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## CalTPA Glossary

This glossary contains terms as used in the CalTPA performance assessment guides. Candidates should reference this glossary to determine if terms are being used appropriately in their responses to the cycle directions.

**504 Plan.** Section 504 of the Rehabilitation Act of 1973, a federal civil rights law that prohibits discrimination against individuals with disabilities and protects students from being denied participation in school programs, services, or activities solely on the basis of disability. A 504 Plan is a written document detailing the accommodations that can assist students with learning and attention issues learn and participate in the general education curriculum. Section 504 defines disability on a broader basis than does IDEA. That is why students who are not eligible for an IEP may meet the criteria for a 504 Plan. Students who meet the definition of a person with a disability under Section 504 are those who have a physical or mental impairment that substantially limits one or more major life activities, have a record of such an impairment, or are regarded as having such an impairment. The 504 Plan should include a description of the disability, the major life activity limited, the basis for determining the disability and its educational impact, and necessary accommodations.

**Academic language development.** Refers to the oral, written, auditory, and visual language proficiency required to learn effectively in schools and academic programs—in other words, it is the language used in classroom lessons, books, tests, and assignments, and it is the language that students are expected to learn and achieve fluency in. Frequently contrasted with “conversational” or “social” language, academic language includes a variety of formal-language skills—such as vocabulary, grammar, punctuation, syntax, discipline-specific terminology, or rhetorical conventions—that allow students to acquire knowledge and academic skills while also successfully navigating school policies, assignments, expectations, and cultural norms. Even though students may be highly intelligent and capable, for example, they may still struggle in a school setting if they have not yet mastered certain terms and concepts, or learned how to express themselves and their ideas in expected ways.

**Accommodation.** Service or support related to a student’s disability that allows the student to fully access a given subject matter and to accurately demonstrate knowledge without requiring a fundamental alteration to the standard or expectation of the assignment or test.

**Adaptation.** Making either an [accommodation](#) or [modifications](#) to instruction to give students equal access to the content-specific curriculum and to give them the opportunity to process and demonstrate what has been taught.

**Age and/or developmentally appropriate higher-order thinking skills (HOTS).** A concept popular in American education reform that distinguishes critical-thinking skills from low-order learning outcomes, such as those attained by rote memorization. HOTS include analysis, synthesis, evaluation, interpretation, and transfer. HOTS are based on various taxonomies of learning, such as that propagated by Benjamin Bloom in his *Taxonomy of Educational Objectives: The Classification of Educational Goals* (1956). See also “[deep learning](#).”

**Annotations.** Notes added by way of comment or explanation. In the California Teacher Assessment system, annotations serve to demonstrate the candidate’s understanding of what they are doing and explanation of why they are doing what is seen in the video (e.g., instructional strategies and practices).

**Assessment.** The formal or informal process of collecting evidence about student progress, analyzing and evaluating progress, communicating about progress, and adjusting teaching practices based on reflection on a teacher’s practice. There are multiple forms of assessment, including achievement or other standardized tests, exercises or assignments that enable teachers to measure student progress, and student work, and assessments may include feedback from parents/guardians or other family members. For additional information, see the [California Department of Education website](#).

**Asset.** An asset-based approach focuses on strengths. It views diversity in thought, culture, and traits as a positive asset. Students are valued for what they bring to the classroom rather than characterized by what they may need to work on or lack. Therefore, what they bring to the classroom is considered an asset. Student assets include diversity in **thinking** (e.g., critical, creative, inductive, deductive, holistic, detail focused), **culture** (e.g., ethnic, racial, gender-identity), **traits** (e.g., temperament, introversion/extroversion, social and emotional strengths, creativity, leadership/collaboration ability), and **intelligences** (e.g., musical-rhythmic, visual-spatial, verbal-linguistic, logical mathematical, bodily-kinesthetic), **as well as unique experiences or skills** (e.g., community-based experiences, travel, student club affiliations).

**Assistive technology.** Any item, piece of equipment, software program, or product system that is used to increase, maintain, or improve the functional capabilities of persons with disabilities.

