

# West Virginia **PROFESSIONAL TEACHING STANDARDS**



**Curriculum  
and  
Planning**

**The Learner  
and the  
Learning  
Environment**

**Teaching**

**Professional  
Responsibilities  
for Self-Renewal**

**Professional  
Responsibilities  
for School and  
Community**



**WEST VIRGINIA BOARD OF EDUCATION  
2010-11**

**Priscilla M. Haden**, President  
**Jenny N. Phillips**, Vice President  
**Robert W. Dunlevy**, Secretary

**Michael I. Green**, Member  
**Burma Hatfield**, Member  
**Lowell E. Johnson**, Member  
**L. Wade Linger Jr.**, Member  
**Gayle C. Manchin**, Member  
**William M. White**, Member

**Brian E. Noland**, Ex Officio  
Chancellor  
West Virginia Higher Education Policy Commission

**James L. Skidmore**, Ex Officio  
Chancellor  
West Virginia Council for Community and Technical College Education

**Jorea M. Marple, Ed.D.**, Ex Officio  
State Superintendent of Schools  
West Virginia Department of Education

# Background of the West Virginia Professional Teaching Standards

The West Virginia Board of Education directed the West Virginia Commission for Professional Teaching Standards (WVCPTS) to revise West Virginia's professional teaching standards to ensure alignment with the state's 21st Century teaching and learning initiative. Using a resource team coordinated by the West Virginia Department of Education, the 21-member WVCPTS developed a document that articulates what a 21st century teacher should know and be able to do. This document uses, as a basis for its domains of knowledge, the work of Linda Darling-Hammond and John Bransford in *Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do* (2005). A review of the research was conducted that included effective teaching and national standards documents such as those of the National Council for the Accreditation of Teacher Education (NCATE); Interstate New Teacher Assessment and Support Consortium (INTASC); National Board for Professional Teaching Standards (NBPTS); International Society for Technology in Education (ISTE); as well as other states' standards and West Virginia's Frameworks for High Performing 21st Century Classrooms, Schools and School Systems. West Virginia's standards were based on the work of Charlotte Danielson in *Enhancing Professional Practice: A Framework for Teaching* (2007); and a summary of surveys and forums conducted by Susan Saltrick that asked West Virginia educators to describe the essential knowledge and skills needed by a teacher in today's classroom (2006). Subsequent revisions of this document have been made following recommendations by the West Virginia Task Force on Professional Teaching Standards and consultation with various education stakeholders.

## Why Have Professional Teaching Standards?

West Virginia's 21st century initiative positions teachers in new professional roles as facilitators of education to ensure that every student has the opportunity for success in life and work in this global society. These professional teaching standards are the basis for teacher preparation, assessment of teacher practice and professional development. The curriculum for West Virginia higher-education teacher preparation programs that lead to certification should reflect, and be aligned to, these teaching standards. The teacher evaluation process should also reflect alignment with these standards to ensure a purposeful relationship between expectations for performance and evaluation.

Professional teaching standards provide a common language that describes what a 21st century teacher needs to know and be able to do. Each standard is introduced by an overview that summarizes its essential meaning and scope. Function statements then further define what teachers know and do to implement the standard and describe important characteristics and procedural parts. Each function is divided into a series of indicators that detail specific actions necessary for effective implementation. These indicators may then be evaluated through clearly defined levels of performance that recognize accomplishment while pointing toward opportunities for improvement and continued learning.

### PROFESSIONAL TEACHING STANDARDS

These professional teaching standards articulate, in five broad areas, what every West Virginia teacher will know and be able to do.

**Standard 1 - Curriculum and Planning**

**Standard 2 - The Learner and the Learning Environment**

**Standard 3 - Teaching**

**Standard 4 - Professional Responsibilities for Self-Renewal**

**Standard 5 - Professional Responsibilities for School and Community**

# Standard 1

## Curriculum and Planning

The teacher displays deep and extensive knowledge of the core content and designs instructional experiences that move beyond a focus on basic competency in the subject to include, as appropriate, the integration of 21st century interdisciplinary themes of global awareness; economic, business and entrepreneurial literacy; civic literacy and health literacy. Knowledge of content is absolutely necessary for good teaching, and it must be combined with an understanding of the complex and sophisticated relationships within the content and made relevant to the learner. The teacher designs instruction that is aligned with the West Virginia Content Standards and Objectives and uses a standards-based approach to instruction supported by a variety of instructional resources that may include textbooks. Information media and technology tools are

