

Glossary of Terms to Accompany Student Teaching Rubric

(Listed in alphabetical order)

Adaptation - Adaptations are teaching and assessment strategies specifically designed to accommodate a student's needs so he or she can achieve the learning outcomes of the subject or course and to demonstrate mastery of concepts. Essentially, adaptations are "best practice" in teaching. A student working on learning outcomes of any grade or course level may be supported through use of adaptations. Adaptations do not represent unfair advantages to students. In fact, the opposite could be true. If appropriate adaptations are not used, students could be unfairly penalized for having learning differences, creating serious negative impacts to their achievement and self-concept.

Adaptations can be complex and involved, as is the case when teachers engage in differentiated instruction and assessment practices, or adaptations can be as simple as modifying materials, time frames or seating arrangements in order to create a flexible learning environment ("A Guide to Adaptations and Modifications", 2009).

A guide to adaptations and modifications. (2009). British Columbia Ministry of Education in consultation with BC Council of Special Educators (BCCASE), Learning Assistance Teachers' Association (LATA), Special Educators' Association (SEA), Office of the Inspector of Independent Schools, and British Columbia Teacher's Federation (BCTF). Retrieved March 5, 2012 from http://www.bced.gov.bc.ca/specialed/docs/adaptations_and_modifications_guide.pdf

Authentic Assessment -An assessment that "more closely resembles the ways students will be expected to use their knowledge and skills in the real world" (Wiggins, 1998, p. 4); an authentic assessment is typically performance-based.

Big Idea - A big idea is a "concept, theme, or issue that gives meaning and connection to discrete facts and skills" (Wiggins, & McTighe, 2005, p. 5).

Differentiated Instruction - Differentiated instruction and assessment (also known as *differentiated learning* or, simply, *differentiation*) is a framework or philosophy for effective teaching that involves providing students with different avenues to acquiring content, to processing, constructing, or making sense of ideas, and to developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability (Tomlinson, 2001).

Differentiated instruction is the process of "ensuring that what a student learns, how he or she learns it, and how the student demonstrates what he or she has learned is a match for that student's readiness level, interests, and preferred mode of learning" (Ellis, Gable, Greg, & Rock, 2008, p. 32). Teachers can differentiate four ways: 1) through content, 2) through process, 3) through product, and 4) through learning environment. Differentiation stems from beliefs about differences among learners, how they learn, their learning preferences and their

individual interests (Anderson, 2007). Therefore, differentiation is an organized, flexible way of proactively adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to achieve his or her maximum growth as a learner.

Differentiation is individually student centered, with a focus on utilizing appropriate instructional and assessment tools that are fair, flexible, challenging, and engage students in the curriculum in meaningful ways. In order to understand how students learn and what they know, pre-assessment and ongoing assessment is essential. Ongoing assessment provides feedback for both the teacher and the student with the ultimate goal of improving student learning (Tomlinson, 1999).

Formative Assessment - The diagnostic use of assessment to provide feedback to teachers and students over the course of instruction (Boston, 2002); a method of assessment that provides information on student learning as instruction takes place over time (Fuchs, Fuchs, Hamlett & Stecker, 1991); a systematic evaluation of curriculum construction, teaching procedures and student learning for the purposes of improving any of these three processes (Bloom, Hastings & Madaus, 1971). Examples of formative evaluations/assessments might include but not be limited to:

- Homework assignments
- Quizzes
- Summary/reflection essays
- Lists, Charts or Graphic Organizers
- Visual Representations
- Collaborative Activities

Performance-Based Assessment - An assessment that requires students to use their repertoire of knowledge and skills in a hands-on manner to create a product or response; a performance-based assessment is not necessarily authentic (Wiggins, 1998).

Summative Assessment – The diagnostic use of assessment conducted after instruction has been completed (Fuchs, Fuchs, Hamlett & Stecker, 1991); the collection of data after instruction occurred to make judgments about the instruction such as “grading, certification, evaluation of progress, or research on effectiveness (Bloom, Hastings & Madaus, 1971); Summative assessments are cumulative evaluations used to measure student growth after instruction and are generally given at the end of a course in order to determine whether long term learning goals have been met. Although there are many types of summative assessments, the most common examples include:

- State mandated assessments
- District benchmark or interim assessments
- End of unit or chapter tests
- End of term or semester exams
- Scores that are used for accountability for schools (AYP) and students (report card grades) (Garrison, & Ehringhaus, 1995).

Systematic Instruction – Systematic instruction is the use of instructional prompts, consequences for performance and strategies for the transfer of stimulus control (Davis & Cuvo, 1997). In particular, cues, prompts, materials, settings, instructional formats and consequences should be selected with care; and, the use of cues, prompts, materials, settings, instructional formats and consequences should be applied in such a manner that in addition to acquisition these strategies may also facilitate fluency, maintenance and generalization of learned skills (Collins, 2007).

Most structured approaches to designing lesson/instructional plans, which may include the Hunter Model (Hunter, 1982), the Direct Instruction Model (Engelmann & Carnine, 1991) the General Case Model (Becker et.al, 1975) or the Instructional Program Model (Brown, 1973), are systematic by their very nature. When a teacher utilizes any of these approaches, as described and intended, he/she is engaging in systematic instruction.

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Other Resources

Danielson, C. (2007). *Enhancing professional practice: A framework for teaching*. (2nd Ed). Alexandria, VA: Association for Supervision and Curriculum Development.

InTASC model core teaching standards: A resources for state dialogue. (April, 2011). CCSSO's Interstate Teacher Assessment and Support Consortium (InTASC). Council of Chief State School Officers, Washington, D.C. Retrieved March 12, 2013 from: <http://www.ccsso.org/intasc>.