

Content Connections

CTE: Skilled Trades and Technical Sciences

Educator Effectiveness

The past year several years, teachers came together and identified effective practices that align with Boulder Valley's Educator Effectiveness Standards and Elements. These content connections were designed for specific courses and or grade levels. The identified connections are not evaluation criteria, but rather were created to provide support and examples of effective classroom instruction.



Standard I: Teachers demonstrate mastery and pedagogical expertise in the content they teach

What does "Effective" look like in the classroom?	
<u>Element a – Alignment</u>	
Connect Learning Environment	<ul style="list-style-type: none"> ● Follow industry standards. ● With appropriate funding, align lessons to industry. ● Use a teacher website.(Schoology) ● Connect industry events to classroom.
Respond to Student Misconceptions	<ul style="list-style-type: none"> ● Allow test corrections. ● Provide opportunities to re-teach within or outside of classroom time. ● Include different learning styles. ● Adapt teaching strategies to student learning styles. ● Utilize collaborative groups.
Collaborate Vertically and Horizontally	<ul style="list-style-type: none"> ● Be aware of other curricula being taught in your building. ● Collaborate with industry professionals and advisory committees at least once per semester.
Prepare Student for Next Level	<ul style="list-style-type: none"> ● Certifications and artifacts show evidence of student proficiency and growth. ● Show progressive student achievement through a working portfolio.
<u>Element b – Literacy</u>	
Provide Literacy Instruction	<ul style="list-style-type: none"> ● Include appropriate non-fiction texts. ● Provide opportunities for students to use the writing process. ● Allow students to work in groups. ● Include inquiry-based teaching. ● Use online resources.
Teach Students How to Apply Literacy Skills	<ul style="list-style-type: none"> ● Encourage students to answer in complete sentences. ● Post language objectives. ● Use research based reading strategies. ● Provide opportunities to speak formally and informally.

	<ul style="list-style-type: none"> ● Provide students journals to reflect upon the work of the week.
Element c – Numeracy	
Connections to Math	<ul style="list-style-type: none"> ● Apply math concepts to real world situations. ● Connect content to physics, science, chemistry, measurement, weights, and lengths.
Knowledge of Math Concepts	<ul style="list-style-type: none"> ● Connect accurate use of math to end results of projects. ● Infuse lessons with math concepts that directly relate to the industry.
Element d – Content	
Appropriately Sequenced Lessons	<ul style="list-style-type: none"> ● Include both independent and group work. ● Plan appropriate scope and sequence. ● Include note taking, teacher modeling, independent practice, partner work, small groups, and whole class discussion. ● Loop lessons in order to build knowledge.
Explanations and Representations	<ul style="list-style-type: none"> ● Rephrase content. ● Include peer-to-peer reflection and explanation. ● Incorporate visual aids, manipulatives, and industry tools to teach content.
Inquiry Methods	<ul style="list-style-type: none"> ● Ask questions multiple ways. ● Share examples. ● Allow students to discover concepts themselves.
Element e – Connectedness	
Build Connections	<ul style="list-style-type: none"> ● Reference other classes and contents.
Element f – Relevance	
Students Make Connections	<ul style="list-style-type: none"> ● Connect previous lessons to current lessons. ● Debrief and explain a lesson/unit when it is completed to explicitly make connections. ● All projects are directly connected to the real world.
Addresses Learning Objectives	<ul style="list-style-type: none"> ● Use hands-on activities. ● Use manipulatives and videos. ● Connect content to college and career readiness.

Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students

What does “Effective” look like in the classroom?	
<i>Element a - Learning Environment</i>	
Value Diverse Perspectives	<ul style="list-style-type: none"> ● Allow for student discussion for better understanding of different ideas. ● Use the internet to access global resources.
Model Respect for Diversity	<ul style="list-style-type: none"> ● Validate different opinions and perspectives during discussions and classroom activities.
Conducive for Learning	<ul style="list-style-type: none"> ● Arrange room to flexibly meet various needs and purposes. ● Foster an environment that is respectful and allows all students to have a voice. ● Allow for a safe learning environment.
<i>Element b - Community</i>	
Sense of Community	<ul style="list-style-type: none"> ● Encourage frequent discussions.
Effective Student Interactions	<ul style="list-style-type: none"> ● Provide models for purposeful, meaningful, and respectful conversations. ● Create expectations for students to acknowledge the ideas of others.
Respect for Differences	<ul style="list-style-type: none"> ● Provide assignments that highlight students’ individual interests and strengths. ● Address classroom norms in an ongoing basis.
Positive Social Relationships	<ul style="list-style-type: none"> ● Encourage students to address each other by name. ● Provide multiple opportunities for students to complete tasks in groups.
<i>Element c – Student’s Strengths</i>	
Ask Challenging Questions	<ul style="list-style-type: none"> ● Provide opportunities for critical-thinking and problem solving. ● Ask questions that encourage students to draw connections between content and personal experience.
Scaffold Questions	<ul style="list-style-type: none"> ● Ask level one, two, and three questions. ● Provide resources that students can access.
Wait Time	<ul style="list-style-type: none"> ● Provide opportunities for students to process information and formulate ideas.
Flexible Grouping	<ul style="list-style-type: none"> ● Mix groups strategically (heterogeneously, homogeneously, interest, need, etc.)
Total Student Participation	<ul style="list-style-type: none"> ● Give equal opportunity to all students to answer questions. ● Encourage student participation in projects and collaboration.

Element d – Differentiation	
Solicit Input	<ul style="list-style-type: none"> ● Provide opportunities for students to work with specialists and interventionists according to student needs.
Differentiated Strategies	<ul style="list-style-type: none"> ● Include multiple ways to learn the content. ● Include multiple ways to assess student learning. ● Incorporate student choice into daily classroom activities.
Adapt Instructional Strategies	<ul style="list-style-type: none"> ● Use different strategies to engage students of different learning styles. ● Scaffold and differentiate lessons depending on students needs. ● Provide multiple paths for students to show their learning.
Challenge and Support Students	<ul style="list-style-type: none"> ● Adapt assignments to challenge students and meet individual needs. ● Encourage students to think of failure as a necessary step towards growth.
Element e – Home/School Connection	
Partner with Families	<ul style="list-style-type: none"> ● Communicate student positives and areas of concern with families using calls or emails. ● Strategize ways to support students. ● Offer opportunities to meet with parents.
Coordinate Information	<ul style="list-style-type: none"> ● Communicate information from students and parents to counselors, other teachers, and administrators, as appropriate.
Seek Services and Resources	<ul style="list-style-type: none"> ● Partner with specialists and interventionists to identify student needs and provide resources that interest and support students.
Frequent Family Communication	<ul style="list-style-type: none"> ● Communicate information about upcoming events, content, and activities that may be important to parents. ● Document regular conversations with family.
Element f – Management for Learning	
Expectations Understood by Students	<ul style="list-style-type: none"> ● Set clear expectations for behavior and participation in different classroom activities. ● Post and/or refer to classroom expectations.
Safe and Orderly Environment	<ul style="list-style-type: none"> ● Provide opportunities for students to cope with heightened emotions. ● Model appropriate emotional responses in discussion and group activities. ● Validate student emotions.

Appropriate Response to Misbehavior	<ul style="list-style-type: none"> ● Address negative behavior in a private setting. ● Use redirection and positive reinforcement to encourage appropriate behavior. ● Reward positive behavior.
Maximum Use of Instructional Time	<ul style="list-style-type: none"> ● Structure lessons to be well-paced and purposeful throughout the class period.

Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students

What does “Effective” look like in the classroom?	
<u>Element a - Child/Adolescent Development</u>	
Adapt Lessons to Strengths and Weaknesses	<ul style="list-style-type: none"> ● Set clear criteria for success of projects and activities. ● Give tailored feedback for the purpose of guiding student growth. ● Vary what students are doing. ● Build extensions and scaffolds into lessons.
Implement Modifications and Accommodations	<ul style="list-style-type: none"> ● Differentiate difficulty of assignment. ● Use appropriate grouping for student success.
Knowledge of Current Developmental Science	<ul style="list-style-type: none"> ● Center curriculum around meaningful learning for students. ● Build on students’ background knowledge and interests.
Collaboration with Colleagues	<ul style="list-style-type: none"> ● Understand modifications and accommodations required in students’ IEPs, ILPs, and 504s. ● Communicate successes and concerns with counselors and other teachers. ● Consult Infinite Campus for current information and students. ● Participate in meetings and teams with peers, administration, specialists, etc.
<u>Element b – Assessments</u>	
Adjustment Based on Assessment	<ul style="list-style-type: none"> ● Circulate regularly through class to provide immediate feedback on work. ● Use evidence pulled from multiple forms of assessment and feedback to modify instruction. ● Provide feedback based on formal and informal assessments.
Encouraging Academic Risk	<ul style="list-style-type: none"> ● Allow students to retake and rewrite assignments to encourage academic challenge. ● Scaffold lessons.
Student Success	<ul style="list-style-type: none"> ● Use backwards design and standards to design units, assessments, and instruction. ● Post objectives. (CLOs)

	<ul style="list-style-type: none"> ● Hand out rubrics
Element c – Effective Practices	
Clear Lesson Objectives	<ul style="list-style-type: none"> ● Post and discuss objectives.(CLOs,Rubrics) ● Ensure students can explain the posted objectives.
Create Authentic Discussion	<ul style="list-style-type: none"> ● Ask open-ended questions. ● Critique student and professional work. ● Include all students in discussion. ● Set discussion expectations.
Student Reflection on Learning	<ul style="list-style-type: none"> ● Vary the ways students can reflect on and talk about their work, including critiques, self-reflection, and self-assessment with rubrics.
Varied Instructional Strategies	<ul style="list-style-type: none"> ● Demonstrate many techniques and procedures. ● Give feedback specific to individual’s work. ● Re-teach demonstrations as needed.
Element d – Technology	
Research Effective Technology Approaches	<ul style="list-style-type: none"> ● Use technology to save time and streamline demonstrations.
Develop Student Knowledge and Skills	<ul style="list-style-type: none"> ● Share what student and teachers do digitally.
Engaging and Motivating Experiences	<ul style="list-style-type: none"> ● Share relevant and current technology and techniques with video.
Digital Resources	<ul style="list-style-type: none"> ● Give digital assignments. ● Provide digital resources to watch and learn from.
Element e – Critical Thinking	
Meet High Expectations with Support	<ul style="list-style-type: none"> ● Provide scaffolding to support student growth and risk taking.
Higher-Order Thinking and Problem-Solving	<ul style="list-style-type: none"> ● Scaffold lessons so that over time students can take on greater challenges. ● Give choice in large projects so students can demonstrate their learning in different ways. ● Show examples to inspire learning and thinking. ● Assign team leaders/shop foremans

Element f – Student Collaboration	
Grouping Matches Task and Needs	<ul style="list-style-type: none"> ● Give group work. ● Vary grouping for assignments. ● Differ table and seating arrangements. ● Collaborate on larger projects.
Varied Groups	<ul style="list-style-type: none"> ● Use groups to brainstorm and pair-share. ● Create groups for different purposes and skill levels.
Students' Collaborative Efforts	<ul style="list-style-type: none"> ● Create groups to practice and reflect. ● Teach group skills.
Element g – Communication Skills	
Model and Teach Effective Skills	<ul style="list-style-type: none"> ● Show exemplars of student work at different levels. ● Model demonstrations. ● Give written and visual input.
Practice Communication Skills	<ul style="list-style-type: none"> ● Practice skills with artist statements, reflections, and presentations.
Element h – Feedback	
Frequent Feedback	<ul style="list-style-type: none"> ● Circulate, observe, and discuss work with students daily. ● Give written feedback on evaluations. ● Provide informal, formal, and summative assessments.
Students Using Feedback	<ul style="list-style-type: none"> ● Foster students giving and receiving feedback in peer critiques, check-ins, and reflections.
Informal Assessment Methods	<ul style="list-style-type: none"> ● Provide ongoing formative assessments and regular student feedback.