

West Virginia Professional Teaching Standards

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 assure student mastery of skills necessary for success in life and work.

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.

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.

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

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

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.

Function 2B: Creating an environment of respect and rapport – The teachers show their 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.

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.

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

Function 2E: Managing student behaviors – The teacher collaborates with students to establish norms of behavior for the learning environment that assures a focus on learning.

Function 2F: Organizing the learning environment – The teacher assures 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.

Standard 3: Teaching

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

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

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

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

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

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

Standard 4: Professional Responsibilities for Self-Renewal

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

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 for the purpose of addressing questions/issues related to the school and student achievement.

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

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.

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.

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

Function 5C: Learner-Centered Culture – The teacher participates in activities and model behaviors that build and sustain a learner-centered 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 to occur.

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

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 between the school and families and the community.

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

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.

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