2510 as Math 8 Substitutions, were created to support compressing the middle school mathematics standards. Students who follow a compacted pathway will be undertaking advanced work at an accelerated pace. This creates a challenge for these students as well as their teachers, who will be teaching within a compressed timeframe the 8th grade content standards and the High School Mathematics I or High School Algebra I content standards that are significantly more rigorous than in the past. The West Virginia College- and Career-Readiness Standards for Mathematics in grades 6-8 are coherent, rigorous, and non-redundant, so the offering of high school coursework in middle school to students for whom it is appropriate requires careful planning to ensure that all content and practice standards are fully addressed (no omitting of critical middle school content). Compacted pathways in which the content standards from Grade 7, Grade 8, and the High School Mathematics I or the High School Algebra I courses could be compressed into an accelerated pathway for students in grades 7 and 8, allow students to enter the High School Mathematics II or the High School Geometry course in grade 9.

Science

Guidance

The Three-Dimensional Learning of the science standards provides opportunities for students to actively and purposefully engage with science and engineering practices and apply the crosscutting concepts to deepen their understanding of science phenomena across science disciplines. The limited number of topics in each grade level allows time for students to be immersed in experiential learning as Life Science, Physical Science, and Earth and Space Science are taught in each grade level. Human Impact is taught also in each middle school science course prompting students to consider how Earth's surface processes and human activities affect each other.

Where science objectives align to other content areas, thematic instruction will make lessons relevant to real-life experiences, provide connections among various curricular disciplines, reinforce basic skills and content, and provide opportunities for higher-level thinking.

Research indicates extending the instruction beyond the classroom to the community and the environment has led to a number of positive impacts, from improving academic performance, to enhancing critical thinking skills, to developing personal growth and life-building skills including confidence, autonomy, and leadership. In addition, several studies showed that environmental education increased civic engagement and positive environmental behaviors.

Engineering Design is integrated throughout the content as students solve problems within the constraints they are given. Additionally, educators may choose to teach Engineering Design separate from the other science topics to address computer science, robotics, or other technological process used for solving problems.

Resources

eeWORKS K-12 Students: Executive Summary & Key Findings <https://naaee.org/eeopro/resources/eeworks-k-12-students-executive-summary>

Monitoring progress toward successful K-12 STEM education: A nation advancing? http://www.nap.edu/download.php?record_id=13509

West Virginia Science Teachers Association, <https://wvsta.org/>

National Science Teachers Association, <http://www.nsta.org/>

Career Exploration

Career exploration engages middle school students at a time when they are at a higher risk for disengaging from learning due to challenges in forming identity, coping with puberty and navigating new environments. It also capitalizes on their developing abilities to think abstractly and their preferences for teamwork and active learning through relevant real-life scenarios. These preferences make middle school a natural time for students to learn about careers and develop skills such as problem solving, critical thinking, and teamwork through career exploration activities.

16 Career Clusters:

- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Arts, Audio/Video Technology, and Communications
- Business, Management, and Administration
- Education and Training
- Finance
- Government and Public Administration
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections, and Security
- Manufacturing
- Marketing, Sales, and Service
- Science, Technology, Engineering, and Mathematics
- Transportation, Distribution, and Logistics

Modules and resources will be created for each career cluster that will provide teachers with tools for student exploration of future possibilities. Each module will include:

- Lexile and Quantile Growth Planner
- Lexile Career Database
- Lesson Plans
- Resources for Teachers
- Guest speaker Suggestions
- Field Trip Suggestions
- Connections to mini-courses for students
- Connection to requirements for the PEP

Guidance

Career exploration should be an ongoing process that is multifaceted occurring continuously throughout grades 6-8. Career exploration may be integrated throughout the middle school experience or taught as separate courses in grades 6, 7, and 8. Beginning July 2021, counties will implement a structured, comprehensive career exploration middle school experience. Schools should use a variety of methods (course integration, online exploratory, community professionals, career days, etc.) and multiple resources to expose students to career opportunities. The WVDE is developing career exploration modules aligned with the 16 career clusters which counties may choose to use. Counties

may also utilize, but are not limited to, the following additional free West Virginia specific resources aligned with the 16 career clusters: CTE Webpages, WIN career readiness system, CFWV, My State My Life, and West Virginia Strategic Compass. To request and Strategic Compass support, contact the WVDE CTE office. To request staff training for CFWV contact HEPC.