frequently incorporated into lesson design and teaching strategies are supported by a variety of technologies that promote self-directed learning, problem solving and collaboration. A balanced instructional assessment program is designed to assist students to achieve mastery of the content and depth of knowledge of the West Virginia Content Standards and Objectives. The teacher uses his/her knowledge of content, process and development of 21st century skills to move beyond being a provider of knowledge to being a facilitator of learning. Experiences are created to advance student learning through processes such as critical thinking, collaboration and problem solving that encourage creativity, innovation and self-direction.

**Function 1A: Core Content** – The teacher has a deep knowledge of the content and its inter-relatedness within and across the disciplines and can move beyond basic content competency to ensure student mastery of skills necessary for success in life and work.

*1A1: Demonstrates knowledge of content*

*1A2: Integrates 21st century interdisciplinary themes*

*1A3: Integrates 21st century skills*

**Function 1B: Pedagogy** – The teacher has a deep knowledge of the art and science of teaching in his/her specific content and can facilitate experiences that advance creativity, innovation, and problem solving.

*1B1: Demonstrates subject matter pedagogy*

*1B2: Integrates specialized knowledge of 21st century interdisciplinary themes*

*1B3: Integrates specialized knowledge of 21st century skills*

**Function 1C: Setting Goals and Objectives for Learning** – The teacher uses a standards-based approach to instruction aligned with the state and local curriculum and sets instructional goals and objectives that describe what students will learn.

*1C1: Aligns lessons and units to WV CSOs*

*1C2: States clear and focused goals*

*1C3: Integrates content among disciplines*

**Function 1D: Designing Instruction** – The teacher designs instruction that engages students in meaningful instructional activities that support the WV Content Standards and Objectives and that result in intentional student learning.

*1D1: Designs relevant and engaging learning activities*

*1D2: Organizes clear lessons and units*

**Function 1E: Student Assessment** – The teacher uses a balanced approach to ensure both assessment of learning and assessment for learning to provide both teacher and students information to guide future learning.

*1E1: Defines assessment criteria*

*1E2: Uses both formative and summative assessments*

## Standard 2

# The Learner and the Learning Environment

The teacher demonstrates knowledge of the underlying principles of how students develop and learn and creates an environment that supports the learning of all students. The teacher sets high expectations based on a conceptual understanding of what is developmentally appropriate for all students. The teacher establishes a learner-centered culture that allows all students to be successful while respecting their differences in learning styles, as well as socio-economic, cultural and developmental characteristics. Respect for diversity is apparent in the design of the learning environment –

the activities and tasks, the materials and student groupings – to ensure student learning. The learning environment is characterized by effective classroom procedures, appropriate use of technology and efficient management of behaviors and physical space. Students' misconceptions are addressed in lesson design to ensure that the appropriate next steps in learning are taken. Students are encouraged to collaborate and to assume responsibility for their positive interaction in the learning environment.

**Function 2A: Understanding Intellectual/Cognitive, Social, and Emotional Development** – The teacher's understanding of the unique characteristics of the learner is evidenced in the design of learning activities which are developmentally appropriate and differentiated to engage all students in the learning process.

*2A1: Provides developmentally appropriate tasks*

*2A2: Supports the learning process*

*2A3: Differentiates instruction*

**Function 2B: Creating an Environment of Respect and Rapport** – The teacher shows respect for students by having high expectations, providing management frameworks that clearly define roles and procedures, using respectful language, communicating interest in students as individuals and encouraging student collaboration.

*2B1: Models respect for self, students and others*

*2B2: Demonstrates care and concern for others through student interactions*

*2B3: Teaches student collaborative processes*

**Function 2C: Establishing a Culture for Learning** – The teacher establishes a culture in the learning environment that is focused on learning and that reflects the importance of the work undertaken by both students and the teacher.

*2C1: Fashions tasks that support learning*

*2C2: Supports student pride in work*

**Function 2D: Implementing Classroom Procedures** – The teacher ensures that rules and procedures are in place for a smoothly functioning learning environment evidenced by the efficient use of time and resources.

