WVBE POLICY 2510-ASSURING THE QUALITY OF EDUCATION: REGULATIONS FOR EDUCATION PROGRAMS

Providing guidance for leaders dedicated to high-quality early learning programming, Pre-K through 5th grade

FOUNDATIONS FOR HIGH – QUALITY EARLY LEARNING PROGRAMS	KEY QUESTIONS FROM PROGRAMMATIC IMPLICATIONS		
	READINESS (PRE-K-K)	PRIMARY (GRADES 1-2)	INTERMEDIATE (GRADES 3-5)
DEVELOPMENTALLY APPROPRIATE STANDARDS FOCUSED CURRICULUM	• Are the students actively engaged in the learning experiences? Do you introduce materials into the informal experiences to facilitate student learning? For example, you may introduce architecture books into the block area. • How are you helping close the literacy achievement gap? • How do you encourage strong child-to-child and child-to-adult relationships? How do you promote the development of social competence in the classroom community?	• How do you share your excitement about learning? Do you understand the standards so you are able to use teachable moments to extend student understanding? • How are you helping close the literacy achievement gap? • Do you include a variety of learning strategies: focused instruction, collaborative groups, and individual learning experiences? Do you focus on building knowledge as well as developing skills? Do you design meaningful integrated instruction?	• Do you help students develop communications skills necessary to interact with adults and students in order to develop understanding of content standards? • How are you helping close the literacy achievement gap? • Do you craft lessons that actively engage students as they develop an understanding of the content standards? Do you devote sufficient time for students to develop an understanding of all content standards?
DEVELOPMENTALLY APPROPRIATE PRACTICES FOR PHYSICAL HEALTH AND WELLNESS	• Do you help students relate new educational information to concrete experiences? • Do you provide a nurturing and safe environment for students which promote positive interaction with adults and other students? • Does your classroom incorporate good health habits like hand washing, cough etiquette, tooth brushing, toileting, manners, treating others with respect, acceptance, respect for other, etc.? • Do you integrate physical activity into the early learning classroom and curriculum to enhance brain function daily?	• Does your classroom incorporate concrete experiences for the understanding of good health habits, physical activity and social emotional skills such as manners, treating others with respect, acceptance, & respect for others? • Do you students enjoy physical activity with simultaneous activities for all? • Does your classroom incorporate good hygiene practices to prevent the spread of disease and support lifetime healthy habits? • Do you integrate physical activity you're your classroom and curriculum to enhance brain function daily? • Do you foster a positive environment that is free of practices which uses physical activity or the loss of physical activity as a punishment for students?	• Does your classroom actively engage in the modeling of wellness behaviors and develop ways to foster a healthy school environment? • Do your students enjoy physical activity with simultaneous activities for all? • Does your classroom incorporate good health habits like hand washing, cough etiquette, etc. into the classroom behaviors? • Do you integrate physical activity into the early learning classroom and curriculum to enhance brain function daily? • Does your classroom actively engage parents and community in a positive and nonthreatening teamwork manner? • Do you foster a positive environment that is free of practices which uses physical activity or the loss of physical activity as a punishment for students?

