

Content Connections

World Languages

Educator Effectiveness



This past year, BVSD teachers came together and identified effective practices that align with Boulder Valley Educator Effectiveness Standards 1 and 3. The identified connections are not evaluation criteria, but rather were created to provide examples of effective classroom instruction. This is an ongoing collaborative partnership that will continue to provide targeted examples.

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"> Connect content to current happenings in the target culture--news, special events, daily routines (food, schedule, dress...) + what is going on at school, in the community, and in students’ lives Latin: Connect content to discoveries made throughout the ages and in modern times. Use news stories, lectures, and use university resources whenever possible.
Respond to Student Misconceptions	<ul style="list-style-type: none"> Identify misconceptions or teach common misconceptions (false cognates, etc.) Broaden experience with examples (visual, auditory...) to clear up misunderstandings
Collaborate Vertically and Horizontally	<ul style="list-style-type: none"> Be involved in PLC time and professional development days Attend workshops, conferences, classes Work on articulation with teachers from other levels when appropriate/possible
Prepare Student for Next Level	<ul style="list-style-type: none"> Share proficiency guidelines (novice low, novice mid, etc) from the ACTFL continuum with students Share rubrics and expectations of next range levels with students Articulate with teachers who teach levels behind and ahead of you Be aware of the curriculum for the next level for your students
<u>Element b – Literacy</u>	
Provide Literacy Instruction	<ul style="list-style-type: none"> Make connections to English grammar (Latin: to Romance languages as well) Pre-read with students; go over vocabulary & grammar constructions students will need to know Provide guiding questions Tell/read stories, ask comprehension questions, read a variety of texts (on holidays, current events, children’s stories, poems, e-mails, songs, short stories, scholastic magazine articles, novel excerpts, fairytales)

	<ul style="list-style-type: none"> ● Teach reading strategies (context clues, looking at pictures, finding cognates, grammar clues; students should underline words they know) ● Deliver materials in different modes (accompany text with a video or music) ● Use text to help with pronunciation
Teach Students How to Apply Literacy Skills	<ul style="list-style-type: none"> ● Have students write or tell stories, share them in class or online (enter contests if possible) ● Model what a finished product should look like ● Start with what students know and build on that (underline familiar words, use background knowledge) ● Make cultural comparisons ● Modern language only: Teach format etiquette and conventions (e-mail format, grammar, etc)
Element c – Numeracy	
Connections to Math	<ul style="list-style-type: none"> ● Teach Roman numerals, ordinal and cardinal numbers, dates, page numbers, phone numbers, mathematical operations, analog time vs. 24 hour clock, temperature in C, recipes, soccer rankings, clothing sizes, prices and currency conversions, immigration trends, economics, etc. ● Teach how to interpret graphs/infographics/tables ● Latin: Roman numerals, dates, mathematical operations and tools, sundials, recipes, games, prices, weights and measures, counting, economics, and Roman dating
Knowledge of Math Concepts	<ul style="list-style-type: none"> ● Teach English/metric conversions (length, weight, volume) ● Convert recipes, prices/currencies, temperatures ● Practice numbers by doing math problems, looking at populations, country statistics, interpreting graphs, etc. ● Latin: weights and measures, dates
Element d – Content	
Appropriately Sequenced Lessons	<ul style="list-style-type: none"> ● Establish classroom routines (warm-ups, calling on students, entrance/exit tickets, etc.) ● Use a variety of activity transitions (brain breaks when appropriate) ● Have students listen to/see a model before producing language
Explanations and Representations	<ul style="list-style-type: none"> ● Use visual representations, gestures, facial expressions, etc. to communicate meaning rather than translation to English (teacher should speak 90% in the target language) ● Latin: N.B., Latin is not taught in the target language
Inquiry Methods	<ul style="list-style-type: none"> ● Ask questions that are appropriate to level (L1: Yes/No, Is it A or B? L3: How? Why?) ● Practice interrogatives and/or post them in class

