

# Appendix A

## Glossary of Terms

TERM	DEFINITION	SOURCE*
<b>Anytime/anywhere learning</b>	<b>Students have equitable opportunities to learn outside of the typical school day and year, and outside of the classroom or school, often by using digital technologies that allow them to study and complete assignments at any location and at any time.</b> Some systems and states are experimenting with means for awarding credit based on these experiences. (Closely related terms: blended learning, project-based learning, real-world learning.)	“The Students at the Center Framework.” <a href="http://studentsatthecenterhub.org/interactive-framework/">http://studentsatthecenterhub.org/interactive-framework/</a>
<b>Agency</b>	<b>The initiative and capacity to act in a way that produces meaningful change in oneself or the environment.</b> (Closely related terms: ownership, student-ownership)	Wolfe, Steinberg, & Hoffman (2013)
<b>Benchmarks</b>	<b>Discrete and measurable learning objectives by which to demonstrate competency.</b>	Wolfe (2012), p. 12
<b>Blended learning</b>	<b>Any formal education program in which a student learns in part through online learning and in part in a supervised brick-and-mortar location away from home.</b> The modalities along each student’s learning path within a course or subject are connected to provide an integrated learning experience. High quality blended learning combines the best of face-to-face instruction with the best of learning online and some elements of student control over time, place, path, and/or pace.	Patrick & Sturgis (2015), p. 17
<b>Collaborative Group Work</b>	<b>Students engage in learning by constructing group solutions, texts, experiments, or works of art.</b> Effective group work is well planned and strategic. Students are grouped intentionally, with each held accountable for contributing to the group work. Activities are designed so that students with diverse skill levels are supported, as well as challenged by their peers. They are planned around meaningful tasks in the subject area that are conceptually rich, engaging, with multiple entry points.	“Common Instructional Framework.” <a href="http://www.jff.org/services/early-college-design-services/common-instructional-framework">http://www.jff.org/services/early-college-design-services/common-instructional-framework</a>

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<b>Competency</b>	<b>The enduring understanding of content, skills, and dispositions in a specific domain.</b> Competencies are observable and eventually measurable.	Wolfe (2012), p. 12
<b>Competency-based education</b>	<b>Students move ahead based not on classroom hours but on their demonstration that they have actually learned material, reaching key milestones along the path to mastery of core competencies and bodies of knowledge.</b> “Learning is the constant, time is the variable.” Tasks and learning units might be individual or collective, and students have multiple means and opportunities to demonstrate mastery through performance-based and other assessments. Each student receives the scaffolding and differentiated support to progress at a pace appropriate to reaching college, career, and civic outcomes, even when unequal resources are required to achieve a more equitable result. (Closely related terms: proficiency-based learning/education, mastery-based learning/education.)	“The Students at the Center Framework”; for a more detailed definition, see the CompetencyWorks Wiki: <a href="http://bit.ly/1P1w8LX">http://bit.ly/1P1w8LX</a>
<b>Continuous improvement</b>	<b>Any school- or instructional-improvement process that unfolds progressively over extended periods of time without a predetermined end point.</b> The concept rests on the belief that improvement requires an organizational or professional commitment to an ongoing process of learning, self-reflection, adaptation, and growth.	Ed Reform Glossary. <a href="http://edglossary.org/continuous-improvement/">http://edglossary.org/continuous-improvement/</a>
<b>Deeper Learning</b>	A set of competencies students must possess to succeed in 21 <sup>st</sup> century jobs and civic life, including: 1. Master core academic content 2. Think critically and solve complex problems 3. Work collaboratively 4. Communicate effectively 5. Learn how to learn 6. Develop academic mindsets <sup>viii</sup> (Closely related: 21 <sup>st</sup> century skills: critical thinking, collaboration, communication, creativity, perseverance) <sup>x</sup>	Hewlett Foundation. <a href="http://www.hewlett.org/library/hewlett-foundation-publication/deeper-learning-defined">http://www.hewlett.org/library/hewlett-foundation-publication/deeper-learning-defined</a>

