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# Glossary

2007-2008

Instructional Unit  
Plan and Results Guide

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# Glossary

Entries in this glossary were selected to clarify terms, and the definitions were tailored to align with the Career Ladder student achievement process.

<b>accountability</b>	Evaluation, assessment, and reflection responses collected that document action and performance.
<b>achievement tests</b>	Tests used to measure how much a student has learned (achieved). See also “standardized tests” and “criterion-referenced tests.”
<b>active participation</b>	The observable and non-observable involvement of student engagement with the lesson content being learned.
<b>alignment</b>	The process of making standards, instructional strategies, and assessment methods consistent with each other.
<b>alternate assessment</b>	An assessment that is different from the assessment administered to the majority of students that may meet their special needs. An alternate assessment may also be administered to students whose achievement level may be so far below or so exceed the level being assessed that an assessment more appropriate to their level would yield more meaningful data.
<b>analysis</b>	Interpretation and examination; studying data and/or events to determine what occurred as well as possible causes and effects.
<b>analytical rubric</b>	A rubric (see “rubric”) that analyzes quality of performance by breaking it down into component parts. The six-trait rubric is an example.
<b>anticipatory set</b>	An introduction to a lesson that provides students a relevant link to past experience, prior knowledge and a mental readiness to learn. The set includes the lesson objective and demonstrates a purpose for learning.
<b>baseline data</b>	Data and/or assessment information gathered first to establish a starting point for instruction, as well as to establish a starting point for measuring change.
<b>benchmark</b>	A standard for judging student performance. Measures what a student should be able to do at a particular time in the school year. The benchmark is supported by data and helps to quantify and qualify the achievement of a goal.
<b>Career Ladder</b>	A performance-based pay program, jointly funded by MPS and the state, that recognizes and rewards educators for enhancing student achievement, improved and advanced teaching skills, and implementation of higher level instructional responsibilities. The MPS Career Ladder mission is to increase student achievement by supporting all employees in achieving high performance standards.
<b>Career Level</b>	The highest of three participation levels (Entry, Resident, Career) of the individual component of MPS Career Ladder. There are four steps within the Career Level.

## **Glossary** (continued)

<b>checklist</b>	A list that is used to check for the presence or absence of information and/or data.
<b>closure</b>	A process in which students summarize the learning that has just occurred, relevant to the lesson objective.
<b>Coaches</b>	Career Level educators trained in coaching and inter-rater reliability who support Career Ladder applicants in the student achievement process.
<b>collaboration</b>	A working relationship that enables participants to accomplish goals more successfully than they could have done separately.
<b>collegial group</b>	Two or more educators collaborating on a collegial Student Achievement Plan in which they share the responsibility for planning. They also may work together during planning, implementation, documentation, analysis, and reflection.
<b><u>Common Key</u></b>	A newsletter published for Mesa educators by the MPS Career Ladder staff which contains time-sensitive information and also serves as a supplement to the <u>CLASS Handbook</u> . Prior to 2003, it was published as the <u>Communiqué</u> .
<b>congruency</b>	Congruency indicates that all aspects of instruction and assessment such as the Student Achievement Goal and its postassessment are in harmony or agreement. The match is not necessarily a perfect one in which components are aligned, identical, equivalent, or equal. However, two areas of comparison are compatible and consistent and do not contradict or conflict with one another.
<b>content</b>	The skills, knowledge, or attitude you want the students to acquire; the “ <b>know</b> ” in an objective.
<b>covert behavior</b>	Behavior that is not observable.
<b>criterion</b> (plural form = <b>criteria</b> )	Performance standards, guidelines, rules, or principles by which responses, products, or performances are evaluated.
<b>criterion-referenced tests</b>	Tests designed to measure how thoroughly a student has learned a particular body of instruction. Criterion-referenced tests are directly related to the MPS curriculum and are scored according to fixed criteria.
<b>critical thinking</b>	Analyzing and evaluating information; a process involving reflection on the meaning of statements, examination of evidence and reasoning, and forming judgments.
<b>curriculum</b>	A course of study for each instruction area which integrates and aligns with state standards. Curriculum generally includes a scope and sequence and curriculum maps.
<b>data</b>	Information, facts, or figures collected to facilitate discussion, decision making, and analysis.