*2D1: Establishes transitions and routines*

*2D2: Provides materials and supplies*

**Function 2E: Managing Student Behaviors** – The teacher collaborates with students to establish norms of behavior for the learning environment that ensure a focus on learning.

*2E1: Sets expectations for student behavior*

*2E2: Monitors student behavior*

*2E3: Responds to misbehavior*

**Function 2F: Organizing the Learning Environment** – The teacher ensures that the physical or virtual learning environment is safe, and that there is maximum flexibility in the use of physical space in a physical learning environment.

*2F1: Creates a safe learning environment*

*2F2: Arranges furniture and physical space*

# Standard 3

## Teaching

The teacher displays a deep knowledge of content that, when combined with the knowledge of teaching and knowledge of the learner and the learning environment, enables the development of instructional experiences that create and support the best possible opportunities for students to learn. The instructional delivery methods and tools are appropriate for the type of learning target, and the teacher facilitates a challenging and active learning environment and encourages students to make decisions regarding their own learning. The teacher selects questioning, discussion, pacing and grouping techniques that engage all students and elicit clear evidence of their learning.

The teacher engages in the instructional cycle of planning, instructing, assessing, and adjusting based on data. The teacher extracts data from ongoing formative assessments to inform and adjust instruction for intervention, enrichment or the next acquisition lesson. The teacher uses summative assessment data to measure student progress toward mastery of the West Virginia Content Standards and Objectives. The teacher provides timely, specific descriptive feedback through classroom assessment for learning practices, thus enabling students to self-assess and set their own goals. Excitement about learning is not only demonstrated in the instruction, but also by the engagement of the students in learning activities that are relevant and based on individual needs and learning characteristics.

**Function 3A: Importance of Content** – The teacher utilizes content knowledge to focus learning targets that create meaningful learning experiences for students.

3A1: *Engages students with content*

3A2: *Varies instructional methods*

3A3: *Delivers content in a 21st Century context using technology*

**Function 3B: Communicating with Students** – The teacher creates and maintains a positive, supportive classroom climate and communicates with students in a variety of ways.

3B1: *Supports high expectations for learning and student self-direction*

3B2: *Provides clear and accurate directions and procedures*

3B3: *Promotes effective use of oral and written language*

**Function 3C: Questioning and Discussion Techniques** – The teacher practices quality questioning techniques and engages students in discussion.

3C1: *Uses quality questioning techniques*

3C2: *Facilitates inclusive discussion*

**Function 3D: Student Engagement** – The teacher delivers instruction to motivate and engage students in a deep understanding of the content.

3D1: *Utilizes relevant activities and assignments*

3D2: *Varies instructional groupings*

3D3: *Modifies lesson pacing*

**Function 3E: Use of Assessments in Instruction** – The teacher uses both classroom formative and summative assessment as a balanced approach to instructional decision making.

3E1: *Uses valid, reliable and unbiased assessments*

3E2: *Analyzes data to monitor students learning*

3E3: *Provides descriptive feedback*

3E4: *Provides structures for student self-assessment*

**Function 3F: Flexibility and Responsiveness** – The teacher adjusts instruction based on the needs of the students and in response to “teachable moments.”

3F1: *Adjusts the lesson*

3F2: *Responds to student interest*

3F3: *Persists with students who require extra help*



## Standard 4

# Professional Responsibilities for Self-Renewal

The teacher persistently and critically examines his/her practice through a continuous cycle of self-improvement focused on how he/she teaches and works in a global, digital society. The teacher is responsible for engaging in professional, collaborative self-renewal in which colleagues, as critical friends, examine each other's practice in order to adjust instruction and practice based on analysis of a variety of data. Participation in this form of professional dialogue

enables the teacher to discover better practice, to be supported by colleagues and significantly contribute to the learning of others as a member of a collaborative team. The teacher who contributes to the teaching profession through the implementation of practices that improve teaching and learning demonstrates characteristics of informal teacher leadership.

**Function 4A: Professional Learning** – The teacher engages in professional learning to critically examine his/her professional practice and to engage in a continuous cycle of self-improvement focused on how to learn, teach and work in a global, digital society.

*4A1: Enhances content knowledge and pedagogical skill*

**Function 4B: Professional Collaborative Practice** – The teacher is actively engaged in learning with colleagues in a way that models collaboration and collegiality to improve his/her practice, addressing questions and issues related to the school and student achievement.