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<b>Cultural responsiveness</b>	<b>Learners have opportunities to engage with content through various cultural lenses and perspectives and to draw from their cultural backgrounds to build their learning.</b>	“Personalized Learning.” <a href="http://www.cesa1.k12.wi.us/institute/designdevelop/personalized-learning.cfm">http://www.cesa1.k12.wi.us/institute/designdevelop/personalized-learning.cfm</a>
<b>Design thinking</b>	<b>An orientation to learning that</b> focuses on identifying need, challenging assumptions, generating a range of possibilities, and learning through targeted stages of iterative prototyping. A key component of the process not only to solve but to define problems.	Stanford University REDLab <a href="http://web.stanford.edu/group/redlab/cgi-bin/faq.php">http://web.stanford.edu/group/redlab/cgi-bin/faq.php</a>
<b>Exit tickets</b>	<b>Short formative assessment exercise given at the end of class or a unit that helps the teacher obtain information about students’ current levels of understanding.</b> Exit tickets generally ask students to: Rate their current understanding of new learning; Analyze and reflect on their efforts around the learning; Provide feedback to teachers on an instructional strategy; Provide feedback about the materials and teaching. (Closely related terms: exit slips)	The Many Uses of Exit Slips, ASCD <a href="http://www.ascd.org/publications/educational-leadership/oct12/vol70/num02/The-Many-Uses-of-Exit-Slips.aspx">http://www.ascd.org/publications/educational-leadership/oct12/vol70/num02/The-Many-Uses-of-Exit-Slips.aspx</a>
<b>Formative assessment</b>	<b>Educators use multiple means (such as demonstration, conversation, dialogue, mini-quiz) to provide feedback for individuals and to plan next steps.</b> Formative assessment includes student reflection and shared responsibility for learning.	“Personalized Learning.”; The Best Value in Formative Assessment, ASCD <a href="http://www.ascd.org/publications/educational-leadership/dec07/vol65/num04/The-Best-Value-in-Formative-Assessment.aspx">http://www.ascd.org/publications/educational-leadership/dec07/vol65/num04/The-Best-Value-in-Formative-Assessment.aspx</a>
<b>Growth mindset</b>	<b>The belief that one’s abilities develop through hard work and persistence rather than innate talent.</b>	“What is Mindset.” <a href="http://mindsetonline.com/whatisit/about/index.html">http://mindsetonline.com/whatisit/about/index.html</a>
<b>Individual learning plan</b>	<b>Learners and their advisers decide on (and assess) specific personal and academic goals, based on readiness, strengths, needs, and interests.</b>	“Personalized Learning.”

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<b>Learner-centered</b>	<b>Integrating personalization, anytime-anywhere learning, competency education, and student ownership to foster postsecondary, career, and civic success.</b> Sometimes used to indicate an older or professional population in the learner role.	Students at the Center FAQs and Definitions <a href="http://studentsatthecenterhub.org/wp-content/uploads/2015/04/SATC-FAQ-Definitions-010815.pdf">http://studentsatthecenterhub.org/wp-content/uploads/2015/04/SATC-FAQ-Definitions-010815.pdf</a>
<b>Learning progressions</b>	<b>The purposeful sequencing of teaching and learning expectations across multiple developmental stages, ages, or grade levels.</b> In this context, in the personalized context, learning progressions also include careful attention to the individual's prior understanding necessary for building future, more complex understanding, as well as the need for students to encounter content matter in different ways and over time to deepen understanding.	Ed Reform Glossary. <a href="http://edglossary.org/learning-progression/">http://edglossary.org/learning-progression/</a>
<b>Mastery</b>	<b>The targeted level of achievement relative to a standard or learning goal.</b> "Demonstrating mastery" is synonymous with "demonstrating proficiency" or "meeting the standard."	Maine Department of Education. <a href="http://mainelearning.net/wp-content/uploads/group-documents/22/1358619029-GlossaryMDOEJan13DRAFT.docx">http://mainelearning.net/wp-content/uploads/group-documents/22/1358619029-GlossaryMDOEJan13DRAFT.docx</a>
<b>Metacognitive skills</b>	Learning processes and behaviors involving self-reflection and critical thinking, information literacy, reasoning and argumentation, innovation, self-regulation, selection of learning strategies, and learning habits.	Rethinking the Notion of 'Noncognitive', EdWeek <a href="http://www.edweek.org/ew/articles/2013/01/23/18conley.h32.html">http://www.edweek.org/ew/articles/2013/01/23/18conley.h32.html</a>
<b>Ownership, student</b>	Students have frequent opportunities to direct and to reflect and improve on their own learning progression toward college and career ready standards with the help of formative assessments that help them understand their own strengths and learning challenges. Students take increasing responsibility for their own learning, using strategies for self-regulation. Students also support and celebrate each other's progress and experience a sense of commitment and belonging to the learning group. (Closely related terms: student voice and choice, student agency.)	"The Students at the Center Framework."