Element e – Connectedness	
Build Connections	<ul style="list-style-type: none"> ● Teach use of cognates, parts of speech, grammar connections to English ● Connect with other disciplines (music, art, health, history, geography, math, science, technology, etc.) <p>*IB and AP themes require background knowledge in all other disciplines</p>
Element f – Relevance	
Students Make Connections	<ul style="list-style-type: none"> ● Access grammatical and/or cultural background knowledge from previous levels ● Utilize students’ experiences to provide the context and content for lessons ● Compare and contrast target language/culture to one’s own ● Help students make real world connections to classroom learning
Addresses Learning Objectives	<ul style="list-style-type: none"> ● Use guiding questions and post learning objectives ● Use the district standards (communication, culture, connections, comparisons) and 3 modes (interpretative, interpersonal, presentational) for activities and assessments

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"> ● Help students make connections with other languages and cultures, compare our habits/culture with those of others ● Teach the common roots of words ● Teach appropriate cultural interactions from other cultures (kissing, hand shaking or bowing at a greeting, for example) ● Model or play recordings of different dialects ● Latin: Model examples of vocabulary used by authors from different time periods and compare and contrast regional differences throughout the ages
Model Respect for Diversity	<ul style="list-style-type: none"> ● Invite guest speakers from other cultures to the classroom ● Model respectful behavior ● Introduce students to the target language cultures (music, clothing, food, holidays, customs, etc.) ● Discuss cultural values (family, religion, etc.)
Conducive for Learning	<ul style="list-style-type: none"> ● Create a safe and respectful environment for both the teacher and students ● Model that it is ok to make mistakes; encourage students to learn from their mistakes

Element b - Community	
Sense of Community	<ul style="list-style-type: none"> ● Spend time getting to know students (routinely ask personalized questions, especially related to the topics/themes of instruction) ● Create a class activity in which every student contributes in a visible way (create a diversity mosaic to which each student commits his/her support, for example)
Effective Student Interactions	<ul style="list-style-type: none"> ● Change seating chart and partners often ● Integrate partner work and small group practice into instruction, such as think-pair-share activities ● Model expected student interactions
Respect for Differences	<ul style="list-style-type: none"> ● Teach that there is no “right” or “wrong” culture; there are many different cultures ● Make students aware of their bias and possible negative reactions to others (avoid stereotyping)
Positive Social Relationships	<ul style="list-style-type: none"> ● Encourage students to frequently interact with one another in the target language (interviews, think-pair-share, etc.) ● Use flexible grouping to encourage new connections ● Share personal experiences (teacher) that are connected to lesson content ● Model positive behavior
Element c – Student’s Strengths	
Ask Challenging Questions	<ul style="list-style-type: none"> ● Promote critical thinking by encouraging full-sentence answers to questions, asking for details, asking higher-order questions (inference, prediction, comparison...), etc.
Scaffold Questions	<ul style="list-style-type: none"> ● Begin with Yes/No questions, move to short-answer questions, end with open-ended, higher order questions and those that require complete sentence answers ● Target different learning styles ● Work with various groups (pairs, small group, whole class)
Wait Time	<ul style="list-style-type: none"> ● Allow adequate response time ● Use questions with wait time embedded as you are asking them
Flexible Grouping	<ul style="list-style-type: none"> ● Have students move their desks if possible, or stand up and make different sizes of groups (pairs, groups of 3, 4, rows, inner and outer circles...) ● Group students appropriately for different activities
Total Student Participation	<ul style="list-style-type: none"> ● Call on everyone; cold call on students who don’t routinely volunteer answers ● Encourage students to take active roles in running smaller groups so that everyone can participate

