Common Understandings

Many terms defined below are terms used throughout the GTIPS-R. The definitions of each of these items have been vetted through multiple sources. However, the collection below also contains items not found in the GTIPS-R. These terms, some specific to the educational system in Florida, are also relevant to problem solving in an MTSS and are included here to develop a common understanding around their meanings.

Academic Language Proficiency — Academic language proficiency refers to the level of (English) language ability that students need to successfully understand, participate in, and perform on grade-level academic tasks.

Access Points — Access points are embedded in the Sunshine State Standards and reflect the core intent of the standards with reduced levels of complexity. They enable students with significant cognitive disabilities to access the general education curriculum. There are three levels of complexity: participatory (Pa), supported (Su), and independent (In), with the participatory level being the least complex. The Florida Alternate Assessment measures student achievement on the access points in reading, writing, mathematics, and science.

Accessible Instructional Materials (AIM) — Accessible instructional materials are instructional materials that have been formatted or adapted to meet the individual needs of students with disabilities. Examples include restructured print, braille, large print, digital text (or e-text), audio, graphic-enhanced text, images, and manipulatives. The specific types of adaptations to instructional materials should be based on the student's IEP statement of how the student's disability affects involvement and progress in the general education curriculum (34 CFR §§300 and 301, Summary of Changes, pp. 46618 and 46625).

Accommodation (for ELL) — Accommodation generally refers to adaptations to language (spoken or written) to make it more understandable to English language learners. In assessment, accommodations are modifications to the presentation, response method, setting, or timing/scheduling of the assessment.

Accommodations — Accommodations are adjustments that can be made to the way students access information and demonstrate performances that do not require changes in the curriculum. Types of accommodations include presentation, response, scheduling, and setting. Accommodations are not the same as instructional interventions for academics or behavior, though they may be included in instructional plans for implementing interventions and the assessments used to monitor progress (contrast with "modifications" in ESE terms).

Active Learning — Active learning is an umbrella term that refers to several models of instruction that focus the responsibility of learning on learners. Students interact with the learning goals for the purpose of generating knowledge and meaning (from an interaction between their experiences and their ideas). Such strategies require more than passive listening from students. Research suggests that these strategies greatly increase students' retention of both knowledge and skills.

Adequate Yearly Progress (AYP) — Adequate yearly progress (AYP) is the component of the No Child Left Behind Act (NCLB) for determining whether or not all high school students achieve the same high standards of academic achievement in reading or language arts and mathematics by 2013-2014. AYP requires statistically valid and reliable ways to determine the

continuous and substantial academic improvement of all students from a starting point in 2001-2002 to the proficiency level by 2013-2014. Moreover, AYP includes efforts to narrow the achievement gaps of students who are economically disadvantaged, students from major race and ethnic groups, students with disabilities, and students with limited English proficiency. For high schools, AYP must include graduation rates and at least one additional academic indicator, such as local assessments, attendance rates, or college preparatory courses.

Adjust — To adjust in a classroom or school setting means paying attention to the appropriateness of student responses, reactions, and/or engagement in lesson activities, deciding if changes ("corrections") are needed to accomplish the lesson goals, and making those adjustments "on the spot" (meaning the possibility of an adjustment was anticipated and planned for) or by revision to future lessons.

Alignment — Alignment is when all the systems, structures, and processes support the district's purposes rather than work against them. Organizational alignment is the practice of putting everyone in the school district "on the same page" and understanding how job requirements (e.g. Standards-based-instruction, MTSS, and research-based strategies) support organizational purposes. Leaders are key to creating and maintaining alignment by providing clear direction on how each process, structure, and system aligns to purposes and ensuring that each school, class, and educator is working towards priority goals.

Alternate Assessment Test — The Florida Alternate Assessment measures student academic performance on the Florida Standards Access Points at three levels of complexity: participatory, supported, and independent. (See definition of access points.)

Annual Measurable Achievement Objectives (AMAO) — Title III of NCLB requires each state to determine annual measurable achievement objectives (AMAOs). AMAOs indicate how much English language proficiency (reading, writing, speaking, listening, and comprehension) children served with Title III funds are expected to gain each year. [See AYP, for similar content area requirements.]
The AMAO requirements include reporting on these three things:
1. Annual increases in the number or percentage of ELL children making progress in learning English.
2. Annual increases in the number or percentage of ELL children attaining English proficiency.
3. Annual increases in the number or percentage of ELL children making AYP.

Art and Science of Teaching — Over time, extensive research on effective teaching has assembled a core of understanding on what works (see high probability strategies and Mind-Brain-Education), so there is a science of teaching that should inform the knowledge bases and skill sets of effective educators. The art of teaching is the teacher's adaptation of the science to fit the needs of the learners. The true artist looks at the science and applies it in his or her context to produce results. Thirty to forty years of research on teaching has moved the profession from being essentially a craft where one's feel for the task and wisdom of experience defined the master teacher. Teaching, as we now understand it, is a profession where there is a science of teaching and artistic expression of that science in the classroom defines the master teacher. Emerging understandings from neurosciences deepens connections between education and other branches of science.

Artifact — An artifact is a work done by students or teachers. Student artifacts may include, but are not limited to, work samples, portfolios, projects, and creative works. Teacher artifacts may include, but are not limited to, lesson or unit plans, manipulatives, models, data analyses, or student learning aides.

Assessment — Assessment refers to a collection of processes to estimate a "current reality." Formative, interim, and summative assessments provide multiple sources of student data to guide decisions about adjusting instruction and/or providing interventions. Standardized assessments provide a basis for assessing status relative to norms or criteria.

Assistive Technology — Assistive technology is any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted, or the replacement of such device. "Assistance to States for the Education of Children with Disabilities and Preschool Grants for Children with Disabilities; Final Rule" 34 CFR Parts 300 and 301, (14 August 2006), pp. 46756, section 300.5.