**Augmentative and alternative communication (AAC).**<sup>1</sup> One of a family of alternative methods of communication, which includes communication boards, communication books, and computerized voices; used by individuals unable to communicate readily through speech.

**California Content Standards and/or Curriculum Frameworks.**<sup>2</sup> These specify and define the knowledge, concepts, and skills that students should acquire at each grade level in each content area. For the purpose of this guide, this general term is also intended to include the California English Language Development Standards, the California Preschool Curriculum Frameworks, the California Preschool Learning Foundations, and the Expanded Core Curriculum for Students with Visual Impairments.

**California English Language Development Standards (CA ELD Standards).** The CA ELD Standards describe the key knowledge, skills, and abilities that students who are learning English as a new language need in order to access, engage with, and achieve in grade-level academic content.<sup>3</sup>

**California Preschool Curriculum Frameworks.**<sup>4</sup> These frameworks enrich learning and development opportunities for all of California’s preschool children. They include ideas for how to intentionally integrate learning into children’s play; implement child-directed and teacher-guided activities; plan environments, interactions, routines, and materials that engage children in learning; and individualize curriculum based on children’s knowledge, skills, needs, and interests.

**California Preschool Learning Foundations.**<sup>5</sup> These foundations outline the key knowledge and skills that most children can achieve when provided with the kinds of interactions, instruction, and environments that research has shown to promote early learning and development. The foundations can provide early childhood educators, parents, and the

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<sup>1</sup> <https://iris.peabody.vanderbilt.edu/resources/glossary/>

<sup>2</sup> 2014 English Language Arts/English Language Development Framework: <https://www.cde.ca.gov/ci/rl/cf/>  
California Content Standards: <https://www.cde.ca.gov/be/st/ss/>  
California English Language Development Standards (CA ELD Standards): <https://www.cde.ca.gov/sp/el/er/eldstandards.asp>  
California Preschool Curriculum Frameworks: <https://www.cde.ca.gov/sp/cd/re/psframework.asp>  
California Preschool Learning Foundations: <https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>  
Expanded Core Curriculum for Students with Visual Impairments: Hatlen, P. (1996). “Expanded Core Curriculum for Students with Visual Impairments.” In *Guidelines for programs serving students with visual impairments* from <https://www.csb-cde.ca.gov/resources/standards/documents/viguidelines-2014edition.pdf>

<sup>3</sup> <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

<sup>4</sup> <https://www.cde.ca.gov/sp/cd/re/psframework.asp>

<sup>5</sup> <https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>

public with a clear understanding of the wide range of knowledge and skills that preschool children typically attain when given the benefits of a high-quality preschool program.

**California Standards for the Teaching Profession (CSTP).** These delineate and define six interrelated domains of teaching practice: (1) Engaging and Supporting All Students in Learning; (2) Creating and Maintaining Effective Environments for Student Learning; (3) Understanding and Organizing Subject Matter for Student Learning; (4) Planning Instruction and Designing Learning Experiences for All Students; (5) Assessing Students for Learning; and (6) Developing as a Professional Educator.

**California Teaching Performance Expectations (TPEs).**<sup>6</sup> TPEs are the expectations for knowledge, skills, and abilities that a new teacher should be able to demonstrate upon completion of a California-accredited teacher preparation program. The TPEs have six domains including Engaging and Supporting All Students in Learning, Creating and Maintaining Effective Environments for Student Learning, Understanding and Organizing Subject Matter for Student Learning, Planning Instruction and Designing Learning Experiences for All Students, Assessing Student Learning, and Developing as a Professional Educator. These are identical to the six domains of the California Standards for the Teaching Profession (CSTPs) used to guide induction programs, leading to a clear teaching credential.

**Class.** A group of students who meet regularly while attending school. A class is typically made up of students at the same chronological level; levels can range from preschool to grade 12, or age 22.

**Classroom context.** Classroom context can be defined as characteristics or features of classrooms that do not include the teachers or their teaching. This includes the composition of the student body, classroom structures, resources, as well as school and district policies that teachers must follow.

