



2022-2023 Three-Credit Hour Course: Teacher Academy

- ▶ **Audience:** West Virginia Teachers/Educators and Administrators
- ▶ **Type:** Seven-week course
- ▶ **Enrollment:** Fall: October 1 – October 25, 2022; Spring December 1, 2022 – January 3, 2023
- ▶ **Duration:** Fall: October 26 – December 13, 2022; Spring: January 4 – February 21, 2023

Description: The WVDE Teacher Academy course is designed to support teachers using research-based materials and instructional strategies aligned to the WV Professional Teaching Standards that strengthen student and teacher learning resulting in increased student achievement. The course will be seven-weeks and equivalent to a 45-hour course (3 credits). The course is designed around modules connected to the Teacher Academy blended model. Participants will explore how classroom management and building positive relationships affect student achievement, explore the use of digital tools in the classroom, and consider how engagement with students, parents, and the community affects achievement and attendance. The content of the course will be connected to WV Professional Teaching Standards 2 and 3.

Key Topics include:

- ▶ Classroom Management
- ▶ Classroom Culture versus Climate
- ▶ Understanding Intellectual/cognitive, social, and emotional development
- ▶ Effective Communication
- ▶ Defining and Understanding Trauma

Course Goals:

- ▶ Defining classroom management and what the research says about classroom management
- ▶ Organizing the learning environment
- ▶ Creating an environment of respect and rapport
- ▶ Managing student behaviors
- ▶ Implementing classroom procedures
- ▶ Establishing a culture for learning
- ▶ Focusing on consistent, engaging learning environments
- ▶ Clear and effective communication
- ▶ Supporting a partnership for family engagement
- ▶ Best practices for communicating with their students' families
- ▶ Building positive relationships with students, parents, and colleagues
- ▶ Providing appropriate, positive, and effective feedback and praise
- ▶ Establishing a professional online presence that supports all families and students in a safe learning environment
- ▶ Strengthening the family engagement partnership by sharing student success



Session Overviews

► **Week One – What is Classroom Management?**

What is classroom management and why do you think it is always one of the biggest concerns of new teachers (and experienced teachers)? (2C) Establishing a Culture for Learning & (2F) Organizing the Learning Environment: What makes a classroom a good place to learn? What is the difference between the culture and the climate of a classroom? How does the set-up of your room affect instruction?

Objectives:

- I am familiar with WV Professional Teaching Standard 2: The Learner and the Learning Environment.
- I can reflect on my progress and evaluate my levels of performance for each of the functions under WV Professional Teaching Standard 2.
- I can clearly define classroom management.
- I can show evidence of how teachers can manage a classroom environment that allows students to safely learn.
- I am familiar with the difference between classroom culture versus climate.

► **Week Two – Developmental Characteristics of Children**

Activities and assignments are based on WV Professional Teaching Standard 2: The Learner & the Learning Environment

(2A) Understanding Intellectual/Cognitive, Social & Emotional Development: How well do you know the developmental characteristics of the age level that you teach? Do you know, based on the developmental level of your students, what they should and should not be able to do?

(2B) Creating an Environment of Respect and Rapport: How can teachers build relationships with their students, parents/guardians, and community members?

Objectives:

- I can determine the developmental characteristics of the students I teach.
- I know strategies that can help my struggling learners
- I can provide my students with differentiated instruction.
- I have strategies to establish respect and rapport with my students.
- I have strategies to establish respect and rapport with parents, guardians, and community members.
- I can self-reflect on my classroom practices to make my students feel welcomed, safe, and connected to the classroom environment.

► **Week Three - Classroom Procedures and Managing Behaviors**

Activities and assignments are based on WV Professional Teaching Standard 2: The Learner & the Learning Environment

(2D) Implementing Classroom Procedures and (2E) Managing Student Behaviors: What can teachers do to improve their skill of getting their students to follow directions, get and stay on task? What have I learned about my knowledge of the learner and the learning environment?



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► Week Four - Importance of Content

Activities and assignments are based on WV Professional Teaching Standard 3: Teaching

(3a) Importance of Content: What is the difference between content knowledge and pedagogical knowledge? Why is it important that a teacher master each? (3B) Communicating with Students (3C) Questioning and Discussion Techniques: What are ways teachers can communicate with their students to ensure a safe and supportive classroom environment? What are some ways to provide questioning that encourages students to engage in discussions? (3D) Student Engagement: Why is it important for teachers to monitor their student's engagement? What are strategies teachers can use when students are not exhibiting engaging behaviors?