The analysis of the impact of a student's disability upon the student's involvement and progress in the general curriculum, and consideration of how assistive technology may lessen any negative impact, is a responsibility of the individualized education program (IEP) team.

Assistive Technology Services — An assistive technology service is any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. "Assistance to States for the Education of Children with Disabilities and Preschool Grants for Children with Disabilities; Final Rule" 34 CFR Parts 300 and 301, (14 August 2006), pp. 46756, section 300.6.

Behaviors — Behaviors are observable actions. Practices, descriptors, indicators, strategies, and behaviors are related terms often used interchangeably. Within the common language of instruction, a hierarchy of meaning is assigned to facilitate communications:
- A practice is a collection of related knowledge and competencies that have an instructional purpose.
- A descriptor is a summary of elements associated with a practice (see FEAPs descriptors of practice).
- An indicator is a term used in evaluation and feedback processes to identify specific strategies and/or behaviors that have an association with student learning or job requirements.
- A strategy is a specific instructional behavior that has definable elements of proficiency and an instructional purpose for which it is appropriate.
- Behaviors are the actions that teachers or student engage in to properly implement a strategy.

Bilingual Education — An educational program in which two languages are used to provide language, literacy, and content instruction. Bilingual education programs vary in length, in the amount each language is used, and in outcome goals for students.

Causal Instructional Strategies — Key strategies revealed by research to have the highest probability of impacting student learning when used appropriately and in appropriate instructional contexts. These are the controllable actions in a school that impact student learning.

Causal Model of Teacher Evaluation — Describes the link between classroom practices and behaviors that have a direct impact on student learning and assigns greater importance in evaluation ratings to factors having the most direct link to student learning (based on contemporary research).

Climate — The terms "school climate" and "school culture" describe the environment that affects the behavior of teachers and students. School climate characterizes the organization at the school building and classroom level. It refers to the "feel" of a school and can vary from school to school within the same district. Climate can help or hinder learning. School culture is the shared beliefs and attitudes that characterize the district-wide organization, establish boundaries for its constituent units, and give an organization its identity and standard for expected behaviors.

Code of Ethics — A Florida State Board of Education rule (6B-1.006) that defines the ethical obligations of Florida educators.

Cognitive Complexity — Cognitive complexity is a variable that indicates how complex or simple a mental task is. A person who is measured high on cognitive complexity tends to perceive nuances and subtle differences which a person with a lower measure (indicating a less complex cognitive structure for the task or activity) does not. In Florida's standardized assessments, the cognitive complexity required to perform an assessment item is a factor in developing the questions. The Florida Department of Education's Office of Assessment explained in July 2012 that the "categories of cognitive complexity—low complexity, moderate complexity, and high complexity—form an ordered description of the demands an item may make on a student. For example, low-complexity items may require a student to solve a one-step problem. Moderate-complexity items may require multiple steps. High-complexity items may require a student to analyze and synthesize information. The distinctions made in item complexity ensure that items will assess the depth of student knowledge at each benchmark."

Collaboration — Collaboration is a process with recurring interactions over time where colleagues engage in defining problems, clarifying thinking, and developing solutions. Collaboration involves more engagement than just meeting or communicating points of view. Teaching and leadership are complex functions and collaboration plays a meaningful role in being successful in either role. Individual work on self-improvement, while essential, is not sufficient for achieving mastery level proficiency and a deep understanding of the profession. Recurring collaboration experiences are also needed. Collaboration is an essential element in deliberate practice – the career long process of developing professional mastery.

Collegial — A collegial process, while building on congenial relationships, is focused on clear identification of growth issues and constructive feedback that supports improvements in understanding and proficiency. Congenial groups develop habits of courtesy and support, but the process is not collegial until trust relationships exist that enables a focus on weaknesses and constructive criticism. Involvement in collegial learning teams is one of the habits of deliberate practice.

Common Language — A "common language" is a tool of master practitioners in any profession used to facilitate effective communications about the essential concepts and practices of the profession. Consensus within a group of practitioners on the specific meaning of terms and expressions is used to provide feedback for improvement of proficiency on important job functions and in deepening understanding of the priority practices, standards, and goals of the profession.

Common Language of Instruction — The core collection of terms and expressions used in collegial professional development to deepen understanding of the complexity of teaching, promote clarity in professional communications, and enhance the quality of feedback on improvement of instructional proficiency in delivery of a standards-based curriculum.

Common Language of Instruction: Florida — Florida's common language of instruction is the core collection of terms and expressions used to provide feedback for improvement of instructional proficiency in delivery of a standards-based curriculum and in deepening understanding of the complexity of teaching. The common language addresses concepts from instructional practice, curriculum, assessment, continuous improvement, leadership, and student supports and interventions.

Common Research Theme — A common research theme is used in lesson study to focus problem identification and analysis. Themes are based on student performance data and the teacher evaluation model adopted by the district. The theme can focus on schoolwide issues or on issues targeted just by the lesson study team.

Communication Skills — Communication skills (written, oral, and technological) are needed competencies for the effective educator. Within each mode of communication, a core of basic practices apply:

- **Courteousness**: Use respectful choices of words and tone.
- **Precision**: Focus on key point(s) without extraneous or off-topic digressions.
- **Language**: Work-place communication should be crisp and clear so that everyone understands what you're saying. Slang terms are at risk of being misunderstood and also look unprofessional.
- **Clarity**: Thoughtful choices of words and non-verbal communications are a key part of clarity of communication goals, but periodic understanding checks (feedback from the other parties) are also needed to be sure clarity of communication is occurring.
- **Listen to Others**: Effective communication is not a one-way street. Be a good listener and not just a good talker.
- **Posture and Body Language**: The body has a language of its own, and at the workplace, the body ought to be courteous and respectful in the messages conveyed.

