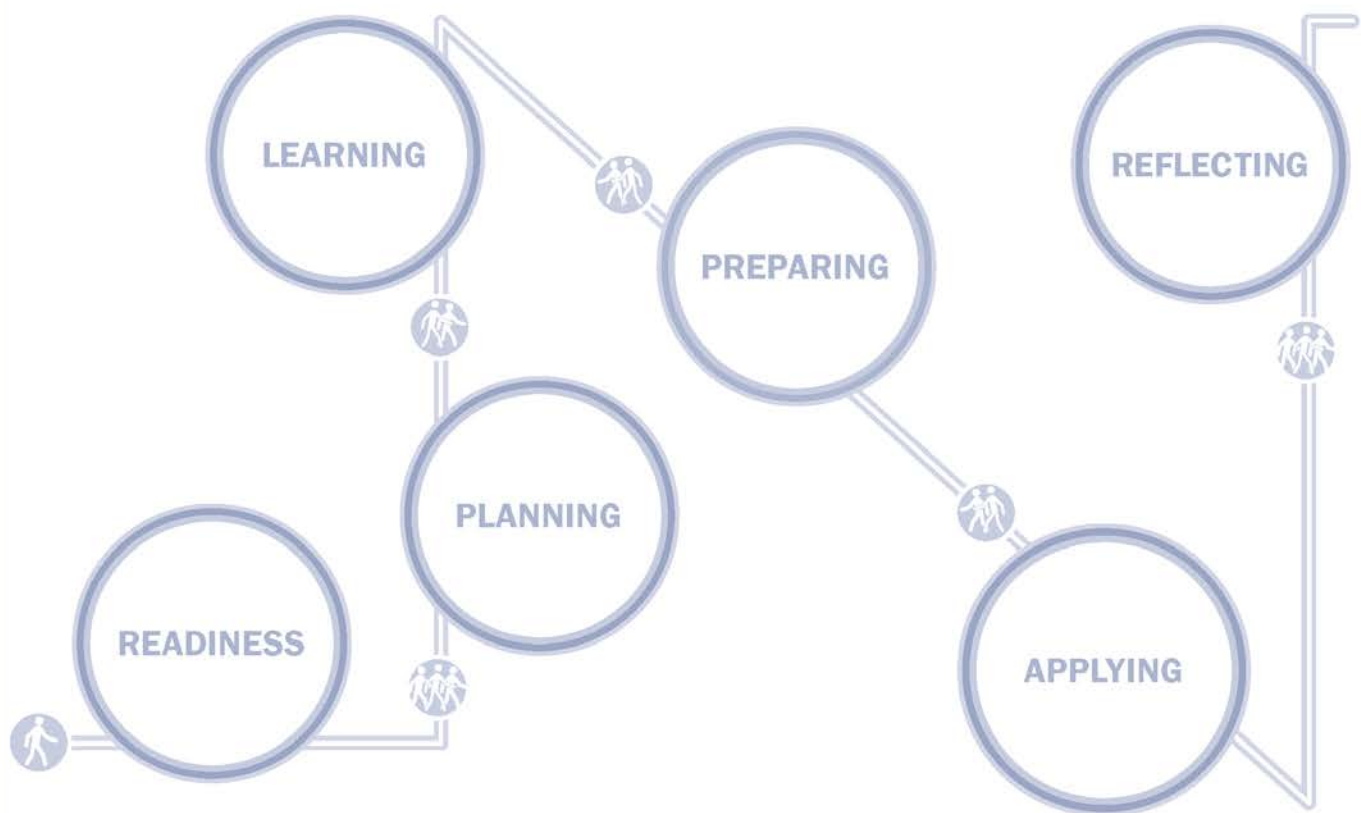


PROMOTING TEACHER EFFECTIVENESS

Glossary



Promoting Teacher Effectiveness: Glossary

July 2015

Contents

	Page
Abbreviations	1
Terms	2

Abbreviations

The following project-specific and general technical abbreviations are used for this project:

ABE	Adult Basic Education
ANI	Adult Numeracy Instruction
ASE	Adult Secondary Education
CCR	College and Career Readiness
CCRS	College and Career Readiness Standards
CoP	Communities of Practice
ELA	English Language Arts
EL/Civics	English Literacy and Civics Education
ELLs	English Language Learners
ESL	English as a Second Language; used interchangeably with ESOL
ESOL	English for Speakers of Other Languages; used interchangeably with ESL
IET	Integrated Education and Training
PIAAC	Programme for the International Assessment of Adult Competencies
PLP	Professional Learning Plan
STAR	Student Achievement in Reading
WIOA	Workforce Innovation and Opportunity Act