**Collaborative.** Relating to engagement in dialogue with others.<sup>7</sup>

**Content-specific instructional strategies.** Instructional strategies that are effective for the content area as defined by the Teaching Performance Expectations (TPEs) and the State Board of Education framework and/or equivalent.

**Content-specific learning goal(s).** Specific statements of intended student attainment of essential content concepts and skills. The content-specific learning goal is the heart of

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<sup>6</sup> <https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf?sfvrsn=0>

<sup>7</sup> <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

assessment for learning and needs to be made clear at the planning stage if teachers are to find assessment for learning authentic and essential for student success.

**Content-specific pedagogy.** Content-specific pedagogy is the specific methods or practices that are used to teach a certain subject. Its focus is on the best-practices for that subject, which are most likely derived through research of the methods or practices.

**Co-teaching.** When two teachers (teacher candidate/cooperating teacher and/or general education teacher) work together with groups of students or individual students, sharing the planning, organization, delivery, and assessment of instruction, as well as the physical space.

**Deep learning.** Knowledge that is beyond attending to or recalling factual pieces of information and, instead, is characterized by the ability to put those pieces together to evaluate, solve complex problems, and generate new ideas. See also [“age and/or developmentally appropriate higher-order thinking skills.”](#)<sup>8</sup>

**Deficit thinking.** Deficit thinking refers to negative, stereotypical, and prejudicial beliefs about diverse groups.<sup>9</sup> According to Valencia (1997), “the deficit thinking paradigm posits that students who fail in school do so because of alleged internal deficiencies (such as cognitive and/or motivational limitations) or shortcomings socially linked to the youngster—such as familial deficits and dysfunctions.”<sup>10</sup>

**Demonstrations.** Refer to a wide variety of potential educational projects, presentations, or products through which students “demonstrate” what they have learned, usually as a way of determining whether and to what degree they have achieved expected learning standards or learning objectives for a course or learning experience. A demonstration of learning is typically both a learning experience in itself and a means of evaluating academic progress and achievement.

**Designated English Language Development.** A protected time during the school day when teachers use the California English Language Development Standards (CA ELD Standards) as the focal standards in ways that build into and from content instruction.<sup>11</sup>

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<sup>8</sup> Darling-Hammond, L., Oakes, J., Wojcikiewicz, S., Hyler, M. E., Guha, R., Podolsky, A., Kini, T., Cook-Harvey, C., Mercer, C., & Harrell, A. (2019). *Preparing teachers for deeper learning*. Cambridge, MA: Harvard Education Press.

<sup>9</sup> Constantine, M. G., & Sue, D. W. (2006). *Addressing racism: Facilitating cultural competence in mental health and educational settings*. New Jersey: Wiley & Sons.

<sup>10</sup> Valencia, R. R. (1997). *The evolution of deficit thinking: Educational thought and practice*. Abingdon, Oxon: Routledge Falmer.

<sup>11</sup> ELA/ELD Framework, 2014

**Developmental level.** Refers to the stages or milestones in children’s/adolescents’ cognitive, psychological, and physical development. While children/adolescents may be expected to progress through the same specified stages and in the same order, they proceed at different rates through these stages. Thus, children/adolescents of the same chronological age may be observed to be at different “levels.”

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

**Disability.** A child with a disability means a child evaluated in accordance with federal statute as having an intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in part as “emotional disturbance”), an orthopedic impairment, autism, traumatic brain injury, another health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services.<sup>12</sup>

**Discrimination.** Treatment or consideration of, or making a distinction in favor of or against, a person or thing based on the group, class, or category to which that person or thing belongs rather than on individual merit. Discrimination may occur, for example, on the basis of race, religion, gender, socio-economic class, physical ability, or sexual orientation.

**Dual-language setting.** A classroom in which children are learning two (or more) languages at the same time, including those learning a second language while continuing to develop their first (or home) language.

**Educational technology.** Any digital/virtual tool used to impact the teaching/learning process within an educational environment.

**English language development (ELD) goals.** Specific statements of intended student attainment of essential English language skill development. The English language development goal is the heart of assessment for learning and needs to be made clear at the planning stage if teachers are to find assessment for learning authentic and essential for student success.

