Content Connections

Department of Language Development

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: TOSAs demonstrate mastery in pedagogy, content, and district systems

What does "Effective" look like for TOSAs?	
Element a – *Alignment*	
Understand Teacher Standards	● Provides and supports teachers in effectively implementing WIDA Standards across all content areas (science, math, social, studies, literacy, music, physical education, technology, etc...) by providing professional development to teachers in small groups, whole school staff, one on one coaching, and after school course offerings in order for teachers to bridge access for ELLs in accessing the Common Core Standards
Identify Targeted Pedagogical Strategies	● Uses the teacher learning cycle the TOSA facilitates and supports teachers in planning, effectively using high leverage instructional strategies to accelerate language development for ELLs through professional development and one on one coaching
Provide Guidance and Resources	● Provides guidance and resources for teachers to access district systems to ensure appropriate documentation and compliance with The Office of Civil Rights and the Department of Justice which includes (Infinite Campus, *Enrich*, Home Language Survey, W-APT, Waivers, Progress Monitoring(ELDP), Redesignation, Special Education guidelines for ELLs, and ACCESS) ● Provides guidance and resources for teachers in the area of materials, delivery of instructions approaches and instructional strategies ● Provides guidance and resources for teachers in accessing WIDA Standards and WIDA Resources (Can Do Descriptors and website), as well as analyzing ACCESS data for planning instruction for ELLs
Element b – *Literacy*	
Provide Guidance for Literacy Instruction	● Uses the teacher learning cycle the TOSA provides support to teachers in planning the delivery of instruction that includes all domains of language (listening, speaking, reading, and writing) through embedded professional development, one on one planning/coaching or team planning ● Coaching and planning with the teacher ensures the teacher is grounded in implementing literacy instruction that is contextualized; some strategies might include whole to part

	instruction, and meaning based connected to the students' lives and building/activating background knowledge through field trips, reading books, media and KWL
Provide Diverse Literacy Strategies	- Provides and supports teachers in creating opportunities for students to transfer language skills (listening, speaking, reading and writing) across all content areas through coaching experiences and school embedded professional development - Provides and supports teachers with expertise in areas including but not limited to language development and special needs in order to support teachers in targeting language development in order to develop literacy with students of diverse needs through coaching and embedded professional development
Knowledge of Leveled and Complex Texts	- Uses the teacher learning cycle TOSA provides support to teachers through coaching and embedded professional development ensuring that instruction for ELLS is grounded in building academic language so students can access complex text to meet the demands of Common Core Standards. - provides and supports teachers through coaching and embedded professional development in planning lessons that build oracy and oral language development for ELLs (procedures/strategies for classroom talk)
Element c – *Numeracy*	
Provide Resources and Strategies	- Through embedded professional development, coaching the TOSA will: - demonstrate ways to integrate (listening, speaking, reading and writing) activities into numeracy - assist teachers in selecting materials and texts that offer opportunities to integrate listening, speaking, reading and writing into numeracy concepts - support/assist teachers to incorporate the understanding of how language and literacy strategies apply to numeracy
Support Numeracy Instruction	Incorporates differentiated numeracy strategies and resources as it relates to language development in all four domains (listening, speaking, reading and writing) professional development including coursework, job embedded support and blended learning opportunities
Element d – *On-going Professional Learning*	
Identify Needed Areas of PD	- Uses information gathered through observations and coaching to discuss and plan action items for teacher and students - Draws upon a variety of resources to provide teachers with appropriate strategies and materials to support learning - incorporates information gathered through observations, coaching and other methods (emails, site visits, conversations etc..) into ongoing professional development coursework
Network of Resources	Furthers knowledge through a variety of professional learning opportunities
Element e – *Connectedness*	
Build Interdisciplinary and	Connects language (listening, speaking, reading and writing) with all content areas in meaningful ways, when applicable and appropriate

Thematic Connections into PD	● Uses materials that provide opportunities to build language skills across all content areas
Work with Other Departments	● Seeks out input and support from other departments to enhance and expand teacher learning ● Supports the district strategic plan and its implementation

Motivate Adult Learners	● Provides access to instructional resources ● Demonstrates examples of best instructional practices that can be immediately implemented in various educational settings ● Offers Professional Development that directly relates and supports teachers in learning about language acquisition and development
Design PD that is Meaningful and for Diverse Learners/Settings	● Develops professional development that meets a variety of educator effectiveness standards ● Develops professional development that includes a variety of learning modalities ● Develops professional development that is responsive to a variety of communities of student learners ● Provides job-embedded professional development (instructional coaching)

