



West Virginia  
Early & Elementary Learning  
Implementation Guide and  
Companion Document  
*to the West Virginia Standards for  
Effective Schools' Self-Reflection Exercise*

(Pre-K through grade 5)



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# Table of Contents

West Virginia Standards For Effective Schools.....2

Overview..... 3

Purposes of this Document .....3

Helpful Resources.....3

Standard 1: Clear and Focused Mission ..... 4

Standard 2: Instructional Leadership..... 6

Standard 3: High Expectations for Success ..... 8

Standard 4: Positive and Safe Environment..... 10

Standard 5: Equitable Opportunities to Learn and Effective Instruction.....12

Standard 6: Frequent Monitoring of Student Progress ..... 14

Standard 7: Family and Community Partnerships..... 18

# West Virginia Standards For Effective Schools



# Overview

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

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

## Purposes of this Document

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

## Helpful Resources

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

- » *West Virginia Pre-K Standards*
- » *Kindergarten Standards*
- » *First Grade Standards*
- » *Second Grade Standards*
- » *Third Grade Standards*
- » *Fourth Grade Standards*
- » *Fifth Grade Standards*
- » *WVBE Policy 2510: Assuring Quality of Education: Regulations for Education Programs*
- » *WVBE Policy 2419: Regulations for the Education of Students with Exceptionalities*
- » *WVBE Policy 2525: West Virginia's Universal Access to a Quality Early Education System*
- » *West Virginia Universal Pre-K Guidebook*
- » *Ready, Set, Go! West Virginia School Readiness Framework*
- » *Formative Assessment Toolkit*
- » *Decision Makers Guide to the Formative Assessment Process*
- » *West Virginia Early Learning Reporting System*
- » *ReClaimWV*
- » *Coronavirus Information*

## Standard 1: Clear and Focused Mission

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

**Key Concept:** A culture of ownership for student success is pervasive within the school and the county.

### Possible Indicators

What might the administrator do to support educators and students?	What can the educator do to support student engagement and achievement?
<ul style="list-style-type: none"> <li>» Work with members of the school community to establish challenging expectations and standards for all learners based on state and local policies.</li> <li>» Monitor student progress and establish protocol for intervention.</li> <li>» Set the expectation of high levels of engagement, feedback, and family participation.</li> <li>» Participate in designing and engaging in leadership roles to develop criteria for monitoring student progress regarding individual and shared work.</li> <li>» Promote a comprehensive approach to strengthening students' literacy proficiency.</li> </ul>	<ul style="list-style-type: none"> <li>» Participate in designing and engaging in leadership roles to develop criteria for monitoring student progress regarding individual and shared work.               <ul style="list-style-type: none"> <li>» <i>Classroom should reflect student-centered activities that are supportive of programmatic standards.</i></li> <li>» <i>Standards-focused intentionality is evident in classroom activities.</i></li> </ul> </li> <li>» Design, teach, coach, and assess appropriate curriculum that is based on student need.               <ul style="list-style-type: none"> <li>» <i>Evidence of student learning is gathered from authentic experiences occurring throughout the school day.</i></li> <li>» <i>The formative assessment process is evident in daily observations and practices.</i></li> </ul> </li> <li>» Provide systematic feedback to students and families about student progress.               <ul style="list-style-type: none"> <li>» <i>Utilize Early Learning Reporting System (ELRS) and standards-focused family reports (Pre-K, K and at county discretion for 1 and 2).</i></li> <li>» <i>Share data gathered from county required sources.</i></li> <li>» <i>Conduct parent/educator/student conferences.</i></li> </ul> </li> <li>» Understand that families are an integral part of student achievement and welcome their participation in the classroom.</li> </ul>

**Key Concept:** Shared beliefs and values are evident.

### Possible Indicators

What might the administrator do to support educators and students?	What can the educator do to support student engagement and achievement?
<ul style="list-style-type: none"> <li>» Maximize interactions among school and community members.</li> <li>» Share decision making responsibilities with school leadership teams.</li> <li>» Engage school leadership teams and others in opportunities to lead in decision making related to student achievement.</li> <li>» Provide a clear commitment to educate all students.</li> <li>» Facilitate regular conversations to foster an examination and a consensus of beliefs and values for staff.</li> </ul>	<ul style="list-style-type: none"> <li>» Encourage and support others in being respectful, caring, trusted members of the school community.</li> <li>» Build strong relationships with the school community that strengthen the desire to reach learning goals.</li> <li>» Provide a clear commitment to educate all students.</li> </ul>

