

NEASC

Glossary of Terms

Term	Description
1. curriculum <ul style="list-style-type: none"> • written curriculum • implemented curriculum 	<p><u>Written curriculum</u> – formally written document that guides instruction; is based on national/state standards; includes expectations, materials, and/or assessments</p> <p><u>Implemented curriculum</u> – how you implement curriculum in the classroom; what you actually teach</p> <p><u>Note:</u> The written curriculum and implemented curriculum should be the same, but they are not necessarily the same.</p>
2. standards	NEASC standards that are used to self-assess curriculum, instruction, assessment, leadership, school resources, and community resources
3. learning standards	Not to be confused with the term <i>standards</i> used in NEASC documents. (See “standards” #2 above.) What students should know according to national and state standards; identified in written curricula
4. assessment <ul style="list-style-type: none"> • formative assessment • summative assessment • informal assessment • formal assessment • self-assessment 	<p><u>Formative assessments:</u> inform instruction---in other words they are used to identify what students know before determining instructional approach, materials, and topics</p> <p><u>Summative assessments:</u> measure what students have learned; come at the end of instruction</p> <p><u>Informal assessments:</u> teacher observation, questioning, discussion, admit/exit slips, learning checks</p> <p><u>Formal assessments:</u> CMTs, DRP, DAW, written tests and quizzes, performance tasks</p> <p><u>Self-assessments:</u> self-grading rubrics and checklists, reflections</p>
5. strategy	Strategies are deliberate, intentional, step-by-step processes that people use when they get stuck; a strategy is employed consciously; types of strategy instruction include: exploratory practices; self-directed practices; authentically based practices
6. skill	Skills are automatic processes that we use without thought; skills are developed through practice and experience; they allow one to perform a task automatically and effectively with a high level of competence
7. authentic application of knowledge/authentic learning experiences/authentic tasks	tasks and experiences that have a “real world” quality to them and are relevant to students’ lives (e.g., Sunrise Café, submitted editorials)

8. developmentally appropriate	meets the needs and interests of the middle-level student
9. differentiated learning	adjustment of learning to accommodate differences in student ability, interests, or needs; can differentiate by task, outcome, or level/type of support
10. instructional practice <ul style="list-style-type: none"> • personalized • exploratory • self-directed • authentically based • reflective • integrated across the curriculum 	All these terms represent ways to differentiate learning (See "differentiated learning" #9.)
11. diversity <ul style="list-style-type: none"> • individual diversity • cultural diversity 	<u>individual diversity</u> : found in students' developmental stages and learning styles
12. evidence	concrete examples
13. grouping practices	<u>within classrooms</u> : flexible groups, cooperative groups (e.g., one-on-one pairs, small group-same ability, small group-mixed ability, whole group) <u>within school</u> : tracking (heterogeneous vs. homogeneous grouping)
14. indicators	the clarifying questions within each NEASC standard (See "standards" in #2 above.)
15. instructional materials	not to be confused with instructional strategies or practices
16. active learner/active learning	any of a variety of strategies or pedagogical projects designed to place the primary responsibility for creating and/or applying knowledge on the shoulders of students