

## Glossary of Terms

**ATU (Aligned Teaching Unit™):** This document aligns each Oklahoma Priority Academic Student Skills (PASS) objective to TPS content specific educational resources (to include textbook, curriculum guides, labs, etc.). It allows teachers to focus on the portion of their instructional materials that relate most directly to PASS. Also included in this document are sample assessment questions and reading passages, when appropriate. This alignment document is available for K-8 reading, mathematics, English I and II, Algebra I and II, and Geometry. All schools have ATUs.

**Agenda:** A mindmap of the important tasks of the day or class period from the students' point of view. Typically an agenda is concept oriented and provides the big picture of what is intended for the day. Agendas are posted for all to see and give students the security of knowing what is coming and a tool for planning and organizing their time to meet the day's objectives. Note that specific times are only written for special events or activities for which students cannot be late.

**Being There Experience:** Grounding curriculum in a specific location gives context to what students are learning, a common context that immediately explains what is to be learned, why it's important to know and how the concepts and skills are used. Real life is our best integrator of content and skills because it provides a natural focus on using that content and skills, rather than talking about them as isolated, intellectual disciplines. The most powerful input to the brain is being in a real world location that activates all 19 senses, thereby significantly increasing learning (pattern identification and program building).

**Benchmarks:** The concepts that define the content and process that students should learn under each PASS standard.

**Bloom's Taxonomy:** A model Benjamin Bloom, et al, designed for developing questioning strategies for college exams. It is a hierarchy of levels of difficulty, knowledge being the simplest and evaluation the most difficult. Bloom's model categorizes kinds of actions that can illustrate understanding and mastery of concepts, significant knowledge and skills. In the Tulsa Model, the process verbs characterizing each of Bloom's levels are used to develop inquiries.

**Brain-Compatible Learning:** (Recently updated to "bodybrain" compatible) Leslie Hart coined this term in his book *Human Brain and Human Learning*. It is used to define those strategies, practices and environmental elements which allow the brain to work most naturally and most powerfully to support learning. Recent research into learning, linked to actual physiological changes and processes in the brain, forms the basis for bodybrain compatible learning strategies.

**Collaborative and Cooperative Learning:** Students teaching each other and providing a sounding board for each other is an essential element of the bodybrain compatible learning environment. Collaboration allows students to manipulate information, to test it, expand it and connect it with prior learning. Collaboration can take many forms but the goal must always be increased achievement as well as higher quality products. Kagen and Gibbs are leaders in developing models for cooperative/collaborative classrooms. For workshops, contact TPS Professional Development Department. Leading authors in the field are the Kagans, <http://www.kaganonline.com/Articles/index.html> and Jean Gibbs, <http://www.tribes.com>.

**Common, Shared Experience:** Relevant link that connects to prior knowledge, creating a common experience that includes everyone in class. This experience allows the teacher to connect to the content. (Examples: poem, story, question, movie clip, music, demonstration, anticipation guide, etc.)

**Community Guidelines:** Seven agreed upon behaviors for all members of the learning community that help define the culture of the school and form the basis for classroom leadership and management. The TPS Community Guidelines are based on combined elements of the *Tribes* process and the *ITI* model. The guidelines are: personal best, truthfulness, mutual respect, trustworthiness, appreciations, no put downs, and attentive listening.

**Conceptual Learning:** Learning experiences tied to a big idea, essential question or a concept. The brain processes concepts by comparing their similarities and differences as it reaches a deep understanding of the content. Facts taught in isolation do not move into long term memory. Concepts help organize learning so that students can understand and remember what they have been taught.

**Entry/Focus Activity:** A brief opening exercise that allows the students to get immediately engaged in work, giving the teacher time to greet the students as they enter, to take roll, and do other necessary activities. The entry activity may be discussed with a partner, small group, or whole class, and if shared becomes a way to build inclusion. This activity might relate to the lesson of the day, but might also be a fun puzzle, a topic to write about, or a question that brings up prior knowledge. The purpose is to create a learning climate of inclusion and belonging, where each member of the class feels valued and recognized as an important contributor to the class community.

**Focus Activity:** A specific, short activity that focuses students' attention on the subject or work of the day. A focus activity can be used at any stage of the lesson. This might be a question that brings up prior knowledge, a demonstration that applies that knowledge, and might be part of the anticipatory set.