*4B1: Engages in a professional learning community*

**Function 4C: Reflection on Practice** – The teacher engages in continuous, critical examination of his/her teaching practice and makes adjustments based on data.

*4C1: Adjusts instruction*

**Function 4D: Professional Contribution** – The teacher contributes to the effectiveness, vitality and self-renewal of the teaching profession through investigation of new ideas that improve teaching practice and learning for students.

*4D1: Contributes to the teaching profession*

## Standard 5

# Professional Responsibilities for School and Community

The teacher's primary responsibility is to create and support a learning environment that allows students to achieve at high levels; however, every teacher also has a responsibility to improve the school in which they work. The teacher uses the strategic plan as a guide to help sustain the mission and continuous improvement of the school and thereby contributes to shaping a cohesive, learner-centered culture. Through a commitment to group accountability, the teacher helps develop and maintain student support, management and

assessment systems that enable learning to take place. A teacher's professional responsibilities also include working collaboratively with colleagues, parents, guardians and adults significant to students on activities that connect school, families and the larger community. The teacher demonstrates leadership by contributing to positive changes in policy and practice that affect student learning and by modeling ethical behavior.

**Function 5A: School Mission** – The teacher works collaboratively with the principal and colleagues to develop and support the school mission.

5A1: *Engages in development of a learner-centered mission*

5A2: *Supports the mission within the classroom and community*

**Function 5B: School-wide Activities** – The teacher participates in the development and implementation of school-wide initiatives in curriculum, instruction, and assessment.

5B1: *Participates in the development of school-wide initiatives*

5B2: *Implements school-wide strategic plan initiatives*

**Function 5C: Learner-Centered Culture** – The teacher participates in activities and models behaviors that build and sustain a learner-centered culture.

5C1: *Collaborates with colleagues to shape a cohesive school culture*

**Function 5D: Student Support Systems** – The teacher works collaboratively with the principal and colleagues to develop and sustain student support systems that enable learning.

5D1: *Develops student support interventions*

5D2: *Develops student advocacy strategies*

**Function 5E: Student Management Systems** – The teacher works collaboratively with the principal, colleagues and students to develop and sustain management systems that support and extend learning.

5E1: *Supports efficient management of school facilities*

5E2: *Supports efficient management of school resources*

**Function 5F: School, Family and Community Connections** – The teacher works collaboratively with the principal, colleagues, parents, students and the community to develop and sustain school activities that make meaningful connections among the school, families and the community.

5F1: *Connects with and involves family*

5F2: *Connects with and involves school community*

**Function 5G: Strategic Planning/Continuous Improvement** – The teacher participates in the development and implementation of the school's strategic planning and continuous improvement.

5G1: *Contributes to the school strategic planning process*

**Function 5H: Teacher Leadership** – The teacher demonstrates leadership by implementing classroom and school initiatives that improve education as well as by making positive changes in policy and practice that affect student learning.

5H1: *Demonstrates informal leadership for school improvement*

**Function 5I: Ethical Standards** – The teacher models the ethical standards expected for the profession in the learning environment and in the community.

5I1: *Exhibits integrity and ethical conduct*



# Levels of Performance

The West Virginia Professional Teaching Standards recognize four levels of performance:

1. **Distinguished performance** describes professional teaching that engages students to be highly responsible for their own learning. Performing at this level involves contributing to the professional learning of others through teacher leadership.
2. **Accomplished performance** describes professional teaching that exhibits mastery of the work of teaching while improving practice and serving the professional community.
3. **Emerging performance** represents teaching that demonstrates knowledge and skills to implement essential elements albeit unsuccessfully at times.
4. **Unsatisfactory performance** describes teaching that does not convey understanding of concepts or the successful implementation of essential elements.

## Sample Function Indicator Rubrics

Sample function indicator rubrics are provided for each of the five West Virginia Professional Teaching Standards. Each standard is represented by two different function indicator rubrics. Each rubric exemplifies a particular aspect of the teaching profession. The first of the two represents facets of teaching that are already well established and readily recognized within the profession; the second rubric puts forward new expectations for professional teaching practice in the 21st century.



# Standard 1 - Curriculum and Planning

## Function 1A – Core Content

The teacher has a deep knowledge of the content and its inter-relatedness within and across the disciplines and can move beyond basic content competency to ensure student mastery of skills necessary for success in life and work.