The comprehensive Career Exploration middle school experience implemented by July 1, 2021 may include but it is not limited to Career Technical Education (CTE) Foundational Courses, stand-alone Career Exploration Courses and mini courses (e.g. Home Economics, Home Repair, Robotics, etc.), field trips, guest speakers, and career mentors.

CTE Foundational Courses

Schools are encouraged to offer CTE foundation courses to promote middle school career exploration in their areas of interest.

Exploration in Agriculture

Exploring Business, Marketing & Entrepreneurship (5-8)

Parenting & Strong Families (8-12)

Base Life Basics

Business Preparation (5-8)

Keyboarding (5-12)

Gateway - Automation and Robotics (AR) Middle School

Gateway - Design and Modeling (DM) Middle School

Gateway - Energy & the Environment (EE) Middle School

Gateway - Flight and Space (FS) Middle School

Gateway - Green Architecture (GA) Middle School

Gateway - Magic of Electrons (ME) Middle School

Gateway - Science of Technology (ST) Middle School

Gateway - Medical Detectives (MD) Middle School

Gateway – Computer Science 1 (CS1) Middle School

Gateway – Computer Science 2 (CS2) Middle School

Exploring Technology Education 6th Grade

Exploring Technology Education 7th Grade

Exploring Technology Education 8th Grade

Exploring Technology Education 9th Grade

Touring West Virginia (5-12)

Additional resources:

- CFWV <https://secure.cfwv.com/>
- My Strategic Compass <https://www.winlearning.com/mystrategic-compass>
- eDynamic Learning Career <https://edynamiclearning.com/>
- ACTE = Career Cruising <https://www.acteonline.org/career-exploration-in-middle-school-setting-students-on-the-path-to-success/>

Computer Science

Subject	Graduation Requirements	Personalized Course Options
Computer Science Note: Integrated Technology and Computer Science will be delivered within all content areas	Integrated Technology and Computer Science 68 Discovering Computer Science or a county-created computer science course	Students will be provided regular opportunities within the context of other coursework to master the 6-8 grade-band standards set forth in W. Va. 126CSR44N, Policy 2520.14, West Virginia College- and Career-Readiness Standards for Technology and Computer Science (Policy 2520.14). Students will be provided sufficient opportunities in digital literacy, computer science and technology skills to meet the 6-8 grade-band standards by the end of 8th grade.

Guidance

Technology is integrated throughout 6-8 classroom experiences as a tool to facilitate the learning process. Technology-infused activities should, if possible, extend the learning environment beyond the normal school day or setting and extend the development of digital citizenship skills in students.

All students should have access to high-quality computer science opportunities. This can be as an independent, integrated, standalone semester, year-long course, or on a rotation each year.

Computer science is integrated throughout 6-8 classroom experiences as a tool to develop computational thinking, networking, data analysis, programming, and the societal impacts of computing.

Please refer to the Course Code Manual, which is updated on a regular basis.

<https://wveis.k12.wv.us/wveis2004/support.htm>

Resources

Code.org, Computer Science Discoveries <https://code.org/educate/curriculum/high-school>

Apple Education. Everyone Can Code <https://www.apple.com/education/teaching-code/>

Girls Who Code <https://girlswhocode.com/>

Microsoft Make Code <https://www.microsoft.com/en-us/makecode/resources>

Microsoft Educator Center <https://education.microsoft.com/en-us/courses>

Google CS First. <https://www.cs-first.com/en/home>

CompuScholar. Teaching Tomorrow's Technology. <http://www.compucholar.com/schools/courses/overview/>

Microsoft. Digital Literacy <https://www.microsoft.com/en-us/digitalliteracy/home>

Music and Visual Art

Guidance

All students in grades 6-8 will be offered music and visual art. They will be offered with frequency sufficient to achieve mastery of the West Virginia approved content standards for those areas and meet the needs of children. Local school districts will decide appropriate music course substitutions and the scheduling of arts courses in accordance to the needs of their respective schools and available resources.

The standards for Middle School Visual Art and Music are arranged in grade bands. There will be one set of 6-8 standards for Music and another set for Visual Art. Counties have the flexibility to divide the grade band standards and offer Visual Art and Music each year of middle school or they may choose to utilize the grade band standards together and offer each course once during grades 6-8. For example, they may offer Art to all 7th graders and then Music to all 8th graders. The individual grade course codes will remain for both areas with an addition of a course code for Middle School Music and one for Middle School Art if counties choose to offer one course that addresses the middle school standards for each area.

