

Content Connections

Teacher Librarians

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"> • Demonstrate differentiated instruction (materials at various reading levels) • Offer electronic & print resources that are appropriate for grade level & content • Choose print or electronic resources that are appropriate for student needs • Materials collection reflects the Colorado Academic Standards
Respond to Student Misconceptions	<ul style="list-style-type: none"> • Use frequent, one-on-one checks for understanding with students • Select and provide 24/7 access to resources and blended learning opportunities via the library website, databases, & other online resources
Collaborate Vertically and Horizontally	<ul style="list-style-type: none"> • Utilize backwards planning with classroom/content teachers to anticipate the needs of students • Consult and collaborate with special education and literacy specialists • Attend & participate in department and/or PLC meetings • Collaborate with other district teacher librarians • Attend & participate in state and national conferences
Prepare Student for Next Level	<ul style="list-style-type: none"> • Guide students in evaluating and analyzing the quality of online resources • Understand copyright, fair use, and licensing of intellectual property, and assist users with their understanding and observance of the same
<u>Element b – Literacy</u>	
Provide Literacy Instruction	<ul style="list-style-type: none"> • Work individually with students to help them to make a successful book selection for independent reading • Empower students to think critically and ask questions through reading in multiple genres and formats • Provide students with multiple opportunities to drive their own learning (examples include choice in types of projects, leadership in library selection, student-led book clubs, etc.) • Engage students in a variety of questions to help narrow topic selection for research projects • Build lifelong readers through book talks, book clubs, read alouds, one book/one school, author visits, etc.

	<ul style="list-style-type: none"> ● Create year-long reading programs with individual teachers and/or departments (ex. SSR, School-Wide Reading Challenge, One Book One School, etc.)
Teach Students How to Apply Literacy Skills	<ul style="list-style-type: none"> ● Create collaborative learning spaces that give students opportunities to talk and create original products ● Create learning spaces for individual and group exploration of reading ● Demonstrate websites for students to find personalized book recommendations ● Teach students how to access library resources from home
Element c – Numeracy	
Connections to Math	<ul style="list-style-type: none"> ● Use categories/organizational system to find and access resources ● Assist students in sequencing ideas/events in a story (timelines, etc.) ● Develop the collection of resources to support the district adopted financial literacy standards
Knowledge of Math Concepts	<ul style="list-style-type: none"> ● Provide instruction in how to find materials in the library using an organizational system, such as the Dewey Decimal System or other adopted catalogue system.
Element d – Content	
Appropriately Sequenced Lessons	<ul style="list-style-type: none"> ● Provide teachers with an organized method to understand the sequence of the presentation of curriculum throughout the year, such as a curriculum map, interactive website, teacher interviews ● Align library instruction to correspond with content being taught in various disciplines ● Librarian has an instructional plan scaffolded and aligned with grade-level and/or content adopted curriculum
Explanations and Representations	<ul style="list-style-type: none"> ● Develop and implement lesson plans using various print and online resources in order to build digital literacy skills in students (see Common Core information literacy skills embedded into language arts/literacy) ● Adapt appropriate and varied teaching strategies and techniques to meet the needs of all students, such as flipped classroom, blended learning, small group instruction, one-on-one instruction, whole class mini lessons, reteaching, scaffolding/differentiation lessons ● Provide resources to support specific projects
Inquiry Methods	<ul style="list-style-type: none"> ● Guide students to form questions for research, modify questions, and refine/focus thesis. ● Help with independent learning by providing a multitude of resources ● Stimulate critical thinking and independent questioning ● Teach students how to formulate a question
Element e – Connectedness	
Build Connections	<ul style="list-style-type: none"> ● Facilitate communication between teachers by connecting teachers to collaboratively create lessons within departments and across disciplines ● Develop relationships with students through scheduled library time OR collaborative time with students/teachers by conferencing, read-alouds, book talks