### Indicator 1A1 – Demonstrates Knowledge of Content

Distinguished	Accomplished	Emerging	Unsatisfactory
The teacher designs lessons and units that display knowledge of important prerequisite skills and knowledge required for student mastery. Student misconceptions are planned for and anticipated. The teacher is aware of the West Virginia CSOs for grade levels or courses that precede and follow the grade/course they teach. The teacher has a deep knowledge of the content and its inter-relatedness within and across the disciplines.	The teacher designs lessons and units that demonstrate knowledge of major concepts and assumptions; the teacher knows the prerequisite skills and knowledge required for student mastery of content and has an understanding of the West Virginia CSOs for grade levels/courses that precede and follow the current grade level/course. The inter-relatedness of disciplines is consistently demonstrated in lessons.	The teacher designs lessons and units that demonstrate knowledge of major concepts and assumptions essential to the content area(s) they teach. The teacher has limited knowledge of the prerequisite skills and the West Virginia CSOs for grade levels/courses that precede and follow the current grade level/course. The inter-relatedness of disciplines is inconsistently demonstrated in lessons.	The teacher makes content errors when designing lessons and units of instruction.

## Function 1E – Student Assessment

The teacher uses a balanced approach to ensure both assessment of learning and assessment for learning to provide both teacher and students information to guide future learning.

### Indicator 1E2 – Uses Both Summative and Formative Assessments

Distinguished	Accomplished	Emerging	Unsatisfactory
The teacher demonstrates an understanding of assessment-related issues such as validity, reliability, bias and scoring by using assessments and the information from them to purposely plan and differentiate assessment choices. The teacher consistently plans the use of varied, ongoing formative and summative assessments to drive instruction and set goals for and of learning. The teacher collaborates with others to design and revise assessments and assessment policies and procedures.	The teacher demonstrates an understanding of the various characteristics, uses and limitations of various diagnostic, formative and summative assessments. The teacher plans the use of appropriate formative and summative assessment data to meet the needs of individual students. The teacher plans the sharing of summative and formative assessment data with students to monitor progress and set learning goals.	The teacher demonstrates an understanding of the various characteristics, uses and limitations of various diagnostic, formative and summative assessments. The teacher plans the use of appropriate formative and summative assessment data for the needs of groups.	The teacher does not use formative and summative assessments results for planning.

## Standard 2 - The Learner and the Learning Environment

### Function 2A – Understanding Intellectual/Cognitive, Social, and Emotional Development

The teacher's understanding of the unique characteristics of the learner is evidenced in the design of learning activities which are developmentally appropriate and differentiated to engage all students in the learning process.

#### Indicator 2A2 – Supports the Learning Process

Distinguished	Accomplished	Emerging	Unsatisfactory
The teacher guides students in developing individual learning processes by demonstrating extensive and subtle understanding of how students learn. The teacher models and practices self-assessment. The teacher promotes and encourages student self-assessment. The teacher transfers ownership of learning to students and teaches students to engage with the content.	Teacher support is evident through accurate and current knowledge of the learner and the learning process. The teacher uses balanced assessment (i.e., both formative and summative assessments) to guide instruction. The teacher activates prior knowledge and teaches students strategies to engage with the content.	The teacher is aware of the learning process, but is inconsistent in its implementation. The teacher relies primarily on summative assessment for evaluation. The teacher may refer to prior instruction, but doesn't routinely make connections to new learning.	There is no evidence the teacher values and/or understands how students learn. Support for the learning process (i.e., scaffolding, cooperative learning) is not evident. The teacher does not demonstrate knowledge of assessment for learning.

### Function 2B – Creating an Environment of Respect and Rapport

The teacher shows respect for students by having high expectations, providing management frameworks that clearly define roles and procedures, using respectful language, communicating interest in students as individuals and encouraging student collaboration.