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<b>Peer assessment</b>	<b>Students give informed feedback to one another.</b> Effective peer assessment connects to clear standards and involves constructive critique. Feedback from peers can carry more immediacy and achieve greater volume than that from teachers. It ideally relates to works in progress so that peers may use the feedback to revise their work. Finally, being able to provide peers with positive, usable feedback is also a critical life skill.	“Student-centered Assessment Guide: Peer Assessment.” <a href="http://studentsatthecenterhub.org/resource/student-centered-assessment-guide-peer-assessment/">http://studentsatthecenterhub.org/resource/student-centered-assessment-guide-peer-assessment/</a>
<b>Personalized learning</b>	<b>As much as possible, personalized instruction meets students’ individual developmental needs, skills, and interests.</b> Effective personalized learning requires that the educator and the institution be capable of seeing and addressing differences in each learner’s outlook, behaviors, beliefs, and cultural capital. Students develop connections with each other, their teachers, and other adults in support of their learning. Personalized is not the same as individualized learning, which entails teacher-driven instruction tailored to ensuring students achieve basic skills.	“The Students at the Center Framework.”
<b>Proficiency-based progress</b>	<b>The actual work of learners demonstrates</b> their progress toward meeting agreed-on learning outcomes. Closely related terms: competency-based, mastery-based)	Sturgis (2014)
<b>Project-based learning</b>	<b>Students gain knowledge and skills over an extended period in which they investigate and respond to a complex question, problem, or challenge.</b> Quality PBL includes: Key Knowledge, Understanding, and Success Skills; Challenging Problem or Question; Sustained Inquiry; Authenticity; Student Voice & Choice; Reflection; Critique & Revision; Public Product	“What is Project Based Learning?” <a href="http://bie.org/about/what_pbl">http://bie.org/about/what_pbl</a>

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<b>Real-world learning</b>	<b>Educational and instructional techniques that connects learning in school to authentic issues, problems, and applications.</b> Students are more likely to be interested in what they are learning, more motivated to learn new concepts and skills, and better prepared to succeed in college, careers, and adulthood if what they are learning mirrors out-of-school contexts, equips them with practical and useful skills, and addresses topics that are relevant and applicable to their lives outside of school. Examples include early colleges, work-based learning, and service-learning.	Ed Reform Glossary. <a href="http://edglossary.org/authentic-learning/">http://edglossary.org/authentic-learning/</a>
<b>Self-assessment</b>	<b>Students identify strengths and weaknesses in their own work and revise accordingly.</b> Effective self-assessment involves students comparing their work to clear standards and generating feedback for themselves about where they need to make improvements, then having time to make those improvements before submitting for a grade.	"Student-centered Assessment Guide: Peer Assessment." <a href="http://studentsatthecenterhub.org/resource/student-centered-assessment-guide-peer-assessment/">http://studentsatthecenterhub.org/resource/student-centered-assessment-guide-peer-assessment/</a>
<b>Self-regulation</b>	The ability to be goal-directed, demonstrate control over and responsibility for one's focus and effort when engaged in learning activities, and to strategically modulate one's emotional reactions or states in order to be more effective at coping and engaging with the environment.	Toshalis & Nakkula (2012), p. 18; UDL Guidelines - Version 2.0: Principle III. Provide Multiple Means of Engagement
<b>Student agency</b>	See <b>Agency</b>	Toshalis & Nakkula (2012)
<b>Student-centered</b>	<b>Integrating personalization, anytime-anywhere learning, competency education, and student agency and ownership to foster postsecondary, career, and civic success.</b>	"Students at the Center FAQs and Definitions" <a href="http://www.jff.org/sites/default/files/initiatives/files/SATC-FAQ-Definitions-010815.pdf">http://www.jff.org/sites/default/files/initiatives/files/SATC-FAQ-Definitions-010815.pdf</a>
<b>Student-owned</b>	See <b>Ownership, student</b>	"The Students at the Center Framework."
<b>Student choice</b>	<b>Learners have significant and meaningful choices regarding their learning experiences.</b>	"Personalized Learning."

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<b>Student voice</b>	<b>Learners have significant and meaningful input into decisions that will shape their learning experiences and those of their peers either in or outside of school settings.</b>	“Personalized Learning”; Toshalis & Nakkula (2012)
<b>Transfer</b>	<b>The process through which an individual becomes capable of taking what was learned in one situation and applying it to new situations.</b>	Pellegrino & Hilton (2012)
<b>Universal design for learning</b>	<b>Providing content via multiple means of engagement, representation, action, and expression.</b>	Pellegrino & Hilton (2012)

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