	<ul style="list-style-type: none"> Empower students to build relationships with each other through schedule library time OR collaborative with with students by student-led workshops, book talks, book clubs, etc.
Element f – Relevance	
Students Make Connections	<ul style="list-style-type: none"> Connect students with previous knowledge and learned concepts to complete current lessons Provide opportunities for students to make global, personal, and interdisciplinary connections (examples include connecting students to experts in the field, letter writing to the newspaper, blogging, penpals, etc.)
Addresses Learning Objectives	<ul style="list-style-type: none"> Provide a variety of resources to meet learning objectives such as Socratic seminar, small group discussion, booktalks, etc.to address learning objectives In collaboration with classroom teachers and needs of a lesson

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?	
Element a - Learning Environment	
Value Diverse Perspectives	<ul style="list-style-type: none"> Practice and exhibit commitment to principles of equity, culture and diversity through collection development so students can see themselves and others through the literature available
Model Respect for Diversity	<ul style="list-style-type: none"> Artwork, displays, and posters reflect an appreciation for diversity guiding student discussions/leading and raising awareness of different backgrounds
Conducive for Learning	<ul style="list-style-type: none"> Arrange the school library space to provide a variety of learning spaces, such as quiet individual study, small group study, larger collaborative groups and opportunity for socializing Equitable access to information and resources
Element b - Community	
Sense of Community	<ul style="list-style-type: none"> Create library displays that reflects the school community such as display student artwork and projects in the library
Effective Student Interactions	<ul style="list-style-type: none"> Provide a welcoming and inviting environment focusing on positive interactions with students Prioritize the library space around student interaction Model and encourage respectful interaction among students
Respect for Differences	<ul style="list-style-type: none"> Select collection materials that represent all segments/demographics of society
Positive Social Relationships	<ul style="list-style-type: none"> Interact with students in order to build supportive relationships by talking with students, asking questions, moving around the library offering assistance, listening to students, etc Create a positive space for students to gather for clubs, work, and socialization
Element c – Student’s Strengths	

Ask Challenging Questions	<ul style="list-style-type: none"> ● Facilitate discussions with students in literary theme, genre, intellectual freedom and censorship and other areas of interest to them ● Empower students to facilitate discussions with each other regarding above concepts ● Provide a student-led classroom that encourages students to ask questions and lead their learning (examples include student-led book talks, book advisory, etc.)
Scaffold Questions	<ul style="list-style-type: none"> ● Create flexible lesson plans that allow students to drive learning helping students to form appropriate questions
Wait Time	<ul style="list-style-type: none"> ● Use diverse strategies for questioning for students and consciously and intentionally build in wait time
Flexible Grouping	<ul style="list-style-type: none"> ● Group by multiple facets or methods
Total Student Participation	<ul style="list-style-type: none"> ● Offer multiple or differentiated ways for students to engage in learning, such as collaborative documents, forms, backchannel discussions
Element d – Differentiation	
Solicit Input	<ul style="list-style-type: none"> ● Take into account IEPs, 504s, & RTI when planning lessons and experiences for students in the library ● Consult with other professionals regarding characteristics or needs of students
Differentiated Strategies	<ul style="list-style-type: none"> ● Provide choice for students in different methods and products to record and analyze information, such as using graphic organizer, digital research tools
Adapt Instructional Strategies	<ul style="list-style-type: none"> ● Demonstrate differentiated instruction (materials at various reading levels) ● Offer electronic & print resources that are appropriate for grade level & content
Challenge and Support Students	<ul style="list-style-type: none"> ● In conjunction with other teachers, allow student input in their learning, such as providing opportunities to choose how they will demonstrate their learning ● Provide and model book choice for students at a variety of levels
Element e – Home/School Connection	
Partner with Families	<ul style="list-style-type: none"> ● Provide and foster programming such as parent academies, open house, coffee shop book talks, etc. ● Provide meeting space for various parent groups such as Booster Club and PTO ● Utilize parent volunteers to help in the library ● Library is open and Librarian is available during Parent-Teacher Conferences
Coordinate Information	<ul style="list-style-type: none"> ● Send courtesy reminders and overdue notices as apply to your students and library ● Maintain up-to-date online information on services, programming and 24/7 resources through a website, blog or online newsletter that parents and staff can access
Seek Services and Resources	<ul style="list-style-type: none"> ● Bring in guest speakers, community partners & utilize parent volunteers to connect with work in the library (with student and/or teachers!) ● Connect with public library resources such as summer reading programs, access databases, library card drive, book talks, etc.