**Key Concept: Commitment to a shared vision is present.**

**Possible Indicators**

<b>What might the administrator do to support educators and students?</b>	<b>What can the educator do to support student engagement and achievement?</b>
<ul style="list-style-type: none"><li>» Facilitate effective communication among members of the school community to build relationships and focus on teaching and learning.</li><li>» Promote collaborative decision making that provides options to meet the diverse needs of the school community.</li><li>» Create opportunities for families to participate in their students' education.</li><li>» Engage school community in reaching satisfying solutions to problems.</li><li>» Analyze school events, award programs, and other components of school culture for alignment of a shared vision.</li><li>» Provide professional learning supports for all staff aligned to the vision and mission of the school to improve the quality of instruction for all students.</li></ul>	<ul style="list-style-type: none"><li>» Research has shown that supporting learning in the home is the most beneficial form of family engagement.<ul style="list-style-type: none"><li>» <i>Provide opportunities for family participation.</i><ul style="list-style-type: none"><li>» Home visits</li><li>» Family Night</li><li>» Opportunities for volunteering both in and outside the classroom</li></ul></li></ul></li><li>» Create opportunities for regular communication with school community.<ul style="list-style-type: none"><li>» <i>Newsletters and bulletins</i></li><li>» <i>Electronic communication methods</i></li><li>» <i>Telephone calls</i></li><li>» <i>Texts</i></li><li>» <i>Positive/encouraging notes are sent home</i></li></ul></li><li>» Participate in regular meetings and conferences with school community to discuss school success and student progress.<ul style="list-style-type: none"><li>» <i>Parent Teacher Organization/Association (PTO/PTA)</i></li><li>» <i>Local School Improvement Council (LSIC)</i></li><li>» <i>Professional Learning Communities (PLC)</i></li><li>» <i>Educational organizations</i></li></ul></li></ul>

## Standard 2: Instructional Leadership

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

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

### Possible Indicators

What might the administrator do to support educators and students?	What can the educator do to support student engagement and achievement?
<ul style="list-style-type: none"> <li>» Support educators through the evaluation process by the examination of data and alignment to the West Virginia Professional Teaching Standards.</li> <li>» Establish and plan for enhanced professional development that has a strong focus on school improvement and educator capacity building.</li> <li>» Provide meaningful and constructive written and verbal feedback on instructional plans regularly.</li> <li>» Include educators in conversations reflecting on walkthrough data in alignment with Educator Evaluation System goals mutually established between the administrator and the educator.</li> <li>» Monitor use and implementation of high-yield instructional strategies.</li> <li>» Facilitate the development, articulation, and implementation of a vision and goals that are shared and supported by the school and the community.</li> <li>» Monitor the use and implementation of state standards.</li> <li>» Ensure a variety of approaches to learning is available to all students.</li> <li>» Establish high performance standards.</li> <li>» Serve as a mentor and a coach for staff and students.</li> <li>» Plan for continuous improvement of student and professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>» Establish professional goals based on data aligned to the West Virginia Professional Teaching Standards.</li> <li>» Engage in professional learning to improve student achievement and professional expertise.               <ul style="list-style-type: none"> <li>» <i>Professional Learning Communities</i></li> <li>» <i>State and national conferences</i></li> <li>» <i>Webinars, etc.</i></li> <li>» <i>College courses, eLearning, etc.</i></li> </ul> </li> <li>» Identify and utilize high-yield teaching strategies on a regular basis.               <ul style="list-style-type: none"> <li>» <i>Cognitive task analysis</i></li> <li>» <i>Multi-tiered systems of support</i></li> <li>» <i>Scaffolding</i></li> <li>» <i>Piagetian programs</i></li> <li>» <i>Strategies to integrate with prior knowledge</i></li> <li>» <i>Reciprocal teaching</i></li> <li>» <i>Classroom discussion</i></li> <li>» <i>Intentional instruction</i></li> </ul> </li> <li>» Invite school community to participate in relevant and meaningful lessons.               <ul style="list-style-type: none"> <li>» <i>Guest speakers</i></li> <li>» <i>Parent involvement</i></li> <li>» <i>Community helpers</i></li> </ul> </li> <li>» Encourage collaboration and performance-based learning.               <ul style="list-style-type: none"> <li>» <i>Standards-based learning centers</i></li> <li>» <i>Planned intentional small group settings to meet instructional targets</i></li> <li>» <i>Use of flexible groupings</i></li> <li>» <i>Plan integrated projects to connect learning to a variety of content areas.</i></li> </ul> </li> <li>» Use a standards-based approach to teaching.               <ul style="list-style-type: none"> <li>» <i>Set learning targets aligned to current state standards.</i></li> <li>» <i>Base formative assessment reporting on state standards.</i></li> <li>» <i>Communicate with students and families about progress toward mastery of state standards.</i></li> </ul> </li> </ul>