Terms

The following terms are used in the Adult Education Teacher Induction Toolkit:

Adult Basic Education	Instruction designed for adults who lack competence in reading, writing, speaking, problem solving, or computation at a level necessary to function in society, on a job, or in the family; also known as ABE. ⁱ
Adult Education	Academic instruction and education services below the postsecondary level that increase a person's ability to read, write, and speak in English and perform mathematics or other activities necessary for attaining a secondary school diploma or its recognized equivalent, transitioning to postsecondary education and training, and obtaining employment. ⁱⁱ
Adult Education and Literacy Activities	Programs, activities, and services related to adult education, literacy, workplace adult education and literacy, family literacy, English language acquisition, integrated English literacy and civics education, and workforce preparation. ⁱⁱⁱ
Adult Education Teacher Induction Toolkit	A comprehensive, integrated, multi-media portfolio of professional learning resources that supports the instructional leader, mentor, and beginning teacher for the <i>Teacher Induction Pathway</i> . The Toolkit can be found here: http://lincs.ed.gov/programs/teachereffectiveness/toolkit
Adult Numeracy Instruction	The Adult Numeracy Instruction (ANI) institute delivers intensive professional development to deepen math content and pedagogical knowledge to enhance teachers' high quality math instructional practice in adult education. The training builds on the Technical Education Research Centers (TERC) Teachers Investigating Adult Numeracy (TIAN) work and is grounded in the analysis of adult mathematical instruction outlined in the report, <i>Building on Foundations for Success: Guidelines for Improving Adult Mathematics Instruction</i> , which can be found here: http://lincs.ed.gov/publications/pdf/AdultNumeracyReportFinal2011.pdf . It was funded by U.S. Department of Education's Office of Career, Technical, and Adult Education (OCTAE). ^{iv}

Adult Secondary Education	Instruction in core academic subjects found in curricula equivalent to Grades 9–12; also known as ASE.
Beginning Teacher	A teacher who is new to teaching, to adult education or new to a specific subject. As part of the Teacher Induction Pathway, he or she engages in evidence-based instructional practices and techniques and a reflective process (that includes the mentor) to understand his or her own strengths and weaknesses and to refine and improve his or her practice.
Career Pathways	A combination of rigorous education, training, and other services that aligns with the skill needs of industries in the economy; prepares participants to be successful in secondary or postsecondary education, including apprenticeships, and to enter or advance in a specific occupation or career cluster. ^v
Classroom Observations	Observations (both planned and informal) with feedback during induction of the beginning teacher by the mentor, of the mentor by the beginning teacher, or of another teacher by the mentor and beginning teacher; a primary learning activity to support the professional learning of beginning teachers.
College and Career Readiness	The content knowledge, skills, and habits that students must possess to be successful in postsecondary education or training that leads to a sustaining career; also known as CCR. ^{vi}
College and Career Readiness Standards	Standards that identify the critical skills and knowledge expected and required for success in colleges, technical training programs, and employment in the 21st century; also known as CCRS. ^{vii}
Competency	A description of specific knowledge, skills, and abilities demonstrated by individuals (e.g., by teachers).
Communities of Practice	A group of people who are mutually engaged in a process of collective learning in a shared domain of human endeavor; allow for sharing of expertise in shared interests and passions; also known as CoP.
Content Standard	A statement that identifies exactly what students should know and be able to do in core subject areas (e.g., language arts, mathematics, and science).

Data Talks	Focused discussions between teachers and administrators to review student data and outcomes and to develop a common understanding of what the data mean in terms of instructional adjustments and meeting program goals.
Distributed Leadership	Leadership that extends responsibilities and decision making to various role groups in an organization and works toward a common goal.
Education/Instructional Reform Effort	Targeted activities and efforts to change and improve education and instruction.
Educational Model	A formal system or framework for instructional delivery that usually includes components related to infrastructure, administration, data collection, resources, and pedagogy or andragogy and that is most often implemented at the organization level.
English as a Second Language	English language instruction provided to speakers whose native language is not English; also known as ESL.
English Language Acquisition Program	A program of instruction that is designed to help eligible individuals who are English language learners, also known as ELLs, achieve competence in reading, writing, speaking, and comprehension of the English language; and leads to the attainment of a secondary school diploma or its recognized equivalent; and helps individuals transition to postsecondary education and training or employment. ^{viii}
Experienced Teacher	Someone who is practiced in and knowledgeable about adult education or a specific content area.
Evidence-Based Instruction	Instructional approaches, practices, or methodologies that are derived from evidence. Such evidence is often a derivative of empirical research, resulting in reliable, trustworthy, and valid substantiation suggesting that a program or practice is effective and that all proofs or facts that support such a program or practice are scientifically based. ^{ix} Professional wisdom, based on educators' individual experiences and consensus, also provides a source of evidence. ^x
Formal Assessments	Primarily standardized tests that document student learning gains.