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<sup>12</sup> Individuals with Disabilities Education Act (IDEA) Sec. 300.8 (a) (1) <https://sites.ed.gov/idea/regs/b/a/300.8>

**English language proficiency.** The level of knowledge, skills, and ability that students who are learning English as a new language need in order to access, engage with, and achieve in grade-level academic content. For California, these are delineated in the California English Language Development Standards (CA ELD Standards).

**English Language Proficiency Assessments for California (ELPAC).** California and federal laws require that local educational agencies (LEA) administer a state adopted test for English Language Proficiency (ELP) to K–12 students whose primary language is a language other than English. The ELPAC is the state-adopted model for assessing this information and is aligned with the 2012 California English Language Development Standards. This test consists of two separate ELP assessments: one for the initial identification (date of first entry into California public school) of students as English learners (EL) and a second for the annual summative assessment to measure a student’s progress with learning English in four domains: Reading, Writing, Speaking, and Listening. While the families/guardians can opt their EL student out of support classes, they cannot exempt them from the state and federally required testing.

**English learner.** A student for whom there is a report of a primary language other than English on the state-approved Home Language Survey or district criteria and who, on the basis of the state-approved oral language assessment procedures, has been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school’s regular instructional programs.

**Evidence-based practice.** “Evidence-based interventions are practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA [Every Student Succeeds Act] has generally been produced through formal studies and research.”<sup>13</sup> Examples of evidence-based practices include but are not limited to UDL practices and strategies; providing students with clear lesson goals; questioning to check for understanding; summarizing learning graphically; productive group collaboration; providing students with actionable feedback; teaching strategies, not just content; and teaching meta-cognition.

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<sup>13</sup> <https://www.cde.ca.gov/re/es/evidence.asp>

**Expanded Core Curriculum for Students with Visual Impairments (ECC).**<sup>14</sup> A specialized curriculum for students who are blind or visually impaired encompassing nine content areas: compensatory skills and functional academics, orientation and mobility, social interaction skills, independent living skills, recreation and leisure skills, career education, use of assistive technology, sensory efficiency skills, and self-determination.

**Family Educational Rights and Privacy Act (FERPA).** A federal law that affords parents the right to have access to their children’s education records, the right to seek to have the records amended, and the right to have some control over the disclosure of personally identifiable information from the education records. When a student turns 18 years old, or enters a postsecondary institution at any age, the rights under FERPA transfer from the parents to the student (“eligible student”). The FERPA statute is found at 20 U.S.C. § 1232g and the FERPA regulations are found at 34 CFR Part 99. See also “[HIPAA](#).”

**Focus Student 3.** A student whose life experience(s) either inside or outside of school may result in a need for additional academic and/or emotional support and whose behavior in class catches your attention (e.g., does not participate, falls asleep in class, remains silent, acts out, demands attention). Life experiences may include, but are not limited to, challenges where they live, in the community, or in school as a result of [discrimination](#), bullying, illness, loss of family member(s)/guardian(s) or close relation(s), divorce, trauma, homelessness, poverty, or incarceration; or a student who has been negatively impacted due to religion, racism, sexism, classism, ableism, anti-Semitism, or heterosexism, or as a result of needs as a migrant, immigrant, or undocumented student; a self-identified LGBTQIA+ student; or a student in foster care.

**Formal assessment.** Refers to collecting and analyzing student assessment results to provide information about students’ current levels of achievement or performance after a period of learning has occurred. Results of formal assessment are used to plan further instruction and provide detailed feedback to students to direct growth and development based on content-specific learning goal(s) and, if appropriate, ELD goal(s) of the instruction. Formal assessments use a [rubric](#), shared with students prior to the assessment, to gauge and evaluate student achievement or demonstrated performance. A formal assessment requires students to demonstrate the extent to which they have gained specific skills, competencies, and/or content knowledge through a product, process, or performance.

