

Glossary of Terms

Learning vs Teaching: The shift from the "teaching" environment to the "learning" environment is more than just a change in language, a change in systems operation, more than an adoption of the latest educational fad. It is a systemic change based on contemporary learning research. Modern teaching methods, essentially unchanged in over one hundred years, are based on imitation/repetition modeling, where the "apprentice" or student imitates behavior of the teacher or master. That model, existent since medieval times, assumes that "learning" solely exists in proximity to the "teacher." If the teacher does not teach, the learner does not learn. Without the classroom setting, no learning takes place.

A Teaching Environment is an environment focused on content and its delivery to learners. The model is based on the concept of modernism, a belief that knowledge resides in a specific location and is shared or transferred from the one who "knows" to the one who does not. The teacher "teaches" the knowledge; the learner absorbs it and is ultimately transformed through epiphany.

In a Learning Environment, the presentation of content is not as important as the discovery of the underlying patterns and concepts that constructed the content. The rules of grammar, say, are less important than how communication can be hindered by ineffective comma choices. A learning strategy such as this allows the individual to construct the framework on which knowledge can grow. Other learning strategies, such as simulations, role playing, and learning scenarios provide the entire framework and "pre-chunked" knowledge patterns.

IBAS: It is a plan that creates the infrastructure to support the inclusion of all of the stakeholders in the Central School District in the planning, implementation, and operation of a system providing every student in our district the opportunity to be successful citizens and develop the knowledge and skills necessary to be college and/or career ready upon graduation.

Proficiency: The advancement in knowledge or skill

Smarter Balanced: The name of the summative assessment chosen by the Oregon Department of Education to use to comply with the federal standards that placed on the k-12 system.

Common Core: is an educational initiative in the United States that details what K–12 students should know in English language arts and mathematics at the end of each grade. The initiative, sponsored by the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO), seeks to establish consistent educational standards across the states as well as ensure that students graduating from high school are prepared to enter credit-bearing courses at two- or four-year college programs or to enter the workforce.

Formative Assessment: The goal of formative assessment is to *monitor student learning* to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments:

- help students identify their strengths and weaknesses and target areas that need work
- help faculty recognize where students are struggling and address problems immediately

Formative assessments are generally *low stakes*, which means that they have low or no point value. Examples of formative assessments include asking students to:

- draw a concept map in class to represent their understanding of a topic
- submit one or two sentences identifying the main point of a lecture
- turn in a research proposal for early feedback

Summative Assessment: The goal of summative assessment is to *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark.

Summative assessments are often *high stakes*, which means that they have a high point value. Examples of summative assessments include:

- a midterm exam
- a final project
- a paper
- a senior recital

Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.

Singleton: A course in a school's master schedule that has only one section available for students to enroll. These courses place unique constraints on a master schedule and reduce flexibility. Often they are grade or level specific.

Doubleton: A course in a school's master schedule that has only one section available for students to enroll. These courses place unique constraints on a master schedule and reduce flexibility. Often they are grade or level specific.

Fidelity: The degree of exactness with which something is completed.

Collaborative Inquiry: In **collaborative inquiry**, teachers work together to identify common challenges, analyze relevant data, and test out instructional approaches. The idea behind this approach is that such systematic, **collaborative** work will increase student learning.

Action Research: **Action research** is a practical approach to professional inquiry in any social situation. The examples in this component relate to education and are therefore of particular relevance to teachers or lecturers engaged in their daily contact with children or students.

Disaggregated Data: This is a reference to numerical or non-numerical information that has been (1) collected from multiple sources and/or on multiple measures, variables, or individuals; (2) compiled into aggregate data—i.e., summaries of data—typically for the purposes of public reporting or statistical analysis; and then (3) broken down in component parts or smaller units of data.

SIS: School Information System

ELPA21: ELPA21 is a group of states designing and developing an assessment system for English language learners. The system is based on the new English Language Proficiency Standards and addresses the language demands needed to reach college and career readiness.

ADEPT (A Developmental English Proficiency Test): The ADEPT is a valid and reliable oral language assessment instrument that can be used with students across grade levels, K-8. ADEPT assesses a student's ability to understand and generate utterances using a scope and sequence of language forms, or structures, across the five levels of English proficiency.

AMAO (Annual Measurable Achievement Objectives): A required accountability report measuring the progress of Oregon's English Language Learners.