

TWS Work Sample: Glossary of Terms

Alignment: how each piece of the TWS unit/sequence (standards, unit understandings, unit assessments, lesson objectives/outcomes, lesson assessments, and differentiation strategies, etc.) supports and logically relates to all other elements.

Assessment: a) evaluating prior learner understanding of a standard, b) monitoring learner progress toward that standard, c) designing and adjusting instruction to maximize learner progress, and then d) measuring learner achievement. (This is one of the five areas as noted by the MSU Department of Education Conceptual Framework.)

- **Formative-assessment:** is used, not for scoring purposes, but to evaluate learner progress throughout an instructional sequence. Formative assessment is key in differentiating instruction so that all learners meet educational standards to the best of their abilities.
- **Pre-assessment:** assessment preceding instruction for the purposes of determining what content students 1) know, 2) are missing or 3) understand incorrectly.
- **Summative assessment:** shows the degree to which all learners have met educational objectives and standards.

Authentic assessment: assessing learner achievement when content is applied directly to real-life situations.

Behavioral Objectives: a measurable learning objective demonstrated by what a student does.

Bloom's Taxonomy: Benjamin Bloom describes three learning domains: cognitive, psycho-motor, and affective. Bloom proposes a set of verbs describing a hierarchy of cognitive tasks.

Collaboration: involves networking, not only with colleagues and other professionals, but with families and communities on a local and a global scale.

Conceptual Connections: the process of linking together units of meaning according to content structure demands

Context Factors: learners' "cognitive, linguistic, social, emotional, and physical" backgrounds as well as factors related to the community, school, and global learning environment. (InTASC Standards, 2011)

Cooperating Teacher: a classroom teacher who serves as mentor to the teacher candidate

Cross-disciplinary skills: InTASC standards (2011) includes "...communication, collaboration, problem solving, creativity, critical thinking, and the use of technology..."

Differentiation Strategies: deliberate strategies designed to help individuals or special groups of students learn to the best of their unique abilities.

Diversity: covers the full range of learner characteristics, including "cognitive, linguistic, social, emotional, and physical" factors.

Educational Technology: defined as any innovative means of transmitting content outside of

traditional lecture and textbooks. White boards, smart boards, calculators, visual aids, etc. will all be classified as “educational technology.”

ESL: “English as a Second Language” (ESOL, “English for Speakers of Other Languages; EFL, “English as a Foreign Language)

Evaluation: a judgment and can be expressed in terms of measurable data.

Field Supervisor: an individual who acts as the liaison between the school system, the teacher candidate, and MSU.

IEP: “Individual Education Plan” mandated by the “Individuals with Disabilities Act,” these plans provide differentiated approaches tailored to maximize learner success for individuals with disabilities.

Indian Education for All or IEFA: describes Montana's mandated standard for implementing Indian education in public schools. <http://opi.mt.gov/programs/indianed/IEFA.html>

Inquiry: a student-centered method of education focused on learner questioning and student-motivated experimentation to answer content questions.

Instructional Planning: includes a teacher's “knowledge of the content area, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.”

Instructional Sequence: a progression of lessons taught in a logical order—usually supporting a whole unit. Many types of lesson sequences are acceptable for the Teacher Work Sample with approval from the Field Supervisor.

Journal (Field Notebook): a record of daily observations, analyses, thoughts and reflections as evidence supporting the TWS project.

Knowledge: learning elements that involve cognitive processes--understandings, comprehensions, and memorization.

Learner Characteristics: learner descriptors that would affect learning.

Learning environment: replaces the term “classroom,” and includes any context in which student learning can occur extending beyond the traditional classroom and seek to utilize these larger contexts in the total educational process.

Lesson objectives/outcomes: measurable goals/tasks within each lesson that help students master **unit understandings**. Quantifiable verbs are important components of lesson objectives. (see Bloom's taxonomy.)

Management: behavioral management strategies as well as any plan that facilitates instruction and learner achievement, while also helping to insure the safety and well-being of the entire learning environment community. Therefore, deliberate planning for desk arranging, distributing materials, time structure, or strategies for guiding learner behavior would all represent examples of management. Management can be differentiated as can instruction.

Pedagogy: a Teacher Candidate's skill in the use of research-based instructional practices and in the understanding and use of a variety of instructional strategies to foster students' motivation for learning. As well as the ability to encourage conceptual understandings through the development of critical thinking, problem solving, and performance/work force skills.

Performance Assessment the Teacher Candidate and learner achievement. In the placement classroom or learning environment, a performance assessment could include presentations, participation, demonstrations, etc.--any learner performance that could be used to demonstrate that individual's achievement.

Product Assessment: projects, tests, quizzes, papers, etc....in the TWS, refers both to TC and to learner achievement.

Professionalism: involves adherence to MSU's Professional Expectations and the Montana Code of Ethics for teachers.

Qualitative factors: those factors which can be described-- learner/family attitudes and values.

Quantitative factors: those factors which can be measured--for example, ages or grade levels of learners.

Reflection: a process by which one thinks critically about their experiences.

Reliable assessment: the consistency of an assessment; achieves the same results when given to the same group under similar circumstances.

Skills: learning elements such as doing, drawing, creating, using, etc.

Teacher Candidate or "TC": "...formerly "student teacher"

Twenty-first Century Skills: culture, collaboration, critical thinking, communication and creativity.

Unit Plan: a series of lessons focusing on a topic within a specific content area, may be singular or multidisciplinary.

Valid assessment: measures what it is intended to measure.