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<sup>14</sup> Hatlen, P. (1996). “Expanded Core Curriculum for Students with Visual Impairments.” In *Guidelines for programs serving students with visual impairments* from <https://www.csb-cde.ca.gov/resources/standards/documents/viguidelines-2014edition.pdf>



**Funds of knowledge.** Defined by researchers Luis Moll, Cathy Amanti, Deborah Neff, and Norma Gonzalez “to refer to the historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being” (Moll, Amanti, Neff, & Gonzalez, 1992, p. 133).<sup>15</sup> When teachers shed their role of teacher and expert and, instead, take on a new role as learner, they can come to know their students and the families/guardians of their students in new and distinct ways. With this new knowledge, they can begin to see that the households of their students contain rich cultural and cognitive resources and that these resources can and should be used in their classrooms in order to provide culturally responsive and meaningful lessons that tap students’ prior knowledge. Information that teachers learn about their students in this process is considered the students’ funds of knowledge.

**Gifted and Talented Education (GATE).** Under this state program, local educational agencies (LEAs) develop unique education opportunities for high-achieving and underachieving students in the California public elementary and secondary schools. Each school district’s governing board determines the criteria it will use to identify students for participation in the GATE program. Categories for identification may include one or more of the following: intellectual, creative, specific academic, or leadership ability; high achievement; performing and visual arts talent; or any other criterion that meets the standards set forth by the State Board of Education (SBE).

**Graphic organizer.** A visual communication tool that uses visual symbols to express ideas and concepts to convey meaning. A graphic organizer often depicts the relationships between facts, terms, and/or ideas within a learning task. The main purpose of a graphic organizer is to provide a visual aid to facilitate learning and instruction. There are many similar names for graphic organizers, including concept maps and story maps.

**Health Insurance Portability and Accountability Act (HIPAA).** A federal law (1996) that required the creation of national standards to protect sensitive patient health information from being disclosed without the patient’s consent or knowledge. In most cases, the HIPAA Privacy Rule does not apply to an elementary or secondary school because the school either: (1) is not a HIPAA-covered entity or (2) is a HIPAA-covered entity but maintains

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<sup>15</sup> Moll, L., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory Into Practice*, XXXI(2), 132–141.

González, N., Moll, L., & Amanti, C. (2005). *Funds of knowledge: Theorizing practices in households, communities, and classrooms*. New Jersey: Lawrence Erlbaum Associates, Publishers.

Kasarda, J., & Johnson, J. (2006). The economic impact of the Hispanic population on the state of North Carolina. Frank Hawkins Kenan Institute of Private Enterprise Report. Kenan-Flagler Business School, University of North Carolina at Chapel Hill.

health information only on students in records that are by definition “education records” under FERPA and, therefore, is not subject to the HIPAA Privacy Rule. See also “[FERPA](#).”

**Heritage language learner.** A student studying a language who has proficiency in or a cultural connection to that language.

**Hybrid classroom.** A hybrid classroom is where a student learns at least in part through delivery of content and instruction via digital and online media with some element of student control over time, place, path, and pace.

**Individualized Education Program (IEP).** This written document is developed and required for each public-school student who receives special education and related services. The IEP creates an opportunity for teachers, family/guardians, school administrators, related services personnel, and students (when appropriate) to work together to improve educational results for students with disabilities.

**Informal assessment.** Observing and documenting student learning and adjusting instruction to provide in-the-moment feedback to students while teaching. Informal assessments may involve a range of strategies (e.g., purposeful questions to check for understanding during the lesson; observation notes taken by the teacher while students are engaged in instructional activities; student-created representations of learning [written work, visuals, graphics, models, products, performances]; student peer review and critique; student and group reflection on the qualities of their own product, process, or performance; homework; “do nows”; exit slips).

**In-person classroom.** An in-person classroom is where the teacher and students are in the same location together, and instruction occurs through face-to-face interactions between and among the candidate and students.

**Instructional support personnel.** A certified or trained adult who collaborates, coordinates, and/or communicates with the education specialist to work together toward a common goal of planning, implementing, or evaluating a specific aspect of an educational program for a student or group of students. These individuals can include general education teachers, paraprofessionals, occupational therapists, speech and language therapists, counselors, administrators, and behaviorists.<sup>16</sup> See also “[support personnel](#).”

