

GLOSSARY OF TERMS

CURRICULUM *refers to the knowledge and skills students are expected to learn; these are the learning standards they are expected to meet at each grade level.* Curriculum maps provide a scope and sequence outlining what standards should be taught in each grade during each term.

DIFFERENTIATION *refers to a wide variety of teaching techniques and lesson adaptations that educators use to instruct a diverse group of students, with diverse learning needs, in the same course, classroom, or learning environment.*

Differentiation honors and addresses students' various abilities, learning needs and levels of academic achievement. The basic idea is that the primary educational objectives—making sure all students master essential knowledge, concepts, and skills—remain the same for every student, but teachers may use different instructional methods to help students meet those expectations.

LEARNING STANDARDS *are written descriptions of what students are expected to know and be able to do at each grade level for each subject.* Learning standards describe educational objectives—i.e., what students should have learned by the end of a course, grade level, or grade span.

LEARNING TARGETS *convey the intended learning for each lesson—what to learn, how deeply to learn it, and exactly how to demonstrate their new learning.* A shared learning target frames the lesson from the students' point of view. Written in student-friendly language, targets help students grasp the lesson's purpose—why it is crucial to learn this chunk of information, on this day, and in this way.

PARCC - Partnership for Assessment of Readiness for College and Careers

New, high quality, computer-based K–12 assessments in mathematics and English/language arts that will provide information for teachers, students, and parents as to whether students are on track in their learning and for success after high school. PARCC assessments determine the degree to which students have mastered their grade level standards. PARCC will be administered in March and May of 2015 to students in grades 3-8.

PROFICIENCY *refers to the level or degree to which students should be able to demonstrate their understanding or use of knowledge and skills as outlined in the curriculum standards for each grade level.* The term “proficient” is used when students meet explicit success criteria, providing evidence that a defined level of performance of the intended learning standard has been achieved.

RESPONSE TO INTERVENTION (RtI) *is a multi-tier approach to the early identification and support of students with learning and behavior needs.* Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, and progress is closely monitored to assess both the learning rate and level of performance of individual students.

SOCIAL and EMOTIONAL LEARNING (SEL) *is guided by a set of standards and is a learning process for helping children develop the fundamental skills to effectively handle school and work, relationships, and their own personal development.* SEL is rooted in the firm belief that social and emotional processes affect how and what students learn and enable them to handle academic and social tasks effectively and responsibly.

WHOLE CHILD EDUCATION *supports both academic and social/emotional learning. It cultivates the whole person and helps individuals live more consciously in their communities.* Whole Child Education inspires creativity, imagination, compassion, self-awareness, social skills and emotional health.

COGNITIVE AND NON-COGNITIVE SKILLS & MEASURES

COGNITIVE MEASURES are related to processes involved in acquisition and understanding of knowledge, formation of beliefs and attitudes, and decision making and problem solving. They are distinct from measures of emotional and volitional processes. According to the American Psychological Association, intelligence describes a person's ability to understand complex ideas, to adapt to the environment, to learn from experience, and to engage in reasoning and decision-making in all sorts of situations, *both new and familiar*.

Intelligence: The Measurement of Cognitive Capabilities; Angela Oswald, MSW, edited by Mark Dombeck, Ph.D.

COGNITIVE STRATEGIES are the basic mental abilities we use to think, study, and learn (e.g., recalling information from memory, analyzing sounds and images, making associations between or comparing/contrasting different pieces of information, and making inferences or interpreting text). They help an individual achieve a particular goal, such as comprehending text or solving a math problem, and they can be individually identified and measured.

COMMON CORE STATE STANDARDS (CCSS) - Illinois has adopted the K-12 Common Core learning standards for math and English/language arts. Students' degree of mastery of their grade level standards will be measured by the PARCC assessment (see other side) which is completely aligned to the CCSS.

METACOGNITION refers to awareness of one's own knowledge—what one does and doesn't know—and one's ability to understand, control, and manipulate one's cognitive processes (Meichenbaum, 1985). It includes knowing when and where to use particular strategies for learning and problem solving as well as how and why to use specific strategies. Metacognition is the ability to use prior knowledge to plan a strategy for approaching a learning task, take necessary steps to problem solve, reflect on and evaluate results, and modify one's approach as needed.

METACOGNITIVE STRATEGIES are used to ensure that a learning goal is being or has been reached. Examples of metacognitive activities include planning how to approach a learning task, using appropriate skills and strategies to solve a problem, monitoring one's own comprehension of text, self-assessing and self-correcting in response to the self-assessment, evaluating progress toward the completion of a task, and becoming aware of distracting stimuli.

NON-COGNITIVE SKILLS such self-awareness, empathy, cooperation, self-efficacy and self-control are as important or even more important to long-term success than cognitive factors like math and reading ability.

Did you know....In 2012 almost 500,000 students across the US in grades 5-12 completed the **Gallup Student Poll**, which asks about students' hope, engagement, and well-being. Over the last 10 years, scores on the hope survey did a better job of predicting college persistence and GPA than high school GPA, SAT, and ACT scores. **In addition to factual knowledge and logical reasoning skills, students need an "emotional rudder" – an ability to transfer skills and knowledge to real-world situations – to succeed at high levels.**

