

Content Connections

Teacher Librarians



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"> Organizes print and digital resources to support grade level content and makes them available in the library and on the library website. Collects materials that reflect the Colorado Academic Standards. Collaboratively creates backward design lessons that connect to grade level units of study.
Respond to Student Misconceptions	<ul style="list-style-type: none"> Creates formative assessments to check for student understanding such as KWL, visual checks, exit tickets, question strategies, and/or observation.
Collaborate Vertically and Horizontally	<ul style="list-style-type: none"> Establishes cross-level communication through email, attending grade level planning meetings, and curriculum mapping. Collaborates with other teacher librarians.
Prepare Student for Next Level	<ul style="list-style-type: none"> Creates scaffolds, extensions, and choice for lessons through cross-grade curriculum mapping.

Element b – Literacy

Provide Literacy Instruction	<ul style="list-style-type: none"> Emphasizes literacy skills across all content areas, such as: <ul style="list-style-type: none"> teaching students how to select appropriate books based on level and interest; demonstrating features of nonfiction text; teaching literacy comprehension skills. Builds lifelong readers through book talks, book clubs, read alouds, one book/one author, author visits, etc. Teaches students how to access library resources from home.
Teach Students How to Apply Literacy Skills	<ul style="list-style-type: none"> Develops student projects that demonstrate understanding through a variety of means, including research projects, multimedia presentations, digital stories, etc.

Element c – Numeracy

Connections to Math	<ul style="list-style-type: none"> ● Makes developmentally appropriate connections to math skills, such as patterning, organization of materials, time lines, questioning strategies, categorizing, understanding the Dewey Decimal system, financial literacy, and map skills. ● Collects materials that support the district adopted math curriculum.
Knowledge of Math Concepts	<ul style="list-style-type: none"> ● Purposefully embeds math concepts, such as timelines, graphs, and numeracy, within a lesson or read-aloud.
Element d – Content	
Appropriately Sequenced Lessons	<ul style="list-style-type: none"> ● Delivers instruction using a variety of teaching modalities such as accessing background knowledge, front loading, and KWL. ● Creates units using backward design. ● Uses school-wide curriculum map. ● Sequences collaborative lessons based on classroom needs.
Explanations and Representations	<ul style="list-style-type: none"> ● Presents information in engaging ways, such as verbal, hands on, written, and/or digital resources. ● Adapts appropriate and varied teaching strategies and techniques to meet the needs of all students, such as blended learning, small group instruction, one-on-one instruction, whole class mini lessons, and reteaching.
Inquiry Methods	<ul style="list-style-type: none"> ● Develops lessons and units that are purposeful and encourage student-led inquiry and critical thinking skills. ● Uses open-ended questioning to guide student learning. ● Provides opportunities to conduct research that is developmentally appropriate and guided toward independent.
Element e – Connectedness	
Build Connections	<ul style="list-style-type: none"> ● Works closely with teachers and administration to provide cross-curricular connections to the content standards, e.g., numeracy, dewey decimal system, measurement, and mapping skills.
Element f – Relevance	
Students Make Connections	<ul style="list-style-type: none"> ● Provides opportunities for students to make global, personal, and interdisciplinary connections. Examples include: <ul style="list-style-type: none"> ○ connecting students to experts and peers (e-pals, blogging, penpals) ○ text connections ○ authentic and purposeful publishing ○ providing culturally diverse materials that give students the opportunity to make cultural connections

Addresses Learning Objectives	<ul style="list-style-type: none"> • Displays learning objectives. • Monitors students understanding of objectives.
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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"> • Collects materials that represent and expand on the student population. • Conducts and facilitates book talks and read-alouds to expose students to a variety of cultures, families, and socio-economic backgrounds.
Model Respect for Diversity	<ul style="list-style-type: none"> • Creates book and artwork displays that show an appreciation for diversity. • Promotes and raises awareness of social justice issues. Examples include units on bully-proofing, anti-bias, and safe schools. • Guides student discussions on various issues and perspectives.
Conducive for Learning	<ul style="list-style-type: none"> • Maintains an effective and current library collection through purchasing and weeding. • Arranges the library space and materials to meet the needs of the school community, such as quiet individual study, small group study, larger collaborative groups, and opportunity for socializing. • Arranges shelves and displays in ways that are age appropriate. • Organizes materials in developmentally appropriate way, such as book baskets. • Provides equitable access to library information and resources.
Element b - Community	
Sense of Community	<ul style="list-style-type: none"> • Provides a welcoming, inviting, and kid-friendly environment. • Displays student artwork and projects in the library, when appropriate. • Creates library displays that reflect the school community. • Establishes routines and norms. • Promotes school-wide events, such as author visits, through displays and the library website. • Designs systematic routines that allow students to help in the library.
Effective Student Interactions	<ul style="list-style-type: none"> • Supports school-wide behavior plans, i.e. PBS norms. • Engages in student-centered, respectful, two-way communication. • Helps students to select appropriate materials.
Respect for Differences	<ul style="list-style-type: none"> • Provides materials that reflect the student population (culture, age appropriate, etc.). • Models a respect for diversity by sharing diverse stories.

