

**TITLE 126
LEGISLATIVE RULES
BOARD OF EDUCATION**

**SERIES 129
PROFESSIONAL EDUCATION PERFORMANCE OBJECTIVES
FOR TEACHING AREAS (5120.01)**

§126-129-1. General.

1.1. Scope. -- These legislative interpretive rule establishes the professional education performance objectives which institutions must incorporate into the professional education component of the educational personnel preparation program for all educators who receive content specialization endorsements on the Professional Teaching Certificate.

1.2. Authority. -- W. Va. Code §18-2-6

1.3. Filing Date. -- November 2, 1984

1.4. Effective Date. -- January 2, 1985

1.5. Repeal of Former Professional Education Objectives. This is a revision.

§126-129-2. Additional.

2.1. Copy of Professional Education Performance Objectives for Teaching Areas attached. Copies may be obtained in the office of the Secretary of State and in the West Virginia Department of Education, Bureau of General, Special, and Professional Education.

2.2. Summary of the major performance areas are listed below.

**SUMMARY OF PROFESSIONAL EDUCATION
PERFORMANCE OBJECTIVES FOR TEACHING
AREAS**

The professional education performance objectives which institutions must incorporate into preparation programs for instructional personnel are clustered into four major areas: pre-teaching, teaching, post-teaching, and other professional activities. Each of these broad areas is further defined into competencies which should be demonstrated by the prospective teacher.

PROFESSIONAL EDUCATION PERFORMANCE OBJECTIVES
FOR TEACHING AREAS

Introduction -

All the following professional education performance objectives for teaching areas were verified as job-related for all three programmatic levels, i.e., early childhood (grades K-4), middle childhood (grades 5-8), and adolescent education (grades 9-12). These objectives must be demonstrated within each content specialization and each programmatic level for which certification is being sought.

Descriptors are also provided for each performance objective. Their purpose is to help clarify the intent of the objective; hence, the descriptors are not required.

1.0 PRETEACHING

1.1 Incorporate learning goals into instructional plans.

Descriptors

- Identify learning goals.
- Develop syllabus.
- Develop course outlines.

1.2 Incorporate intended learning outcomes and learning objectives into instructional plans.

Descriptors

- Specify learner outcomes
- Write learning objectives.
- Identify acceptable indicators of achievement.
- Relate outcomes and objectives to instructional plans.

1.3 Incorporate student characteristics into instructional plans for purposes of instructional design.

Descriptors

- Specify student characteristics: achievement level, learning style, developmental level, prior knowledge and experiences, cultural background, exceptionality.

1.4 Incorporate teacher characteristics into instructional plans.

Descriptors

- Specify relevant teacher characteristics (e.g., teaching style, background).
- Relate teacher characteristics to instructional plans.
- Integrate subject area content with instructional plans (prior content taught, planned future content).

1.5 Apply a personal framework for teaching in developing an instructional plan.

Descriptors

- State personal teaching philosophy and theory.
- Apply a personal philosophy in developing instructional plans.
- Adapt plan to fit within the context of policies, laws, ethics, and regulations.
- Utilize research on teaching and learning in the development of instructional plans.
- Relate school procedures and school social, political, and environmental factors to instructional plans.

1.6 Plan instructional strategies that are consistent with intended learning outcomes and learning objectives.

Descriptors

- Identify instructional strategies (e.g., role-playing, lecture, discussion).
- Relate instructional strategies to stated outcomes.

1.7 Select, develop, or modify instructional materials to meet intended learning outcomes and learning objectives.

Descriptors

- Select materials for a specific instructional program
- Construct games.
- Revise/adapt prepared materials.
- Select appropriate media.
- Relate materials to stated outcomes.

1.8 Determine appropriate classroom procedures and organizational strategies to support the instructional environment.

Descriptors

- Establish classroom procedures, (e.g., rules, time schedule).

- Implement organizational strategies (e.g., use of space, grouping patterns for planned activities).
- Relate procedures and strategies to the instructional environment.

1.9 Incorporate information from various sources (e.g., school records, students, parents, teachers, other school personnel) in planning for instruction.

Descriptors

- Discuss instructional plans with teachers and other school personnel.
- Plan cooperatively with students/parents to set educational goals.
- Integrate information into instructional plans.

1.10 Select assessment or evaluation strategies to measure learning outcomes, objectives, and instructional effectiveness.

Descriptors

- Select or develop tests and student assignments.
- Specify assessment/evaluation strategies.
- Choose appropriate assessment strategies for various purposes (e.g., screening, achievement, placement, program planning).

