

A Guide for All Educators:

Selecting Instructional Supports that are *Student Centered and Learning Focused*

Section 1 -Required Instructional Tools

Name	Focus	Purpose and justification	Capacities: Tools/Support needed for effective use	Benefits - How does it inform instruction?
<p>1. Content Standards and Objectives Required by WVBOE policy</p>	<p>Policy 2510 requires all teachers to implement a standards-focused curriculum aligned with the approved content standards and objectives. Policy 2510 also requires teachers to design long and short term instructional plans based on the approved content standards and objectives for the appropriate grade and subject.</p>	<p>Content standards and objectives provide a focus for teachers to facilitate engaging instructional experiences that enhance individual student progress and competencies essential for future success in the workplace and/or further education.</p>	<ul style="list-style-type: none"> • Provided professional development relevant to Standards-focused instruction that enables teachers to: <ul style="list-style-type: none"> • Clearly identify the enduring understandings, as well as the skills and knowledge, essential for success at that grade level and in subsequent grades. • Examine the objectives to determine the depth of knowledge required by students • Identify the learning targets within each objective in order to effectively design learning experiences that will build student success. 	<ul style="list-style-type: none"> • CSOs provide the foundation for instructional design. • CSOs provide the basis for long-term planning for the teacher, while specific objectives and learning targets within objectives serve as the basis for short-term planning by the teacher. • CSOs provide school staff a framework to vertically align the curriculum for all students.
<p>2. Lesson Plans Required by WVBOE policy</p>	<p>Neither WVDE nor OEPA require a specific template for the design of lesson plans, but the OEPA determines whether teachers have adequate lesson plans that can be utilized by a substitute teacher. Teachers engage in the</p>	<p>Systematic lesson planning allows teachers to identify major concepts that occur across objectives, as well as specific learning targets within objectives. Lesson plans support the design of thoughtful instruction that integrates content, learning skills and</p>	<ul style="list-style-type: none"> • Model standards-based lesson plans, units of study and Project Based Learning units. • Teachers participate in high functioning professional learning communities that collaborate on improvement of student learning 	<ul style="list-style-type: none"> • Quality instructional design and lesson planning engage students in active learning experiences. • Quality daily instructional planning helps students make the connections within the context of units focused on larger concepts

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	<p>lesson planning process in an effort to meet the specific learning needs of the students. The use of lesson plans supports adherence to Policy 2510.</p>	<p>technology tools to make learning experiences meaningful to students.</p>	<p>through the study of relevant data and implementation of strategies found in effective lesson plans.</p>	<p>and provides teachers, students and parents a meaningful representation of the learning taking place within the classroom.</p>
<p>3. Learning Skills/ Tech Tools Required by WVBOE policy</p>	<p>Policy 2510 requires that teachers design instruction that provides opportunities for students to develop proficiency in 21st century learning skills and technology tools.</p> <p>Policy 2520.14 provides the foundational 21st Century Standards and Objectives for learning skills and technology tools. This broadened scope of curriculum triangulates rigorous 21st century content, 21st century learning skills and the use of 21st century technology tools.</p>	<p>Provides a comprehensive guide for delivering rigorous and relevant learning skills and technology tools. These elements, when used to guide the instructional process and when delivered with the creativity and instructional expertise of West Virginia teachers, will become a powerful resource for preparing students to meet the challenges of the 21st century.</p>	<ul style="list-style-type: none"> • Sufficient infrastructural support: computers, bandwidth, technical support, professional development • Access and professional development to instructional resources such as: techSteps, Thinkfinity, Intel, SAS, Odyssey and Destination Success 	<ul style="list-style-type: none"> • Provides the foundation, or basis, for instructional design. Serves as the basis for long-term and short-term instructional planning for the teacher. • Allows the school staff to vertically align the curriculum for all students.
<p>4. On-Line IEPs Required by WVBOE policy</p>	<p>Provides an on line tool for the development of IEPs for students with exceptionalities and fulfills IDEA and Policy 2419 requirements.</p>	<p>Develops a plan of specialized instruction that meets the particular needs of the student's exceptionality and is based on standards of instruction.</p>	<ul style="list-style-type: none"> • Access and professional development around the planning, use and reporting concerning Online IEPs. • Support and resources are available at http://wvde.state.wv.us/teachiep/onlineiep.php 	<ul style="list-style-type: none"> • An IEP informs instruction by developing annual goals based on assessments of the student's present levels of academic achievement and functional performance. • Annual goals and services outline the specialized processes and/or instruction to achieve the student's targeted skills.

