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TERM	DEFINITION	SOURCE
Anytime/anywhere learning	Students have equitable opportunities to learn outside of the typical school day and year, and outside of the classroom or school. In short, the school's walls and schedules are viewed as permeable. (Closely related terms: blended learning, internship/externship, project-based learning, real-world learning)	"The Students at the Center Framework." http://studentsatthecenterhub.org/interactive-framework/
Benchmarks	Discrete and measurable learning objectives by which a teacher demonstrates competency.	Wolfe (2012), p. 12
Blended learning	Any formal education program in which a student learns in part through online learning, with some element of student control over time, place, path, and/or pace. Students learn at least in part in a supervised brick-and-mortar location away from home. 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 what we know about how to provide learning online.	Patrick & Sturgis (2015), p. 17
Capstone projects	Also called a capstone experience, culminating project, or senior exhibition, among many other terms, a capstone project is a multifaceted assignment that serves as a culminating academic and intellectual experience for students, typically during their final year of high school or middle school, or at the end of an academic program or learning-pathway experience. While similar in some ways to a college thesis, capstone projects may take a wide variety of forms, but most are long-term investigative projects that culminate in a final product, presentation, or performance. For example, students may be asked to select a topic, profession, or social problem that interests them, conduct research on the subject, maintain a portfolio of findings or results, create a final product demonstrating their learning acquisition or conclusions (a paper, short film, or multimedia presentation, for example), and give an oral presentation on the project to a panel of teachers, experts, and community members who collectively evaluate its quality.	Ed Reform Glossary. http://edglossary.org/capstone-project/

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Collaborative group work	<p>Students engage in learning by constructing group solutions, texts, experiments, or works of art. Effective group work is well planned and strategic. Students are grouped intentionally, with each student 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, and have multiple entry points for all students.</p>	<p>“Common Instructional Framework.” http://www.jff.org/services/early-college-design-services/common-instructional-framework</p>
Competency	<p>The enduring understanding of content and skill an educator needs in a specific domain. Each competency is relevant and necessary for future learning.</p>	<p>Wolfe (2012), p. 12</p>
Competency education	<p>Students move ahead based not on the numbers of hours they spend in the classroom, but on their ability to demonstrate that they have actually learned the given material, reaching key milestones along the path to mastery of core competencies and bodies of knowledge (often represented by the phrase “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. Further, each student must be provided with the scaffolding and differentiated support needed to keep progressing 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)</p>	<p>“The Students at the Center Framework”; for a more detailed definition, see the CompetencyWorks Wiki: http://bit.ly/1P1w8LX</p>
Competency-based assessment	<p>In a competency-based assessment, the assessor makes a judgement of competency against clear benchmarks or criteria such as a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, or product specifications. Competency-based assessment may be contrasted with assessment in which candidates are compared to others or graded, for example.</p>	<p>“VET Glossary.” https://store.ibsa.org.au/sites/default/files/media/Glossary.pdf</p>

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Comprehensive school-quality review process	A comprehensive school-quality review process is designed to approach the question of school quality based on evaluating the extent to which schools live up standards across multiple measures. In order to measure this, we must take into account multiple perspectives, and to evaluate both the inputs (schooling process) and outputs (results). The school quality review process includes developing review teams, conducting a school self-reflection, analyzing varied data and results, and conducting an extensive, multi-day school site visit.	Oakland Unified School District. http://qualitycommunityschools.weebly.com/school-quality-review.html
Computer adaptive testing	Computer-adaptive tests are designed to adjust their level of difficulty—based on the responses provided—to match the knowledge and ability of a test taker. If a student gives a wrong answer, the computer follows up with an easier question; if the student answers correctly, the next question will be more difficult. Considered to be on the leading edge of assessment technology, computer-adaptive tests represent an attempt to measure the abilities of individual students more precisely, while avoiding some of the issues often associated with the “one-size-fits-all” nature of standardized tests.	Ed Glossary. http://edglossary.org/computer-adaptive-test/
Continuous improvement	Any school- or instructional-improvement process that unfolds progressively, that does not have a fixed or predetermined end point, and that is sustained over extended periods of time. The concept also encompasses the general belief that improvement is not something that starts and stops, but it’s something that requires an organizational or professional commitment to an ongoing process of learning, self-reflection, adaptation, and growth.	Ed Glossary. http://edglossary.org/continuous-improvement/
Cultural responsiveness	Learners are provided opportunities to engage with content through various cultural lenses and perspectives, and draw from their cultural background to build their learning.	“Personalized Learning.” http://www.cesa1.k12.wi.us/institute/designdevelop/personalized-learning.cfm
Curriculum embedded assessment	Curriculum-embedded performance assessment are assessment tasks that are integral parts of instructional modules or units, not isolated tasks held secure and assigned to students during fixed testing windows a few times during the academic year.	Wet Ed, Raising the Bar on Education: http://raisingthebar.wested.org/blog/helping-students-stay-path-mastery-formative-assessment-pd-resources-beal)