Formal Teacher Preparation Program

A traditional teacher education program completed at an accredited college or university.

Formative Assessment

Ongoing formal and informal evaluation of student learning and educational progress. During this process, the teacher provides feedback to students to help them identify strengths and areas for improvement. The teacher also uses the assessment data to adjust instruction as necessary to meet the needs of students.

Gradual Release Approach

Also known as scaffold instruction, a primary mentoring strategy characterized by three stages of support in which the mentor gradually reduces guidance and support until the teacher can perform well on his or her own.^{xi}

Induction

A professional development program that incorporates mentoring and is designed to offer “support, guidance, and orientation for beginning teachers during the transition into their first teaching job.”^{xii} These programs help teachers through their first year of teaching by supporting ongoing dialogue and collaboration among teachers, which accelerate the new teachers’ effectiveness and increases student achievement.

Induction Portfolio

A collection of instructional artifacts that documents changes in the practices of beginning teachers; an ongoing chronicle of the beginning teacher’s professional learning.

Integrated English Literacy and Civics

Education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries that enables them to achieve competency in the English language and acquire the basic and advanced skills needed to function effectively as parents, workers, and citizens in the United States.^{xiii}

Instructional Leader

The person whose role it is to provide instructional leadership within a program. This leadership should be learning-focused, for both students and faculty, and can be measured by improvement in instruction and in the quality of student learning. This role is critical as instructional leadership is second only to teaching in its potential influence on student learning.^{xiv}

Integrated Education and Training	Adult education and literacy activities occurring concurrently and contextually with workforce preparation activities and training for an occupation or educational and career advancement; also known as IET. ^{xv}
Lesson Plan	Describes how learning will be organized and facilitated in the classroom; documents specific plans for teaching, including learning objectives, assessments, instructional activities, materials and resources, and wrap-up or reflection activities.
Metacognition	Higher order thinking that involves active control over the cognitive processes engaged in learning: knowledge about one’s own information processing and strategies that influence one’s learning. By prompting learners to self-identify successful strategies, teachers can encourage learners to choose appropriate strategies that optimize learning. ^{xvi}
Mentor	An experienced and exemplary teacher who nurtures professional growth in a beginning teacher by sharing the knowledge and insights that the mentor has learned through the years; someone who is an expert in the subject in which he or she teaches and is able to articulate and model the art of teaching adults.
Mentor Portfolio	A collection of artifacts that documents the changes in mentor development and professional learning.
Professional Developer	Someone who facilitates learning experiences, which may include but are not limited to, conferences, training, webinars, coursework, and informal learning opportunities. A professional developer ensures that personnel (or participants) advance the skills and expertise they need to succeed in a particular profession.
Professional Learning Communities	Ongoing collaborative learning opportunities among colleagues that focus on addressing a goal(s) and making decisions to meet the goal(s) by analyzing data; also known as PLCs. In education environments, PLCs usually focus on school improvement and data-based decision making.
Professional Learning Plan	The beginning teacher’s plan for prioritizing needs, professional learning goals, and activities during the teacher induction process; this plan guides the planning and implementation of the beginning teacher’s professional learning and anchors the beginning teacher’s Induction Portfolio.