	<ul style="list-style-type: none"> ● Recognize that participation looks different for different students and different activities (writing, listening, reading and speaking)
Element d – Differentiation	
Solicit Input	<ul style="list-style-type: none"> ● Use a variety of methods to solicit input such as: exit tickets, surveys, “Pre flight” check-lists, self-evaluation forms or rubrics (digital or paper), learning logs, etc.
Differentiated Strategies	<ul style="list-style-type: none"> ● Offer choices for reading materials, writing assignments, etc. ● Establish group member roles (literature circles, research groups, discussion groups) ● Lead Socratic seminars and learning stations ● Incorporate activities that appeal to different learning strengths and learning types
Adapt Instructional Strategies	<ul style="list-style-type: none"> ● Use “Think-pair-share” (or “think-group-share”) or “Jigsaw” activities, for example ● Present instructions in a variety of manners (oral, visual, written)
Challenge and Support Students	<ul style="list-style-type: none"> ● Set short-term/weekly academic goals (students) ● Establish peer mentoring, collaborative learning ● Create various groups (homogeneous/heterogeneous abilities) ● Offer help outside of class time (example: Tutor Time)
Element e – Home/School Connection	
Partner with Families	<ul style="list-style-type: none"> ● Keep parents and guardians informed, with websites, online calendars, conferences, calls, emails, etc. ● Update Infinite Campus regularly ● Conference effectively (stay on topic of student, reach out to families proactively when there are problems)
Coordinate Information	<ul style="list-style-type: none"> ● Attend department meetings ● Read and post updates on school websites ● Be aware of 504 plans and SPED needs/requirements AND know how to meet the needs of advanced learners
Seek Services and Resources	<ul style="list-style-type: none"> ● Coordinate with counselors, caseworkers and SPED teachers ● Research past learning plans/case files
Frequent Family Communication	<ul style="list-style-type: none"> ● Communicate via emails, calls, Infinite Campus, websites, conferences ● Call or e-mail home with both positive and negative comments

Element f – Management for Learning	
Expectations Understood by Students	<ul style="list-style-type: none"> ● Create a safe environment ● Communicate norms for respectful behavior (for example, post classroom rules generated by students in the target language)
Safe and Orderly Environment	<ul style="list-style-type: none"> ● Establish and maintain predictable routines and class structures ● Set clear expectations ● Write content and language objectives on the board and/or verbalize them ● Use humor and engaging instruction ● Create positive relationships with students
Appropriate Response to Misbehavior	<ul style="list-style-type: none"> ● Refer back to classroom norms ● Respond to misbehavior appropriately ● Speak to students individually outside classroom ● Seek help from administration when necessary
Maximum Use of Instructional Time	<ul style="list-style-type: none"> ● Teach bell to bell, change activities, balance modes ● Start with a warm-up, end with an exit ticket or sponge activity, for example

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"> ● Differentiate instruction by using multiple modes of teaching, visual (images and gestures) and aural (lots of speaking in the target language) ● Differentiate assignments for length and content as appropriate ● Allow students to respond to prompts in a variety of modes (thumbs up or down, drawing, clickers, voice recording, etc.)
Implement Modifications and Accommodations	<ul style="list-style-type: none"> ● Create options for students that meet their learning needs--1 on 1 instruction, small groups, group projects, learning pods, peer tutoring, computer aids/interventions, etc. ● Follow IEP or 504 recommendations ● Consider learning styles in teaching (auditory, kinesthetic, visual), ● Provide graphic organizers or copies of class notes as needed (not necessarily to all students)
Knowledge of Current Developmental Science	<ul style="list-style-type: none"> ● Stay current on developmental research (our standards are based in developmental science using all modes of communication)

	<ul style="list-style-type: none"> ● Select age appropriate materials to spark interest and personalize examples
Collaboration with Colleagues	<ul style="list-style-type: none"> ● Participate in district professional development and school PLC time ● Collaborate with colleagues for classroom instruction (in and out of department) (*You might not see this during a classroom observation, but ASK us and request evidence of things like common rubrics or assessments or vertical teaming notes)
Element b – Assessments	
Adjustment Based on Assessment	<ul style="list-style-type: none"> ● Look at data from assessment ● Inform instruction through assessment feedback and data (surveys, google forms, student self-reflections, etc.)
Encouraging Academic Risk	<ul style="list-style-type: none"> ● Create a safe, trusting environment that encourages participation ● Honor students who take risks and make mistakes ● Have students practice speaking in pairs before speaking in front of the class ● Acknowledge and reward speaking attempts, even when they are not correct
Student Success	<ul style="list-style-type: none"> ● Focus on not only grades, but growth, participation, self-reflection, and self-affirmation of learning ● Encourage students to use the target language spontaneously ● Prepare students adequately to be successful in the next level
Element c – Effective Practices	
Clear Lesson Objectives	<ul style="list-style-type: none"> ● Display objectives the room routinely ● Announce and explain/discuss the objectives with students
Create Authentic Discussion	<ul style="list-style-type: none"> ● Personalize discussions to student interests ● Incorporate high interest topics related to culture into lessons
Student Reflection on Learning	<ul style="list-style-type: none"> ● Review “I can...” objectives from course outline regularly ● Have students set personal learning goals and regularly evaluate their progress toward these goals
Varied Instructional Strategies	<ul style="list-style-type: none"> ● Vary teacher instruction and student practice (speaking in groups, writing, answering questions, etc.) ● Include all communication modes (presentational, interpersonal, interpretive) and incorporate speaking, reading, writing, and listening ● Use both visual and aural cues ● Allow students to respond to prompts in a variety of modes (thumbs up or down, drawing, clickers, voice recording, etc.)