#### Indicator 2B3 – Teaches Student Collaborative Processes

Distinguished	Accomplished	Emerging	Unsatisfactory
The teacher designs collaborative activities to meet the needs of all students successfully. The teacher engages all students in a variety of collaborative activities that include both local and global participation and may include virtual experiences. Clearly defined roles and procedures allow for maximum collaboration. The teacher designs collaboration that encourages continued use of communication and investigation. The teacher encourages students to initiate and take an active role in establishing a supportive framework for collaboration.	The teacher clearly defines and encourages student input into productive and respectful collaborative procedures. Student/teacher roles are clearly articulated. Students consistently operate in mutually supportive and productive physical and virtual groups. The teacher's framework ensures student mastery of stated goals and objectives.	The teacher provides some opportunities for student collaboration. The teacher provides the guidelines and procedures for student collaboration which define roles and behavior expectations.	The teacher provides few opportunities for student collaboration. When student collaboration occurs, there are no clearly defined roles, behavior expectations, or procedures for students.

## Standard 3 - Teaching

### Function 3A – Importance of Content

The teacher utilizes content knowledge to focus learning targets that create meaningful learning experiences for students.

#### Indicator 3A1 – Engages Students with Content

Distinguished	Accomplished	Emerging	Unsatisfactory
The teacher sequences the content to focus and enrich student learning. Students are engaged in learning through meaningful, real-world and 21st century experiences. The teacher facilitates student-led, problem-based learning activities that enable students to make connections which result in deeper understanding of the content.	The teacher provides learning activities which are relevant to content and focused to learning targets. The teacher's delivery method and sequencing clarifies content for students and challenges them to achieve. The teacher engages students in content-rich activities to create meaningful, real-world and 21st century learning experiences.	The teacher provides activities which are focused and relevant to learning targets. The teacher's delivery method and sequence of content enhance students' learning and achievement, although real-world and 21st century experiences are rare.	The teacher provides activities which do not relate to specific learning targets. Delivery methods and content sequence are textbook driven.

### Function 3E – Use of Assessment in Instruction

The teacher uses both classroom formative and summative assessment as a balanced approach to instructional decision making.

#### Indicator 3E2 – Analyzes Data to Monitor Student Learning

Distinguished	Accomplished	Emerging	Unsatisfactory
The teacher analyzes classroom summative and benchmark assessment data to monitor individual mastery of objectives and review collective data to make program and instructional changes. The teacher teams with colleagues to examine student work and to build common formative assessments and rubrics to monitor student progress. The teacher uses ongoing classroom assessment data to plan next instruction and to provide intervention as needed. The teacher provides descriptive feedback and involves students in monitoring their own progress toward mastery of objectives as well as to set their own goals for improvement.	The teacher analyzes classroom summative and benchmark assessment data to monitor individual mastery of objectives and reviews collective data to make program and instructional changes. The teacher uses classroom formative assessment to elicit sufficient detail to pinpoint specific problems with student progress. As a result, the teacher makes effective decisions about what actions to take to adjust instruction based on student need. The teacher teams with colleagues to examine student work and build common assessments and rubrics. Using ongoing formative assessment, the teacher provides descriptive feedback in a timely manner and intervenes as needed.	The teacher analyzes classroom summative data to verify student mastery of objectives and make program-level decisions. The teacher uses periodic benchmark assessment data to make pacing and other instructional adjustments. The teacher uses formative assessment data to monitor student progress. As a result, the teacher adjusts instruction based on student need.	The teacher does not use available data to guide or adjust instruction. The teacher uses assessment results for grading and evaluative feedback.

## Standard 4 - Professional Responsibilities for Self-Renewal

### Function 4A – Professional Learning

The teacher engages in professional learning to critically examine his/her professional practice and to engage in a continuous cycle of self-improvement focused on changing how to learn, teach and work in a global and digital society.

#### Indicator 4A1 – Enhances Content Knowledge and Pedagogical Skill

Distinguished	Accomplished	Emerging	Unsatisfactory
The teacher seeks opportunities for professional development beyond those that are required and makes a systematic effort to conduct action research. The teacher seeks feedback from both colleagues and supervisors and/or through professional collaboration, and exhibits transparency of practice.	The teacher seeks opportunities for professional development beyond those that are required. The teacher welcomes feedback from both colleagues and supervisors and/or through professional collaboration, and exhibits transparency of practice.	The teacher participates in professional development activities to a limited extent when required. Teacher accepts feedback on teaching performance from both supervisors and professional colleagues.	The teacher does not engage in required school-based, professional development opportunities. The teacher continues to use out-dated, non-researched-based strategies. Teacher resists feedback on teaching performance.