Section 2 - Non-required Supplemental Instructional Supports: use at local discretion

Name	Focus	Purpose (the why?) and justification (research supporting)?	Capacities: Tools/Support needed to use effectively	Benefits – How does it inform instruction?
<p>1. TechSteps Not required: used at local discretion</p>	<p>TechSteps is a K-12 instructional tool that aligns to the learning skills and technology tools CSOs defined in Policy 2520.14, and is consistent with the curriculum model that triangulates rigorous 21st century content, learning skills, and the use of technology tools. TechSteps K-12 helps to develop student technology literacy/fluency in an authentic, integrated, project-based approach that systematically introduces technology skills while preserving the integrity and rigor of the curriculum content.</p> <p>NOTE: It is a federal requirement that districts report the number of 8th grade students who are technology literate. CIPA requires that districts educate all students annually on cyber safety awareness and response. Districts are not required to use TechSteps. However, districts which choose not to use TechSteps to document these federal requirements must provide documentation of technology literacy and cyber safety training to the WVDE each year, including the program(s) used and proof of student completions.</p>	<p>TechSteps is an instructional tool that provides feedback on student technology literacy/fluency in an integrated, 21st century context. It provides a vehicle for reporting technology literacy to meet NCLB requirements. TechSteps includes cyber safety lessons for each grade level to allow schools to meet the CIPA requirement that all students be educated on cyber safety awareness and response annually.</p>	<ul style="list-style-type: none"> • Sufficient infrastructural support: computers, bandwidth, technical support and professional development. • Determination of programmatic, grade and content areas where readiness for implementation of TechSteps projects needs to occur. 	<ul style="list-style-type: none"> • Informs instruction in determining mastery of 21st century technology and learning skills objectives. • Infuses technology skills into core instruction with lessons at each grade level aligned to WV Math, ELA, Social Studies and Science CSOs • Includes rigorous and relevant student centered projects that promote inquiry and higher-order thinking • Student-centered formative and summative tools used to inspire learning and assess competence • Using technology in meaningful ways promotes rigor and improves learning outcomes in all subject areas • Teaches students to use common technology tools to solve real-world math, science, and engineering challenges

<p>2. Kit Based Science (SIMPLE) Not required: used at local discretion</p>	<p>Provides inquiry-centered, hands on instructional kits for science instruction in grades K-6.</p>	<p>Kits are developmentally appropriate in the following science integrated disciplines: Life Science, Physical Science, and Earth Science. Each kit contains all of the materials, both consumable and non-consumable, necessary for the unit. The hands-on activities motivate students to learn and prepare them for deeper levels of scientific investigation and understanding in secondary education.</p>	<ul style="list-style-type: none"> • Science kits and professional development were originally provided through Project SIMPLE. (This project no longer exists.) • Refurbishment of kits and additional professional development will be the responsibility of the local educational agency. 	<ul style="list-style-type: none"> • Each module provides assessments of and for learning of science CSOs. • Motivates students to learn and prepare them for deeper levels of scientific investigation and understanding in secondary education.
<p>3. WV Writes Not required: used at local discretion</p>	<p>Provides students in grades 3-12 the opportunity to practice writing skills in the genres of narrative, descriptive, informative, and persuasive across the curriculum.</p>	<p>An online instructional tool that scores student writing skills providing students with immediate feedback, scoring and reporting. Provides students with the opportunity for unlimited practice sessions for writing essays on a variety of prompts aligned to the West Virginia 21st century CSOs. A customized West Virginia scoring engine scores student compositions using the state's grade-level, 6-point writing rubrics. WV Writes also includes Smarter Balanced modeled performance tasks aligned to the WV Next Generation Content Standards and Objectives in English Language Arts.</p>	<ul style="list-style-type: none"> • Sufficient infrastructural support: computers, bandwidth and technical support • Professional development that focuses on: administration, analysis of data and how to use the data to make curricular decisions. 	<ul style="list-style-type: none"> • Unlimited access to practice sessions • Provides immediate feedback, scoring and reporting • Builds writing skills • Measures student achievement based on WV Writing Rubrics • Provides practice for the WESTEST 2 Online Writing • Provides an early example of the types of evidence expected of students on the Smarter Balanced assessment in E/LA
<p>4. WV Virtual School Not required: used at local discretion</p>	<p>Provides virtual course modules for students in grades K-12.</p>	<p>Policy 2450 assures a consistent high quality education for the students of West Virginia through the use distance, online, or virtual learning courses via the WV Virtual School. Such courses may be approved when curriculum content cannot be delivered locally due to a shortage of certified personnel, a demand for low-incidence enrollment, student scheduling conflicts, or any other validated student need to access</p>	<ul style="list-style-type: none"> • Access to the eLearning platform, course content aligned to the state CSOs, highly-qualified online teacher • Sufficient infrastructural support: computers and bandwidth, local facilitation for student support and progress monitoring 	<ul style="list-style-type: none"> • Access to high quality instructional resources, • Provides students the opportunity to earn credit for courses not taught locally (e.g., world language or AP courses), • Students can include courses in their schedules they might not be able to take otherwise, • Provides students the opportunity