Element d – Technology	
Research Effective Technology Approaches	<ul style="list-style-type: none"> ● Stay current with technology (new online resources, apps, etc.) and use it to enhance student learning. ● Incorporate a flipped or blended classroom, as appropriate ● Encourage student technology use outside of the classroom (accessing authentic resources such as blogs, target culture television programs and movies, etc.)
Develop Student Knowledge and Skills	<ul style="list-style-type: none"> ● Incorporate target language projects using technology (PowerPoint, Prezi, blogs, digital portfolios, etc.) in order for students to become technologically literate ● Teach students how to use online translation resources appropriately
Engaging and Motivating Experiences	<ul style="list-style-type: none"> ● Explore language and cultures through authentic resources (accessing target language websites)
Digital Resources	<ul style="list-style-type: none"> ● Engage students with technology on a regular basis (for example, computers, internet, audio, etc.)
Element e – Critical Thinking	
Meet High Expectations with Support	<ul style="list-style-type: none"> ● Scaffold and differentiate instruction based on student needs (SPED, TAG, etc.) ● Collaborate with SPED teachers, counselors, and parents or guardians as necessary
Higher-Order Thinking and Problem-Solving	<ul style="list-style-type: none"> ● Employ Bloom’s Taxonomy (for example, students will synthesize, compare/contrast, etc.) ● Give open-ended questions
Element f – Student Collaboration	
Grouping Matches Task and Needs	<ul style="list-style-type: none"> ● Group students by similar levels, by balanced mixed levels, randomly, or by student choice ● Use random grouping by birthdate, favorite colors, etc.
Varied Groups	<ul style="list-style-type: none"> ● Base groups on student strengths, interests, and abilities (size of groups may vary depending on tasks)
Students’ Collaborative Efforts	<ul style="list-style-type: none"> ● Engage students in group projects, such as film making, story writing, cooking, singing and peer editing, or creating presentations, games, dialogs, posters, brochures, plays, skits, etc.

Element g – Communication Skills

Model and Teach Effective Skills	<ul style="list-style-type: none">● Model writing, speaking, listening, and reading in the target language
Practice Communication Skills	<ul style="list-style-type: none">● Have students describe pictures, perform skits, ask and answer open-ended questions for real communication, and routinely practice circumlocution <p>*See “collaborative efforts” above</p>

Element h – Feedback

Frequent Feedback	<ul style="list-style-type: none">● Give formative feedback using rubrics, and return student work in a timely manner● Have students self-evaluate their performance and constructively evaluate peers● Correct students’ grammar and vocabulary errors informally in real-time
Students Using Feedback	<ul style="list-style-type: none">● Highlight areas of concern in student communication and give suggestions for improvement that encourage critical thinking● Have students edit and revise their work guided by the teacher evaluation● Provide opportunities for students to create or collaborate on rubrics for both formal and informal assessments
Informal Assessment Methods	<ul style="list-style-type: none">● Correct errors of grammar and vocabulary Informally in real-time on a daily, ongoing basis● Include informal assessments such as exit-tickets, polls, show of hands, quick ungraded "quizzes," etc.