

Content Connections

CTE: Hospitality, Human Services & Education

Educator Effectiveness



Career Technical Education: Hospitality Human Service and Education Career Cluster in BVSD includes all personal care programs (Hairstyling 1 and 2, Esthetician, and Nail Technician), as well as all Family and Consumer Science Programs including ProStart, Culinary Arts, Catering 1 and 2, FACS Core, (Living On Your Own, Teen Challenge, Child Development, Peak Nutrition and Wellness, Culinary Nutrition, Life Management), Teen Parent Program, Teacher Cadet, and Wage Earning.

The last 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 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"> • Posts and discusses objectives and/or plans for the day • Display daily CLO for every class • Feature a syllabus and/or outline that shows the coursework and how it connects to real world experiences, related careers, and previous courses taken
Respond to Student Misconceptions	<ul style="list-style-type: none"> • Includes Connection to continuing education opportunities and careers • Provides students opportunities to share their prior knowledge/opinions of a topic and • Tailors lesson to address misconceptions and misunderstandings as opportunities/concerns arise
Collaborate Vertically and Horizontally	<ul style="list-style-type: none"> • Aligns coursework with previous knowledge and courses taken • Collaborates with other teachers within content area • Makes learning rigorous and relevant to career/post secondary opportunities
Prepare Student for Next Level	<ul style="list-style-type: none"> • Connects new content to prior learning and skills • Builds on previous learning and discussion • Connects and models learning to why the lesson content is relevant to a student's needs

<u>Element b – Literacy</u>	
Provide Literacy Instruction	<ul style="list-style-type: none"> ● Scaffolds reading with instruction and support ● Exhibits Word Wall within the classroom/Lab along with appropriate graphics/pictures that will support student understanding of word meaning/spelling
Teach Students How to Apply Literacy Skills	<ul style="list-style-type: none"> ● Provides opportunity for students to practice reading, writing, speaking and decoding information ● Supports students while practicing reading, writing, speaking and decoding information ● Repeats concepts through images, and modelling/demonstration
<u>Element c – Numeracy</u>	
Connections to Math	<ul style="list-style-type: none"> ● Scaffolds numeracy with instruction and support ● Includes business or personal Finance standard as an integrated part of the curriculum
Knowledge of Math Concepts	<ul style="list-style-type: none"> ● Practices and supports students when applying math concepts within content curriculum ● Repeats and demonstrates of mathematical concepts
<u>Element d – Content</u>	
Appropriately Sequenced Lessons	<ul style="list-style-type: none"> ● Displays outline and/or scope and sequence of instruction posted in syllabus, Curriculum Essential Document, or on website that can be reviewed as appropriate
Explanations and Representations	<ul style="list-style-type: none"> ● Explains the relevance of content/skill to continued education and occupational options
Inquiry Methods	<ul style="list-style-type: none"> ● Poses questions, and presenting solutions ● Encourage student input and questioning ● Allows opportunity for student led individual and group dialogue
<u>Element e – Connectedness</u>	
Build Connections	<ul style="list-style-type: none"> ● Uses a variety of media and multiple intelligence techniques to connect content to students ● Demonstrates awareness and options of career/post secondary opportunities/life skills, connected to program content ● Guides participation through community outreach/industry links
<u>Element f – Relevance</u>	
Students Make Connections	<ul style="list-style-type: none"> ● Utilizes community resources, guest speakers, outreach, or representatives from related colleges or institutions, or agencies/industry ● Provides opportunity for student to connect through web based media/networks
Addresses Learning Objectives	<ul style="list-style-type: none"> ● Uses communication, discussion, opinion, sharing opportunities for students to connect each learning objective to their own lives and or career/post secondary needs

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"> ● Provides a safe environment where students collaborate and voice their thoughts and opinions regarding content ● Supports opportunities for inclusive learning ● Maintains sensitivity and awareness to cultural issues and perspective
Model Respect for Diversity	<ul style="list-style-type: none"> ● Adopts Cultural inclusiveness to program. ● Values and respects all students through teaching and through student/teacher interactions. ● Uses sensitive language and pronouns ● Displays open mindedness and flexibility without judgment
Conducive for Learning	<ul style="list-style-type: none"> ● Requires a respectful, safe and engaging environment, as per building handbook ● Provides a classroom facility that is reflective of 21st century program industry content ● Ensures that the classroom is in compliance with BVSD and CCCS safe school standards
Element b - Community	
Sense of Community	<ul style="list-style-type: none"> ● Establishes rules and procedures within the classroom with input from students ● Creates a shared sense of responsibility for classroom environment ● Provides opportunity for group work and leadership tasks
Effective Student Interactions	<ul style="list-style-type: none"> ● Provides opportunity for students to work in mixed groups : ability, gender, age, social. ● Oversees and mentors students regularly around appropriate behaviors and shared interactions
Respect for Differences	<ul style="list-style-type: none"> ● Modifies/scaffolds/differentiate assignments/tasks within groups to accommodate all learners’ individual needs.
Positive Social Relationships	<ul style="list-style-type: none"> ● Encourages student involvement in community events relevant to program ● Provides opportunity for students to take an active role in Career Technical Student Organization ● Pairs students and/or grouping students in the classroom ● Facilitates activities that foster student personal connections beyond the content.
Element c – Student’s Strengths	
Ask Challenging Questions	<ul style="list-style-type: none"> ● Asks open ended questions that will promote sharing of ideas and thoughts ● Uses questioning and suggestion to deepen class discussion among students; challenge student thinking/reflecting. ● Encourages students to discover answers and not be afraid to make mistakes