Community of Practice (CoP) — A community of practice (CoP) is a group of professionals who use collegial communication processes to support each others' efforts to improve professional skill sets and deepen professional knowledge bases. A CoP typically has a focus topic. Exchanges among CoP members range from scheduled times (face to face and/or online) to unscheduled and non-simultaneous interactions using online tools. A CoP tends to be sustained over time and members seek and provide feedback to other members for their mutual benefit.

Complexity of Teaching — A concept that proficient practice of teaching involves a complex set of inter-connected competencies and knowledge that is adapted and applied based on variables in the learning environment. Mastery as a teacher is a career long progress and requires merging knowledge from diverse fields (e.g., subject matter expertise, instructional practices, deliberate practice, reflection, collegiality, mind and brain neuroscience, and psychology human development).

Comprehensible Instruction — Comprehensible instruction refers to instruction that is presented in a form that is understandable to students. The most common focus is on students who are not yet proficient in English. ESOL strategies are designed to support comprehensible instructions for such students. All students should have an equitable opportunity to learn in school through interaction with their teachers and peers.

Comprehensive English Language Learning Assessment (CELLA) — Florida uses the Comprehensive English Language Learning Assessment (CELLA) as a tool to measure English language learners' proficiency level and progress in learning English.

Consensus — Consensus is the result of a process where stakeholders involved in a change effort agree to operate in alignment with an established implementation plan or decision, regardless of personal opinion. The implementation plan or decision is typically developed with use of a common language of terms, a common knowledge of core concepts, and a common understanding of the rationale for the initiative.

Consent Decree — The Consent Decree refers to a court order that serves as the state of Florida's framework for compliance with federal and state laws and jurisprudence regarding the education of English language learners. (See League of United Latin American Citizens (LULAC) et al. v. State Board of Education Consent Decree, United States.)

Constructive Conversation — Constructive conversation (see SBE Rule 6A-5.080 Florida Principal Leadership Standard 9-e) preserves a positive relationship between communicators while addressing problems. It is a form of discussion that is more likely to support problem solving and less likely to create more problems between parties. The elements of constructive conversations are:

- Problem oriented, not person oriented.
- Congruent, not incongruent (i.e., conveys what the speaker is thinking and feeling).
- Descriptive, not evaluative (i.e., objectively describes problems rather than speaking in an evaluative or judgmental manner).
- Validating, not invalidating (i.e., helps people feel understood, valued, and accepted).
- Specific, not global (i.e., focused on understanding or problem solving on a specific issue, not a "big picture").
- Conjunctive, not disjunctive (i.e., stays focused on the topic rather than bounce from one issue to another).
- Owned, not disowned (When we "own" our communication, we take responsibility for our statements and acknowledge that we are the source of the ideas conveyed and not someone else. We "disown" communication when we search for third parties to attribute our comments to).
- Listening, two-way communication, not one-way message delivery (i.e., effective listening is actively absorbing the information given to you by a speaker, showing that you are listening and interested, and providing feedback to the speaker so that he or she knows the message was received).

Constructive conversations provide a way to address the "mental models" element in building a learning organization.

Contemporary Research — Contemporary research in the context of Florida's goals for improvement in student learning is focused on the deepening understanding of causal relationships between instructional strategies and student learning revealed through research

conducted within the last ten years and focused on issues related to current state priorities. When older research findings, such as those in a meta-analysis, are supported by ongoing contemporary research as still being predictive of outcomes in contemporary educational settings are a useful component in a research base.

Content Framework — A content framework is a curriculum concept. It identifies the priority content and functions of a competency based curriculum.

Continuity of Learning — Continuity of learning refers to the continued provision of educational services in the event of a natural disaster or pandemic through the use of virtual classrooms, online learning, and distance learning technologies. To achieve a seamless continuity of learning experience, teachers must understand effective pedagogy in a face-to-face classroom as well as a virtual classroom. In addition, teachers and students must be comfortable moving in and out of the use of digital communication and study tools.

Continuous Improvement (or Progress) — Continuous improvement is an ongoing effort to improve outcomes, products, services, or processes. These efforts can seek "incremental" improvement over time or "breakthrough" improvement all at once. Florida's Continuous Improvement Model (FCIM) is a process by which quality is improved over time by examining results and the processes that generate those results and employing problem-solving skills to generate and implement targeted improvements.

Core Curricula and Instruction — The common package of instructional materials and delivery methods, including a scope and sequence, that reflects required grade-level standards used with all students through general education resources. Core curricula and instruction targets both academic and behavioral skills.

Core Values — The core values of an organization are those values we hold which form the foundation upon which we perform work and conduct ourselves. Core values are so primary and so important to us that regardless of changes in society, government, politics, and technology they are still the core values we will abide by. In an ever-changing world, core values are constants – they are mental models that shape our perceptions of the world around us and the decisions we make. Core values are not descriptions of the work we do or the strategies we employ to accomplish our mission. Core values are the beliefs, values, and mental models that underlie how we do our work, how we interact with each other, and impact which strategies we employ to fulfill our mission. The core values are the basic elements of how we go about our work.

Course Description — A course description is the list of standards that are to be learned by completing a credit course in Florida's K-12 school system. Course descriptions are located at www.floridastandards.org (or CPalms). The list of standards that make up the course description serves several purposes:
 • Informs students what they are to know or be able to do.
 • Form the basis for essential questions.
 • Provides teachers guidance in developing learning goals and rubrics.
 • Informs teachers on the issues that will be covered in state assessment tests.

Credit Recovery — Credit recovery refers to processes for students who are missing credits needed for graduation to acquire those credits by demonstration of competencies. Credit recovery courses are an opportunity for a student to retake a course in which he/she previously

was not academically successful in earning credit towards graduation. They are designed to be on a flexible schedule and are not facilitated by a teacher. They allow students who have completed seat time and calendar requirements to earn credit based on competency of the content standards. They are complete courses containing all NGSSS content for which the student will demonstrate mastery before receiving a grade.