### Function 4D – Professional Contribution

The teacher contributes to the effectiveness, vitality, and self-renewal of the teaching profession through investigation of new ideas that improve teaching practice and learning for students.

#### Indicator 4D1 – Contributes to the Teaching Profession

Distinguished	Accomplished	Emerging	Unsatisfactory
The teacher initiates the investigation of best practices. Teacher consistently implements those practices and mentors others in the process. Teacher shares results of investigation at the local, state, or national level.	The teacher actively participates in the investigation of best practices. Teacher consistently implements those practices. Teacher shares results of investigation within the school community.	The teacher participates in opportunities to investigate best practices when invited to do so. Teacher inconsistently implements those practices.	The teacher utilizes routine practices excluding the investigation or implementation of best practices.

## Standard 5 - Professional Responsibilities for School and Community

### Function 5A – School Mission

The teacher works collaboratively with the principal and colleagues to develop and support the school mission.

Indicator 5A1 – Engages in Development of a Learner-centered Mission			
<b>Distinguished</b>  The teacher takes a leadership role in the planning and development of the school mission and re-evaluates his/her involvement throughout the school year. The teacher systematically communicates with the faculty and principal regarding the learner-centered mission. There is evidence that the teacher re-evaluates the learner-centered mission annually and is involved in updating it.	<b>Accomplished</b>  The teacher is actively engaged with other faculty and the principal in the planning and development of the school mission. The teacher is an active participant in collaborative planning meetings. The teacher is able to articulate the learner-centered mission and relate it to the school as a whole.	<b>Emerging</b>  The teacher collaborates in the development and planning of the school mission when asked. There is some evidence of collaboration between the teacher, other faculty and principal regarding the planning of the school mission. Teacher is able to articulate elements of a learner-centered mission.	<b>Unsatisfactory</b>  The teacher is absent from meetings to plan and develop the school mission. There is no collaboration among the teacher, the school faculty and principal regarding the planning of the school mission. The teacher is unable to articulate the school's mission.

### Function 5F – School, Family and Community Connections

The teacher works collaboratively with the principal, colleagues, parents, students and the community to develop and sustain school activities that make meaningful connections among the school, families and the community.

Indicator 5F1 – Connects with and Involves Family			
<b>Distinguished</b>  The teacher seeks ways to dialogue effectively with families based on individualized student need, e.g., electronic, print, telephone. The teacher provides ongoing opportunities for families to develop and participate in classroom activities based upon needs assessment and continual reflection of involvement activities. The teacher interacts with families outside the school setting, e.g. ball games, dance recitals, community plays, etc. The teacher utilizes theory and current research to facilitate meaningful connections between the school and family.	<b>Accomplished</b>  The teacher seeks ways to communicate with families based on individualized student need, e.g., electronic, print, telephone. The teacher offers ongoing opportunities for families to participate in classroom activities. The teacher interacts warmly with families within the school setting. The teacher seeks relevant knowledge of the family in order to provide meaningful connections between the school and family.	<b>Emerging</b>  The teacher communicates with families during required school- and county-level opportunities. The teacher participates in basic school-wide family activities when directed, e.g., PTO meetings, school fund raisers, etc. The teacher has minimal interaction with families within the school setting.	<b>Unsatisfactory</b>  The teacher ineffectively communicates with families or fails to communicate at any level, e.g., exhibits negativity, inappropriate language, condescending demeanor, etc. The teacher is consistently absent from school-wide family activities. The teacher avoids interaction with families.



# A Guide to the West Virginia Professional Teaching Standards

The primary purpose of this document is to guide exploration and understanding of the West Virginia Professional Teaching Standards. Through its design and development, it attempts to answer essential questions about the organization and interpretation of the revised standards. As it introduces the revised standards with a broad overview, the guide also offers an invitation to examine the function statements more thoroughly and to make meaningful connections with actual professional teaching performance and how it may be defined and evaluated.

Perhaps the most essential question that the guide proposes to answer is “What is professional teaching?” Each of the five standards captures a significant aspect of what a teacher in West Virginia must know and be able to do to teach students effectively. Within the guide, each of the standards and all its constituent parts are color coded. Each standard begins with a narrative description and is then followed by a list of function statements that provide rich and specific details of actions that indicate successful implementation of the standard. In this way, the standard is first explained in general terms before being broken into its essential elements which are then further separated into distinct indicators.