Resources

The Kennedy Center, <http://artsedge.kennedy-center.org/educators/standards.aspx>

National Coalition of Core Arts Standards (2014), <http://nationalartsstandards.org>

Wellness Education

Subject	Graduation Requirements	Personalized Course Options
<p>Wellness Education</p> <p>Note: Schools not having the number of certified physical teachers or required physical setting may develop alternate programs that will enable current staff and physical settings to be used to meet the physical education requirements. Alternate programs shall be submitted to the WVDE for approval.</p>	<p>Wellness Education 6 or PE 6 and Health 6</p> <p>Wellness Education 7 or PE 7 and Health 7</p> <p>Wellness Education 8 or PE 8 and Health 8</p>	<p>Wellness education includes both physical education and health standards that must be taught towards mastery each year in grades 6-8. Physical education, including physical exercise and age appropriate physical activities, must be taught at least one full period of each school day of one semester of the school year (W. Va. Code §18-2-7a). At least 50 percent of class time for physical education will be spent in moderate to vigorous-intensity physical activity.</p> <p>Physical Activity: Opportunities will be provided for an additional 30 minutes of moderate to vigorous integrated physical activity daily to keep students physically active throughout the school year.</p>

Guidance

The principal and a team of teachers will determine an adequate amount of time necessary to achieve mastery of the approved content standards for Wellness Education.

The middle school standards for Physical Education and Health Education are combined into one set of standards titled Wellness Education; however, the separate strands of both Physical Education and Health Education will remain in the policy. Counties will have the option to schedule the course as separate Health and PE courses or schedule it as one Wellness Education course. The Wellness Education course codes can be located in the Course Code Manual.

Alternate Physical Education Plan Guidance

For those schools that do not have the number of certified physical education teachers or required physical setting to meet the physical education time requirements Alternate Physical Education Plans must be developed. Alternate Physical Education Plans shall be submitted to WVDE using WVEIS WOW. ALT PE for approval. For more information contact Josh Grant, PE/Health Coordinator at jgrant@k12.wv.us.

Body Mass Index Assessment Guidance

Physical Education Teachers conducting Body Mass Index (BMI) assessments should adhere to all safeguards to minimize potential harms and maximize benefits by establishing a safe and supportive environment for all students. Adequate time should be allowed for screening to ensure appropriate assessment, confidentiality and individual privacy. Proper notification should be given to parents to allow BMI calculation by the student's health care provider if they so choose. Utilization of the school nurse is also an acceptable practice. Confidentiality is key when reporting this information for FitnessGram® administration and reporting purposes. For more information contact Josh Grant, PE/ Health Coordinator at jgrant@k12.wv.us.

Physical Activity

Guidance

Middle schools should recognize that healthy lifestyle and academic success are tightly interwoven. Therefore, schools should promote wellness activities that extend beyond the course requirements for physical education and health. This may be accomplished through programs that focus on skill development, sportsmanship and teamwork. Opportunities will be provided for 30 minutes of moderate to vigorous integrated physical activity daily to keep middle grades students physically active throughout the school year.

Policy 2510 recognizes that physical activity and academic success are interwoven. Middle schools should promote a culture of physical activity that extends beyond Physical Education course requirements and increase physical activity opportunities for all students. Content specific area teachers including the Arts should look for opportunities that integrate physical activity into their lesson plans to address academic concepts and provide opportunities for energizers and other brain and body boosting activities. Middle Schools should look for opportunities to create and foster a positive culture of physical activity. Some examples of programs that promote a positive culture of physical activity may include but are not limited to before school physical activity offerings, intramurals, physically active academic lessons and after-school physical activity offerings.

World Languages

Subject	Graduation Requirements	Personalized Course Options
World Languages	World Language 7 World Language 8	A course in the same world language will be offered for students in grade 7 and grade 8. Offering a world language in grade 6 is encouraged. Counties may offer a high school credit-bearing world language course in place of World Language grade 7 and grade 8.