Cultural, Linguistic and Family Background — People, students, and educational colleagues come to the school setting with diverse backgrounds, individual cultural identities, and an understanding of language as a system (linguistics). Effective educators take time to be aware of those backgrounds and take into account their potential impact on student learning. Some things to take note:

- Culture tends to be shared by all or most members of some social group. Culture encompasses many elements that interact with each other, including, but not limited, to the shared beliefs, values, worldviews, behaviors, and attitudes of its members. Culture provides rules for beliefs and social life. It is something that older members usually try to pass on to younger members; it shapes behavior and structures perceptions of the world. Culture includes deeply held values, beliefs and assumptions, symbols, heroes, and rituals.
- Linguistic background is rooted in the language(s) of one's homes and neighborhoods. Linguistic background shapes grammar patterns and how meaning is assigned to words.
- Family background is framed around such issues as the nature and quality of connections among family members, economic factors, mobility, educational and work experiences, social, religious, and political views, and experiences of family members.

Culturally Connected Curriculum — A culturally connected curriculum is a curriculum that bridges the gap between the school and the world of the student, is consistent with the values of the student's own culture aimed at assuring academic learning, and encourages teachers to adapt their instruction to meet the learning needs of all students.

Culture (Organizational) — School culture is the shared beliefs and attitudes that characterize the district-wide organization, establish boundaries for its constituent units, and give an organization its identity and standard for expected behaviors. The culture influences the way people interact with each other and with stakeholders outside the organization. A school system's culture impacts capacity for improving performance and student achievement. (See also climate.)

Curriculum Mapping — Curriculum mapping is exploring the primary elements of curriculum: what is taught, how instruction occurs, and when instruction is delivered. It is a process for identifying the core content, processes, and assessments used for curriculum in each subject area. It is used to insure essential concepts are present, to identify gaps, and to check for repetition within a scope and sequence. It promotes vertical alignment across the subjects and grades and supports horizontal alignment of assessments, content, and methods between subjects.

Curriculum-Based Measurements — Direct skill assessment tools that are aligned with the curriculum, sensitive to instruction, repeatable, and criterion referenced, which are used for a variety of measurement purposes.

Data — Data (plural of "datum") are typically the results of measurements or objective observation and can be the basis of graphs, images, or observations about the state of conditions or situations. Data may be representation of a fact, figure, and/or idea. Data are numbers, words, images, etc.

Data are the baseline tools for implementing continuous improvement that lead to quality within a learning organization. Such data range from statistical information derived from student testing to observational data from employee evaluation systems to formative data on student and educator progress toward targeted learning goals.

Decision Rules — Decision rules, in general, are "if-then" statements that are developed and used to ensure efficiency and consistency of decision making based on possible combinations of (1) student performance data, and (2) fidelity measures. When determining the effectiveness of instructional or intervention services, there are generally 6 possible "effectiveness outcomes":
- High positive student progress + high fidelity.
- High positive student progress + low fidelity.
- Questionable/moderate student progress + high fidelity.
- Low/insufficient student progress + high fidelity.
- Questionable/moderate student progress + low fidelity.
- Low/insufficient student progress + low fidelity.

The first two possible outcomes should be documented and shared with stakeholders about what worked, for which students, and using what resources so that other schools or districts facing similar student concerns can benefit from the successes learned. The third and fourth possible outcomes warrant a focus on how well the problem-solving process was used to ensure the intervention is matched to students' needs and/or if increasing the "dosage" of the intervention is needed. The fifth and sixth possible outcomes prevent a determination of effectiveness, as insufficient fidelity cannot allow for identifying why the intervention failed to produce desired results. Therefore, the intervention will need to be re-implemented and/or monitored for increased fidelity before effectiveness of the intervention can be determined. Schools and districts are encouraged to catalogue "what works" and use this collection of known effective practices over time (i.e., evidence-based interventions) to help increase awareness, knowledge, and skills to implement those strategies (also known as "standard treatment practices") for use in other schools faced with similar student concerns.

Deliberate Practice — This is a "way of work" that supports continuous professional improvement through an entire career. It is a mindset, acquired through pursuit of personal mastery and with collegial support, whereby the educator attends to what they are doing in the classroom on a daily basis to identify what is working and what isn't and to determine why students are learning or not. In deliberate practice teachers identify specific instructional strategies ("thin slices") to focus their efforts to improve – typically 1 to 3 per year. Deliberate practice requires establishing a baseline for performance in a focus area (the "thin slice") and engaging in focused practice, feedback, and monitoring of progress within a time-bound goal for improvement. Deliberate practice has been revealed by research as a mindset that distinguishes master teachers who improve steadily throughout their career from others whose improvement plateau after initial growth.

Descriptor — Descriptors are summary descriptions of a practice. Practices, descriptors, indicators, strategies, and behaviors are related terms often used interchangeably. Within the common language of instruction, a hierarchy of meaning is assigned to facilitate communications:
- A practice is a collection of related knowledge and competencies that describe a pattern of actions with a focused purpose, typically observable as strategies and behaviors.
- A descriptor is a summary description of a practice (see FEAPs descriptors of practice).

- An indicator is a term used in evaluation and feedback processes to identify specific strategies and/or behaviors that have a causal connection to student learning or are job requirements.
- A strategy is a specific instructional action that has definable elements of proficiency and an instructional purpose for which it is appropriate. Strategies are the building blocks of practice.
- Behaviors are the actions that teachers or students engage in to properly implement a strategy. Behaviors are the building blocks of a strategy.

Design Questions — Research-based questions that teachers ask themselves when planning a lesson or unit of instruction. These are questions that guide alignment of purposes and implementing strategies (e.g., What will I do to communicate learning goals? What will I do to engage students? What will I do to communicate high expectations?).

