

Content Connections

CTE: Business, Marketing & Public Administration

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?	
Element a – Alignment	
Connect Learning Environment	<ul style="list-style-type: none"> ● Incorporate current events in the classroom ● Career and Tech Service Organization (CTSO) competitive career and leadership skill events such as Invitationals, Districts , State and Nationals and Internationals ● Use Curriculum Essentials Documents in the classroom to align with state and national standards ● Use Learning Management Systems to make goals readily available ● Include case studies and simulations ● Bring in professionals (guest speakers) to integrate our standards ● Make performance indicators readily available
Respond to Student Misconceptions	<ul style="list-style-type: none"> ● Take regular assessments of student progress and intervene as semester progresses. ● Provide opportunities for students to repeat practice ● Provide many opportunities for students to demonstrate mastery and knowledge ● Build in formative assessments to check for understanding
Collaborate Vertically and Horizontally	<ul style="list-style-type: none"> ● As a district, collaborate on student learning to further expand their working knowledge of the content area as students advance through the grades. ● Participate in professional learning communities ● Establish concurrent enrollment opportunities ● Understand standards and how they feed from one grade level to the next
Prepare Student for Next Level	<ul style="list-style-type: none"> ● CTE courses develop college readiness in career pathways. ● Assess to show measurable growth ● Meet all the standards for content area ● Career and Tech Ed classes are designed to prepare students for the next level through course sequencing and completer status.

<u>Element b – Literacy</u>	
Provide Literacy Instruction	<ul style="list-style-type: none"> ● Students are exposed to various types of literature including textbooks, technical trade articles in magazines and newspapers, as well as online resources. Vocabulary is reinforced through project based learning activities and summative projects. ● Written and oral projects (through FBLA and DECA) ● Encourage Inquiry based learning ● Use students personal technology as educational tools
Teach Students How to Apply Literacy Skills	<ul style="list-style-type: none"> ● Common business terms are used regularly in context ● Group students to create team writing and answer questions in teams ● Use differentiated project-based learning activities ● Provide opportunities to speak formally and informally
<u>Element c – Numeracy</u>	
Connections to Math	<ul style="list-style-type: none"> ● Promote and utilize financial formulas as well as calculations. ● Promote the use of school based banking at the on campus student credit union or school based enterprises. ● Analyze and apply financial and statistical data.
Knowledge of Math Concepts	<ul style="list-style-type: none"> ● Provide math problems that include connections to various content areas ● Use symbolic representation, proportional statements, and if-then statements. ● Utilize real life financial information in the preparation of business documents.
<u>Element d – Content</u>	
Appropriately Sequenced Lessons	<ul style="list-style-type: none"> ● Deliver instruction using a variety of teaching modalities ● Allow students ample time to practice mastery ● Use both independent and group work ● Use backward design to plan units ● Anticipate the need for extensions and scaffolds as units are developed
Explanations and Representations	<ul style="list-style-type: none"> ● Provide information using a variety of methods and materials ● Present information in multiple modes of instructions (speaking, writing, presentations, videos, and technology)
Inquiry Methods	<ul style="list-style-type: none"> ● Use inquiry to engage students in the content ● Research and learn background information in the content area being taught prior to teaching lessons
<u>Element e – Connectedness</u>	
Build Connections	<ul style="list-style-type: none"> ● Reference other classes and contents ● Proofread with a consistency matching the Language Arts department

<u>Element f – Relevance</u>	
Students Make Connections	<ul style="list-style-type: none"> ● Development of Business Plans and other relevant business documents ● Students make connections through business community resources such as Junior Achievement programs, Chamber of Commerce ● Online resources such as Knowledge Matters, Life Smarts, Stock Market Experience
Addresses Learning Objectives	<ul style="list-style-type: none"> ● Use different learning modalities ● Use repetition ● Vary methods and mediums Include different perspectives and voices, especially from marginalized groups

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?	
<u>Element a - Learning Environment</u>	
Value Diverse Perspectives	<ul style="list-style-type: none"> ● Show different perspectives and voices in the community ● Promote diverse perspectives ● Empower students to discuss controversial issues ● Create activities where students have to present for both/multiple sides of an argument
Model Respect for Diversity	<ul style="list-style-type: none"> ● Include current events ● Examine social roles of underrepresented groups
Conducive for Learning	<ul style="list-style-type: none"> ● Encourage advanced use of technology ● Vary learning strategies
<u>Element b - Community</u>	
Sense of Community	<ul style="list-style-type: none"> ● Integrating students into home communities through connections with speakers, community leaders and internships.
Effective Student Interactions	<ul style="list-style-type: none"> ● Promote competitions, bonding experiences and team or class projects.
Respect for Differences	<ul style="list-style-type: none"> ● Set classroom norms with your students ● Model and promote the ability to honor differences
Positive Social Relationships	<ul style="list-style-type: none"> ● Promote and model polite discourse ● Teach active listening