Guidance

The teaching of a world language in grade 6 is encouraged. A course in the same language will be offered for students in grade 7 and 8 with the following options:

- an exploratory course in grades 7 and 8
- a short-term exploratory course in grade 7 followed by a full course in grade 8

Counties which offer world language as a high school credit have the following options:

- a course in grade 7 which addresses half of the standards for Level I (IA) followed by a course in grade 8 that completes the remaining standards for Level I (IB)
- a stand-alone grade 8 course that fulfills all Level I standards

NOTE: Any student who successfully completes a high school level course (one meeting the high school approved content standards and taught by a content-certified teacher) prior to grade 9 shall receive full credit for that course toward graduation requirements. The grade for any credit-bearing course taken prior to grade 9 becomes part of the student’s permanent record and is calculated in the student’s grade point average (GPA).

Implementation of the world language should model best practices and promote positive proficiency outcomes. The College- and Career-Readiness Standards for World Languages make clear that the primary goal of all world language study must be communicative proficiency. In order to achieve this, the focus in the classroom must shift from the traditional **teaching about** the language to **learning to spontaneously create** with the language. Students must have ample opportunity within and beyond the classroom setting to hear and read the language, as well as to interact and present with it.

The culture(s) of the target language should not be treated as isolated factoids. The language and the culture should be inseparable. Culture should be introduced daily through the language. Students should not only know about the culture, but more importantly, how to behave appropriately in cultural situations.

The National Association of District Supervisors of Foreign Languages (NADSFL) and other leading experts in the field of world languages identify the following characteristics as promoting proficiency in an effective world language classroom:

- The program cultivates globally competent students through the intentional development of learning pathways that will allow students to acquire linguistic and cultural competencies.
- The curriculum should be standards-based and focused on developing proficiency in the target language. Thematic unit curricula provide scaffolded student learning experiences and opportunities to interact with authentic sources.
- The overall language competency of the learner is measured through performance-based tasks that evaluate how well students communicate in a variety of formative and summative performance tasks.
- The program recognizes that effective teachers are the most important factor contributing to student achievement.
- The classroom is student-centered, and instruction focuses on meaningful communication.
- The target language is the medium of instruction. The teacher uses the target language a minimum of 90% of the time.
- Students acquire language through authentic cultural contexts.
- Students use language to reinforce core content.
- Students experience the language for listening, speaking, reading, and writing.
- Students participate in learning activities which vary in length, content, and format.
- Students use language individually, in paired groups, in small groups, and in whole-class instruction.
- Language acquisition is facilitated through the teacher's use of visuals, gestures, pictures, manipulatives, and technologies.
- Students have the opportunity to self-assess their language competencies and cultural interactions.

Students in the world language classroom should monitor their progress and set their own language goals through a powerful tool, Personalized Learning Powered by Linguafolio®. Linguafolio® is a formative, portfolio assessment that allows students to document their learning as they move towards language proficiency. West Virginia has its own online LinguaFolio® platform which can be utilized by any student in the West Virginia public school system. Linguafolio® is available by logging on to Webtop and accessing student tools.

Students at the middle school level should be aware of the West Virginia Seal of Biliteracy. This nationally recognized award for students who demonstrate proficiency in two or more languages is noted on the student's transcript at graduation. Students who are interested in achieving this recognition should consider the study of the target language throughout their high school years.

Resources

Boix-Mansilla, V. & Jackson, A. (2011). Educating for global competence: Preparing our youth to engage the world. Retrieved from <http://asiasociety.org/files/book-globalcompetence.pdf>

Can-Do Statements. (n.d.) Retrieved from <https://ncssfl.org/linguafolio2020/2017-can-do-statements/>

Classroom Activities Collection. (n.d.) Retrieved from <http://teach.nflc.umd.edu/startalk/classroom-activities>

Couet, R., Duncan, G. W., Eddy, J., Met, M., Smith, M. J., Still, M., & Tollefson, A. Starting with the end in mind: Planning and evaluating highly successful foreign language programs. (n.d.). http://assets.pearsonschool.com/asset_mgr/current/201136/EndinMind_Bro_32201_1.pdf

Jensen, J. & Sandrock, P. (2007). The essentials of world languages, grades K-12: effective curriculum, instruction, and assessment. ASCD.