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

**Possible Indicators**

<b>What might the administrator do to support educators and students?</b>	<b>What can the educator do to support student engagement and achievement?</b>
<ul style="list-style-type: none"> <li>» Support and encourage leadership from staff in reaching the goals aligned to county and state policies and standards.</li> <li>» Utilize school leadership teams to inform the work of the staff while focusing on student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>» Assume leadership roles for various responsibilities in the school.                             <ul style="list-style-type: none"> <li>» <i>Faculty Senate</i></li> <li>» <i>Team Leaders</i></li> <li>» <i>LSIC</i></li> <li>» <i>County leadership teams as applicable</i></li> <li>» <i>PLC leadership</i></li> <li>» <i>Mentoring educators</i></li> <li>» <i>Student Government</i></li> <li>» <i>PTA/PTO educator representative</i></li> </ul> </li> <li>» Work with school administration to determine roles and responsibilities for leading work.</li> <li>» Provide support to administration and participate in various leadership/school-based teams and school community initiatives.</li> </ul>

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

**Possible Indicators**

<b>What might the administrator do to support educators and students?</b>	<b>What can the educator do to support student engagement and achievement?</b>
<ul style="list-style-type: none"> <li>» Create age-appropriate roles for student leadership within the school.</li> <li>» Establish activities with students involved in planning and implementation, such as:                             <ul style="list-style-type: none"> <li>» <i>Grandparent lunch</i></li> <li>» <i>Student government</i></li> <li>» <i>Office helpers</i></li> <li>» <i>Lunch/Attendance Monitors</i></li> <li>» <i>Hallway guides</i></li> <li>» <i>School Patrols</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>» Create age-appropriate roles for student leadership within the classroom.                             <ul style="list-style-type: none"> <li>» <i>Work with students to establish classroom jobs/responsibilities.</i></li> <li>» <i>Participation in student government</i></li> </ul> </li> <li>» Encourage participation in school leadership roles.                             <ul style="list-style-type: none"> <li>» <i>Classroom representation in student government</i></li> <li>» <i>Lunch/attendance helpers</i></li> <li>» <i>School Patrols</i></li> </ul> </li> </ul>

## Standard 3: High Expectations for Success

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

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

### Possible Indicators

What might the administrator do to support educators and students?	What can the educator do to support student engagement and achievement?
<ul style="list-style-type: none"> <li>» Cultivate a respectful rapport between adults and students.</li> <li>» Ensure differentiation and small group instruction is occurring in classrooms.</li> <li>» Establish schedule and expectation for educators to collaborate and meet Individual education plans. (IEP)</li> <li>» Provide and attend professional learning opportunities for educators to increase expertise in delivering content to all students.</li> <li>» Recognize developmentally appropriate practices.</li> <li>» Require schedules incorporating large, uninterrupted periods of time dedicated to center, exploration, and gross motor time.</li> <li>» Conference with educators to ensure large blocks of time are utilized to best meet the needs of students in a developmentally appropriate technique.</li> </ul>	<ul style="list-style-type: none"> <li>» Create an environment that is conducive to student active exploration.               <ul style="list-style-type: none"> <li>» <i>Centers and exploration areas are evident in the classroom.</i></li> <li>» <i>Students move freely within the classroom environment.</i></li> <li>» <i>Physical activity and movement are incorporated and scheduled throughout the day.</i></li> <li>» <i>Students are encouraged to self-select materials for learning from a freely available supply area.</i></li> <li>» <i>Centers and exploration areas are defined and are accessible to students a majority of the school day.</i></li> <li>» <i>Large blocks of time are devoted to uninterrupted center, exploration, and gross motor time.</i></li> </ul> </li> <li>» Use a wide variety of teaching strategies.               <ul style="list-style-type: none"> <li>» <i>Large group instruction</i></li> <li>» <i>Small group instruction</i></li> <li>» <i>Individual instruction</i></li> <li>» <i>Building on prior knowledge</i></li> <li>» <i>Project-based learning</i></li> <li>» <i>Student-focused learning</i></li> </ul> </li> <li>» Scaffold student learning based on their individual needs.               <ul style="list-style-type: none"> <li>» <i>Fluid groupings</i></li> <li>» <i>Targeted supports</i></li> </ul> </li> <li>» Celebrate individual student progress toward state standards and all areas of development.               <ul style="list-style-type: none"> <li>» <i>Regularly communicate progress with parents</i></li> <li>» <i>Recognize that standards are end of year expectations and acknowledge steps toward mastery.</i></li> </ul> </li> <li>» Respect the development of the whole child: academically, socially, emotionally, and physically.               <ul style="list-style-type: none"> <li>» <i>Create an environment that is sensitive to and acknowledges all students' diverse needs.</i></li> <li>» <i>Ensure all students' well-being while at school.</i></li> <li>» <i>Provide all students' a sense of security and safety while at school.</i></li> <li>» <i>Foster a growth mindset in students through modeling.</i></li> </ul> </li> <li>» Attend and participate in professional learning opportunities to increase expertise in delivering content to all students.</li> </ul>