		technology delivered courses.		to complete CTE programs of study virtually when scheduling conflicts arise.
5. On-Target WV Not required: used at local discretion	Provides on-line courses in grades 9-12 to support credit recovery.	Policy 2510 section 5.6.h.4 provides county boards of education a means to adopt policies and programs allowing students to recover credit for failed high schools courses. <i>on-TargetWV</i> is an online researched-based program that permits students to successfully demonstrate mastery of content rather than repeat an entire course. Course content is aligned to the state CSOs and is taught by a highly-qualified online teacher.	<ul style="list-style-type: none"> • Sufficient infrastructural support: computers and bandwidth • Access to high speed internet on a consistent basis • Support from technology department to ensure computers have updated browsers and plug-ins • Local mentor for student support and progress monitoring • Support of local credit recovery program from county/school administrators, counselors and classroom teachers 	<ul style="list-style-type: none"> • Reducing the state dropout rate and the number of students requiring remedial courses prior to entering college, • Improving the state graduation rate, • Provides students the opportunity to complete CTE programs of study virtually when scheduling conflicts arise.
6. Odyssey Not required: used at local discretion	Instructional software tool for reading and math for students in grades K-8.	Compass Learning's Odyssey assessment solutions assess student performance, diagnose strengths and weaknesses as well as provide formative assessment strategies, allowing the teacher to monitor progress and provide summative feedback to measure growth. The product allows educators to build and customize assessments that align with local, state, and national standards.	<ul style="list-style-type: none"> • Computer lab or distributed computer environment required • Access to high speed internet • Continued professional development to enable users to effectively benchmark and align lessons to the WV Next Generation Content Standards and Objectives and support the appropriate use of reports to disaggregate data for student support in deficit areas 	<ul style="list-style-type: none"> • Flexible course structure allows educators to work with the whole class, small groups or individual students. • Easy-to-use assessment and reporting, correlated to WV state standards, allows educators to track student progress and individualize prescriptive content.
7. Thinkfinity Not required: used at local discretion	Educational resources applicable to students in grades K-12.	Free educational resources for all. Thinkfinity is a partnership between the largest names in education, including the Smithsonian, National Geographic, NCTM, NCTE and The Council for Economic Education.	<ul style="list-style-type: none"> • Sufficient professional development that allows educators to explore, understand and efficiently access the multitude of resources. • Sufficient infrastructural support: computers and bandwidth, local facilitation for student support and progress monitoring 	<ul style="list-style-type: none"> • Provides educators with a time saving resource yielding the high quality resources in a short amount of time.
8. SAS Not required: used at local	Educational resources applicable to students in grades 8-14.	SAS provides lessons and resources that concentrate on deeper thinking and problem solving skills.	<ul style="list-style-type: none"> • Sufficient professional development that allows educators to explore, understand 	<ul style="list-style-type: none"> • Tools such as the Writing Reviser and the Math Solvers provide instant feedback for students.