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Deeper learning	<p>A set of competencies students must possess to succeed in 21st century jobs and civic life, including:</p> <ol style="list-style-type: none"> 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 <p>(Closely related: 21st century skills: critical thinking, collaboration, communication, creativity, perseverance)</p>	<p>Educator Competencies glossary. https://studentsatthecenterhub.org/resources/educatorcompetencies/</p>
Design thinking	<p>An orientation to learning that encompasses active problem solving and marshalling one's ability to create impactful change. Design thinking focuses on needfinding, challenging assumptions, generating a range of possibilities, and learning through targeted stages of iterative prototyping. A key component of the process is fostering the ability to not only solve problems, but to define problems.</p>	<p>Stanford University REDLab: http://web.stanford.edu/group/redlab/cgi-bin/faq.php</p>
Dual enrollment	<p>The term dual enrollment refers to students being enrolled—concurrently—in two distinct academic programs or educational institutions. The term is most prevalently used in reference to high school students taking college courses while they are still enrolled in a secondary school (i.e., a dual-enrollment student), or to the programs that allow high school students to take college-level courses (i.e., a dual-enrollment program). For this reason, the term early college is a common synonym for dual enrollment.</p>	<p>Ed Glossary. http://edglossary.org/dual-enrollment/</p>
ESSA	<p>The Every Student Succeeds Act, signed into law in December 2015. There are many modern policy implications, for example, it extends No Child Left Behind's requirement that schools test students annually, disaggregate the results, and report them to the public. It also frees states to redesign most other aspects of their accountability systems.</p>	<p><i>Advancing Deeper Learning Under ESSA: Seven Priorities.</i> http://www.jff.org/publications/advancing-deeper-learning-under-essa-seven-priorities</p>

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<p>Evidence-based practices</p>	<p>A widely used adjective in education, evidence-based refers to any concept or strategy that is derived from or informed by objective evidence—most commonly, educational research or metrics of school, teacher, and student performance. Among the most common applications are evidence-based decisions, evidence-based school improvement, and evidence-based instruction. The related modifiers data-based, research-based, and scientifically based are also widely used when the evidence in question consists largely or entirely of data, academic research, or scientific findings.</p>	<p>Ed Glossary: http://edglossary.org/evidence-based/</p>
<p>Expanded learning opportunities</p>	<p>Also called extended learning time (ELT), the term expanded learning time refers to any educational program or strategy intended to increase the amount of time students are learning, especially for the purposes of improving academic achievement and test scores, or reducing learning loss, learning gaps, and achievement gaps. For this reason, expanding learning time could be considered a de facto reform strategy, since expanding learning time is typically needed or proposed only when students are not performing or achieving at expected levels. (One exception would be optional learning-enrichment programs, which may increase the amount of time students are learning, but that may also viewed as elective or nonrequired opportunities for students to enhance or further their education.)</p> <p>Extended (or expanded) school days and school weeks are also used as a strategy for increasing the amount of time students receive instruction; engage in learning opportunities in areas such as sports and arts; learn through non-traditional experiences such as apprenticeships or internships; or get academic support as part of their school days or years.</p>	<p>Ed Glossary: http://edglossary.org/expanded-learning-time/</p>

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Flipped classroom	The flipped classroom is a pedagogical model in which the typical lecture and homework elements of a course are reversed. Short video lectures are viewed by students at home before the class session, while in-class time is devoted to exercises, projects, or discussions. The video lecture is often seen as the key ingredient in the flipped approach, such lectures being either created by the instructor and posted online or selected from an online repository. While a prerecorded lecture could certainly be a podcast or other audio format, the ease with which video can be accessed and viewed today has made it so ubiquitous that the flipped model has come to be identified with it.	Educause Learning Initiative: https://net.educause.edu/ir/library/pdf/eli7081.pdf
Formative assessment	Multiple means of learning (demonstration, conversation, dialogue, mini quiz) are used to plan next steps for individual students.	“Personalized Learning.”; The Best Value in Formative Assessment, ASCD http://www.ascd.org/publications/educational-leadership/dec07/vol65/num04/The-Best-Value-in-Formative-Assessment.aspx
Growth mindset	The belief that one’s most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.	“What is Mindset.” http://mindsetonline.com/whatisit/about/index.html
Improvement science	Improvement science deploys rapid tests of change to guide the development, revision and continued fine-tuning of new tools, processes, work roles and relationships	Carnegie Foundation. https://www.carnegiefoundation.org/our-ideas/
Individual learning plan	Each learner follows a unique path based on his or her individual readiness, strengths, needs and interests.	“Personalized Learning.”
Institutional biases	Those established laws, customs, and practices which systematically reflect and produce group-based inequities in any society. An institution may be biased whether or not the individuals maintaining those practices have biased intentions	Understanding Institutional Bias. https://www.aaaspolicyfellowships.org/sites/default/files/pdfs/7a.%20Reducing%20Bias%20-%20Thomas.pdf