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

**Possible Indicators**

<b>What might the administrator do to support educators and students?</b>	<b>What can the educator do to support student engagement and achievement?</b>
<ul style="list-style-type: none"> <li>» Ensure learning targets are derived from state standards.</li> <li>» Ensure targeted, data-based professional learning opportunities are provided.</li> <li>» Discuss with educators ways to make learning targets measurable and visible for students.</li> <li>» Establish a protocol in which students and educators are actively engaged in activities and explorations that are aligned to learning targets established by the educator and students.</li> <li>» Ensure sufficient and appropriate amount of open-ended materials are available and utilized daily in all classrooms.</li> <li>» Provide professional learning opportunities for educators, Early Childhood Classroom Assistant Teachers (ECCATs), and aides to appropriately implement and document learning experiences based on state standards.</li> </ul>	<ul style="list-style-type: none"> <li>» Utilize professional learning opportunities to ensure the capacity for delivery of state standards to all students.</li> <li>» Develop learning targets clearly stating what is expected of students to know and be able to do.                             <ul style="list-style-type: none"> <li>» <i>Develop learning targets in student friendly language.</i></li> <li>» <i>Learning targets are identified and shared with the learning community.</i></li> <li>» <i>Students articulate what they are doing to reach the goals of the learning target.</i></li> </ul> </li> <li>» Establish an environment that provides the experiences identified within the focused learning target.                             <ul style="list-style-type: none"> <li>» <i>Open-ended materials are chosen and used by the student to build, create or combine to make something new.</i></li> <li>» <i>Open-ended materials can be natural or manufactured.</i></li> <li>» <i>Any type of material that helps students imagine and create in their own unique way (stones, gravel, sand, blocks, paint, play dough, water, seashells, boxes, etc.).</i></li> <li>» <i>Open-ended materials lead to explorations that occur naturally, rather than adult directed.</i></li> <li>» <i>Educators must know developmentally appropriate practice to create the environment to meet the learning targets and to guide instruction.</i></li> </ul> </li> <li>» Ensure students can articulate the learning target and how they are reaching the goals of the learning target, thus taking ownership of their learning.</li> </ul>

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

**Possible Indicators**

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

## Standard 4: Positive and Safe Environment

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

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

### Possible Indicators

What might the administrator do to support educators and students?	What can the educator do to support student engagement and achievement?
<ul style="list-style-type: none"> <li>» Schedule opportunities for educators to collaborate on a regular basis. (weekly, monthly)               <ul style="list-style-type: none"> <li>» PLC</li> <li>» Vertical Team meeting</li> </ul> </li> <li>» Attend and participate in professional learning with staff.</li> <li>» Ensure educators provide time for collaboration between students.</li> <li>» Encourage educators to provide project-based learning opportunities.</li> <li>» Provide leadership opportunities for staff and students.</li> <li>» Provide an orderly, purposeful, and business-like atmosphere free from the threat of physical and emotional harm.</li> </ul>	<ul style="list-style-type: none"> <li>» Create a sense of community in the classroom.               <ul style="list-style-type: none"> <li>» Students show genuine caring and support for each other and the staff at the school.</li> <li>» Students are instrumental in selecting topics and materials to explore.</li> </ul> </li> <li>» Work collaboratively with other staff               <ul style="list-style-type: none"> <li>» Collaborative planning time</li> <li>» Common formative assessments</li> <li>» Analyze student performance data</li> <li>» PLC partnerships with staff</li> <li>» Leadership in school teams</li> </ul> </li> <li>» Make learning fun and engaging.</li> <li>» Provide an orderly, purposeful, and business-like atmosphere free from the threat of physical and emotional harm.</li> </ul>