Personal Learning Powered by Linguafolio®. (n.d.) Retrieved from <https://ncssf.org/linguafolio2020/>

Teacher Effectiveness for Language Learning. (n.d.) Retrieved from <http://www.tellproject.com/>

Social and Emotional Advisory System for Student Success

All West Virginia middle schools are required to implement a Social and Emotional Advisory System for Student Success which provides students with meaningful supportive relationships and maximizes each student's personalized learning experience. An adult advocate, advisor, or mentor will work to support student's learning, goal setting, career planning, and personal growth. The advisory system will be evidence- and standards-based to systemically address the W. Va. 126CSR44U, WVBE Policy 2520.19, West Virginia College- and Career- Readiness Dispositions, and Standards for Student Success for Grades K-12 (Policy 2520.19), career portfolios, and the teaching of other skills that enhance school success, and build competent global citizens.

Guidance

Portfolio

Counties or schools have the flexibility of selecting portfolio components, the source and the process for development and maintenance of cumulative career portfolios for students in each school in grades 6-12. Portfolios can be electronic, hardcopy, or both. It is recommended that schools select a portfolio system that is portable in that it remains with the student throughout his or her educational career. The College Foundation of West Virginia (CFWV) provides a free online portfolio development system for West Virginia students with grade-level benchmarks for developing and maintaining the career portfolio. This system allows counselors and teacher advisors to guide and monitor portfolio development. Portfolios should remain with students and can be accessed at home or in any West Virginia school should the student transfer. Career and Technical Education (CTE) students may use their required concentration portfolios as career awareness and planning evidence. Schools may contact the Higher Education Policy Commission (HEPC) to inquire about staff training to ensure all staff understand and are able to support ongoing, embedded use of the CFWV web-portal for career exploration and portfolio development. The portfolio requirement began with grades 6-12 during the 2014-2015 school year.

Personalized Education Plans

In grades 6-8, the school staff will provide school-wide, systematic advisory approach to ensure that PEP planning and career exploration are multi-faceted and individualized, guiding students and their parent and/or guardian to thoughtfully explore individual interests and aptitudes in relation to academic and career planning. The PEP guides each student's course selections based on individual career aspirations and postsecondary plans. The PEP is developed for each student in consultation with the student's parent and/or guardian and school counselor and/or teacher advisor. Beginning in the 6th grade the counselor and/or teacher advisor ensures each student has multiple opportunities to investigate careers in each of the 16 career clusters, explore postsecondary education options related to various careers, and complete a variety of self-discovery inventories. The PEP is used to guide, personalize, and maximize each student's learning experience.

During the 8th grade year, the first phase of the student's PEP is developed to identify a career cluster, program of study, and course selections for grades 9 and 10 utilizing information gained from self-discovery and career exploration occurring in grades 6-8.

Comprehensive School Counseling Program

As per WVBE Policy 2315 school leadership teams, in conjunction with the school counselor, will design a systemic process for embedding the West Virginia College- and Career-Readiness Dispositions and Standards for Student Success (WVCCRDS) into courses, co-curricular activities, and extra-curricular activities. The Office of Middle and Secondary Learning has completed a standards crosswalk for each content area in middle and adolescent levels and are available on the Student Success and the School Counselor webpages.

All WV schools are required to systemically address the WVCCRDS found in Policy 2520.19 through a Social and Emotional Advisory System for Student Success. The Social and Emotional Advisory System should be evidence- and standards-based. Schools may utilize the resources found on the School Counselor and Student Success webpages to design a comprehensive curriculum that addresses the standards and the identified student needs in each school. Evidence-based best practices encourage students remain with the same advisor throughout middle school to ensure each student has a meaningful and supportive relationships. This continuity promotes school connectedness, personalization of each student's learning experience, and PEP development. Standards-based advisories should meet consistently for at least 30 minutes per session.

Resources

WVBE Policy 2520.19 West Virginia College- and Career-Readiness Dispositions and Standards for Student Success for Grades K-12 <http://wvde.state.wv.us/policies>

West Virginia Student Success Standards Webpage. <https://wvde.us/middle-secondary-learning/student-success/>

West Virginia School Counselor Model. <https://wvde.us/leadership-system-support/wv-school-counselors/wv-school-counseling-model-and-implementation-tools/>

College Foundation of West Virginia. <https://secure.cfwv.com/>

WIN Career Readiness System. <https://www.wincrsystem.com/>

West Virginia Virtual School

The mission of the West Virginia Virtual School (WVVS) is to assure consistent, high quality education for the students of West Virginia. The WVVS helps bridge the barriers of time, distance and inequities for all West Virginia students by providing access to online courses aligned to current state standards. All courses are reviewed by a committee of West Virginia teachers who screen courses to ensure West Virginia standards are met. Online teachers with the WVVS are highly qualified. In an effort to promote efficacy and equity in educational opportunities, courses are available to all students statewide.