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Job-embedded professional development	Job-embedded professional development refers to teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning	"Learning Forward." Darling-Hammond & McLaughlin, 1995; Hirsh, 2009. https://learningforward.org/docs/pdf/jobembeddedpdbrief.pdf
Learner-centered	See student-centered. Sometimes used to indicate an older or professional population in the learner role.	Students at the Center FAQs and Definitions http://studentsatthecenterhub.org/wp-content/uploads/2015/04/SATC-FAQ-Definitions-010815.pdf
Mastery, mastery-based learning	Targeted level of achievement in a standard or learning goal. 'Demonstrating mastery' is synonymous with 'demonstrating proficiency' or 'meeting the standard. Mastery-based learning allows students to progress after achieving mastery.	Maine Department of Education. http://mainelearning.net/wp-content/uploads/group-documents/22/1358619029-GlossaryMDOEJan13DRAFT.docx
Micro-credentials	Mini-degrees or certifications in a specific topic area. These can often be earned in competency-based, online or blended, personalized learning environments.	Digital Promise. digitalpromise.org
Multiple measures	Multiple measures accountability strategies that provide multiple ways for students to demonstrate competence; incentives for engaging students in more in-depth instruction around inquiry, problem-solving, and performance; and information about student learning that can be used to improve instruction. Multiple measures should be complementary and contribute to a comprehensive picture of the quality of learning in classrooms, schools, school systems, and states	Stanford Center for Opportunity in Education: https://edpolicy.stanford.edu/sites/default/files/publications/multiple-measures-approaches-high-school-graduation.pdf and https://edpolicy.stanford.edu/sites/default/files/publications/creating-systems-assessment-deeper-learning_0.pdf

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Participatory action research	<p>In schools, participatory action research refers to a wide variety of evaluative, investigative, and analytical research methods designed to diagnose problems or weaknesses—whether organizational, academic, or instructional—and help educators develop practical solutions to address them quickly and efficiently. Participatory action research may also be applied to programs or educational techniques that are not necessarily experiencing any problems, but that educators simply want to learn more about and improve. The general goal is to create a simple, practical, repeatable process of iterative learning, evaluation, and improvement that leads to increasingly better results for schools, teachers, or programs.</p>	<p>Ed Glossary: http://edglossary.org/action-research/</p>
Peer assessment	<p>Students give informed feedback to one another on an assignment. Effective peer assessment is related to clear standards and is supported by a constructive critique process. Peer assessment is a valuable tool because feedback from peers can be delivered with more immediacy and in greater volume than teacher feedback. Peer assessment should happen during the learning process, on works-in-progress, and be followed by opportunities for students to use the feedback they received to revise their work.</p>	<p>“Student-centered Assessment Guide: Peer Assessment.” http://studentsatthecenterhub.org/resource/student-centered-assessment-guide-peer-assessment/</p>
Performance assessment	<p>Performance assessments typically require students to complete a complex task, such as a writing assignment, science experiment, speech, presentation, performance, or long-term project, for example. Educators will often use collaboratively developed common assessments, scoring guides, rubrics, and other methods to evaluate whether the work produced by students shows that they have learned what they were expected to learn. Performance assessments may also be called “authentic assessments,” since they are considered by some educators to be more accurate and meaningful evaluations of learning achievement than traditional tests.</p>	<p>Ed Glossary: http://edglossary.org/assessment/</p>

