

## ***Glossary***

***Accommodation:*** A change made to instruction and/or assessment that does not change the content being measured or the rigor level required for the students to demonstrate proficiency.

***Adaption:*** An adjustment to the instructional content or performance expectations for students with disabilities from what is expected or taught to students in the core program.

***Attainable goals:*** Goals perceived as achievable by those who set them. Attainable goals are intended to document incremental progress and build momentum and self-efficacy through short-term wins.

***Balanced assessment:*** as assessment strategy that recognizes no single assessment yields comprehensive results necessary to inform and improve practice and foster school accountability; therefore, balanced assessments utilize multiple measures of student achievement including formative assessments for learning and summative assessment of learning.

***Collaboration:*** A systematic process in which people work together, interdependently, to analyze and impact professional practice in order to improve individual and collective results. In a PLC, collaboration focuses on the critical questions of learning:

- What is it we want each student to learn?
- How will we know when each student has learned it?
- How will we respond when a student experiences difficulty learning?
- How will we enrich and extend the learning for students who are proficient?

***Collective inquiry:*** The process of building shared knowledge by clarifying the questions that the group will have to explore together. In PLCs, teams engage in collective inquiry into both best practices regarding teaching and learning as well as the reality of the current practices and conditions in their schools or districts.

***Common formative assessment:*** An assessment typically created collaboratively by a team of teachers responsible for the same grade level or course. Common formative assessments are used frequently throughout the year to identify:

- Individual students who need additional time and support for learning
- The teaching strategies most effective in helping students acquire the intended knowledge and skills
- Program concerns – areas in which students generally are having difficulty achieving the intended standard
- Improvement goals for individual teachers and the team

## ***Glossary***

***Continuous improvement process:*** The ongoing cycle of planning, doing, checking and acting designed to improve results – constantly.

***Criterion references assessment:*** An assessment used to determine if a students or group of students have met a specific standard or intended learning outcome.

***Curriculum-based assessment (CBA):*** Measurement that uses direct observation and recording of a student’s performance in the local curriculum as a basis for gathering information to make instructional decisions.

***Curriculum-based measurement (CBM):*** A precise tool for directly measuring student competency and progress in the basic skill areas of reading fluency spelling, mathematics and written language.

***Curriculum leverage:*** The skills, knowledge and dispositions that will assist the students in becoming proficient in other areas of the curriculum and other academic discipline.

***Differentiated instruction:*** The process of designing lesson plans that meet the needs of the entire range of learners in the classroom; such planning includes learning objectives, grouping practices, teaching methods, varied assignments and varied materials chosen based on the student skill levels, interest levels and learning preferences.

***Early intervening services (EIS):*** Preventive intervention services for students in the early elementary grades that are designed to ameliorate their academic difficulties before referral to determining eligibility for special education becomes necessary.

***Endurance:*** The knowledge, skills, and dispositions students are expected to retain over time as opposed to merely learning something for a test.

***Essential learning:*** The critical skills, knowledge and dispositions that have endurance, leverage and are essential in preparing students for readiness at the next level. Each student must acquire the skills, knowledge and dispositions as a result of each course, grade level, and unit of instruction. Essential learning may also be referred to as essential outcomes or power standards.

***Evidence-based practice:*** Educational practices and instructional strategies supported by scientific research.

***Fidelity:*** The degree of accuracy with which an intervention, program or curriculum is implemented according to research findings and/or its developers’ specifications.

## ***Glossary***

***Formative assessment:*** As assessment for learning used to advance and not merely monitor each student's learning. Formative assessments are used to ensure any student who experiences difficulty reaching or exceeding proficiency is given additional time and support as well as additional opportunities to demonstrate his/her learning.

***Guaranteed and viable curriculum:*** A curriculum that gives students access to the same essential learning regardless of who is teaching the class and can be taught in the time allotted.

***Learning rate:*** A student's average progress over a period of time.

***Norm-referenced assessment:*** As assessment designed to compare the performance of an individual or group with a larger "norm" group typically representing a national sample with a wide and diverse cross-section of students.

***Positive Behavior Intervention Support (PBIS):*** A tiered system of school-wide practices that encourage and reward positive student and adult behavior.

***Problem-solving approach:*** Assumes no given intervention will be effective for all students and is sensitive to individual student differences; generally has five stages:

- Problem Identification
- Problem analysis
- Creation of an instructional plan w/ attainable measurable goals.
- Plan implementation
- Plan evaluation

***Progress Monitoring:*** A scientifically based practice to assess students' academic performance and evaluate the effectiveness of instruction that can be used with individual students, a small group, or an entire class. Also, the process used to monitor implementation of specific interventions.

***Readiness (for the next level of learning/prerequisite knowledge):*** The skills, knowledge and dispositions essential for success in the next unit, course or grade level.

***Research-based instruction:*** Curriculum and educational interventions that have been scientifically proven to be effective for most students.

***Response to intervention (Rti):*** The practices of providing high-quality instruction and intervention matched to students' needs, monitoring progress frequently to make changes in instruction or goals, and applying child response data to important educational decisions.

## ***Glossary***

***Results orientation:*** A focus on outcomes rather than inputs or intentions. In PLCs, members are committed to achieving desired results and are hungry for evidence that their efforts are producing the intended outcomes.

***Scaffolding:*** An instructional technique in which the teacher breaks a complex task into smaller tasks, models the desired learning strategy or task, provides support as students learn to do the task, and then gradually shifts responsibility to the students.

***School culture:*** The assumptions, beliefs, values, and habits that constitute the norm for the school and guide the work of the educators within it.

***Simultaneous loose and tight leadership:*** A leadership concept in which leaders encourage autonomy and creativity (loose) within well-defined parameters and priorities that must be honored (tight).

***SMART Goals:*** Goals that are Strategic and Specific, Measurable, Attainable, Results-oriented and Time-bound.

***Stretch goals:*** Goals intended to inspire, to capture the imagination of people within the organization, to stimulate creativity and innovation, and to serve as a unifying focal point of effort. Stretch goals are so ambitious that they typically cannot be achieved without significant changes in practices.

***Summative Assessments:*** An assessment of learning designed to provide a final measure to determine if learning goals have been met. Summative assessments yield a dichotomy: pass or fail, proficient or not proficient.

***Systematic Intervention:*** A school-wide plan that ensures every student in every course or grade level will receive additional time and support for learning as soon as they experience difficulty in acquiring essential knowledge and skills. Intervention occurs during the school day and students are required rather than invited to devote the extra time and secure the extra support for learning.

***Universal Screening:*** A process of reviewing student performance through formal and/or informal assessment measures to determine progress in relation to student benchmarks and learning standards; also the practice of assessing all students in a school with valid measures in the major curricular areas, so that no student at risk “falls through the cracks.”