### Standard 3 Teaching

The teacher displays a deep knowledge of content that, when combined with the knowledge of teaching and knowledge of the learner and the learning environment, enables the development of instructional experiences that create and support the best possible opportunities for students to learn. The instructional delivery methods and tools are appropriate for the type of learning target, and the teacher facilitates a challenging and active learning environment and encourages students to make decisions regarding their own learning. The teacher selects questioning, discussion, proving and grouping techniques that engage all students and elicit clear evidence of their learning.

The teacher engages in the instructional cycle of planning, instructing, assessing, and adjusting based on data. The teacher extracts data from ongoing formative assessments to inform and adjust instruction for intervention, enrichment or the next acquisition lesson. The teacher uses summative assessment data to measure student progress toward mastery of the West Virginia Content Standards and Objectives. The teacher provides timely, specific descriptive feedback through classroom assessment for learning practices, thus enabling students to self-assess and set their own goals. Excitement about learning is not only demonstrated in the instructor, but also by the engagement of the students in learning activities that are relevant and based on individual needs and learning characteristics.

**Function 3A: Importance of Content** – The teacher utilizes content knowledge to focus learning targets that create meaningful learning experiences for students.

- 3A1: Engages students with content
- 3A2: Varies instructional methods
- 3A3: Delivers content in a 21st Century context using technology

**Function 3B: Communicating with Students** – The teacher creates and maintains a positive, supportive classroom climate and communicates with students in a variety of ways.

- 3B1: Supports high expectations for learning and student self-direction
- 3B2: Provides clear and accurate directions and procedures
- 3B3: Promotes effective use of oral and written language

**Function 3C: Questioning and Discussion Techniques** – The teacher practices quality questioning techniques and promotes student discussion.

### Standard 3 - Teaching

**Function 3A - Importance of Content**  
The teacher utilizes content knowledge to focus learning targets that create meaningful learning experiences for students.

Indicator 3A1 - Engages Students with Content	
<b>Unsatisfactory</b> The teacher separates the content to focus and which student learning. Students are engaged in learning through meaningful, real-world and 21st century experiences. The teacher facilitates student self-direction and learning activities that enable students to make connections which result in deeper understanding of the content.	<b>Accomplished</b> The teacher provides learning activities which are relevant to content and focused on learning targets. The teacher's delivery method and sequencing of content address students' learning and achievement, although real-world and 21st century experiences are rare.
<b>Emerging</b> The teacher provides activities which are focused and relevant to learning targets. The teacher's delivery method and sequencing of content address students' learning and achievement, although real-world and 21st century experiences are rare.	<b>Unsatisfactory</b> The teacher provides activities which do not relate to specific learning targets. Delivery methods and content sequence are not clear.

**Function 3B - Use of Assessment in Instruction**  
The teacher uses both classroom formative and summative assessment as a balanced approach to instructional decision making.

Indicator 3B2 - Analyzes Data to Monitor Student Learning	
<b>Distinguished</b> The teacher analyzes classroom assessment and benchmark assessment data to monitor individual mastery of objectives and assess collective data.	<b>Accomplished</b> The teacher analyzes classroom assessment and benchmark assessment data to monitor individual mastery of objectives and assess collective data.
<b>Emerging</b> The teacher analyzes classroom assessment data to monitor student mastery of objectives and make instructional decisions. The teacher uses assessment results for grading and evaluative feedback.	<b>Unsatisfactory</b> The teacher does not use available data to guide or adjust instruction. The teacher uses assessment results for grading and evaluative feedback.

To better understand teacher performance, the guide also presents the four levels of performance established to evaluate the work of teaching. Each of the standards is represented within the guide by two function indicator rubrics that are similarly color-coded. Brief narrative statements describe each of the two functions and are followed by rubrics that contain indicator statements that illustrate educator performance at Distinguished, Accomplished, Emerging and Unsatisfactory levels.

Function indicator rubrics were specifically selected for this guide based on two criteria: The first rubric exemplifies an aspect of teaching that is already well established and recognized within the profession; whereas, the second rubric refers to a dimension of the profession that is more novel and may be less known. This approach conveys the scope of standards-based educator performance and evaluation while distinguishing what remains constant from what leverages change within teaching and learning in the 21st century.



Jorea M. Marple, Ed.D.  
State Superintendent of Schools