**Inquiries:** There are two types of inquiries. *Learning inquiries* are activities that enable the student to apply the concept, skill or significant knowledge of a key instructional point or benchmark. Their primary purpose is to enable students to develop mental programs for applying, in real-world situations, the key point and wiring knowledge and skills into long-term memory. Inquiries make learning active and memorable. *Assessment inquiries* are projects or activities that allow teachers to determine the students' depth of knowledge/learning.

**Learning Community:** A group of people working together to continually improve student achievement through book studies, conversations about student work, peer coaching, and critical friends relationships.

**LIFESKILLS:** The 18 LIKE SKILLS as defined by the ITI Model have been adopted by TPS as part of our character development curriculum. These behaviors define the "personal best" community guideline and should be part of the working vocabulary of every school community. Refer to *Character Education: LIKE SKILLS* in this handbook.

**Marzano, Robert:** Refer to *Research Based Instructional Strategies* in this handbook.

**Multiple Intelligences:** Refer to *Multiple Intelligences* in this handbook.

**PAL Packets™:** Parent Assisted Learning Packets. These documents are part of the Standard District Curriculum. Each PAL Packet™ is a short activity aligned to an important skills or objective in language arts or math. These packets are to be completed with his or her parent or guardian. Each school has received a complete set of PAL Packets™.

**Pacing Calendar:** District wide timeline for teaching Standards and Benchmarks. Pacing Calendars are available at <http://www.tulsaschools.org/depts/currsvc/currsvc.shtm>.

**Plan Do Study Act (PDSA) Cycle:** A method to test a change by developing a plan to test the change (Plan), carrying out the test (Do), observe and learn from the consequences (Study), and determine what modifications should be made to the test (Act). This is a quality tool that is used to drive continuous improvement.

**Performance Excellence:** The term “performance excellence” refers to an integrated approach to organizational performance management that results in (1) delivery of ever-improving value to students and stakeholders, contributing to improved education quality and student learning, as well as to organizational stability; (2) improvement of overall organizational effectiveness and capabilities; and (3) organizational and personal learning. The Baldrige Education criteria for Performance Excellence provide a framework and an assessment tool for understanding organizational strengths and opportunities for improvement and thus for guiding planning efforts.

**Procedures:** The list of behaviors students need to be successful at a given task.

**Root Cause Analysis (RCA):** A term used to denote a class of problem solving methods aimed at identifying the root causes of problems or events. The practice of RCA is predicated on the belief that problems are best solved by attempting to correct or eliminate root causes, as opposed to merely addressing the immediately obvious symptoms. By directing corrective measures at root causes, it is hoped that the likelihood of problem recurrence will be minimized.

**SCANS Report** (Secretary’s Commission on Achieving Necessary Skills, U. S. Department of Labor). This report (1992, revised 2000) identified those skills business leaders feel are most essential for schools to teach to insure students are successful in the working world. SCANS identifies two foundational skills, *Basic Skills* and *Thinking Skills* and five specific competencies including *resources, interpersonal, information, systems, and technology skills*. The full report is online at <http://wdr.doleta.gov/SCANS/>.

**Schedule:** A linear timeline listing the day’s activities.

**TargetFundamentals™:** Reproducible prerequisite activities that provide students with the practice needed in order to develop mastery of fundamental concepts and skills. These lessons are available to all schools.

**TargetStrategies™:** Custom designed lessons that correlate to Oklahoma PASS objectives offering highly focused instructional models that teachers can use to elevate his/her instruction for a greater impact on student learning. These lessons are available for reading, mathematics, English I and II, Algebra I and II, and Geometry. Select schools have received these lessons.

**Target talk:** A strategy used to label and promote desirable behavior as it happens in the classroom or school. The basic formula for target talk is:

1. Use the student’s name
2. Label the Community Guideline or LIFESKILL (or the other desirable behavior) that the student is using.
3. Identify the action—what was happening that prompted your acknowledgment of the desirable behavior.

Using Target Talk consistently brings the Community Guidelines and LIFESKILLS into the daily life of the classroom.

**Teacher Summary Report (TSR)™:** A document which correlates the district adopted textbook and its related resources to the core objectives of Oklahoma PASS. The TSR identifies the level to which the textbook

addresses each PASS objective as being “absolute correlation,” “high partial correlation,” “low partial correlation,” or “fallout.” The TSR is part of the Standard District Curriculum and is to be used in conjunction with the TargetStrategies™. Teacher Summary Reports are available for reading, mathematics, English I and II, Algebra I and II, and Geometry. All schools received this document.

Note: TPS has developed numerous web pages with valuable links to resources in the field of education. <http://www.tulsaschools.org/employees/tr/index.htm> is a great place to continue your professional learning.