**Key Concept: Appropriate behavior is expected and supported.**

### Possible Indicators

What might the administrator do to support educators and students?	What can the educator do to support student engagement and achievement?
<ul style="list-style-type: none"> <li>» Establish developmentally appropriate protocols schoolwide for behavior and expectations for staff and students.</li> <li>» Develop and implement a positive schoolwide behavior support plan for students with challenging behaviors.</li> <li>» Work with both families and child to create individualized plans as needed.</li> <li>» Ensure educators are provided professional learning on research-based interventions for students' social, emotional, and academic well-being.</li> <li>» Create a sense of community and a culture of mutual respect among staff and students.</li> </ul>	<ul style="list-style-type: none"> <li>» Provide research-based interventions for students' social, emotional, and academic well-being.</li> <li>» Commit to consistently following the agreed upon rules and regulations for the school.</li> <li>» Create a sense of community and a culture of mutual respect.               <ul style="list-style-type: none"> <li>» Educators and students are respectful of each other.</li> <li>» There is evident enjoyment in the classroom.</li> <li>» Students have a sense of belonging.</li> </ul> </li> <li>» Ensure whole group settings are limited to short periods, suited to age and individual students' needs.               <ul style="list-style-type: none"> <li>» Intentional exploration</li> <li>» Creative expression</li> <li>» Small group reading and mathematics</li> </ul> </li> <li>» Create a home and school partnership.               <ul style="list-style-type: none"> <li>» Newsletters in family native language</li> <li>» Parent/student/educator conferences</li> <li>» Celebrations</li> <li>» Interest inventories</li> </ul> </li> </ul>

**Key Concept: Student diversity is embraced and respected.**

**Possible Indicators**

<b>What might the administrator do to support educators and students?</b>	<b>What can the educator do to support student engagement and achievement?</b>
<ul style="list-style-type: none"><li>» Design an environment where diversity is celebrated.</li><li>» Ensure positive high expectations are prevalent for all students.</li><li>» Monitor classrooms to guarantee a commitment to high quality instruction of all students.</li><li>» Build a common understanding among staff on the mission and vision of the school and promote a positive climate and culture.</li><li>» Support are provided to students who face challenges with school attendance.</li></ul>	<ul style="list-style-type: none"><li>» Promote an environment that is conducive to child-centered learning, welcoming and inclusive of all learners with an academic focus.<ul style="list-style-type: none"><li>» <i>Schedule daily meetings with class where student interests are heard and appreciated.</i></li><li>» <i>Involve students as partners in the formative assessment process.</i></li></ul></li><li>» Make available materials in interest areas which reflect the children in the classroom and their community.<ul style="list-style-type: none"><li>» <i>Collaborate with family to provide experiences for students.</i></li><li>» <i>Utilize community resources to enhance experiences for students.</i></li></ul></li><li>» Display students' family pictures.</li><li>» Make available books in children's home language.</li></ul>

## Standard 5: Equitable Opportunities to Learn and Effective Instruction

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

**Key Concept:** Instructional time is utilized efficiently and effectively.

### Possible Indicators

What might the administrator do to support educators and students?	What can the educator do to support student engagement and achievement?
<ul style="list-style-type: none"> <li>» Ensure schedules are created to support large blocks of uninterrupted time for quality instruction.</li> <li>» Ensure schedules are created to promote collaborative planning time for educators.</li> <li>» Collaborate with educators to schedule student support services during times students are not engaged in core instruction.</li> <li>» Monitor individual classrooms to ensure current state standards are addressed and implemented as end-of-year goals.</li> <li>» Ensure materials are provided for all students to have opportunities to explore independently.</li> <li>» Ensure all classrooms have adequate room for all students to move freely and learn independently.</li> <li>» Monitor classrooms to ensure classrooms are clean and free of clutter.</li> <li>» Analyze events such as assemblies before scheduling items that interrupt instructional time</li> </ul>	<ul style="list-style-type: none"> <li>» Utilize instructional time efficiently to successfully teach to grade level mastery.</li> <li>» Collaborate with support service providers to minimize pull-out during core instruction.</li> <li>» Work with educators and service providers to provide services to minimize transitions for students.               <ul style="list-style-type: none"> <li>» <i>Title 1 Reading</i></li> <li>» <i>Title 1 Math</i></li> <li>» <i>Speech Therapy</i></li> <li>» <i>Occupational Therapy</i></li> <li>» <i>Physical Therapy</i></li> <li>» <i>Resource</i></li> </ul> </li> <li>» Create inviting, student-centered classrooms that foster learning for all and where there are multiple opportunities to engage in materials.</li> <li>» Flexible independent exploration centers               <ul style="list-style-type: none"> <li>» <i>Ensure purposeful and intentional use of technology in all spaces.</i></li> <li>» <i>Provide areas and schedule time where students can move and explore materials freely</i> <ul style="list-style-type: none"> <li>» Quiet spaces for reading and writing</li> <li>» Areas for sensory learning (Pre-k-K include water and sand)</li> <li>» Library area</li> <li>» Living things area (plants, pets)</li> <li>» Easily accessible area with materials for engineering and constructing with intentional goals for students (makerspaces)                   <ul style="list-style-type: none"> <li>» <i>Unit blocks</i></li> <li>» <i>Legos</i></li> <li>» <i>Erector sets</i></li> <li>» <i>Recyclable materials</i></li> </ul> </li> <li>» <i>Dramatic play area/Reader's Theatre</i></li> <li>» <i>Art area</i></li> <li>» <i>Science area</i></li> </ul> </li> </ul> </li> <li>» Provide a visual consistent daily and detailed schedule for other educators and administrators to view.</li> <li>» Provide an interactive pictorial schedule for the classroom and make available individual schedules for students who need additional support.</li> </ul>