To register for a course, students should first read the course description in the course catalog at <http://wveis.k12.wv.us/vschool/courses/coursecatalog.cfm>. Students can then preregister for a course by completing the form at <http://wveis.k12.wv.us/vschool/preregistration/index.cfm>. The request will be sent to the virtual school contact at the student's school who will determine if the correct course has been selected. The school contact will either approve or deny the request. The virtual school contact can also register a student directly for the course and bypass the preregistration process. No student can be placed in a virtual course without the consent of the local school. The registration portal for the virtual school contact can be found at <https://wveis.k12.wv.us/vschool/secure/index.cfm>. Students have a 14-calendar day timeframe to begin a course.

Original credit virtual courses must be entered in WVEIS. Courses are signified as virtual by placing a "V" in the fifth position. Beginning with the 2020-21 school year, the grace period to withdraw a student from a virtual course at no penalty is 14 days. The school must record a grade of WF (Withdrawn Failing) for a student who drops a course after the 14-day grace period.

The virtual course grade will be available to the school facilitator/mentor. The facilitator/mentor ensures student grades for WV Virtual School courses are entered in the WVEIS data system. No changes can be made to the online course grade by local school personnel.

Grades must be recorded by using the percentage grade issued by the online instructor. Most course providers recognize grading scales vary from state to state and do not post a letter grade to the final grade report. In the event a course provider assigns a letter grade in addition to the percentage, the letter grade should be disregarded.

More information about the WVVS can be found at <http://virtualschool.k12.wv.us/vschool/index.html>.

County Virtual Instruction Programs (§18-5F-1-6)

West Virginia State Code (§18-5F-1-6) initiated opportunities for a school district or multi-county consortium to create a virtual instruction program which would allow students to take all classes virtually and earn a high school diploma from the school district. Beginning with the 2020-21 school year, county boards of education are required to offer full/part time virtual instruction options for interested middle and high school level students. Students enrolled in a county's virtual instruction program must reside in the school district and are subject to the same state assessment requirements as other students in the district. Students who participate in county virtual instruction programs have the same rights as students in the brick and mortar classrooms in terms of school academic and sporting events.

Students enrolled in a county's virtual instruction program are included in the net enrollment of the district in which the student resides and used for the purpose of calculating and receiving state aid. These funds can be used to support the county virtual instructional program.

West Virginia State Code (§18-5F-1-6) was not meant to replace the West Virginia Virtual School but to allow counties to have the flexibility to allow students to take all or some of their classes virtually. It was also passed in hopes that many of the students currently being home schooled would reenroll in public school. Districts may use courses through WVVS for their online program, write their own courses, or write a policy enabling the county to contract with one or more third-party course provider. Counties are required to review all online courses through an outside course provider to ensure each course masters the content standards for the subject/grade level.

West Virginia eLearning for Educators

Teacher Professional Learning

Online teacher professional learning courses specific to grades 6-8 and learning have been developed for high school educators. Course descriptions and course schedule information may be accessed from <https://wvde.state.wv.us/elearning/>. Successfully completed coursework may be applied to teacher re-certification and/or salary advancement.

Applicants may use WVDE WVLearns eLearning courses approved by the WVDE to meet the renewal requirements for a Professional Certificate. Applicants will submit certificates of completion in lieu of a college/university transcript at the time of renewal application.

If an individual intends to apply WVLearns course hours toward salary reclassification, then the hours must be represented on a college/university transcript. Information regarding college/university registration and associated costs will be provided the day the course begins.

Instructional Resources

Per §126-35-3.1. Providing Instructional Resources to Students

Each county board shall furnish free of charge the necessary instructional resources to students attending the public schools in that county. A county board choosing to furnish electronic instructional resources to its students and teachers shall provide reasonable access to these resources and the necessary computer equipment to students for completing assignments that require using the resources and equipment. All instructional resources furnished as provided in this section shall be the property of the county board and loaned to students and teachers on terms as each board prescribes.

Per W. Va. Code §18-2A-10, County Board of Education Members (CBEM) are required to create an Instructional Resource Policy.