Frequent Family Communication	<ul style="list-style-type: none"> ● Maintain a library website that provides access to resources and information for school and community use ● Submit articles or announcement for school newsletter ● Respond to parent emails in a prompt and professional manner
Element f – Management for Learning	
Expectations Understood by Students	<ul style="list-style-type: none"> ● Conduct library orientations ● Post rules, hours, & circulation guidelines in the library & on the library website
Safe and Orderly Environment	<ul style="list-style-type: none"> ● Create an inclusive and inviting environment where students feel safe and comfortable, such as displaying Safe Zone signs and student artwork ● Librarian models respectful, inclusive, and inviting behavior towards students and other staff ● Librarian understand emergency protocols (lockdown, lockouts, fire drills, shelter in place drills)
Appropriate Response to Misbehavior	<ul style="list-style-type: none"> ● Practice effective and consistent classroom management strategies such as being present, actively supervising and moving around the physical space or utilizing positive reinforcement to acknowledge good behavior
Maximum Use of Instructional Time	<ul style="list-style-type: none"> ● Have resources available ● Lesson plan ● Coordinate with the teacher ● Manage the scheduling of library spaces

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?	
Element a - Child/Adolescent Development	
Adapt Lessons to Strengths and Weaknesses	<ul style="list-style-type: none"> ● Aid in selection of appropriate library materials (for example: having a conversation with students about family expectations)
Implement Modifications and Accommodations	<ul style="list-style-type: none"> ● Solicit information from teachers and special ed regarding modifications and accommodations of students ● Provide different modalities of access for students such as audio books, e-books, large print
Knowledge of Current Developmental Science	<ul style="list-style-type: none"> ● Stay current on latest teaching strategies such as attending inservice, participate in ongoing professional development, attend conferences or webinars, participation in communication could include both the gathering and sharing of information relevant to the students through social media, etc.
Collaboration with Colleagues	<ul style="list-style-type: none"> ● Thinking through the content and issues that may arise as well as using global knowledge of students to help guide collaboration (for example building on historical perspective of seeing parents and families grade to grade)

	<ul style="list-style-type: none"> • Communication with different stakeholders like other teachers, specialists, and professional learning connections beyond the school district
Element b – Assessments	
Adjustment Based on Assessment	<ul style="list-style-type: none"> • Utilize formative assessment to adjust instruction such as conferencing with students, asking questions, check of understanding, survey students
Encouraging Academic Risk	<ul style="list-style-type: none"> • Demonstrate and model researching in academic environments, encouraging students to search and analyze more advanced resources through multiple avenues (databases, primary source and archival material, etc.)
Student Success	<ul style="list-style-type: none"> • Support summative assessment and independent learning through library time (knowing objectives of checking out books, helping with an assignment or mini-teaching a skill for a project) • Utilize backwards lesson design working with teachers/leaders with expectations for student learning
Element c – Effective Practices	
Clear Lesson Objectives	<ul style="list-style-type: none"> • Students understand the purpose and the process for the work they will do in the library (for example: the librarian understands why a student is in the library and how to meet that need) • Schedules time with teacher(s) prior to students attending library to understand assignment and utilize same terminology • Articulate objectives in kid friendly language: ie. learning targets
Create Authentic Discussion	<ul style="list-style-type: none"> • Motivate students to continue their learning based on one to one conversation which build relationships with students • Frequent conversations, vision casting and planning with your principal about the library program
Student Reflection on Learning	<ul style="list-style-type: none"> • Provide opportunities for students to give feedback about their learning such as surveys • Initiate conversations with students encouraging reflection ie. blogging, video recording, voicethread
Varied Instructional Strategies	<ul style="list-style-type: none"> • Participate and/or lead and facilitate in staff training on best instructional practice for consistency and shared building focus • Use varied instructional practices, mini lessons, flipped lessons, blended learning, self-guided modules for students and teachers
Element d – Technology	
Research Effective Technology Approaches	<ul style="list-style-type: none"> • Participates in technology decision making in the building • Advocate for equitable access and use of technology for all students • Participate in professional development and learning to be up to date on new technologies
Develop Student Knowledge and Skills	<ul style="list-style-type: none"> • Embed and integrate meaningful technology options into learning and projects (example: integrate ISTE and AASL standards through collaboration with units and lessons)