2.0 TEACHING

2.1 Maintain a positive learning environment to support mastery of learning outcomes and objectives.

Descriptors

- Facilitate a climate of mutual trust.
- Show respect for students.
- Facilitate constructive learner/teacher interaction.
- Display emotional maturity and stability.
- Exhibit enthusiasm and warmth.
- Communicate positive expectations.
- Involve students.

2.2 Communicate with students to provide a context for learning that is consistent with instructional plans.

Descriptors

- State purpose, rationale, and objectives to be achieved.
- State rules and expectations.
- Summarize and review.
- Relate activities to previous and future experience.
- Give instructions.

- 2.3 Organize students, materials, and the classroom environment in ways that are consistent with instructional plans.

Descriptors

- Group students.
- Distribute materials.
- Use allocated instructional time effectively.
- Arrange classroom furniture and fixtures.

- 2.4 Manage the instructional environment to enhance student learning and development consistent with instructional plans.

Descriptors

- Monitor classroom climate
- Adjust to feedback.
- Work in teams with other staff.
- Manage transitions.
- Resolve disruptive behavior and conflicts.
- Accommodate classroom interruptions.
- Maintain schedules.

- 2.5 Implement a variety of instructional strategies and materials consistent with instructional plans.

Descriptors

- Conduct class discussions.
- Deliver lectures.
- Work with students in small groups.
- Use computer-assisted instruction.
- Use audio-visual materials.
- Use role-playing and simulations.
- Hold debates.

- 2.6 Utilize questioning strategies consistent with instructional plans.

Descriptors

- Ask questions at appropriate taxonomic levels.
- Ask questions in appropriate sequence.
- Use questioning as an instructional tool.

- 2.7 Provide verbal and/or nonverbal feedback to students.

Descriptors

- Accept, reinforce, or support learner comments.
- Clarify or interpret learner responses.
- Praise and encourage students.
- Attend to student needs.
- Use guiding and probing to extend student comments.

3.0 POSTTEACHING

3.1 Evaluate the effectiveness of the instructional process.

Descriptors

- Conduct teacher self-evaluation.
- Evaluate appropriateness of learning objectives.
- Evaluate materials, activities, and strategies.
- Evaluate student feedback.

3.2 Evaluate student progress toward mastery of learning outcomes and objectives.

Descriptors

- Evaluate student progress using assessment methods stated in the instructional plan.
- Administer teacher-made and standardized tests.
- Use observation techniques and rating scales.
- Conduct performance assessments of non-cognitive skills.
- Evaluate student products.

3.3 Organize, interpret, and summarize evaluation data for instructional planning, delivery, and management.

Descriptors

- Review assessment data.
- Analyze and interpret assessment results.
- Maintain records.
- Prepare summaries of results.
- Relate assessment results to prior information.
- Interpret standardized test results.

3.4 Report student evaluation results to students, parents, and appropriate school administrative personnel.

Descriptors

- Prepare results reports.
- Present results to appropriate resource personnel.
- Prepare report cards.
- Conduct parent conferences.

3.5 Use available evaluation results.

Descriptors

- Use evaluation results in making instructional decisions and determining grades.
- Prescribe follow-up instruction based on evaluation results.
- Make student referral for enrichment/remediation.

- - Integrate results into future pre-teaching activities.
- - Use evaluation results for teacher self-evaluation.
- Determine Special Education needs.

4.0 OTHER PROFESSIONAL ACTIVITIES

- 4.1 Establish and implement a continuing education plan to meet personal and professional goals.

Descriptors

- - State personal and professional goals.
- - Participate in continuing education programs.
- Select appropriate seminars, conferences, and inservice/preservice workshops.
- Read professional journals.
- Specify professional development activities.

- 4.2 Demonstrate management skills to carry out nonteaching responsibilities.

Descriptors

- Perform administrative tasks (e.g., write reports, keep inventories, participate in planning and scheduling).
- Perform management tasks, (e.g., lunchroom, playground, study hall, bus duty).

- 4.3 Follow school policies, rules, and regulations.

- - Demonstrate awareness of legal responsibilities and obligations.
- - Comply with school policies
- - Comply with Special Education requirements.
- - Demonstrate awareness of Special Education referral process (guidelines, criteria, personnel).
- Represent and enforce school policies, rules, and regulations.

- 4.4 Demonstrate skills necessary to work with school committees and community groups.

Descriptors

- Use group process, consulting, and communication skills.
- Apply skills in group meetings.