Element g – *Communication and Collaboration*

Deliberate Use of Most Effective Modality for Communication	● Adjusts mode of communication to match objectives and audience needs (i.e. ● Respects and adjusts for different cultural communication styles
Seeks Feedback from Teachers	● Develops evaluations and probes to collect quantitative and qualitative teacher feedback to guide support ● Adjusts approach based on feedback (e.g. moves from questioning to demonstrating)
Foster Change in Collaborative and Supportive Manner	● Provides varied support levels for teachers based on guided release of responsibility (i.e I do, we do, you do) ● Reaches out to include diverse voices during the decision-making process

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

What does "Effective" look like for TOSAs?
Element a - *Learning Environment*
Value Diverse Perspectives ● Understands values and promotes diversity (language, cultural, socio-economic, gender, etc.)

	● Reflects on own cultural proficiency
Model Respect for Diversity	● Models kids first language with teachers and ask for the same from others ● Designs professional development that supports teachers to recognize, value and build upon the knowledge, experiences and culture that all children bring to the classroom ● Models a growth mind-set with adult learners and supports and monitors teachers to do the same with their students ● Highlights contributions of diverse individuals within in the classroom, school, community and globally
Opportunity for All Learning Styles	● Models a value for understanding diverse communication and learning styles when interacting with others ● Provides various scaffolds and supports for successful participation in dialogue ● Organizes classroom for diverse type of groupings
Competent Navigation of Complex Situations	● Listens, asks for clarification, invites all perspectives and voices into the room, looks for common ground
Element b - *Collaborative Relationships*	
Respect for Individual Differences	● Seeks out and values teachers' backgrounds and beliefs about learning ● Considers and values school's individual vision and mission when supporting staff members
Positive Professional Relationships	● Acknowledges breadth of teacher's duties outside context of work with TOSA ● Seeks out opportunities to implement current practices with students alongside teachers ● Makes an effort to get to know teachers
Establishment of Trust	● Holds reflective non-evaluative conversations ● Follows through on agreements communicated to teachers
Empathetic Listening and Use of Non-judgmental Language	● Listens actively to teachers' needs, wants and wonderings ● Highlights and celebrates growth towards professional goals ● Notices practices that a teacher is approximating and selects supportive language to reflect ● Uses a third point to guide a reflective conversation ● Structures coaching conversations not to address on specific lesson sequence, but rather to address transferable practices
Accessible and Equitable Communication	●
Understand Importance of Cultural Competency	● Models a culturally relevant or responsive teaching pedagogy grounded in the TOSAs display of cultural competence: skill at teaching in a cross-cultural or multicultural setting ● Enables teachers to relate course content to his or her cultural context and models an expectation that teachers do the same with students
Element c – *Differentiation*	

Break Down Learning	● Applies and refine instructional coaching approaches ● Makes real-time adjustments ● Supports learners' implementation of best practices
Scaffold interactions	● Understands different learning styles and provides an array of strategies to ensure appropriate level of support for all learners
Follows Up for Mastery	● Facilitates agreements upon next actions and next steps for learning ● Provides ongoing opportunities for continuation of learning to proceed towards mastery
Reinforce Strengths	● Acknowledges the academic strengths of the learner ● Builds upon the learner's strengths to move the learner forward in their learning and application
Element d – *Communication*	
Break Down Feedback	● Identifies the highest leverage points to facilitate forward movement ● Limits the amount of feedback to one or two areas to maximize transfer ● Selects feedback that relates to the learner's identified goals as opposed to a personal agendas
Identify Learning Theories and Plans for Implementation	● Shares pertinent research and resources connected to the identified goals ● Supports teachers to create a plan of action (coach, collaborator, consultant, etc.)
Gather and Share Qualitative and or Quantitative Data	● Evaluates data ● Determines which data to collect for specific need ● Uses and/or creates tools to gather both qualitative and quantitative data ● Supports schools in the interpretation of data
Share Effective Communication Strategies	● Probes, pauses and paraphrased to ensure understanding before problem-solving ● Presumes positive intent ● Removes evaluative/judgmental language from the interaction ● Uses data as a tool to shift the focus from the teacher or student to a neutral, third point ● Uses technology as appropriate to facilitate the reflective process (e.g. upload video for reflection conversations)

Standard III: TOSAs plan and deliver effective instruction and create an environment that facilitates learning for teachers

What does "Effective" look like for TOSAs?	
Element a - *Teacher Professional Development*	
Adapt Interactions to Strengths and Weaknesses	● Uses a variety of techniques and strategies when coaching and working with teachers ● Understands the need to adapt communication and feedback to teachers' individual learning styles