**Key Concept: Instructional activities are rigorous and aligned to student interest and State Standards.**

**Possible Indicators**

<b>What might the administrator do to support educators and students?</b>	<b>What can the educator do to support student engagement and achievement?</b>
<ul style="list-style-type: none"> <li>» Analyze instructional materials with teachers to ensure alignment to state standards.</li> <li>» Monitor individual classrooms to ensure activities align to current state standards.                             <ul style="list-style-type: none"> <li>» <i>Formal observations and walk-throughs with written constructive feedback to promote professional growth.</i></li> </ul> </li> <li>» Provide a professional learning plan to ensure all staff are aware of the importance of rigor and relevance and developmentally appropriate practices when planning and implementing lessons.</li> <li>» Provide professional learning opportunities that meet the needs of each educator.</li> </ul>	<ul style="list-style-type: none"> <li>» Analyze instructional materials to ensure alignment to state standards.</li> <li>» Develop lessons that are well planned and relevant to student interests.                             <ul style="list-style-type: none"> <li>» <i>Build lessons on students' prior knowledge.</i></li> <li>» <i>Use student interest and the formative assessment process to guide instructional decisions.</i></li> <li>» <i>Provide feedback to students on academic progress.</i></li> <li>» <i>Build knowledge and vocabulary by introducing a selection of texts and resources around a topic for an extended period.</i></li> </ul> </li> <li>» Support individual and small group learning that are developmentally appropriate and align to current state standards by differentiating content, processes, and products for students on a regular basis.                             <ul style="list-style-type: none"> <li>» <i>Intentionally designed exploration areas</i></li> <li>» <i>Direct instruction</i> <ul style="list-style-type: none"> <li>» <i>An active, reflective approach that breaks learning into smaller steps with scaffolding leading toward student independence and mastery of current state standards.</i></li> </ul> </li> <li>» <i>Establish individual plans for positive behavior supports.</i></li> <li>» <i>Incorporate gross and fine motor activities throughout the instructional day.</i></li> </ul> </li> </ul>

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

**Possible Indicators**

<b>What might the administrator do to support educators and students?</b>	<b>What can the educator do to support student engagement and achievement?</b>
<ul style="list-style-type: none"> <li>» Utilize professional teaching standards to individualize educator goals based on student data and individual professional learning needs.</li> <li>» Construct feedback to educators on a predetermined set of mutually established goals.</li> <li>» Provide timely feedback after observation through face-to-face conference with educators.</li> <li>» Focus feedback on student achievement and educator professional learning needs.</li> </ul>	<ul style="list-style-type: none"> <li>» Understand and utilize professional teaching standards.</li> <li>» Review student work and give timely feedback.</li> <li>» Recognize feedback is a daily exchange between educator with student, student with student, and student with educator.</li> <li>» Use student data to guide instruction.                             <ul style="list-style-type: none"> <li>» <i>Formative data</i></li> <li>» <i>Summative data</i></li> <li>» <i>Anecdotal observations</i></li> </ul> </li> <li>» Use current data to provide timely feedback to students.                             <ul style="list-style-type: none"> <li>» <i>Daily observations</i></li> <li>» <i>Feedback focuses on the process toward mastery of the standards.</i></li> </ul> </li> </ul>

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## Standard 6: Frequent Monitoring of Student Progress