Scaffold Questions	<ul style="list-style-type: none"> ● Builds from home/work and life experiences. ● Connects to other content areas to activate prior knowledge ● Connects to previous learning within the content area.
Wait Time	<ul style="list-style-type: none"> ● Shows patience with responses and allow for “no response” situation ● Cues students with language ● Employs a sense of humor ● Displays empathy and compassion for individual needs
Flexible Grouping	<ul style="list-style-type: none"> ● Allows students opportunities to interchange partners/groups to facilitate productive interpersonal interactions.
Total Student Participation	<ul style="list-style-type: none"> ● Ensures that every student has the opportunity to participate equally ● Considers physical proximities when demonstrating visual concepts to groups
Element d – Differentiation	
Solicit Input	<ul style="list-style-type: none"> ● Asks questions that allow students to reflect backwards in the learning experience and to also extrapolate forward. ● Requests student feedback to grow teaching skills and strategies (example, student survey).
Differentiated Strategies	<ul style="list-style-type: none"> ● Provides alternative methods of learning for students that demonstrate different learning styles ● Collaborates with colleagues to develop awareness of students who have specialized needs/IEP/504, including TAG
Adapt Instructional Strategies	<ul style="list-style-type: none"> ● Takes into account the visual, auditory, and kinesthetic learners ● Uses graphic organizers, include visuals aids, to assist concrete learning styles ● Allows for hands on learning experiences to reach all learning styles in the classroom. ● Analyzes audience responses to evaluate how effectively a presentation met the purpose and needs of the class
Challenge and Support Students	<ul style="list-style-type: none"> ● Provides written and practical assessment that is based on 21st century industry skill readiness. ● Provides assignments that stretch the abilities of the individual ● (Personal Care Industry)- Based on state testing criteria (PSI)
Element e – Home/School Connection	
Partner with Families	<ul style="list-style-type: none"> ● Encourages Family inclusiveness in program events . ● Solicits Parental/Guardian input in CTE Program Advisory Committees ● Encourages communication between students and parents/families about content to make a positive school-home connection

Coordinate Information	<ul style="list-style-type: none"> Creates and maintains resources for students to access classroom content, and assignments, Collaborates with teachers within the department and outside the department to allow for cross curricular planning.
Seek Services and Resources	<ul style="list-style-type: none"> Utilizes guest speakers, community resources, and advisory committee members to provide real world connections to content
Frequent Family Communication	<ul style="list-style-type: none"> Participates in Parent teacher conferences , Connects with parents/guardian regularly via email, phone conversation, or mail re positive student behaviors as well as concerns Encourages parents/guardians to use parent portal within Infinite Campus to view Teacher Comments/Grades/eligibility/Progress Reports/attendance
Element f – Management for Learning	
Expectations Understood by Students	<ul style="list-style-type: none"> Writes Objectives clearly on board/posts on wall Ensures that Rules and requirements are clearly posted and referred to Conveys Expectations to parents via email and syllabus handout
Safe and Orderly Environment	<ul style="list-style-type: none"> Clearly states and reviews behavioral expectations Rules agreed to by students and parents -- rule agreements signed Supervises use of dangerous equipment Secures dangerous equipment when not in use Ensures hygiene and safety best practices are in place Stores resources safely, efficiently and appropriately according to type of resource
Appropriate Response to Misbehavior	<ul style="list-style-type: none"> Responds with care and concern for the well being of all students Follows process to include Admin intervention and mediation as appropriate Carries out agreed process as per building regs/best practices
Maximum Use of Instructional Time	<ul style="list-style-type: none"> Plans lessons that run sequentially bell to bell . Includes entry and exit tickets in daily routine.

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"> Relates content to real world application. Provides hands on learning opportunities. Provides activities to cater to multiple intelligences

