

Appendix A: Professional Learning Continuum

Effective professional learning is coordinated and works toward a cohesive, common vision that will affect educator effectiveness and student learning. Professional learning should be planned and organized to engage educators and benefit students. The WVBE and WVDE seek to support educators in their career-long professional growth. This continuum highlights the goals, research-based best practices, and selected essential understandings for the pre-service educator through the educational leader.

Professional Learning Continuum

Pre-Service Educator (Student Teacher/ Intern)

- GOALS:**
- Ensure that all pre-service educators graduate from postsecondary teacher preparation programs with the knowledge, skills, and dispositions necessary to be effective educators for all the students they will serve.
 - Build the content knowledge and teaching skills of entering teachers to a level of beginning proficiency.

RESEARCH-BASED BEST PRACTICES:

- Teacher-in-residency programs
- Alternative certification routes
- Teacher effectiveness research
- Effective schools research

SELECTED ESSENTIAL UNDERSTANDINGS:

- Pedagogy and foundations of child development
- Classroom environments, schedules, and routines
- Content knowledge based on certification(s)
- Interpersonal skills
- Strong communication skills
- School effectiveness research and processes
- Adverse Childhood Experiences (ACEs) and Trauma-informed Care/Teaching
- Classroom management
- Instructional strategies
- Assessment types, strategies, and literacy
- Reading and math literacy

BUILDING PRE-SERVICE EDUCATOR LEADERSHIP

- Learner
- Conference attendance
- Participation in professional learning
- Student internships
- Participation in various academic, social, and service organizations on campus and in the community

Novice Educator (0-3 Years of service)

- GOALS:**
- Ensure that every beginning teacher has access to a high-quality induction program designed not only to benefit the novice but also to support the professional learning of the experienced teacher serving as the mentor.
 - Build on preparation experience with robust mentoring and induction support to improve practice.

RESEARCH-BASED BEST PRACTICES:

- Multi-year support for new teachers
- Teacher induction
- High-quality mentoring using carefully selected and well-prepared mentors
- Ongoing professional learning
- Quality evaluation and feedback

SELECTED ESSENTIAL UNDERSTANDINGS:

- Classroom management
- Standards-focused instruction
- Building a strategy bank
- Problem solving and critical thinking
- Adverse Childhood Experiences (ACEs) and Trauma-informed Care/Teaching
- Instructional planning
- Differentiating instruction
- Assessment types, strategies, and literacy
- Knowledge of content and pedagogy
- Behavior management (preventative and restorative discipline)

BUILDING NOVICE EDUCATOR LEADERSHIP

- Learner
- Develop expertise and hone skills
- Participate in professional learning
- Participate in school and county committees
- Participate in Faculty Senate
- Attend National Board Awareness sessions
- Subscribe to professional publications
- Read professional literature
- Join professional organizations

Professional Educator (3+ Years of service)

- GOALS:**
- Ensure educators are gaining the skills and knowledge necessary to increase individual competency, enhance program quality, and improve outcomes for children.
 - Provide a system of support that allows educators to benefit from ongoing professional learning and growth through various systems including professional learning opportunities offered through local and state agencies.

RESEARCH-BASED BEST PRACTICES:

- Sustained, standards-focused professional learning opportunities based on data-driven needs
- Support for pursuit of opportunities for educator leadership and advanced studies
- Support for pursuit of National Board Certification
- Quality evaluation and feedback
- Feedback to improve practice and improve student achievement

SELECTED ESSENTIAL UNDERSTANDINGS:

- Personalized learning for all
- Analyzing and adjusting teaching strategies
- National Board Certification
- Continuous learner
- Innovation
- Reflective skills
- Knowledge of content and pedagogy
- Knowledge of students
- Pursuing equity for all students
- Supporting the whole child

BUILDING PROFESSIONAL EDUCATOR LEADERSHIP

- Attainment of advanced degrees
- Learner
- Instructional specialist
- Curriculum specialist
- Learning facilitator
- Data coach
- Candidate for National Board Certification
- Member of professional organizations
- Participant in educational recognition such as Teacher of the Year, etc.

Educational Leader (Continual Educator Development)

- GOALS:**
- Ensure the development of educational leaders through a process of continual professional development.
 - Provide a system of support that allows educators to grow professionally so they can become leaders in their schools, counties, state, and profession.

RESEARCH-BASED BEST PRACTICES:

- Sustained, standards-focused professional learning opportunities based on data-driven needs
- Support for pursuit of administrative/ leadership opportunities
- Support for pursuit of National Board Certification
- Systematic analysis and adjustment of practices

SELECTED ESSENTIAL UNDERSTANDINGS:

- Becoming a teacher leader
- Mentoring others
- Being an instructional leader
- Working with adult learners
- Exhibiting strong communication skills
- Working collaboratively
- Knowledge of students
- Pursuing equity for all students
- Supporting the whole child

BUILDING EDUCATIONAL LEADER LEADERSHIP

- Learner
- Responsive provider
- Classroom supporter
- Mentor
- School Leader
- Catalyst for change
- School, county, state and national level presenter
- Pursue advanced degrees
- Engage in professional organization leadership