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

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

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### Possible Indicators

<b>What might the administrator do to support educators and students?</b>	<b>What can the educator do to support student engagement and achievement?</b>
<ul style="list-style-type: none"><li>» Provide opportunities for professional development to strengthen educators understanding of the formative assessment process.</li><li>» Ensure there is a deliberate process used by educators and students during instruction to adjust teaching and learning.</li><li>» Monitor collection and use of student data to adjust instruction aligned to strategic plan goals and continuous improvement.</li><li>» Encourage an atmosphere of exploration and academic risk-taking.</li><li>» Utilize assessment results to improve instruction and student performance.</li></ul>	<ul style="list-style-type: none"><li>» Utilize a deliberate daily process during instruction that provides actionable feedback to adjust ongoing teaching and learning.<ul style="list-style-type: none"><li>» <i>Observation</i></li><li>» <i>Direct instruction</i></li><li>» <i>Student journals</i></li><li>» <i>Student work samples</i></li></ul></li><li>» Actively assesses instruction and adjusts instruction based on anecdotal records, observation, and other types of formative data.<ul style="list-style-type: none"><li>» <i>Adjust flexible groupings.</i></li><li>» <i>Engage in specific direct instruction.</i></li><li>» <i>Focus on specific needs.</i></li><li>» <i>Use summative data as a small portion of an overall data set.</i></li></ul></li><li>» Encourage an atmosphere of exploration and academic risk-taking.</li><li>» Provide opportunities for personalized learning to identify strengths/challenges that necessitate additional support.<ul style="list-style-type: none"><li>» <i>Encourage students to assume greater responsibility for their learning.</i></li><li>» <i>Assist students in goal setting.</i></li><li>» <i>Teach students to monitor.</i></li><li>» <i>Encourage students to communicate their progress.</i></li><li>» <i>Provide opportunities for student interest projects.</i></li><li>» <i>Provide specific books related to student interest.</i></li><li>» <i>Choose topics of instruction by providing students choices.</i></li><li>» <i>Help student self-asses their own learning.</i></li></ul></li></ul>



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	<ul style="list-style-type: none"><li>» Adjust ongoing teaching and learning to improve students' achievement of intended learning outcomes.<ul style="list-style-type: none"><li>» <i>Identify student academic and social needs.</i></li><li>» <i>Create center/explore activities designed to meet student needs.</i></li></ul></li><li>» Include the use of many assessment methods to provide a continuous stream of accurate evidence of learning.<ul style="list-style-type: none"><li>» <i>Observation</i></li><li>» <i>Direct instruction</i></li><li>» <i>Student journals</i></li><li>» <i>Student work samples</i></li><li>» <i>Anecdotal Notes</i></li><li>» <i>Videos of student work</i></li><li>» <i>Pictorial evidence of learning</i></li><li>» <i>Artwork</i></li><li>» <i>Conversations with student</i></li><li>» <i>Conversations with families</i></li><li>» <i>Summative data</i></li></ul></li></ul>
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## Standard 6: Frequent Monitoring of Student Progress (continued)

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

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

### Possible Indicators

What might the administrator do to support educators and students?	What can the educator do to support student engagement and achievement?
<ul style="list-style-type: none"> <li>» Create a culture that supports independent learning and achievement.</li> <li>» Encourage educators and students to assume responsibility for their own learning.</li> <li>» Encourage educators to provide opportunities for students to assume greater control of their learning.</li> <li>» Monitor the academic, social, and emotional growth of students by observing evidence of learning through conversations, displayed work, portfolios, etc.</li> <li>» Set expectations for use of multiple data sets for evaluating overall student progress toward mastery of current state standards.</li> <li>» Set expectations for professional learning to guide educators in effectively monitoring, collecting, analyzing, and ultimately using student data to inform instruction.</li> <li>» Provide opportunities for educators to analyze student data.</li> </ul>	<ul style="list-style-type: none"> <li>» Gather evidence of student learning/progress as they observe students engaged in learning.               <ul style="list-style-type: none"> <li>» <i>Frequently ask open-ended questions to check for understanding throughout the day.</i></li> <li>» <i>Provide immediate descriptive feedback.</i></li> </ul> </li> <li>» Monitor and guide progress toward strategic plan goals and continuous improvement.</li> <li>» Use a variety of strategies to elicit evidence of learning during instruction.               <ul style="list-style-type: none"> <li>» <i>Encourage an atmosphere of exploration and academic risk-taking.</i></li> <li>» <i>Provide opportunities for active exploration to collect evidence of student learning.</i></li> <li>» <i>Design purposeful exploration opportunities for student to provide evidence of their learning.</i></li> <li>» <i>Encourage student conversation during learning exploration.</i></li> <li>» <i>Encourage student questioning of other students and of educator.</i></li> <li>» <i>Utilize a consistent method of recording student data from observations.</i></li> </ul> </li> <li>» Organize and analyze student data and utilize the data to inform instruction.               <ul style="list-style-type: none"> <li>» <i>Notice trends in student learning and adjusts instruction accordingly.</i></li> <li>» <i>Share and discuss student data with educators, parents, and students observing confidentiality of student records.</i></li> <li>» <i>Collaborate with itinerant, related arts educators, and support staff to gather data and support student learning.</i></li> </ul> </li> </ul>