Element c – Student’s Strengths	
Ask Challenging Questions	<ul style="list-style-type: none"> Using pertinent subject matter, develop questions that require critical thinking skills
Scaffold Questions	<ul style="list-style-type: none"> Layer questions to increase analysis at deeper levels and immerse students in content area
Wait Time	<ul style="list-style-type: none"> Students should be given reasonable time to answer question based on the material presented.
Flexible Grouping	<ul style="list-style-type: none"> Various ways of grouping students should be explored encouraging them to work with all types of learners.
Total Student Participation	<ul style="list-style-type: none"> Utilize strategies that engage students and encourage total participation
Element d – Differentiation	
Solicit Input	<ul style="list-style-type: none"> Work with Special Education and Talented and Gifted programs for ideas Use various response programs
Differentiated Strategies	<ul style="list-style-type: none"> Utilize sheltered instruction techniques such as scaffolding and visual aides Allow for independent studies
Adapt Instructional Strategies	<ul style="list-style-type: none"> Show differentiation Use alternative materials Use a variety of texts Provide access to materials outside of the classroom, using a website or other method
Challenge and Support Students	<ul style="list-style-type: none"> Challenge students’ thinking Create an environment where students understand rubrics and the expectations Give constructive feedback
Element e – Home/School Connection	
Partner with Families	<ul style="list-style-type: none"> Communicate subject matter to parents and ask for involvement when beneficial Develop relationship with parents so that everyone is working towards the success of the student
Coordinate Information	<ul style="list-style-type: none"> Six week progress reports, parent/teacher conferences, emails and phone conversations Communicate with counselors and administration to support students at all levels
Seek Services and Resources	<ul style="list-style-type: none"> Work with the Librarian, Special Education and Talented and Gifted programs to help with student development

Frequent Family Communication	<ul style="list-style-type: none"> Communicate via web sites, newsletters, principal communications/emails, and other resources.
Element f – Management for Learning	
Expectations Understood by Students	<ul style="list-style-type: none"> School rules/handbook, Honor Codes, course outlines and syllabus along with verbal emphasis
Safe and Orderly Environment	<ul style="list-style-type: none"> Develop consistent and equitable consequences for in class and out of class behavior and expectations.
Appropriate Response to Misbehavior	<ul style="list-style-type: none"> Consistent enforcement of rules and regulations
Maximum Use of Instructional Time	<ul style="list-style-type: none"> Teach course material from bell to bell

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"> Differentiated instruction Learning Management system implementation includes: check for understanding with immediate feedback so that students can improve reading comprehension
Implement Modifications and Accommodations	<ul style="list-style-type: none"> Project-based learning Group work Individualized instruction (formative learning activities) for diverse learners
Knowledge of Current Developmental Science	<ul style="list-style-type: none"> Learn and apply research based strategies lessons and techniques to meet the needs of all students
Collaboration with Colleagues	<ul style="list-style-type: none"> Professional learning communities with faculty members Work with advisory/steering teams from our communities Board members on DECA and FBLA Collaboration with college professors

<u>Element b – Assessments</u>	
Adjustment Based on Assessment	<ul style="list-style-type: none"> ● Utilize formative and summative assessments to help guide instruction ● Present students with options for achieving standards in a variety of modalities
Encouraging Academic Risk	<ul style="list-style-type: none"> ● Encourage students to take advanced concurrent enrollment classes ● Allow students to do corrections on formative assessments
Student Success	<ul style="list-style-type: none"> ● Show evidence of understanding and success through FBLA and DECA competitive events ● Show success through a continuum of instruction ranging from simple to complex ● Show success of performance indicators at one level before tackling more complex skills
<u>Element c – Effective Practices</u>	
Clear Lesson Objectives	<ul style="list-style-type: none"> ● Post and review objectives daily
Create Authentic Discussion	<ul style="list-style-type: none"> ● Socratic seminars ● Group discussions ● Electronic discussion boards
Student Reflection on Learning	<ul style="list-style-type: none"> ● Surveys on discussion boards ● Judges feedback and review from FBLA and DECA competitions ● Course evaluation survey ● Oral class discussion
Varied Instructional Strategies	<ul style="list-style-type: none"> ● Project-Based Learning ● Variety of groupings ● Use of technology ● Student presentations
<u>Element d – Technology</u>	
Research Effective Technology Approaches	<ul style="list-style-type: none"> ● Use variety of online learning programs and simulations and discussion boards ● Tried a variety of learning management systems ● Compare and contrast systems and discuss among our colleagues
Develop Student Knowledge and Skills	<ul style="list-style-type: none"> ● Teach students a variety of student applications for example: Excel, Word, InDesign ● Other software for example: Aplya, Aleks
Engaging and Motivating Experiences	<ul style="list-style-type: none"> ● FBLA and DECA competitions ● Field trips and job shadows ● Teleconferencing

Digital Resources	<ul style="list-style-type: none"> ● Online textbooks and software
Element e – Critical Thinking	
Meet High Expectations with Support	<ul style="list-style-type: none"> ● Analysis of various business materials with verbal instructions and examples ● Verbal directions, written directions, precise rubrics, and tactical examples. ● Compile information in different ways combining new patterns and proposing alternative solutions
Higher-Order Thinking and Problem-Solving	<ul style="list-style-type: none"> ● Identify motives and causes ● Make inferences and find evidence to support generalizations ● Examine all levels of issue or business situation at hand ● Examine and break information into parts with supported conclusions
Element f – Student Collaboration	
Grouping Matches Task and Needs	<ul style="list-style-type: none"> ● Form teams based on mixing student achievement, self selection, personality and interest.
Varied Groups	<ul style="list-style-type: none"> ● Create groups of different size and composition to maximize interaction
Students' Collaborative Efforts	<ul style="list-style-type: none"> ● Strategically creating groups and monitoring their success based on skills and interest
Element g – Communication Skills	
Model and Teach Effective Skills	<ul style="list-style-type: none"> ● Use a variety of strategies such as role-plays, demonstrations, professional speakers, written communication i.e. email
Practice Communication Skills	<ul style="list-style-type: none"> ● FBLA and DECA put business communication skills into practice
Element h – Feedback	
Frequent Feedback	<ul style="list-style-type: none"> ● Check for understanding several times and several different ways ● Debrief and recap learning situations for engagement and honest input
Students Using Feedback	<ul style="list-style-type: none"> ● Repetition of similar assignments and incorporating previous feedback
Informal Assessment Methods	<ul style="list-style-type: none"> ● Open forum discussions ● Evaluation of classroom behavior and on task work habits ● Verbal exit assessment