

GLOSSARY FOR TEACHER AND PRINCIPAL STANDARDS

Academic Discipline – An academic discipline is a branch of knowledge which is formally taught, either at the university, or via some other such method. Functionally, disciplines are usually defined and recognized by the academic journals in which research is published, and the learned societies to which their practitioners belong. An academic discipline is characterized by an organized, discrete body of knowledge and a corresponding set of problems together with a regimen of investigation and analysis.

Action Research – "Action research is any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in the teaching/learning environment to gather information about the ways that their particular school operates, how they teach, and how well their students learn." Mills, G. (2000, p. 6)]

All students – In these standards, this phrase is meant to include *all* students regardless of their varying abilities, ethnicity, culture, gender, sexual orientation, religion, giftedness, disability, limited English proficiency, or economic disadvantage.

Collaboration – Collaboration is defined by Winer and Ray (1994, p. 33) as a “mutually beneficial and well-defined relationship entered into by two or more organizations (re: persons or entities) to achieve results they are more likely to achieve together than alone.”

Collaborative Learning – Collaborative learning (CL) is a personal philosophy, not just a classroom technique. In all situations where people come together in groups, it suggests a way of dealing with people which respects and highlights individual group members' abilities and contributions. There is a sharing of authority and acceptance of responsibility among group members for the group's actions. The underlying premise of collaborative learning is based upon consensus building through cooperation by group members, in contrast to competition in which individuals best other group members. CL practitioners apply this philosophy in the classroom, at committee meetings, with community groups, within their families and generally as a way of living with and dealing with other people.

Collegiality – The manner in which educators interact with one another, and the extent to which they approach their work as professionals (Marzano, 2003). Collegiality is demonstrated by educators who are supportive of one another. They openly enjoy professional interactions, are respectful and courteous of each other's needs (Christine Vllani, 1996). Collegiality is characterized by authentic interactions that are professional in nature. These interactions include, but are not limited to, openly sharing failure and mistakes, demonstrating respect for each other, and constructively analyzing and criticizing practices and procedures (Fullan and Hargrove, 1996). School norms promote collegiality if educators demonstrate a high frequency of various interactions including talking about teaching, developing and sharing teaching materials, observing one another, teaching one another techniques, and giving assistance.

Community – The educational community is defined as parents, students, engaged community members, support staff, teachers, administrators, and School Board members.

Content area – Content area refers to a broad designation of content knowledge that encompasses different disciplines, i.e. Science to Biology, or Language Arts to Composition.

Cooperative Learning – Cooperative learning is defined by a set of processes which help people interact together in order to accomplish a specific goal or develop an end product which is usually content specific. It is more directive than a collaborative system of governance and closely controlled by the teacher. While there are many mechanisms for group analysis and introspection the fundamental approach is teacher centered whereas collaborative learning is more student centered.

Cultural Competency – Culturally competent educators see differences among students as assets. They create caring learning communities where individual and cultural heritages, including languages, are expressed and valued. They use knowledge of their students and their families, their communities, and their cultures to design and support instructional strategies that build upon and link home and school experiences. They challenge stereotypes and intolerance. They serve as change agents by thinking and acting critically to address inequities distinguished by (but not limited to) race, language, culture, socioeconomics, family structures, and gender.

Culture/Culturally Responsive/Cultural Competency –

Culture: Culture can be defined as a way of life, especially as it relates to the socially transmitted habits, customs, traditions, and beliefs that characterize a particular group of people at a particular time. It includes the behaviors, actions, practices, attitudes, norms and values, communications (language), patterns, traits, etiquette, spirituality, concepts of health and healing, superstitions, and institutions of a racial, ethnic, religious, or social group. Culture is the lens through which we look at the world. It is the context within which we operate and make sense of the world and its influences on how we process learning, solve problems, and teach.

Culturally Responsive: Being culturally responsive is more than being respectful, empathetic, or sensitive. Accompanying actions, such as having high expectations for students and ensuring that these expectations are realized, are what make a difference. The dynamic nature of the word “responsiveness” suggests the ability to acknowledge the unique needs of diverse students, take action to address those needs, and adapt approaches as student needs and demographics change over time. (*Culturally Responsive Practices for Student Success: A Regional Sampler*, Northwest Regional Educational Laboratory, Portland, Oregon, 2005)

Cultural Competency: Culturally competent educators see differences among students as assets. They create caring learning communities where individual and cultural heritages, including languages, are expressed and valued. They use knowledge of their students and their families, their communities, and their cultures to design and support instructional strategies that build upon and link home and school experiences. They challenge stereotypes and intolerance. They serve as change agents by thinking and acting critically to address inequities distinguished by (but not limited to) race, language, culture, socioeconomics, family structures, and gender.

Diagnostic, Formative, Summative Assessment –

Diagnostic: Although some authors delineate diagnostic assessment as a component of formative assessment, most consider it a distinct form of measurement (Kellough et al, 1999; McMillan, 2000). In practice, the purpose of diagnostic assessment is to ascertain, prior to instruction, each student’s strengths, weaknesses, knowledge, and skills. Establishing these permits the instructor to remediate students and adjust the curriculum to meet each pupil’s unique needs.

Formative: According to the NCTM’s *Principles and Standards for School Mathematics* (2000): Assessment should be more than merely a test at the end of instruction to see how students perform under special conditions; rather, it should be an integral part of instruction that informs and guides teachers as they make instructional decisions. Assessment should not merely be done *to* students; rather, it should also be done *for* students, to guide and enhance their learning (The Assessment Principle, ¶ 1).