Diagnostic Measures — Formal or informal assessment tools that measure skill strengths and weaknesses, identify skills in need of improvement, and assist in determining why the problem is occurring.

Differentiated Instruction — An approach to teaching and learning that gives students multiple options for taking in information and making sense of ideas. Lesson design for differentiated instruction provides opportunities for students to do different things during instructional time, those differences being based on tracking student progress on learning goals and adapting instructional strategies to learning needs of students in the class. Differentiation goes beyond a traditional rotating stations approach and provides recurring regrouping of students based on academic needs and issues. In the last decade, differentiated instruction was commonly introduced as an alternative instructional approach to under-performing schools. As research on effective teaching become better understood, differentiation is recognized as an approach that is beneficial to all schools and for all students.

Difficulty — Difficulty is an assessment concept that measures of the proportion of examinees who responded to an assessment item correctly. It is also referred to as the "p-value." For example, an item where 40% of the examinees respond correctly would have a difficulty index (p-value) of 0.4. Difficulty indices vary between 0.0 (where the question is so difficult that no one responds correctly) to 1.0 (where 100% of the examinees respond correctly).

Direct Instruction — Direct instruction is a general term for the explicit teaching of a skill-set using lectures or teacher led demonstrations of the material, rather than exploratory models such as inquiry-based learning. Direct instruction is a teacher dominated process where students tend to be passive rather than active learners. This method is often contrasted with active learning. Generally direct instruction needs to be balanced with active learning experiences. Direct instruction to introduce material followed by active learning to engage students in understanding the material is a common practice.

District Based Leadership Team (DBLT) — A district-level team responsible for providing instructional and curricular leadership, advisement, and training at the district level, monitoring, and assisting schools in their implementation efforts.

Diversity — Diversity describes the reality that variation is the norm. People have divergent capacities, needs, tendencies, physical attributes, intellectual functions, and patterns of adjustment. Effective educators recognize that awareness of the diversity issues in a group of

learners will bring a greater skill base to bear on problem solving when managed properly, improve the overall climate in a class, reduce conflicts, and promote access to new ideas and creative thinking.

Domain — A body of knowledge defined by research representing a particular aspect of teaching. Domains are a way to group related issues. Domain titles and the components placed in a domain vary with the research based and focus of the content being organized.

Dual Language Program/Dual Immersion — Dual Language Programs serve both English language learners and (English) language majority students concurrently through instruction in both languages, with the goal of developing bilingual and biliterate learners.

Educational Needs — Specific curricular, instructional, and environmental requirements that result in positive student performance.

Educator Evaluation — An evaluation is a judgment on proficiency of an individual's performance at a point in time on elements that have a significant impact on the outcomes of that person's work. Evaluation is associated with assigning a proficiency status and connects an individual to rewards or consequences regarding status. This is true for students (e.g., grade, promotions) and educators (e.g., retention, salary, promotion). In the content of educators, "evaluation" is not the same as observation. Observations are essential elements that contribute evidence toward an evaluation. Historically, educators have used terms like evaluation, appraisal, and review interchangeably. Prior versions of educator "evaluation systems" were often not useful for distinguishing proficiency levels among a workforce and may not have functioned as true evaluation systems. In Florida's redeveloped systems, evaluations distinguish among proficiency levels and are associated with meaningful consequences. Terms like appraisal and review have other uses and are not useful synonyms for evaluation.

Effective — In Florida's common language, "effective" is an objective rather than subjective status. Effective is a level of effect on student learning where standards and practices (and their essential components) are implemented at a level of proficiency sufficient to cause positive outcomes on student learning goals. Research reveals a substantial difference in student growth in a year between students of the most effective and least effective teachers. Ineffective teachers have minimal or negative impact on student growth. "Effective" teaching is a level of proficiency where student growth is predictably and reliably being accomplished. Effective teachers will have patterns of strength and weakness in their repertoire of strategies, but are able to design lessons that employ their strengths and pursue deliberate practice to improve their instructional weaknesses. Being "effective" in the context of Florida's common language of instruction is about moving from "talking the talk" to "walking the walk." State level evaluation rating of "effective" is intended to represent quality work that is causing desired results through proficient implementation of strategies with a positive effect size.

Elementary and Secondary Education Act (ESEA) — A federal law funding and regulating public education. Current statutes established reforms based on four principles: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have been proven to work.

Embedding — The act of inserting within the context of the content the necessary information or skills required to complete the project, solve the problem, or assess the thinking.

Emergence — Emergence refers to the process where a higher order outcome results from the interaction of simpler properties. An example in education would be a decision by a student on what their career will be (e.g., deciding to become a scientist). Another example would be the emergence of a positive school climate. Emergent outcomes are often the focus of federal and state grants. STEM programs are one example, where the desired emergent outcomes are students becoming scientists, technology specialists, engineers, and mathematicians. These types of outcomes can be promoted through increased levels of student engagement and intrinsic motivation within a curricular discipline.

End of Course Exam (EOC) — EOCs are summative assessments for high school or middle school courses.

Engagement — Engagement is evidenced by reflection (dialogue with self about a topic or problem expressed in notes or "in your own words" expressions) and dialogue with others (e.g. other students and instructors); the stimuli for the talk and writing are observations and experiences that pose problems that need to be resolved. Student engagement can be defined as a level of personal investment in an instructional activity. It can be measured in the areas of behavioral engagement, emotional engagement, and cognitive engagement. Engagement can be increased through the use of practices that increase intrinsic motivation on the part of the student.

Engaging Lesson — An engaging lesson is one that includes appropriate and meaningful activities that engage students in the learning process, address common misconceptions, and incorporate higher-order thinking skills.

English Language Learners (ELLs) — English language learners are students whose first language is not English and who are in the process of learning English.