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Personalized learning	As much as possible, instruction is customized to students' individual developmental needs, skills, and interests. In a personalized experience, students develop connections to each other, their teachers, and other adults that support their learning. Ways to build toward personalized learning include: co-designing an individual learning plan and scaffolding supports and interventions for each learner.	"The Students at the Center Framework."
Place-based education	Place-based learning refers to a wide variety of instructional methods and programs that educators use to connect what is being taught in schools to their surrounding communities, including local institutions, history, literature, cultural heritage, and natural environments. Place-based learning is also motivated by the belief that all communities have intrinsic educational assets and resources that educators can use to enhance learning experiences for students. Synonyms include community-based education, and place-based learning among other terms.	Ed Glossary: http://edglossary.org/community-based-learning/
Project-based learning	PBL is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge.	"What is Project Based Learning?" http://bie.org/about/what_pbl
Rapid prototyping	Rapid prototyping involves the development of a working model of an instructional product that is used early in a project to assist in the analysis, design, development, and evaluation of an instructional innovation. Many view rapid prototyping methods as a type of formative evaluation that can effectively be used early and repeatedly throughout a project.	"The Nature of RP." http://www.uky.edu/~gmswan3/609/Jones_Richey_2000.pdf
Real-world learning	Educational and instructional techniques focused on connecting what students are taught in school to real-world issues, problems, and applications. 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 real-life contexts, equips them with practical and useful skills, and addresses topics that are relevant and applicable to their lives outside of school.	Ed Reform Glossary. http://edglossary.org/authentic-learning/

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Restorative circle	A restorative circle is a community process for supporting those in conflict. It brings together the three parties to a conflict - those who have acted, those directly impacted and the wider community - within an intentional systemic context, to dialogue as equals. Participants invite each other and attend voluntarily. The dialogue process used is shared openly with all participants, and guided by a community member. The process ends when actions have been found that bring mutual benefit.	Restorative Circles. https://www.restorativecircles.org
Self-assessment	Students identify strengths and weaknesses in their own work and revise accordingly. Effective self-assessment involves students comparing their work to clear standards and generating feedback for themselves about where they need to make improvements. It is a tool that can promote learning if it is used while the learning is taking place. In order for self-assessment to be effective, students must be able to use their self-generated feedback to revise and improve their work before it is due for grading. After students self-assess and revise their work, they can turn it in for a grade.	"Student-centered Assessment Guide: Peer Assessment." http://studentsatthecenterhub.org/resource/student-centered-assessment-guide-peer-assessment/
Self-regulation	What students do to generate and sustain their engagement. To be self-regulated is to be goal-directed and demonstrate control over and responsibility for one's focus and effort when engaged in learning activities.	Toshalis & Nakkula (2012), p. 18; UDL Guidelines - Version 2.0: Principle III. Provide Multiple Means of Engagement
Standard	Learning standards are concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education. Learning standards describe educational objectives—i.e., what students should have learned by the end of a course, grade level, or grade span—but they do not describe any particular teaching practice, curriculum, or assessment method.	Educator Competencies glossary. https://studentsatthecenterhub.org/resources/educatorcompetencies/
Student agency	A student's initiative and capacity to act in a way that produces meaningful change in oneself or the environment.	Toshalis & Nakkula (2012)
Student choice	Learners have significant and meaningful choices regarding their learning experiences.	"Personalized Learning."

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Student voice	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.	"Personalized Learning"; Toshalis & Nakkula (2012)
Student-centered	Integrating personalization, anytime, anywhere learning, competency education, and student ownership to foster postsecondary, career, and civic success.	"Students at the Center FAQs and Definitions" http://www.jff.org/sites/default/files/initiatives/files/SATC-FAQ-Definitions-010815.pdf
Student-owned	Students understand how to get "smarter" by applying effort strategically to learning tasks in various domains and content areas. They 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 when necessary. 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."
Summative assessment	Summative assessments are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year. The tests, assignments, or projects are used to determine whether students have learned what they were expected to learn. In other words, what makes an assessment "summative" is not the design of the test, assignment, or self-evaluation, per se, but the way it is used—i.e., to determine whether and to what degree students have learned the material they have been taught. Since summative assessments are given at the conclusion of a specific instructional period, they are generally evaluative, rather than diagnostic.	Ed Glossary: http://edglossary.org/summative-assessment/

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<p>Universal design for learning</p>	<p>Providing content via multiple means of engagement, representation, action, and expression. UDL provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.</p>	<p>Pellegrino & Hilton (2012)</p>
<p>Work-based learning</p>	<p>Work-based learning is an instructional strategy that is essential in preparing all students for success in postsecondary education and careers. The primary purposes of work-based learning are to expose students to future options and provide opportunities for skill development and mastery over time. All work-based learning experiences involve interactions with industry or community professionals that are linked to school-based instruction. These learning experiences are intentionally designed to help students extend and deepen classroom work and to make progress toward learning outcomes that are difficult to achieve through classroom or standard project-based learning alone. The term “work-based” does not mean the experience must occur at a workplace or during the standard “work day.”</p>	<p>“The Students at the Center Framework.”</p>