Objectives:

- I am familiar with WV Professional Teaching Standard 3: Teaching.
- I can reflect on my progress and evaluate my levels of performance for each of the functions under WV Professional Teaching Standard 3.
- I can describe the difference between pedagogical and content knowledge.
- I know effective communication strategies that provide my students with understanding of the subject matter.
- I provide a safe environment for my students to express their ideas and ask questions without hesitation.
- I can be an active listener and use effective questioning techniques to help my students engage in discussions.
- I can reflect on my practice of engaging students.
- I can use strategies to increase engagement during my instruction.
- I have tools that will support my learners to keep them involved in their own learning.

► Week Five - Assessment and Effective Feedback

Activities and assignments are based on WV Professional Teaching Standard 3: Teaching

Week 5 (3E) Use of Assessments in Instruction: What is the difference between formative and summative assessment? Why is it important to consider biases in assessment questions? Why is it important to analyze both the summative and formative assessments to drive instruction? (3F) Flexibility and Responsiveness: What does it mean to be flexible and responsive during instruction? What does it mean to provide effective feedback to students? Why should teachers include lessons based on student interest?



Objectives:

- I can describe the differences between formative and summative assessments.
- I can use different types of questions in my instruction.
- I can recognize the potential for hidden biases in my practice.
- I can use formative assessment to assist in my flexibility during instruction to meet my students' needs.
- I know how to provide my students with effective feedback to promote growth towards mastery of the standards.
- I have digital tools that can help me to effectively assess my students and become more responsive in my practice to meet my students' needs.

► Week Six - Creating a Trauma Sensitive School: Strategies to Help Educators Create Safe and Respectful Environments for All Students

Childhood Trauma and Relationships: What is the clinical definition of trauma? How does trauma effect how a child builds relationship in school? Learning Modes for Students in Trauma What is the difference between a trauma-informed school and a trauma-sensitive school? Who benefits from having a trauma-sensitive approach schoolwide?

In a trauma-informed school, the adults in the school community are prepared to recognize and respond to those who have been impacted by traumatic stress. Students are provided with clear expectations and communication strategies to guide them through stressful situations. The goal is to not only provide tools to cope with extreme situations but to create an underlying culture of respect and support.

A trauma-sensitive school provides a safe and respectful environment that enables students to build caring relationships with adults and peers, self-regulate their emotions and behaviors, and succeed academically, while supporting their physical health and well-being.

This session is designed around the ACEs Research Study, which indicates that negative childhood experiences have a tremendous impact on future lifelong health and opportunity. As such, early experiences are an important public health issue.

Key Topics in the session include:

- Childhood trauma and relationships
- Learning modes for students in trauma
- An introduction to brain development during trauma
- Classroom interventions
- Building resiliency in students

Objectives:

- I can define trauma.
- I am familiar with the ACEs study.
- I can use my knowledge about trauma to help in building successful relationships with students.
- I can describe the difference between a trauma-informed and trauma-sensitive school community.
- I can recognize how trauma impacts academic performance.
- I know how to make a schoolwide plan to help students feel safe and connected at school.



► **Week Seven - An Introduction to Brain Development and Classroom Intervention During Trauma**

An Introduction to Brain Development During Trauma: What does trauma mean for schools? How can teachers help students overcome academic challenges caused by trauma? Classroom Interventions and Self-Care: What impact does trauma have on classrooms, students, and all school stakeholders? What are some interventions teachers can use with their students to mitigate the effects of trauma?

Objectives:

- *I understand what a child's brain endures during trauma and stress.*
- *I have knowledge of specific academic difficulties caused by trauma.*
- *I can describe the impact trauma has on students, parents, and staff.*
- *I have tools and strategies to help my students overcome anxiety and stress related to trauma.*
- *I can appropriately respond to students that have been affected by traumatic events.*

Course Grades

Discussions will be conducted online each week. Students will contribute to the discussion with each other and with the instructor to demonstrate their in-depth knowledge of topics and questions in each of the weekly discussions. Participation is mandatory and will be monitored by the facilitator. Professionalism will be expected throughout the assignment and correct grammar and sentence structure is required. A rubric is included; participants must score at least a 3 on each discussion post to receive credit for the course. Successful participants will be active in the discussions. They will be graded for frequency of participation, timeliness, in-depth responses, and language, structure, and mechanics.