Adapt PD to Address Teachers' Areas for Growth	● Uses information gathered through observations and coaching t discuss a plan action items for teachers
Assist Teachers in Implementing Accommodations and Modifications for Students	● Utilizes the teaching learning cycle to discuss and reflect on student growth and next steps for instruction ● Assists teachers in identifying specific instructional strategies and resources that address student academic needs specifically in building student's academic language
Knowledge of Current Developmental Science	● Utilizes different techniques in response to individual learning styles and needs ● Scaffolds supports based on individual needs
Collaborate with Colleagues	● Establishes an environment of trust and respect ● Promotes an open communication model that honors divers opinions
<u>Element b</u> – *Instructional Practice*	
Adjustment Based on Teacher Performance	● Collaborates with teacher to determine the most effective level of support; analyzing data, co-teaching, modeling, observation feedback, co planning and presenting professional development with ELL teachers at school site etc.
Encourage Instructional Risk	● Provides a safe environment that supports teachers in implementing new instructional practices
Support Teacher Success	● Acknowledges and celebrates teacher's willingness to implement new learning
<u>Element c</u> – *Effective Practices*	
Clear PD Lesson Objectives	● Continues to connect work and activities back to PD objectives
Create Engaging Discussion	● Strategically uses facilitation/collaboration techniques to enhance discussion such as table talk, turn and talk, sentence frames etc…
Teacher Reflection on Learning	● Provides opportunities for teachers to reflect on their learning and to provide feedback about PD to facilitator ● Strategically follows-up with teachers to ensure their needs are met based on reflection and feedback from PD
Varied Instructional Strategies	● Uses an array of facilitation strategies to ensure that PD is not sit and get (SIOP, Collaborative learning strategies, Talk Moves for Academic Discourse, Protocols for conversation guides such as: Last word, Four A's, Chalk Talk, Chariot, etc.) ● Provides PD that is hands-on active learning with the coach as the facilitator of PD

	● Attempts to model strategies in PD that teachers could use with their students
Element d – *Technology*	
Research Effective Technology Approaches	● Experiments with a variety of technology tools (Google drive, Google docs, etc.)
Develop Teacher Knowledge and Skills	● Integrates tools into presentations and courses (you tube videos on language acquisition as appropriate to enhance presentation, WIDA webinars, SIOP virtual professional development, etc…) ● Support teachers in locating and using technology resources in their classrooms or for planning professional development at schools
Engaging and Motivating Experiences	● Creates Schoology and administer courses as necessary for professional development ● Provides blended learning experience for professional development opportunities such as Schoology courses
Provide Interactive Feedback	● Uses tools to remotely collaborate with teachers (Google docs, Google Hangout, etc..)
Element e – *Critical Thinking*	
Encouragement to Meet High Expectations	● Models high expectations for teachers and all students ● Uses language that supports high expectations for all students ● Challenges and support teacher in having high expectations for all students
Higher-Order Thinking and Problem-Solving	● Plans and engages in reflective conversations with teachers using the teacher learning cycle or a coaching protocol ● Provides opportunities for collaborative thinking and problem solving
Element f – *Teacher Collaboration*	
Varied Groups	● Provides opportunities for horizontal and vertical grade level teams and specialist to collaborates on language and literacy instruction, materials and expectation ● Creates structures for positive collaborative interactions
Support Teachers' Collaborative Efforts	● Develops opportunities at the building and vertical grade level teams and specialists to collaborate on language (listening, speaking, reading and writing) instruction, materials and expectations ● Acknowledges and recognizes teacher collaboration ● Values teachers collaboration as a learning tool that builds teacher capacity
Element g – *Communication Skills*	
Structure Conversations to Align with Goals	● Develops and supports opportunities for teachers to reflect on their educator effectiveness goals
Varied Strategies to Gain Information	● Uses a variety of coaching strategies to support teachers when reflecting on their practices and instructional next steps

Listen with Empathy and Offer Strategies	● Provides a supportive environment that encourages teachers to be comfortable in communicating their ideas, concerns, needs and strengths ● Offers suggestions for strategies that help teachers be successful educators
Provide Opportunities for Teachers to Practice Communication Skills	● Provides opportunities within PD in order for teachers to effectively communicate with colleagues and administrators ● Provides resources for teachers to use when communicating with students and families
Element h – *Feedback*	
Frequent Feedback	● Feedback is timely
Teachers Using Feedback	● Plans next steps for actions based on teacher feedback
Strength-Based Model	● Uses the strengths of the learner when offering feedback