(j) Every county board shall adopt a policy regarding the adoption of instructional resources which shall include, at a minimum, the following:

(1) The process for reviewing instructional resources to ensure the resources meet the non-negotiable requirements established by the state board and cover no less than eighty percent of the required content and skills for a subject as approved by the state board: Provided, That a county board may rely on an instructional material review completed by the state department of education to fulfill this requirement;

(2) The composition, duties and responsibilities of the county's instructional resource review committee;

(3) The process for recommending instructional resources that are proposed for adoption;

(4) At a properly noticed meeting, the county board shall determine by a majority vote of all members elected which instructional resources shall be required in the schools under its control; and

(5) The county board shall provide an annual report of the instructional resources adopted to the state board of education.

Guidance

The county board of education members shall adopt a policy regarding the adoption of instructional resources (W. Va. Code §18-2A-10). A policy template can be found at the State Board Policy webpage, <http://wvde.state.wv.us/policies>.

The county board of education will review, select, and approve instructional resources each year, based on six-year adoption cycle. All content must comply with the Americans with Disabilities Act of 1990, amended Section 508 of the Rehabilitation Act of 1973, and the Web Content Accessibility Guidelines (WCAG) 2.0.

The county board of education will report the instructional resources selected for each adoption cycle to WVDE using the online tool by June of each year. <http://wvde.state.wv.us/materials>.

Resources

West Virginia Code §18-2A: Adoption of Textbooks, Instructional Materials and Learning Technologies:
<http://code.wvlegislature.gov/18-2A/>

West Virginia Board of Education Policy 2445.40: <http://wvde.state.wv.us/policies>

West Virginia Instructional Resource site: <http://wvde.state.wv.us/materials>

West Virginia Board of Education Content Standards Revision Cycle and Adoption Schedule:
<https://wvde.us/wp-content/uploads/2020/02/WVBE-ContentStandardsRevisionCycle-REV-2.pdf>

Americans with Disabilities Act of 1990: <https://www.eeoc.gov/eeoc/history/35th/1990s/ada.html>

Section 508 of the Rehabilitation Act of 1973: <https://www.section508.gov/manage/laws-and-policies>

Web Content Accessibility Guidelines (WCAG) 2.0: <https://www.w3.org/WAI/standards-guidelines/wcag/>

Integration of Additional Standards

West Virginia's College- and Career-Readiness Standards for Technology and Computer Science

Guidance

All WV educators are required to implement the West Virginia's College- and Career-Readiness Standards (WVCCRS) for Technology and Computer Science (Policy 2520.14). WVCCRS for Technology and Computer Science promote proficiency in foundational technology skills, digital literacy, digital citizenship, and computer science. College- and career-readiness is supported in Technology and Computer Science as students acquire and develop their abilities to engage and thrive in a connected, digital world.

Middle school students increase their technological literacy through exposure to real-world issues and problems. They become increasingly aware of the variety of technologies and programs available, understand their varied uses across content areas, and learn which technologies are most useful in given situations. Students use technology to enhance their creativity, strengthen their ability to communicate and collaborate, and expand their critical thinking and problem-solving skills in a wide variety of situations. They continue to deepen their understanding of digital citizenship including privacy and security issues, copyright laws and cyberbullying.

West Virginia College- and Career- Readiness Dispositions and Standards for Student Success

Guidance

All WV schools are required to systemically address the WVCCRDSSS found in Policy 2520.19 through a Social and Emotional Advisory System for Student Success. The Middle Level Programming (Grades 6-8) focuses on academic, career, social, and emotional development. Students need support in developing the knowledge, skills, and dispositions to navigate a socially complex environment and the creation of a vision for their future. The WVCCRDSSS support students to achieve school success, establish the foundation for high school, and become globally competent citizens. The standards will be delivered within the programmatic level in a sequence designed by the school leadership team. School leadership teams, in conjunction with the school counselor, should evaluate the existing integration of the WVCCRDSSS within all content areas, and devise a plan to ensure all students have the ability to master the standards.

Resources

WVBE Policy 2520.19 West Virginia College- and Career-Readiness Dispositions and Standards for Student Success for Grades K-12 <http://wvde.state.wv.us/policies>

West Virginia Student Success Standards Webpage. <https://wvde.us/middle-secondary-learning/student-success/>

West Virginia School Counselor Model. <https://wvde.us/leadership-system-support/wv-school-counselors/wv-school-counseling-model-and-implementation-tools/>



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