Equitable — Equity deals with accommodating and meeting the specific needs of specific individuals. An equitable learning environment where such needs-based accommodations occur will not result in equal treatment of all students. Equal (or sameness) does not assure equitable learning opportunities.

ESOL Strategies — ESOL Strategies are teaching techniques designed to support comprehensible instruction for English language learners. ESOL strategies generally provide additional context (such as with the use of visuals and other nonverbal resources) and opportunities for interaction (as with grouping students and cooperative learning tasks).

Essential Question — Essential questions are those that focus learner attention on priority aspects of a standard or learning goal. An essential question makes clear to the learner what he or she should know and be able to do at the end of the lesson and/or unit of study.

Evaluation — Many parents and professionals use the term "evaluation" to mean a test, or battery of tests, that are scheduled and administered on a given date. Although an evaluation may include specific assessment instruments, in the context of the Individuals with Disabilities Education Act and corresponding Florida State Board of Education rules, an evaluation refers to all of the procedures used to determine whether a student is a student with a disability and the nature and extent of the student's special education and related service needs.

An evaluation consists of all relevant assessment tools and strategies used to collect functional, developmental, and academic information about a student in order to determine specialized instructional need. Therefore, in this context, an evaluation includes existing data collected prior to obtaining parental consent for an evaluation (e.g., classroom performance;

observations; interviews; screening, progress monitoring, and diagnostic assessments; district and state assessments; private assessments; and parental input) and any additional assessment procedures conducted subsequent to receipt of parental consent.

Evaluation System — An evaluation system provides evidence over time about proficiency of performance, generates feedback on improving proficiency of performance with a focus on elements that have a significant impact of the outcomes of one's work, and provides periodic summative judgments on the proficiency of both individuals and a collective workforce. Evaluation systems usually have a focus and a link to regulatory expectations. Florida educator evaluation systems, as cited in Florida Statute 1012.34(10(a)) is for the purpose of increasing student learning growth by improving the quality of instructional, administrative, and supervisory services. For teachers the Florida Educator Accomplished Practices (FEAPs) are a foundation for evaluation indicators. For school leaders, the state leadership Standards represents that foundation.

Evidence-Based Instruction/Interventions — Instruction/interventions for which evidence of effectiveness in increasing student learning exists.

Exceptional Student Education (ESE) — Specially designed instruction and related services that are provided to meet the unique needs of exceptional students who meet eligibility criteria described in Rules 6A-6.03011 through 6A-6.0361, F.A.C.

Exit Criteria — Exit criteria are a set of guidelines for reclassifying English language learners as fluent English speakers, thereby ending special instructional services and placing them in mainstream, English-only classes. Exit criteria usually consist of a combination of English language proficiency test performance, standardized test scores, grades, and teacher recommendations.

Facilitator — A facilitator in Florida's continuous process model is one who works with groups seeking improved proficiency or understanding using techniques for keeping the group task-focused, encouraging reflection and creative thinking, building consensus, and keeping all group members involved.

FEAPs (Florida Educator Accomplished Practices) — Florida Educator Accomplished Practices (FEAPs) are Florida's core standards for effective educators and form the foundation for the state's teacher preparation programs, educator certification requirements, and school district instructional personnel appraisal systems. The FEAPs embody 3 essential principles and six practices that are the foundation for a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility:
- The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.
- The effective educator demonstrates deep and comprehensive knowledge of the subject taught.
- The effective educator exemplifies the standards of the profession.

There are 6 accomplished practices:
1. Quality Instruction
2. The Learning Environment
3. Instructional Delivery and Facilitation
4. Assessment
5. Continuous Improvement, Responsibility and Ethics

6. Professional Responsibility and Ethical Conduct

Feedback — Feedback is information provided about a prior action that serves to change/modify behavior to improve future actions or depth of understanding. Feedback needs to be timely and specific to be useful for learning purposes. Positive feedback (about what was done well) needs to be specific and make clear what is being praised. Constructive criticism (feedback on what needs change) must identify what needs correction and include guidance on how to improve. Continuous improvement (quality) systems require feedback capacities to enable progress and recurring levels of improvement. In school settings, feedback systems are needed by students, teachers, and administrators. Students and teachers need feedback on how students are progressing toward learning goals. Tracking student progress toward learning goals is an important form of feedback. Teachers need feedback on the proficiency of their practice so they can improve.

Fidelity — In the context of implementing education standards, initiatives, programs, and processes, the term fidelity denotes how closely the implementing procedures conform to what they were supposed to have been and how appropriately aligned the implementation is to the intended purpose(s).

Fidelity of Instruction/Intervention — There are many strategies that can be used to increase the probability that appropriate levels of fidelity occur when designing and implementing interventions for students. There are some common strategies worth noting in accordance with the three types of fidelity (see definition of fidelity in an MTSS):

- State and district leaders should provide sufficient professional development, align and integrate multiple initiatives, and streamline processes associated with supporting schools' and classrooms' problem-solving efforts and delivery of student instructional services.
- Ensure maximum effectiveness of Tier 1 (e.g., use of evidence-based instructional practices that all students receive) so that adequate and sometimes comparatively minimal resources and supports are available to students who require supplemental or intensive services.
- Involve all stakeholders at the beginning and throughout the problem-solving process, especially the "interventionists" who will be responsible for using the intervention directly with students and the appropriate "content experts" and support personnel who have sufficient foundational mastery in applying their content expertise to design-matched instructional supports.
- Consistently use a structured comprehensive intervention planning process that provides sufficient scaffolding for staff that is matched to their current knowledge and skills to engage in problem solving. A structured planning process involves at a minimum: (a) identification of validated hypotheses the team will use to develop an instructional/intervention plan; (b) specific details about who (by name) will do what, how often, when, and using what resources and materials; (c) who (by name) will provide what specific support to whom (by name), at what times, and for how long; (d) how student progress will be monitored, how often, and when coordinated with analysis of other data; (e) how fidelity of implementing the plan will be documented/measured; and (f) some basic decision rules (e.g., if-then statements) for use based on future progress monitoring and fidelity data that yield any of the 6 basic effectiveness outcomes.