discretion			<p>and efficiently access the multitude of resources.</p> <ul style="list-style-type: none"> • Sufficient infrastructural support: computers and bandwidth, local facilitation for student support and progress monitoring 	
<p>9. Acuity Not required: used at local discretion</p>	<p>Provides students in grades 3-11 an opportunity to demonstrate their knowledge in the areas of math, RLA, science, and social studies.</p>	<p>An online assessment platform that provides immediate feedback, scoring and reporting with the intent to inform teaching and improve student learning. Acuity includes WESTEST 2 Benchmark Assessments that measure student achievement of selected objectives. Districts/schools are strongly encouraged to modify the WESTEST 2 Benchmark Assessments to reflect CSOs that have been covered within instructional period. Acuity also provides a bank of test items that teachers may utilize to efficiently develop specific classroom assessments. Teachers also may develop their own specific assessment items. Acuity also includes cluster assessments targeting the WV Next Generation CSOs in Math and ELA that will be available in school-year 2013-2014.</p>	<ul style="list-style-type: none"> • Sufficient infrastructural support: computers, bandwidth and technical support • Professional development that focuses on: building custom tests using the state-authored benchmarks, administration, analysis of data and how to use the data to make curricular decisions. 	<ul style="list-style-type: none"> • Modified tests will result in information that can be utilized by teachers to guide instructional design and interventions • Measures achievement on WV CSOs • Includes WESTEST 2 –like items • Includes Instructional Resources to assist students who need additional support for certain skill sets • Additional cluster assessments can assist educators in determining student readiness against the NxG CSOs.
<p>10. Lexile Measures and Quantile Measures Not required: used at local discretion</p>	<p>Lexile Measures are applicable to students in grades K-12 and Quantile Measures are applicable to students in grades PreK-Pre-Calculus.</p>	<p>Lexile measures provide information about an individual’s reading ability text difficulty. It enables a teacher or parent to match a child’s ability to a specific book or piece of text.</p> <p>Quantile measures indicate where a student is on the mathematics continuum from early skills to advanced ones. It provides a common, developmental scale to describe a student’s mathematical achievement and the difficulty of specific</p>	<ul style="list-style-type: none"> • Professional development to support the understanding and application of Lexile and Quantile Measurement. • Support of electronic resources/assessments at: http://lexile.com/about-lexile/How-to-get-lexile-measures/ http://quantiles.com/where-to-get-quantiles.aspx . 	<ul style="list-style-type: none"> • Lexile measures determine a reader’s range of ability and matching that range to classroom texts, the teacher can address the needs of all students on a more individualized basis. • Lexile Measures may be used to create reading lists that target student ability and challenge them to stretch appropriately instead of being frustrated. • Knowing the Quantile Measures for each of their students will

		<p>mathematical skills and concepts from prekindergarten through pre-calculus. The Quantile measure targets specific skills a student is ready to learn, as well as what level of success a student is likely to have.</p>		<p>allow teachers to target and adjust instruction to meet student needs.</p> <ul style="list-style-type: none"> • Assists in determining which mathematics skills a learner is ready for and which ones require further instruction. • Supports differentiated instruction for advanced students using the Supplemental QTaxons for a specific skill.
<p>11. Teach21 and in/site Not required: used at local discretion</p>	<p>Instructional resources for educators involved with students grades K-12</p>	<p>Designed by teachers to assist colleagues in planning and delivering effective standards focused instruction in West Virginia Classrooms. It enables educators to quickly access Learning Skills and Technology Tools for WV Schools, as well as other resources that exemplify rigorous and relevant instructional design and delivery.</p>	<ul style="list-style-type: none"> • Sufficient infrastructural support: computers and bandwidth • Support from guidance counselors and special educators for students with special need • Time for educators to collaboratively plan how to align instructional resources to instruction. • Resources created by WV teachers are continually being added to the site, which necessitates that professional development to keep teachers updated 	<ul style="list-style-type: none"> • Information is easily accessible for teachers and administrators. • Resources: standards-based units, lesson plans, instructional guides, electronic resource packages, inquiry based lessons and project based learning designs; • Provides information on modeling the integration of content, learning skills and technology standards • Research-based instructional strategies, differentiated instruction and samples of rich classroom assessments • Classroom videos offering educators a glimpse of what quality instruction looks like in WV classrooms.
<p>12. Microsoft Innovative Educator Not required: used at local discretion</p>	<p>30 free tools provided by Microsoft Research for all grades and all subjects.</p>	<p>Technology integration in every subject.</p>	<ul style="list-style-type: none"> • Sufficient professional development that allows educators to explore, understand and efficiently access the multitude of resources. • Sufficient infrastructural support: computers and bandwidth, local facilitation for student support and progress monitoring 	<ul style="list-style-type: none"> • Provides for alternative forms of assessment, cross curricular PBLs and the ability efficiently utilize the hardware that is already in the classroom

13. CTE

Teacher

Resources:

**Not required:
used at local
discretion**

Tooling U	On-line instructional tool for CTE teachers	Designed by industry to assist teachers in planning and delivering effective industry standards in WV classrooms. It enables educators to quickly access industry recognized skill sets, as well as other resources that exemplify rigorous and relevant instructional design and delivery	<ul style="list-style-type: none">• Sufficient infrastructural support: computers and bandwidth, local facilitation for student support and progress monitoring	<ul style="list-style-type: none">• Resources: standards-based units, lesson plans, instructional guides, electronic resource packages, inquiry based lessons and project based learning designs• Using technology in a meaningful ways, promotes rigor and improves learning outcomes in all Engineering/Technical Programs of Study
CDX	On-line instructional tool for CTE teachers	Designed by industry to assist teachers in planning and delivering effective industry standards in WV classrooms. It enables educators and students to quickly access industry recognized skill sets, as well as other resources that exemplify rigorous and relevant instructional design and delivery for the automotive industry.	<ul style="list-style-type: none">• Sufficient infrastructural support: computers and bandwidth, local facilitation for student support and progress monitoring	<ul style="list-style-type: none">• Resources: standards-based units, lesson plans, instructional guides, electronic resource packages, inquiry based lessons and project based learning designs• Using technology in a meaningful way, promotes rigor and improves learning outcomes in all automotive technology programs of study.
Today's Class	On-line instructional tool for CTE teachers	Designed by industry to assist teachers in planning and delivering effective industry standards in WV classrooms. It enables educators and students to quickly access industry recognized skill sets, as well as other resources that exemplify rigorous and relevant instructional design and delivery for the automotive and/or health sciences industry.	<ul style="list-style-type: none">• Sufficient infrastructural support: computers and bandwidth, local facilitation for student support and progress monitoring	<ul style="list-style-type: none">• Resources: standards-based units, lesson plans, instructional guides, electronic resource packages, inquiry based lessons and project based learning designs• Using technology in a meaningful ways, promotes rigor and improves learning outcomes in all automotive and/or health sciences programs of study.
WIN or KeyTrain	On-line remediation software	Designed to assist students to improve academic and soft skill sets.	<ul style="list-style-type: none">• Sufficient infrastructural support: computers and bandwidth, local	<ul style="list-style-type: none">• Using technology in a meaningful way, promotes rigor and

Technology for Teaching	On-line instructional tool for health sciences	Designed by industry to assist teachers in planning and delivering effective industry standards in WV classrooms. It enables educators and students to quickly access industry recognized skill sets, as well as other resources that exemplify rigorous and relevant instructional design and delivery the health science industry.	<p>facilitation for student support and progress monitoring</p> <ul style="list-style-type: none"> • Sufficient infrastructural support: computers and bandwidth, local facilitation for student support and progress monitoring 	<p>improves learning outcomes in all CTE programs of study.</p> <ul style="list-style-type: none"> • Using technology in a meaningful way, promotes rigor and improves learning outcomes in health science programs of study.
Health 21	On-line instructional tool for health sciences	Designed by industry to assist teachers in planning and delivering effective industry standards in WV classrooms. It enables educators and students to quickly access industry recognized skill sets, as well as other resources that exemplify rigorous and relevant instructional design and delivery the health science industry.	<ul style="list-style-type: none"> • Sufficient infrastructural support: computers and bandwidth, local facilitation for student support and progress monitoring 	<ul style="list-style-type: none"> • Using technology in a meaningful way, promotes rigor and improves learning outcomes in health science programs of study.
PASSAssured	On-line instructional tool for health sciences	Designed by industry to assist teachers in planning and delivering effective industry standards in WV classrooms. It enables educators and students to quickly access industry recognized skill sets, as well as other resources that exemplify rigorous and relevant instructional design and delivery the health science industry.	<ul style="list-style-type: none"> • Sufficient infrastructural support: computers and bandwidth, local facilitation for student support and progress monitoring 	<ul style="list-style-type: none"> • Using technology in a meaningful way, promotes rigor and improves learning outcomes in health science programs of study.
ASCEND Learning	On-line instructional tool for health sciences	Designed by industry to assist teachers in planning and delivering effective industry standards in WV classrooms. It enables educators and students to quickly access industry recognized skill sets, as well as other resources that exemplify rigorous and relevant instructional design and delivery the health science industry.	<ul style="list-style-type: none"> • Sufficient infrastructural support: computers and bandwidth, local facilitation for student support and progress monitoring 	<ul style="list-style-type: none"> • Using technology in a meaningful way, promotes rigor and improves learning outcomes in health science programs of study.

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