Implement Modifications and Accommodations	<ul style="list-style-type: none"> ● Scaffolds lessons and allow opportunities for different types of instruction. ● Follows all IEP's, 504's, TAG, and any other specified accommodations
Knowledge of Current Developmental Science	<ul style="list-style-type: none"> ● Provides age appropriate activities and assessments. (FACS Core) ● Provides industry appropriate activities and assessments (Personal Care Services, FACS Occupations) ● Collaboration with colleagues regarding specific student needs and interactions. ● Works closely with CTE Advisory committee to keep up with current industry/community needs and innovations
Collaboration with Colleagues	<ul style="list-style-type: none"> ● Collaborates with colleagues regarding to keep current with specific student needs ● Instigates and attends MTSS around individual student needs ● Works with colleagues regarding standards and co-curricular content alignment
Element b – Assessments	
Adjustment Based on Assessment	<ul style="list-style-type: none"> ● Assesses students prior knowledge of subject so that there can be a basis of measurement of student learning ● Provide different types of assessments and accommodations as appropriate.
Encouraging Academic Risk	<ul style="list-style-type: none"> ● Provides opportunities for different types and levels of assessment ● Provides a multitude of forms of assessment. (informal/Formative/Summative) ● Provides content and assignment that stretch a student's knowledge and skills
Student Success	<ul style="list-style-type: none"> ● Encourages students to build upon previous knowledge. ● Reinforces concepts learned by applying them throughout coursework and relating real world applications.
Element c – Effective Practices	
Clear Lesson Objectives	<ul style="list-style-type: none"> ● Posts Daily objectives for learning as well as within the syllabus clearly stating objectives throughout the program ● Posts CLO at every lesson, and shares with students ● Provides Entry ticket to set a scene
Create Authentic Discussion	<ul style="list-style-type: none"> ● Provides a safe environment where all students feel comfortable participating in class discussion. ● Delivers instruction in an engaging and relevant manner so that students feel confident in their participation. ● Related content to relevant career/post secondary needs ● Provides opportunities for a student to practice soft skills and workplace competencies
Student Reflection on Learning	<ul style="list-style-type: none"> ● Allows opportunities for students to look at work they have completed and evaluate what their strengths and weaknesses are ● Offers opportunities for deeper learning.

	<ul style="list-style-type: none"> ● Offers opportunities for growth and discovery.
Varied Instructional Strategies	<ul style="list-style-type: none"> ● Uses multiple intelligences ● Provides differentiated learning according to individual needs and learning styles ● Provides opportunity for students to learn or experiment using a variety of techniques and strategies
Element d – Technology	
Research Effective Technology Approaches	<ul style="list-style-type: none"> ● Implements digital resources/tools as support for rigorous tasks. ● Adapts available technology to meet the needs of all students. ● Maintains a program website or blog ● Uses technology to deliver a variety of instructional strategies
Develop Student Knowledge and Skills	<ul style="list-style-type: none"> ● Uses technology as a tool for further development of skills. ● Allows a platform for students to become student experts and to provide opportunities for peer educating
Engaging and Motivating Experiences	<ul style="list-style-type: none"> ● Applies technology when appropriate to further engage students while reinforcing previously learned concepts.
Digital Resources	<ul style="list-style-type: none"> ● Gives students the opportunity to find new resources via technology ● Uses collaborative technology for students to work with other students in a more engaging and inclusive manner
Element e – Critical Thinking	
Meet High Expectations with Support	<ul style="list-style-type: none"> ● Presents the expectation that students achieve the same end goals accomplished by using differentiation in instruction. ● Students will be prepared with a variety of work readiness skills/Soft skills/workplace competencies.
Higher-Order Thinking and Problem-Solving	<ul style="list-style-type: none"> ● Presents/Demonstrates career/post secondary applications. ● Allows students wait time to answer critical thinking questions ● Create a safe environment for all students to feel comfortable so they are encouraged to participate
Element f – Student Collaboration	
Grouping Matches Task and Needs	<ul style="list-style-type: none"> ● Is cognizant of a student’s strengths in order to match groups that foster positive peer educating and leadership skills
Varied Groups	<ul style="list-style-type: none"> ● Provides flexibility in groups to provide an accepting environment of all learners

<p>Students' Collaborative Efforts</p>	<ul style="list-style-type: none"> ● Encourage students to work together when appropriate. ● Provides opportunities that are inclusive of students of all levels/abilities ● Offers praise for learning ● Offers opportunity for self evaluation
<p><i>Element g – Communication Skills</i></p>	
<p>Model and Teach Effective Skills</p>	<ul style="list-style-type: none"> ● Demonstrates appropriate technical or specialized language ● Provides demonstrations when appropriate ● Models practical skills for career/post secondary applications
<p>Practice Communication Skills</p>	<ul style="list-style-type: none"> ● Uses verbal and nonverbal techniques to communicate information ● Encourages students to communicate using appropriate modes of communication and verbiage
<p><i>Element h – Feedback</i></p>	
<p>Frequent Feedback</p>	<ul style="list-style-type: none"> ● Provides consistent and positive feedback to students ● Maintains confidentiality of students' progress/grades ● Keeps accurate record of current grades and progress that can be accessed by the student and the family (IC) ● Provides regular and timely feedback with families
<p>Students Using Feedback</p>	<ul style="list-style-type: none"> ● Allows students to analyse their own workmanship ● Allows student peers to use constructive criticism around work carried out in the classroom ● Models appropriate use of feedback as examples for students to follow.
<p>Informal Assessment Methods</p>	<ul style="list-style-type: none"> ● Uses a variety of assessment strategies to assess progress, including labs/practical skills, classroom discussion, projects, written work, participation.