Programme for the International Assessment of Adult Competencies	A program, also known as PIAAC, through which the Organisation for Economic Co-operation and Development collects and analyzes data that governments can use to assess, monitor, and analyze the level and distribution of skills among their adult populations and the utilization of skills in different contexts. ^{xvii}
Quick Write	Part of the student portfolio; learners write for a few minutes without stopping for grammar, spelling, punctuation, or organizing thoughts; can then be used as prompts for further elaboration. ^{xviii}
Reflective Practice	The ability to incorporate reflection into one’s everyday life; a primary mentoring strategy.
Scaffold	To provide targeted instruction that is designed to progressively increase students’ understanding of and support for their further learning; such instruction is aimed at narrowing gaps between what students have learned and what they are expected to know; refers to support provided by mentors to beginning teachers. Also see Gradual Release Approach (above). ^{xix}
Self-Regulation	Understanding self-learning, including effective strategies, and monitoring and adjusting the use of those strategies. ^{xx}
Student Achievement in Reading	Created by the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) to assist states and local programs in making systemic and instructional changes required to improve the reading achievement of intermediate-level adult learners (grade-level equivalent: 4.0–8.9). ^{xxi}
Summative Assessment	Cumulative evaluation of student learning that usually comes at the end of a unit of instructional delivery (e.g., lesson, module, course, term) to determine whether learning goals have been met; is often measured with a point value and is higher stakes than formative assessment.
Teacher Competencies	Knowledge, skills, aptitudes, habits of mind and thought patterns, and behaviors that teachers need to effectively meet the needs of students and accelerate student learning. The teacher competencies for adult education can be found here: http://lincs.ed.gov/publications/te/competencies.pdf .
Team	The program staff who take on the roles of instructional leader, mentor, and beginning teacher for the Adult Education teacher induction.

**Workplace Adult
Education And Literacy
Activities**

Adult education and literacy activities provided in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce.^{xxii}

**Workforce Innovation and
Opportunity Act**

Law enacted in 2014 to strengthen the U.S. workforce development system through innovation in, and alignment and improvement of, employment, training, and education programs in the United States, and to promote individual and national economic growth and other purposes; also known as WIOA.^{xxiii}

**Workforce Preparation
Activities**

Activities, programs, or services designed to help a person acquire a combination of basic academic, critical thinking, digital literacy, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education, training, or employment.^{xxiv}

ⁱ Adapted from http://nrsweb.org/docs/ImplementationGuidelines_001.pdf

ⁱⁱ Adapted from Public Law 113-128 (29 U.S.C. Sec. 3101, et. seq.)

ⁱⁱⁱ Adapted from Public Law 113-128 (29 U.S.C. Sec. 3101, et. seq.)

^{iv} Retrieved from <https://external-wiki.terc.edu/display/ANC/Our+Projects>

^v Adapted from Public Law 113-128 (29 U.S.C. Sec. 3101, et. seq.)

^{vi} Retrieved from <http://www.epiconline.org/ccr-definition/>

^{vii} The standards are available from <http://www.ed.gov/edblogs/ovae/2013/04/22/college-and-career-readiness-ccr-standards-for-adult-education/>

^{viii} Adapted from Public Law 113-128 (29 U.S.C. Sec. 3101, et. seq.)

^{ix} Adapted from http://www.reading.org/Libraries/position-statements-and-resolutions/ps1055_evidence_based.pdf

^x Adapted from <http://www2.ed.gov/nclb/methods/whatworks/eb/edlite-slide004.html>.

^{xi} Adapted from Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision and Curriculum Development.

^{xii} Smith, T. M., & Ingersoll, R. M. (2004). What are the effects of induction and mentoring on beginning teacher turnover? *American Educational Research Journal*, 41(3), 681. Retrieved from: <http://www.jstor.org/stable/3699442>.

^{xiii} Adapted from Public Law 113-128 (29 U.S.C. Sec. 3101, et. seq.)

^{xiv} Adapted from <http://info.k-12leadership.org/4-dimensions-of-instructional-leadership>

^{xv} Adapted from Public Law 113-128 (29 U.S.C. Sec. 3101, et. seq.)

^{xvi} Retrieved from <https://teal.ed.gov/tealguide/metacognitive>

^{xvii} Adapted from <http://www.oecd.org/site/piaac/>

^{xviii} Adapted from <https://teal.ed.gov/tealGuide/glossary>

^{xix} Adapted from <http://edglossary.org/scaffolding/>

^{xx} Adapted from <https://teal.ed.gov/tealguide/selfregulated>

^{xxi} Retrieved from <http://lincs.ed.gov/programs/studentachievementinreading>

^{xxii} Adapted from Public Law 113-128 (29 U.S.C. Sec. 3101, et. seq.)

^{xxiii} Adapted from Public Law 113-128 (29 U.S.C. Sec. 3101, et. seq.)

^{xxiv} Adapted from Public Law 113-128 (29 U.S.C. Sec. 3101, et. seq.)