	<ul style="list-style-type: none"> ● Model meaningful digital citizenship (ie. ethical copyright of audiobooks, etc.) and provide digital citizenship instruction to teachers, students and/or parent community
Engaging and Motivating Experiences	<ul style="list-style-type: none"> ● Be a risk taker who tries new technologies and facilitates opportunities for other teachers to do the same for communication, collaboration, creativity and critical thinking for students and teachers
Digital Resources	<ul style="list-style-type: none"> ● Provide and curate digital resources for students and staff through an online resource such as the library website ● Review, evaluate, and select resources such as online databases and ebooks
Element e – Critical Thinking	
Meet High Expectations with Support	<ul style="list-style-type: none"> ● Provide resources and support to help students meet high expectations such as leveled books, quality academic databases, connection to university materials, software for organization of research
Higher-Order Thinking and Problem-Solving	<ul style="list-style-type: none"> ● Empower students to become critical thinkers, by teaching and modeling skillful research, and ethical users of information such as discussing plagiarism and copyright, providing materials for evaluation of resources, smart search, developing questions etc. ● Use higher order questioning that prompt higher order responses
Element f – Student Collaboration	
Grouping Matches Task and Needs	<ul style="list-style-type: none"> ● Collaborate with teacher to ensure grouping needs meet the learning objectives
Varied Groups	<ul style="list-style-type: none"> ● Groups should be fluid to avoid the same students taking charge ● Providing opportunities for students to demonstrate their global learning
Students' Collaborative Efforts	<ul style="list-style-type: none"> ● Encourage students to take ownership of their own learning and choosing appropriate tools that allow them to demonstrate their learning. ie. voicethread or other new technology
Element g – Communication Skills	
Model and Teach Effective Skills	<ul style="list-style-type: none"> ● Teach students how to find , evaluate and synthesize information such as locating databases, Cornell notes, evaluating websites ● Model appropriate copyright and ethical use & sharing of media ● Teach students how to self select books for independent reading such as reading the summary or book reviews, such as using book sharing sites and blogs
Practice Communication Skill	<ul style="list-style-type: none"> ● Communicate clearly and concisely when teaching new skills ● Empower and provide opportunities for students to lead book talk books, create book trailers, write book reviews, or contribute to book blogs
Element h – Feedback	
Frequent Feedback	<ul style="list-style-type: none"> ● Provide opportunities for students to express the types of book they would like to read and respond to those recommendations when selecting new materials ● Allow for patron driven acquisition

	<ul style="list-style-type: none"> ● Encourage student feedback on book choices and programs through formal and/or informal methods ● Allow students to contribute decisions for the library program such as maker spaces, and physical learning spaces
Students Using Feedback	<ul style="list-style-type: none"> ● Provide opportunity for peer editing on writing, reading or other content-related projects ● Provide opportunity for students to demonstrate growth and independence such as locating resources on their own, selecting resources for the library, leading book talks, and more!
Informal Assessment Methods	<ul style="list-style-type: none"> ● Utilize formative assessment to adjust instruction such as conferencing with students, asking questions, check for understanding, survey students ● Utilize informal assessments such as observations of resource check outs and students finding resources on their own