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<sup>16</sup> Source: <https://iris.peabody.vanderbilt.edu/>

**Integrated English Language Development.** All teachers with English learners in their classrooms use the CA English Language Development Standards in tandem with the CA Common Core State Standards (CCSS) for ELA/Literacy and other content standards.<sup>17</sup>

**Interpretive.** Relating to comprehension and analysis of written and spoken texts.<sup>18</sup>

**Language demands.** Specific ways that academic language is used by students to participate in learning through reading, writing, listening, and/or speaking to demonstrate their understanding of the content.

**Learning goal(s).** Specific statements of intended student attainment of essential concepts, skills, and development. The learning goal is the heart of assessment for learning and needs to be made clear at the planning stage if teachers are to find assessment for learning authentic and essential for student success.

**LGBTQIA+.** Refers to lesbian, gay, bisexual, trans, queer/questioning, intersex, asexual, with the plus signifying a desire to be inclusive.

**Lower-order thinking skills.** Lower-order thinking skills are reflected by the lower three levels in Bloom’s Taxonomy: Remembering, Understanding, and Applying.

**Manipulatives.** Physical objects that are used as teaching tools to engage students in hands-on learning. They can be used to introduce, practice, or remediate a concept. A manipulative may be as simple as grains of rice, coins, blocks, and other three-dimensional shapes, or as sophisticated as a model of the solar system.

**Maps.** Types of visual/graphic organizers that are used to help students organize and represent knowledge of a subject. *Concept maps*, for example, begin with a main idea (or *concept*) and then branch out to show how that main idea can be broken down into specific topics. *Story maps* help students learn the elements of a book or story by identifying story characters, plot, setting, problem, and solution.

**Migrant.** A student who changes schools during the year, often crossing school district and state lines, to follow work in agriculture, fishing, dairies, or the logging industry.

**Modification.** Services or support related to a student’s disability in order to help a student access the subject matter and demonstrate knowledge, but in this case the services and supports *do* fundamentally alter the standard or expectation of the assignment or test.

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<sup>17</sup> ELA/ELD Framework, 2014

<sup>18</sup> <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

**Multiple disabilities.** Means concomitant impairments (such as intellectual disability-blindness or intellectual disability-orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities does not include deaf-blindness.<sup>19</sup>

**Multi-Tiered System of Supports (MTSS).** An integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students.

**Non-classroom.** An educational context that occurs mostly in community environments and provides students “real life experiences.” The goal is to provide a variety of hands-on learning opportunities that will allow students to practice essential skills. It will also determine the need for further instruction. All activities in the community support post-secondary education, employment, life skills, and independent living goals.<sup>20</sup>

**Observation.** Directly viewing or listening to children, teachers, others, and/or the surroundings or environment. Observation can be used for various purposes and can be documented in various ways.

**Pedagogy.** Pedagogy describes the theories, methods, and philosophies of teaching. Stated another way, pedagogy describes the use of various instructional strategies.

**Performance(s).** A demonstration of competence or mastery that typically focuses on the student's ability to apply what they have learned to a realistic task—a problem or situation that might be encountered in real life.

**Productive.** Relating to the creation of oral presentations and written texts.

**Progress monitoring.** Progress monitoring is used to assess students' academic performance, quantify their rates of improvement or progress toward goals, and determine how they are responding to instruction. Progress monitoring may be used for individual students, small learning groups, and/or for an entire class. Progress monitoring may include informal, student self-, and formal assessment strategies.

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<sup>19</sup> Individuals with Disabilities Education Act (IDEA) Sec. 300.8 (c) (7) <https://sites.ed.gov/idea/regs/b/a/300.8>

<sup>20</sup> Source: <https://iris.peabody.vanderbilt.edu/>

**Redacted.** Edited especially in order to obscure or remove sensitive/personally identifiable information (text) from a document.

**Rubric.** A tool for scoring student work or performances, typically in the form of a table or matrix, with qualitative criteria that describe the multiple levels of student performance. The performance being scored by a rubric may be given an overall score (holistic rubric scoring), or criteria may be scored individually (analytic rubric scoring). Rubrics may also be used for communicating expectations for performance.