Positive Social Relationships	<ul style="list-style-type: none"> • Develops relationships with students, knows students' names and reading preferences, and fosters two-way communication. • Models behaviors that are based on the school behavior plan.
Element c – Student's Strengths	
Ask Challenging Questions	<ul style="list-style-type: none"> • Creates a student-led classroom that encourages questioning. • Provides an environment where students feel safe to challenge themselves.
Scaffold Questions	<ul style="list-style-type: none"> • Creates flexible lesson plans that allow students to drive their own learning.
Wait Time	<ul style="list-style-type: none"> • Demonstrates awareness of the importance of wait time.
Flexible Grouping	<ul style="list-style-type: none"> • Provides multiple options for grouping in the learning environment: homogenous, heterogenous, and mixed.
Total Student Participation	<ul style="list-style-type: none"> • Offers differentiated ways for students to engage in learning, such as collaborative documents, group response, or digital response.
Element d – Differentiation	
Solicit Input	<ul style="list-style-type: none"> • Takes into account IEPs, 504s, & RTI. • Consults with other professionals regarding characteristics or needs of students.
Differentiated Strategies	<ul style="list-style-type: none"> • Provides students access to materials based on their reading level, language, or interests. • Allows students to choose different methods to record, analyze, and share information, such as graphic organizers or digital research tools.
Adapt Instructional Strategies	<ul style="list-style-type: none"> • Uses a variety of teaching modalities to provide instruction: whole group, small group, and individual. • Uses digital and other resources to engage student learning.
Challenge and Support Students	<ul style="list-style-type: none"> • In collaboration with other teachers, allows students to have input in their own learning.
Element e – Home/School Connection	
Partner with Families	<ul style="list-style-type: none"> • Provides targeted and purposeful programs, such as a parent night on digital citizenship. • Makes the library space available for after-school meetings. • Utilizes parent volunteers.
Coordinate Information	<ul style="list-style-type: none"> • Sends courtesy reminders and overdue notices. • Keeps the library website up to date with appropriate resources.
Seek Services and Resources	<ul style="list-style-type: none"> • Works with community members to provide students access to experts and resources, such as Ecocycle, public libraries, and Google.

	<ul style="list-style-type: none"> ● Bring in guest speakers, community partners & utilize parent volunteers to connect with work in the library (with students and/or teachers!)
Frequent Family Communication	<ul style="list-style-type: none"> ● Submits articles and announcements for school-wide communications.
Element f – Management for Learning	
Expectations Understood by Students	<ul style="list-style-type: none"> ● Posts school and library guidelines. ● Creates shared agreements. ● Provides library orientation and instruction. ● Practices effective and consistent classroom management strategies, such as being present, actively supervising and moving around the physical space, and utilizing positive reinforcement to acknowledge good behavior.
Safe and Orderly Environment	<ul style="list-style-type: none"> ● Establishes positive routines. ● Models respectful, inclusive, and inviting behavior towards students, staff, and parents. ● Understands and abides by emergency protocols.
Appropriate Response to Misbehavior	<ul style="list-style-type: none"> ● Follows the school-wide guidelines for response to misbehavior.
Maximum Use of Instructional Time	<ul style="list-style-type: none"> ● Makes instructional resources available. ● Prepares lesson plans. ● Collaborates with classroom teachers. ● Manages 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"> ● Aids students in the selection of appropriate library materials by discussing family expectations, reading level, subject matter, etc. ● Adapts lessons and provides differentiated materials and modifications.
Implement Modifications and Accommodations	<ul style="list-style-type: none"> ● Provides tools and implements, such as shelf markers and stools, to aid in various library tasks. ● Provides materials on one topic in different reading levels. ● Creates a variety of learning spaces to accommodate different learning styles: large group, small group, individual study. ● Enlists students to assist in the library with such tasks as shelving, creating displays, and assisting other students.