Fidelity of MTSS — There are three basic types of "fidelity" for districts and schools to consider monitoring:

- Fidelity of implementing the critical components of a multi-tiered system of student supports (MTSS).
- Fidelity of using the problem-solving process across all three tiers.
- Fidelity of implementing evidence-based interventions matched to specific need(s).

The first type of fidelity involves a broader topic of ensuring alignment and integration of federal, state, district, and school policies and procedures to support use of research-based or evidence-based practices in classrooms and schools. The second type of fidelity refers to the efficient and effective use of the 4-step problem-solving model to a particular situation. The final type of fidelity is tied to using outcome data to determine the effectiveness of an intervention. Several organizational structures can affect the degree to which the problem-solving process is conducted with fidelity (e.g., efficient and easy to use data systems; school/district schedules that allow for data reviews, decision-making, and planning; provision of on-site professional development and technical assistance, etc.) A related question to collecting fidelity data is, "How much and what types of fidelity measures need to be documented or collected, and for how long?" For example, a measure of intervention implementation fidelity is warranted in order to determine effectiveness of instructional/intervention services. Student data alone is necessary but insufficient to identify potential evidence-based interventions over time. In order to identify "what works" in a manner that allows for efficient and effective ways to support other students in other schools facing similar problems, both progress-monitoring data and fidelity of implementing and supporting the plan is needed. However, student progress is the bottom line and the "amount" and "type" of intervention fidelity collected should depend on students' responses to interventions.

Flexible — Flexible refers to the capacity and willingness to make adjustments based on changes in circumstances or new insights as to what will be helpful to learners.

Florida Standards — The Florida Standards define content, knowledge, and abilities; provide grade-level or course expectations for students; provide clear guidance to teachers for depth of knowledge and instructional goals; provide framework for state adopted instructional materials and assessments; and serve as a guide to improve student learning. The standards delineate what matters, provide clarity and a fixed point of reference for students and teachers, guide instruction so that it is focused on student learning, provide a common language to have clarity in collaborations, help ensure equal educational opportunities, and assist in identifying struggling students. These standards provide the foundation for standards-based instruction in Florida's public schools.

Focused Feedback — Focused feedback is an element in the "feedback and practice" process that supports improving one's proficiency in specific instructional practices. Focused feedback (on what is observed when the instructional strategy is being used) is generally provided by administrators, coaches, and peers. It is intentionally limited to the issue(s) to be addressed and focused on specific classroom strategies and behaviors during a set time interval. The feedback is informative, constructive, objective, and actionable – meaning the educator has guidance on how to make changes that improve proficiency of the practice. Focused feedback is usually provided through these five processes: self-rating, walkthroughs, comprehensive observations, coaching or cueing, and student surveys (where student perceptions of teacher behaviors are collected).

Focused Practice — Focused practice is an element in the "feedback and practice" process that supports improving one's proficiency in specific instructional practices. It involves a teacher understanding the differences in proficiency levels and tracking one's progress toward effective and highly effective performance capacities. It is intentionally limited to the issue(s) to be addressed and focused on a limited number of strategies where corrections, modifications, and adaptations are made to improve student learning at an appropriate level of difficulty so that the teacher can experience success.

Formative Assessment — Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes. Formative assessments are questions, tools, and processes that are embedded in instruction. They are used by teachers and students to provide timely feedback for purposes of adjusting instruction and/or learning efforts to improve learning.

Foundational Principles — Foundational principles delineate core "building block" values that guide definitions of fundamental duties and are a basis for understanding standards of behavior. There are foundational principles set forth by state board rule in the Florida Educator Accomplished Practices (FEAPs) and the State Leadership Standards, documents which establish Florida's core standards for effective educators. Standards, sometimes used as a synonym for principles in general language, have a more refined use in the common language of instruction. Standards are something set up and established by authority as a rule for measures of quality, focus on levels of understanding or proficiency in specific subjects or areas of practice, and are within the scope of responsibility for the individuals to whom the standards are to apply.

Framework — Framework is an organizing term used to associate diverse elements in a complex system to some common connection. For example, a research framework for teacher evaluation could focus on research that was based on a common view (e.g., a behaviorist framework or a constructivist framework).

Game Learning Environment/3D Virtual World — 3D virtual world and 3D game learning environments are increasing in popularity due to instructional effectiveness and an emerging digital pedagogy. For students with disabilities such environments can shift the focus from disabilities to virtual abilities. Some programs, such as the Florida Virtual School (FLVS), are providing complete courses within immersive learning environments.

Gaps — The standards-based curriculum that is the backbone of Florida's public education system is based on repeatedly deepening and expanding essential student knowledge over time. Students will typically have gaps in their understanding of the content in the standards. Effective educators are alert to what prior knowledge is needed for current tasks and take actions to address gaps as they become known.

Growth Mindset — See "mindset" for clarification.

High Probability Strategies (High Effect) — High probability strategies (also called "high effect size") is a term that refers to those research-based instructional and leadership strategies that have been found to have a high probability of a positive impact of student learning when done correctly and in appropriate circumstances. The term "high probability" is preferred over "high yield" strategies because there is no basis for certainty that any given strategy will work well in every case. Research can never identify the instructional strategies that work with every

student in every class. The best research can tell us is which strategies have a good chance of working well. Teacher must determine which strategies to use with the right students at the right time. Research-based strategies have a higher probability of raising student learning when they are used at the appropriate level of implementation and within the appropriate instructional context. These strategies are aligned with the FEAPs and should be in every teacher repertoire of practices.