Summative: Black (1998, as cited by Brookhart, 1999), explaining summative assessment via analogy, stated, "When the cook tastes the soup, that’s formative assessment; when the customer tastes the soup, that’s summative assessment" (Formative and Summative, ¶ 1). Succinctly, summative assessment is a test, usually given at the end of a term, chapter, semester, year, or the like, the purpose of which is evaluative; in addition, high-stakes tests such as ACT, GRE, SAT, and the WASL are also examples of summative assessments.

Disaggregate – Break the whole into smaller groups based on defined characteristics.

Efficacy – In general, the capacity or power to produce a desired effect. Efficacy for teachers is a teacher's sense of ability to function as an instructional leader in the classroom, and knowledge of, and contribution to, school instructional policy. In effect, it is “the extent to which teachers believe they can affect student learning” (Dembo & Gibson, 1985:173).

Family – For the purpose of these standards, the term “family” refers to a student’s parent(s), guardian(s), sibling(s), advocate(s), caregiver(s), and/or extended support system

Gifted students – Students who perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment and who are identified under section 3324.03 of the Ohio Revised Code.

Lead Learners – Lead learners recognize that an essential element in the providing of high quality instruction is the learning of those professional educators responsible for ensuring that instruction. Lead learners engage in and model in their own learning the knowledge, skills, and abilities that enhance student learning and achievement, and they assume leadership roles within the learning community.

Learning Community – A learning community supports and inspires the intellectual and personal development of all members of the community. A learning community fosters an environment that values diversity, differences, and the rights of all individuals. It supports and creates new knowledge through research and scholarly inquiry on the part of teachers, staff and students, and it shares that knowledge with the broader community. A learning community is centered on the classroom, but extends throughout the school and into the world around it. In such

a community, all activities, roles, and responsibilities are related with its members engaged in a common enterprise.

Limited English Proficient – The term “limited English proficient” (LEP) refers to those students whose native or home language is other than English, and whose current limitations in the ability to understand, speak, read or write in English inhibit their effective participation in a school’s educational program. Ohio follows the same federal government definition of Limited English Proficient as described in the *No Child Left Behind Act of 2001* [P.L. 107-110, Title IX, Part A, Sec. 9101, (25)].

Norm – A set standard of development or achievement usually derived from the average or median achievement of a large group. A pattern or trait taken to be typical in the behavior of a social group. A widespread practice, procedure, or custom. In testing, a statistical measure of central tendency, as a mean, median, or mode. Statistics or tabular data that summarize the distribution of test performance for one or more specified groups, such as test takers of various ages or grades. Norms are usually designed to represent some larger population, such as test takers throughout the country. The group of examinees represented by the norms is referred to as the *reference population*.

Parents -- Refers to a student’s parent(s), guardian(s), caregiver(s), or other entity legally entrusted with the custodial responsibility for the well being of the student.

Peer Coaching – In peer coaching, teachers receive support, feedback, and assistance from fellow teachers. Research has identified many benefits of peer coaching for teachers, among them is a reduced sense of isolation, an ability to implement new teaching strategies effectively, a positive school climate, and a revitalized faculty.

Peer coaching usually involves (but is not limited to) teachers observing teachers. Peer coaching models are described, defined, and labeled in various ways. One useful way to categorize different models of peer coaching is to examine what information is obtained during an observation and what is done with that information.

Processes of Inquiry – The processes of thought, investigation, and problem solving that are linked to a discipline or content area. Inquiry is a multifaceted activity that involves making observations; posing questions; examining books and other sources of information to see what is already known; planning investigations; reviewing what is already known in light of experimental evidence; using tools to gather, analyze, and interpret data; proposing answers, explanations, and predictions; and communicating the results. Inquiry requires identification of assumptions, use of critical and logical thinking, and consideration of alternative explanations.

Service Learning – Service learning is a process whereby students learn and develop through active participation in organized service experiences that actually meet community needs. Service learning provides students opportunities to use their acquired skills and knowledge in real life situations in their communities; this enhances teaching by extending student learning into the community and helps foster a sense of caring for others (Burns, 1998).

Standard English – The variety of English that is generally acknowledged as the model for the speech and writing of educated speakers. Standard English is the variety of English that is held to be 'correct' in the sense that it shows none of the regional or other variations that are considered by some to be ungrammatical, or non-standard English. Received Pronunciation, often called RP, is the way Standard English is spoken; without regional variations.

Staff – This is an inclusive term referencing all school personnel.

Stakeholders – Any group or individual who can affect or is affected by the achievement of the defined educational objectives.

Standards – A standard is an adaptable goal set at a challenging, but achievable level describing what should be known and what skills and abilities should be present and in which a framework can be developed to assist in reaching that goal.

Students with Disabilities –Students with mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and who, by reason thereof, needs special education and related services.

Systematic vs. systemic – The term systematic often is associated with images of a linear, generalizable model of how to do something. Systemic on the other hand implies a global conception of the problem and an understanding of the interrelationships and interconnections. (Carr 1996). The systemic perspective in instructional design is traditionally limited to feedback via needs assessment or evaluation. The systematic perspective in instructional design, however, is strongly represented in a variety of step-by-step models. (Carr 1996)