Knowledge of Current Developmental Science	<ul style="list-style-type: none"> ● Stays current with best practices by participating in professional development, e.g., reading professional materials, attending conferences and webinars, participating in social media, and attending district PD.
Collaboration with Colleagues	<ul style="list-style-type: none"> ● Solicits information from teachers and specialists regarding modifications and accommodations for students . ● Attend Kid Talks (i.e., preliminary behavior discussion) ● Collaborates with peers at district librarian meetings.
Element b – Assessments	
Adjustment Based on Assessment	<ul style="list-style-type: none"> ● Uses multiple strategies to check for student understanding, such as KWL, checks for understanding, exit tickets, question strategies, and/or observation. ● Uses rubrics with student exemplars. ● Makes modifications to instruction when needed.
Encouraging Academic Risk	<ul style="list-style-type: none"> ● Provides a safe environment for students to take healthy risks and learn from mistakes. Examples can include trying an unfamiliar technology to present knowledge, or reading a book outside the student’s familiar genre, gender, or culture.
Student Success	<ul style="list-style-type: none"> ● Supports summative assessment and independent learning through library time, e.g., knowing objectives of checking out books, helping with an assignment, or mini-teaching a skill for a project. ● Provides authentic learning opportunities.
Element c – Effective Practices	
Clear Lesson Objectives	<ul style="list-style-type: none"> ● Displays lesson objectives in kid-friendly terms. ● Checks for student understanding of the lesson objective.
Create Authentic Discussion	<ul style="list-style-type: none"> ● Provides multiple opportunities for authentic discussion, such as turn-and-talk, peer sharing, or small group discussion. ● Promotes real life connections, including text to self, higher education, job market, and current events.
Student Reflection on Learning	<ul style="list-style-type: none"> ● Provides space and time for reflection on the objective and the learning. ● Uses multiple means for student reflection, such as writing or blogging. ● Guides student self-reflection on learning and behavior.
Varied Instructional Strategies	<ul style="list-style-type: none"> ● Uses varied instructional strategies, such as visual, auditory, kinesthetic, discussion based, gamification, or question & answer. ● Uses varied instructional groupings, such as small group, whole group, partners, heterogeneous, homogeneous, or cross-grade-level pairings.
Element d – Technology	

Research Effective Technology Approaches	<ul style="list-style-type: none"> ● Connects with other educators through PD, collaboration, and/or social media to discover and recommend appropriate technology tools and authentic integration opportunities. ● Participates in the technology decision making in the building.
Develop Student Knowledge and Skills	<ul style="list-style-type: none"> ● Integrates ISTE and AASL standards. ● Develops scaffolded lessons based on age and grade level appropriateness to develop 21st Century Learners. ● Promotes digital citizenship throughout the community, including privacy, responsible use of technology, effective research skills, cyberbullying, and copyright.
Engaging and Motivating Experiences	<ul style="list-style-type: none"> ● Uses technology tools to create authentic learning experiences. ● Provides multiple ways to use technology, including whole classroom, peer sharing, and individual. ● Shares knowledge outside the walls of the school via online publishing, social media, conferences, etc.
Digital Resources	<ul style="list-style-type: none"> ● Advocates for equitable access to and use of technology for all students. ● Evaluates, curates, and shares online tools. ● Supports technology initiatives in collaboration with school technology team.
Element e – Critical Thinking	
Meet High Expectations with Support	<ul style="list-style-type: none"> ● Provides student exemplars, rubrics, and graphic organizers. ● Provides appropriate and differentiated library materials. ● Scaffolds independent and higher level thinking.
Higher-Order Thinking and Problem-Solving	<ul style="list-style-type: none"> ● Uses open-ended questions and socratic discussions. ● Instructs students in how to evaluate print and digital resources. ● Empowers students to become critical thinkers, skillful researchers, and ethical users of information, such as discussing plagiarism and copyright, providing materials for evaluation of resources, smart search, developing questions, etc.
Element f – Student Collaboration	
Grouping Matches Task and Needs	<ul style="list-style-type: none"> ● Uses appropriate and creative groupings to meet the learning objective, including using cross-grade-level groupings.
Varied Groups	<ul style="list-style-type: none"> ● Provides various means for dividing space for group work based on task or objective, including homogeneous, heterogeneous, and groups outside the school walls.
Students' Collaborative Efforts	<ul style="list-style-type: none"> ● Utilizes digital and traditional tools to check for student contribution, such as Google Docs, Edmodo, Schoology, etc. ● Adapts the library space to allow for a variety of collaborative projects.
Element g – Communication Skills	

Model and Teach Effective Skills	<ul style="list-style-type: none"> ● Models effective and respectful listening and speaking. ● Uses the gradual release method, i.e., model, guided, and independent instruction.
Practice Communication Skills	<ul style="list-style-type: none"> ● Provides opportunities to present information in many formats, including online publishing, book talks, digital storytelling, videos, and screencasts. ● Provides varied opportunities for student presentations, including book talks, sharing knowledge, and “live museums”.
Element h – Feedback	
Frequent Feedback	<ul style="list-style-type: none"> ● Provides time for student share-outs at the end of a lesson or activity. ● Uses positive reinforcement that fits the school’s behavior plan. ● Uses available digital tools for feedback, such as the comment feature in Google Docs. ● Provide feedback to and from teachers about student work.
Students Using Feedback	<ul style="list-style-type: none"> ● Uses various types of feedback to support student learning and the growth mindset, including revision using feedback, peer editing, and learning from mistakes.
Informal Assessment Methods	<ul style="list-style-type: none"> ● Uses information assessment methods, such as observation, formative assessments, and checking for understanding.