**Scaffolding.** Refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process. The term itself offers the relevant descriptive metaphor: teachers provide successive levels of temporary support<sup>21</sup> that help students reach higher levels of comprehension and skill acquisition that they would not be able to achieve without assistance. Like physical scaffolding, the supportive strategies are incrementally removed when they are no longer needed, and the teacher gradually shifts more responsibility over the learning process to the student.

**Self-advocacy.** The ability to understand and effectively communicate one's needs to others.

**Self-determination.** A person's ability to control their own destiny. A crucial part of the concept of self-determination involves the combination of attitudes and abilities that will lead children or individuals to set goals for themselves and to take the initiative to reach these goals.

**Social-emotional development.** Includes the student's experience, expression, and management of emotions and the ability to establish positive and rewarding relationships with others (Cohen et al., 2005). It encompasses both intrapersonal and interpersonal processes.

**Social identity.** The cultural identities of students<sup>22</sup> are constructed from their experiences with the 12 attributes of culture identified by Cushner, McClelland, and Safford (2000): ethnicity/nationality, social class, sex/gender, health, age, geographic region, sexuality, religion, social status, language, ability/disability, and race. Students' cultural identities are defined by these experiences, and students learn these identities within a culture through

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<sup>21</sup> <https://www.edglossary.org/academic-support/>

<sup>22</sup> Savage, S. (2005). The cultural identity of students: what teachers should know. Retrieved from [https://www.redorbit.com/news/education/246708/the\\_cultural\\_identity\\_of\\_students\\_what\\_teachers\\_should\\_know/](https://www.redorbit.com/news/education/246708/the_cultural_identity_of_students_what_teachers_should_know/)

socializing agents (Campbell, 2004). Therefore, teachers must understand that these cultural identities define who the students are.

**Student group.** A distinct group within a group; a subdivision of a group (i.e., a group whose members usually share some common differential quality).

**Student self-assessment.** Refers to students evaluating their own learning, based on criteria, and objectively reflecting on and critically evaluating their progress and academic development in the content area.

**Support personnel.** An adult who collaborates, coordinates, and/or communicates with the teacher to work together toward a common goal of implementing specific aspect(s) of an activity(-ies) for a student or group of students. These individuals may or may not be certified and/or trained and could include family/guardians, community members, and/or volunteers. See also "[instructional support personnel](#)."

**Supportive learning environment.** Supportive teaching strategies refer to any number of teaching approaches that address the needs of students with a variety of backgrounds, learning styles, and abilities. These strategies contribute to an overall inclusive learning environment, in which students feel equally valued.

**Think-pair-share.** A collaborative learning strategy in which students work together to solve a problem or answer a question about an assigned reading. This technique requires students to (1) think individually about a topic or answer to a question and (2) share ideas with classmates. Discussing an answer with a partner serves to maximize participation, focus attention, and engage students in comprehending the reading material.

**Timestamp.** A timestamp is a sequence of characters or encoded information identifying when a certain event occurred, usually giving date and time of day, sometimes accurate to a small fraction of a second.

**Twice-exceptional.** Also referred to as "2e," this term is used to describe gifted children who have the characteristics of gifted students with the potential for high achievement and give evidence of one or more disabilities as defined by federal or state eligibility criteria. These disabilities may include specific learning disabilities (SpLD), speech and language disorders, emotional/behavioral disorders, physical disabilities, autism spectrum, or other impairments such as attention deficit hyperactivity disorder (ADHD).<sup>23</sup>

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<sup>23</sup> National Association for Gifted Children <https://www.nagc.org/resources-publications/resources-parents/twice-exceptional-students>

**Universal Design for Learning (UDL).**<sup>24</sup> A set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that can be customized and adjusted for individual needs. UDL curriculum calls for creating curriculum that provides multiple means of representation to give learners various ways of acquiring information and knowledge; multiple means of action and expression to provide learners alternatives for demonstrating what they know; and multiple means of engagement to tap into learners' interests, challenge them appropriately, and motivate them to learn.

**Well-being.** The state of being comfortable, healthy, or happy.

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<sup>24</sup> <https://udlguidelines.cast.org>