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

**Possible Indicators**

<b>What might the administrator do to support educators and students?</b>	<b>What can the educator do to support student engagement and achievement?</b>
<ul style="list-style-type: none"><li>» Ensure educators collect a variety of student data when determining student social, emotional, or academic growth.</li><li>» Require strong family partnerships to promote student achievement and growth.<ul style="list-style-type: none"><li>» <i>Face-to-face and verbal contact in addition to electronic means of communication</i></li></ul></li><li>» Require consistent system of expectation of student data use to ensure accurate and measurable growth is recorded across grades.<ul style="list-style-type: none"><li>» <i>Monitor student data portfolios/data notebooks</i></li></ul></li><li>» Require and provide training for a consistent system of documentation to ensure proper communication of student progress across grades.<ul style="list-style-type: none"><li>» <i>The Formative Assessment Process</i></li><li>» <i>Early Learning Reporting System</i></li><li>» <i>Current West Virginia State Standards</i></li></ul></li></ul>	<ul style="list-style-type: none"><li>» Regularly share progress of student learning with families.<ul style="list-style-type: none"><li>» <i>Early Learning Reporting System Family Reports (ELRS)</i></li><li>» <i>Parent/Teacher/Student Conferences</i></li><li>» <i>Newsletter</i></li><li>» <i>Daily reports</i></li><li>» <i>Electronic communication is also utilized to supplement face-to-face contacts</i></li><li>» <i>Progress reports</i></li></ul></li><li>» Utilize a consistent method for collecting and reviewing evidence of student learning to guide instruction.<ul style="list-style-type: none"><li>» <i>Anecdotal notes</i></li><li>» <i>Pictures</i></li><li>» <i>Student work samples</i></li><li>» <i>Journals</i></li><li>» <i>Videos</i></li></ul></li><li>» Utilize a consistent system for keeping and reviewing documentation.<ul style="list-style-type: none"><li>» <i>Data notebooks</i></li><li>» <i>Student portfolios</i></li></ul></li><li>» Ensure Individualized Education Program (IEP) goals and progress are incorporated into ongoing monitoring and communication.<ul style="list-style-type: none"><li>» <i>Collaboration with special educator</i></li><li>» <i>Student/teacher/parent conferences</i></li><li>» <i>Data notebooks</i></li><li>» <i>Growth measures in place</i></li></ul></li></ul>

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## Standard 7: Family and Community Partnerships

**Definition:** Purposeful relationships exist between families and the school.

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

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### Possible Indicators

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

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

**Possible Indicators**

**What might the administrator do to support educators and students?**

- » Ensure school information and expectations are clearly communicated to families, including in the child's native language.
  - » *Newsletters*
  - » *Websites*
  - » *School communication*
  - » *Progress reports*
  - » *Emergency information*
- » Encourage a shared responsibility and reciprocal partnership with Business Partners.
  - » *2-way communication*
  - » *Align partnerships with mutually beneficial outcomes as the goal*
  - » *Create partnerships that are manageable and sustainable*
  - » *Multiple opportunities for interaction*
  - » *Reach out to stakeholders*
- » Provide opportunities for community input through multiple venues.
  - » *PTO/PTA*
  - » *Chamber of Commerce*
  - » *Rotary*
  - » *Religious organizations*
  - » *Area businesses*
- » Utilize resources of various community organizations.
  - » *Family and Parent Engagement Resource Center (PERC)*
  - » *Family Resource Center*
  - » *After school programs*
  - » *Health Centers*
  - » *Mental health and counseling services*
- » Create an environment that is welcoming to families and community.
  - » *Host community events*
  - » *Invite community to participate in school functions*
  - » *Create opportunities for families to learn, grow, and improve*
- » Create a shared vision with partners to work toward mutual success.
  - » *Work in coordination with area feeder schools to ensure programs and services are aligned*
  - » *Collaborate with social service agencies to provide mutual supports*

**What can the educator do to support student engagement and achievement?**

- » Provide clearly communicated information and expectations in the child's native language to families, for instance:
  - » *Newsletters*
  - » *Websites*
  - » *School communication*
  - » *Progress reports*
  - » *Special education information*
  - » *Emergency information*
- » Create a classroom that is welcoming to families and community.
  - » *Family nights*
  - » *Transition activities*
  - » *Volunteer opportunities*
  - » *Provide for real world experiences through community members.*
- » Support efforts of the school administration as an active member of committees.
  - » *LSIC*
  - » *PTA/PTO*
  - » *Curriculum Team*
  - » *Student Assistance Team (SAT)*
  - » *Faculty senate*
  - » *PLC Teams*

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## **Standard 7: Family and Community Partnerships (continued)**

**Definition: Purposeful relationships exist between families and the school.**

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

### **Possible Indicators**

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

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