**Glossary** (continued)

<b>differentiated instruction</b>	Maximizing each student's growth by accommodating a range of differences by providing a variety of learning materials, tasks, and using a variety of instructional practices and interventions (see learning styles).
<b>diversity</b>	A variety of student characteristics including learning style, language, socioeconomic class, gender, and background knowledge.
<b>enrichment</b>	Instruction that is above and beyond the basic curriculum and is used when a student has mastered the stated objective and/or standard.
<b>Entry Level</b>	See page 15 of the <u>2007-2008 CLASS Handbook</u> .
<b>feedback</b>	Immediate and specific information provided to students regarding their progress toward an objective.
<b>feeling tone</b>	Internal or external emotional reaction of the student to the learning, environment, and climate in the classroom.
<b>formative assessment</b>	An assessment given to determine student progress toward a higher goal. Data from formative assessments impacts instruction when educators use that data to guide subsequent instruction and interventions.
<b>goal</b>	A student achievement statement in measurable terms of what students should know and be able to do.
<b>guided practice</b>	The opportunity for students to practice new learning with the teacher present for step-by-step support.
<b>higher level instructional responsibilities</b>	Higher level instructional responsibilities are those which improve student achievement, increase teacher effectiveness with students, and/or enhance parent or community involvement. See the <u>Handbook</u> , page 9, for examples and the number required for each Career Level Step.
<b>holistic scoring</b>	Scoring that focuses on the quality of performance as a whole rather than separated into smaller pieces or components of performance.
<b>independent practice</b>	The opportunity for students to demonstrate the application of new learning individually without teacher support.
<b>Individualized Education Program (IEP)</b>	An instructional plan identifying student specific curriculum as specified by the Individuals with Disabilities Education Act (IDEA).
<b>Instructional Unit</b>	A plan of instruction with lesson plans, assessments, and documentation of student progress. The Instructional Unit is demonstration of learning required for Career Ladder Resident Level applicants and is equivalent to completion of AKM 8105.

**Glossary** (continued)

<b>integrated curriculum</b>	Curriculum organized to cut across subject matter lines, making connections among various aspects of the curriculum with the goals of bringing meaning to broad areas of study and developing learning situations that reflect the integrated nature of real life.
<b>interest</b>	The internal reaction of the student to the importance, novelty, and/or vividness of the learning and the learning climate or environment.
<b>intervention</b>	A strategy, activity, or action that is implemented to support increased student learning. Interventions can be enrichments, remediations, reinforcement, or support and are generally used to enhance learning.
<b>item analysis</b>	Examining students' responses to test items to determine the percent of students who answer an item correctly and determining if an item measured the intended learning, was too difficult, or too easy.
<b>knowledge of results</b>	Feedback that is specific and immediate and includes what is correct and incorrect about students' efforts.
<b>learning styles</b>	Differences in the ways students learn, such as auditorially, visually, or kinesthetically; instruction designed to address learning styles to better support learning.
<b>level of concern</b>	An internal feeling of expectation on the part of the learner about what is going to happen; anticipation.
<b>mastery level</b>	A level (performance standard) that determines that students can perform at a satisfactory level indicating that no further instruction is required: the students have mastered the content, skill, concept, or process taught.
<b>modeling</b>	The initial presentation of content in the precise form in which it is to be learned; includes showing the correct performance and labeling the criteria.
<b>monitor and adjust</b>	A process by which the teacher checks the learning of students during the lesson and makes necessary changes in the content or instructional strategy based upon the needs of the students.
<b>motivation</b>	The intention to learn something. Something that causes a person to act in order to satisfy a need or desire.
<b>non-relevant teacher response</b>	Refers to a response to students that does not provide specific feedback regarding their progress.
<b>norm-referenced tests</b>	Tests (see "standardized testing") designed to measure how a student's performance compares with that of other students in a norming group (a group of students who establish "normal" performance levels for the test).
<b>overt behavior</b>	Behavior that is observable (write, discuss, list, etc.) and, therefore, measurable.