DEVELOPMENTALLY APPROPRIATE PRACTICES FOR GLOBAL COMPETENCE	• Do you provide students opportunities to use a world language to interpret meaning, engage in interpersonal conversations and present for authentic purposes? How do you help your students use a world language to gain a deeper understanding of the world around them? • How do you facilitate meaningful opportunities for learners to begin the process of applying global dispositions and skills within classroom learning experiences? • Do you introduce culturally authentic artifacts and primary resources in the classroom to support meaningful learning experiences?	• Do you provide students opportunities to use a world language to interpret meaning, engage in interpersonal conversations and present for authentic purposes? How do you help your students use a world language to gain a deeper understanding of the world around them? • How do you facilitate meaningful opportunities for learners to begin the process of applying global dispositions and skills within classroom learning experiences? • Do you introduce culturally authentic artifacts and primary resources in the classroom to support meaningful learning experiences?	• Do you introduce culturally authentic artifacts and primary resources in the classroom to support meaningful learning experiences? • How do you facilitate meaningful opportunities for learners to begin the process of applying global dispositions and skills within classroom learning experiences? • Do you provide students opportunities to use a world language to interpret meaning, engage in interpersonal conversations and present for authentic purposes? How are you helping your students use a world language to gain a deeper understanding of the world around them?
DEVELOPMENTALLY APPROPRIATE PRACTICES FOR FORMATIVE ASSESSMENT PROCESSES	• Do you have an understanding of all applicable Content Standards and Objectives for your grade level? Do you know how to use the standards to design learning experiences that will help a student develop an understanding of the standard? • Are you consistently looking for evidence of student learning related to learning goals? Do you use the gathered evidence to alter instruction in order to support student learning? Do you use evidence of student learning to support individual students? Do you use evidence to articulate individual children's progress to families?	• Do you have an understanding of the Next Generation CSOs that enable me to craft instruction to support individual student learning? • Do you use evidence to design learning experiences to meet the individual learning needs of students? • Are you consistently looking for authentic evidence of student learning related to learning goals? Do you use the gathered evidence to impact student learning? • Do you share the learning goals with your students in terms that they understand? Do your students hold themselves accountable for their progress in achieving the identified learning goals?	• Do you have an understanding of the Next Generation CSOs that enable you to craft instruction to support individual student learning? • Do you use evidence of learning in collaboration with the student to design learning experiences to meet the individual learning needs of students? • Are you consistently looking for authentic evidence of student learning related to learning goals? Do you use the gathered evidence to impact student learning? • Do you share the learning goals you're your students in terms that they understand? Do your students hold themselves accountable for their progress in achieving the identified learning goals? Are your students able to articulate what they need in order to achieve the identified learning goals?

DEVELOPMENTALLY APPROPRIATE PRACTICES FOR TECHNOLOGY INTEGRATION	• Do you intentionally select technology tools and interactive media to extend children's learning? Do you integrate technology tools and interactive media to provide developmentally appropriate experiences for your students? Do you monitor student screen time? • Do you integrate technology in the varied classroom experiences including: classroom routines, small groups, creative play and learning centers? • Do students have access to technology tools? Do you encourage them to use technology to document learning experiences?	• Do you model Internet safety in the classroom? Do you discuss the importance of protecting student identity on-line? Do you select safe Internet sites for your students to use? • Do you provide time for student to explore appropriate technology? • Do you select technology tools and interactive media to support student learning objectives? Does the technology or interactive media bring added-value to the student learning? (Using technology to replicate traditional instruction does not add value. For example, using digital flashcards instead of paper flashcards.)	• Do you consider the value-added to student learning, accessibility and availability when selecting technology? If students need technology to complete an assignment, do students have access at home or have you provided access at school? • Have you provided adequate instruction in how to use the technology and provided time for students to practice using the technology prior to using it in a learning task? • Do you review Internet Sites and select search engines that are safe for young students? Do you actively monitor your students when they are searching the Internet? Do you model Internet safety in the classroom? Do you explicitly provide instruction related to Internet Safety?
DEVELOPMENTALLY APPROPRIATE PRACTICES FOR STUDENT SUCCESS AND CAREER READINESS	• Do you show respect for all students? Do you "think aloud" as you process different classroom situations? • Do you collaborate with the school counselor so students are able to develop a relationship with him/her? Does the counselor have the opportunity to interact with the students? • Do you observe student behavior in terms of the Student Success Standards? Do you intentionally design learning experiences to support the standards based on the needs of individual or group needs?	• Do you show respect for all students? Do you "think aloud" as you process different classroom situations? • Does the counselor have the opportunity to interact with the students? • Do you observe student behavior in terms of the Student Success Standards? Do you intentionally design learning experiences to support the standards based on the needs of individual or group needs? • Do you provide the opportunity for your students to have productive struggle during instruction?	• Do you show respect for all students? • Does the counselor have the opportunity to interact with the students? • Do you provide the opportunity for your students to have productive struggle during instruction? • Do you intentionally design learning experiences to support the standards based on the needs of individual or group needs? Do students have the opportunities to begin the exploration of possible future career and educational choices?