## **Glossary** (continued)

<b>performance assessment</b>	Assessment that is designed to measure student learning through a demonstration of specific tasks.
<b>performance objective</b>	A statement of what students will know and be able to do if mastery of an objective is achieved, knowledge, and skills.
<b>portfolio</b>	A collection of student work chosen to exemplify and document a student's learning. A portfolio typically includes the student's self-analysis and reflection in addition to teacher-selected examples.
<b>postassessment</b>	The final evaluation to provide evidence of what students know and are able to do; documents cumulative or summative achievement at the end of a unit, a course, or the end of a predetermined period of instruction.
<b>practice</b>	The repetition of a correct response or process.
<b>preassessment</b>	A means of determining a starting point for instruction: what students know about a topic before it is taught. Students' strengths and needs guide subsequent instructional decisions. Preassessments include interviews, performances, pencil-paper tests, essay tests, portfolios, and many others.
<b>prerequisite</b>	A content, skill, concept, or process that students must already know and be able to do before new instruction takes place.
<b>professional learning</b>	Experiences such as professional conferences, workshops, and courses which help educators build knowledge and skills with the goal of increasing student achievement.
<b>Professional Records</b>	A collection of documents that include an MPS district evaluation, Higher Level Instructional Responsibilities, and the Educator-Administrator Conference Form. Professional Records must meet evaluation criteria for an educator to place on the MPS Career Ladder.
<b>rating scale</b>	An instrument which presents a continuum on which the student's performance can be charted.
<b>reflection</b>	A thought process in which you look back, analyze, and evaluate learning and decide how you would approach and/or adjust to similar situations in the future. According to Marilyn Tabor (President, Organizational Dynamics Associates, Inc.), there are three types of reflection: thinking ahead, thinking back, and thinking-in-the-moment.
<b>reinforcement</b>	Providing repetitive opportunities for students to practice learned material that includes conceptual and contextual support.
<b>relevant teacher response</b>	Refers to a response to students that provides them with specific feedback regarding their progress.

## **Glossary** (continued)

<b>reliability</b>	The degree to which the results of an assessment are dependable and can yield consistent results across evaluators, across time, and across similar populations of students.
<b>remediation</b>	A strategy, activity, or action that reteaches and helps students achieve what they were previously expected to learn.
<b>Resident Level</b>	See page 15 of the <u>2007-2008 CLASS Handbook</u> .
<b>rubric</b>	Specific descriptions of performance of a given task at several different levels of quality. Rubrics should be developed with students or given to students when they begin the learning in order to promote understanding of objectives and performance expectations.
<b>self-reflection</b>	Self-examination and introspection which results in new insights into self and others, encourages continuous learning and personal adaptability, exposes assumptions, and facilitates transfer of knowledge.
<b>standardized tests</b>	Tests that are administered and scored under uniform (standardized) conditions.
<b>standards</b>	Specific criteria for what students are expected to learn and be able to do. There are performance standards and curriculum standards for students, as well as teacher performance standards.
<b>standard-based unit of study</b>	A unit of study that is a combination of lesson activities, materials, instructional processes, and assessments that relate directly to each other and to identified standards; and that are designed to lead the students directly to the attainment of the identified standards.
<b>Student Achievement Goal</b>	A measurable, standards-based learning statement upon which educators develop a plan of instruction, assessment (diagnostic, formative, and postassessment), and interventions.
<b>Student Achievement Plan and Results</b>	A complete set of materials that consists of a Student Achievement Goal, subgoals, assessments (preassessment, formative, and postassessment), interventions, collection of data, analysis, and reflection. This set of materials, in addition to a set of Professional Records, must meet evaluation criteria in order for an educator to be placed on the Career Level of the MPS Career Ladder.
<b>Student Achievement Subgoals</b>	Statements that represent a breakdown, part, or step of a task analysis of a Student Achievement Goal. Subgoals represent content, skills, concepts, or processes necessary to achieve mastery on a postassessment that measures student progress toward a Student Achievement Goal.
<b>student behavior</b>	How the student will demonstrate that the content has been learned; the “ <b>be able to do</b> ” part of an objective.

**Glossary** (continued)

<b>summarization</b>	Ways in which students are required to summate their learning at significant learning increments or benchmarks.
<b>task analysis</b>	A process whereby educators identify steps or parts (subgoals) that enable students to master a student achievement goal.
<b>teach to an objective</b>	The ability of the teacher to focus relevant actions on one objective at a time.
<b>transfer of learning</b>	Ability of students to apply new learning to different and/or new situations.
<b>validity</b>	A test is valid if it measures what it is intended to measure.
<b>vividness</b>	How the lesson content appeals to any of the senses.