Higher Order Questioning — Higher order questions posed by teachers and students are those that engage students in higher order thinking skills. Such questions require much more "brain power" and often a more extensive and elaborate answer than typical recall or description questions. Questions that require analysis, applying information, making value judgments, or predictions are examples of higher order questions.

Higher Order Thinking Skills — Higher order skills include critical thinking, analysis and problem solving, and hypothesizing. They are an important aspect of standards-based instruction. Standardized assessment processes are often not structured to assess student progress on higher order thinking skills. Consequently that aspect of tracking student progress is often a task that the classroom teacher must address. A significant portion of the Florida Standards require students to master such skills and educators need to monitor the design of lessons to insure that adequate learning time is focused on application of higher order thinking skills.

Human Development — Human development applies to a variety issues ranging from human growth patterns to developmental psychology to patterns of economic conditions. In the context of Florida's common language of instruction, the focus is on awareness of the patterns of human physical, intellectual, and emotional growth from early childhood to young adults. This knowledge base enables a teacher to recognize and address learner needs.

Implementer — The person identified as responsible for delivering instruction or intervention in accordance with the team's implementation plan.

Indicators — Indicators are guides for evaluation and professional development feedback. Practices, descriptors, indicators, strategies, and behaviors are related terms often used interchangeably. Within the common language of instruction a hierarchy of meaning is assigned to facilitate communications:
- A practice is a collection of related knowledge and competencies that describe a pattern of actions with a focused purpose, typically observable as strategies and behaviors.
- A descriptor is a summary description of a practice (see FEAPs descriptors of practice).
- An indicator is a term used in evaluation and feedback processes to identify specific strategies and/or behaviors that have a causal connection to student learning or are job requirements.
- A strategy is a specific instructional action that has definable elements of proficiency and an instructional purpose for which it is appropriate. Strategies are the building blocks of practice.
- Behaviors are the actions that teachers or students engage in to properly implement a strategy. Behaviors are the building blocks of a strategy.

Individual Differences — While there is a wide range of characteristics that are observable in a group of people, no one individual is likely to have all of those characteristics. Each individual has an ensemble of characteristics. They may share some of those characteristics with others in a group, while other characteristics may set them apart.

Individual Educational Plan (IEP) — A written plan to identify the annual goals and objectives and special education and related services designed to meet the individual needs of a student with a disability. The IEP is developed by teachers, parents, the student, and others, as appropriate, and is reviewed annually.

Individuals with Disabilities Education Act (IDEA) — The Individuals with Disabilities Education Act (IDEA) is a federal law ensuring effective services for children with disabilities. IDEA governs how states and public agencies provide early intervention, special education, and related services to eligible students with disabilities.

Information and Communication Technologies (ICT) — ICT consists of instructional technology (audio-visual systems, computers, etc.) as well as telephony, broadcast media, all types of audio and video processing and transmission, and network-based control and monitoring functions. Educators use ICT to align school house learning practices to those students encounter in the world outside the school.

Infrastructure — The physical, procedural, organizational structures and resources necessary to establish, support, and sustain implementation of problem solving using response to instruction/intervention data within a multi-tiered system of student supports.

Instruction — Instruction means actions planned and delivered by a teacher or mentor that result in learning (of knowledge or competencies) by those for which the instruction is designed and on which the instruction is focused.

Instructional Decisions — Choices made regarding what to teach and how to teach it, typically informed through engagement in the problem-solving process and focused on student improvement.

Instructional Strategy — Strategies are actions crafted to lead to a defined and desired outcome. An instructional strategy is a specific instructional action that has definable elements of proficiency and an instructional purpose for which it is appropriate. Strategies are the building blocks of practice. High effect strategies are those most likely to support student success (see high probability strategies). Rigor in instruction can be provided through the design of the instructional strategy (see rigor). Also see definition of "strategies."

Instructional Technology (and Educational Technology) — Instructional technology usually refers to the utilization, management, and evaluation of processes and resources for learning [Association for Educational Communications and Technology (AECT)]. Educational technology usually refers to the use of technology to support effective pedagogy and learning (e.g., the use of computers, mobile devices, digital microscopes, etc.) within the curriculum. Many people use instructional technology and educational technology interchangeably with some debate continuing on exact definitions.

Intensity of Instruction/Intervention — Intensity consists of three variables: time, focus, and group size. An increase in intensity would be reflected by an increase in the amount of time a student(s) would be exposed to instruction/intervention and/or a narrowing of the focus of instruction/intervention and/or a reduction in group size.

Inter-Rater Reliability — A process where those providing feedback about proficiency of practice (whether for evaluation or professional development purposes) are usually able to reach substantially similar conclusions about what was observed. This is accomplished through two coordinated elements: (1) Access to specific understanding on what effective proficiency in a

strategy or behavior looks like ("thin slices"), and (2) appropriate training so that observers have similar understanding of the strategies/behaviors to provide appropriate feedback.

Interim Assessment — An interim assessment is an assessment that is given at regular and specified intervals throughout the school year, is designed to evaluate students' knowledge and skills relative to a specific set of academic standards, and produces results that can be aggregated (e.g., by course, grade level, school, or LEA) in order to inform teachers and administrators at the student, classroom, school, and LEA levels.

Interventions — Curricular, instructional, and/or other adjustments made to address core instructional issues. Interventions may also be provided to students in small groups or individually, in addition to and aligned with core instruction in order to target a specific skill or concept.

Knowledgeable Others — Knowledgeable others are outside advisors to a lesson study team (or similar long-duration collegial learning group) who supply deep knowledge of content of lessons under study (either subject matter and/or instructional practices).

Language Proficiency — Proficiency in a second language refers to the ability to effectively understand and communicate through the language using its grammar and vocabulary, as well as its sounds or written symbols. Language proficiency entails the use of oral (listening and speaking) and written (reading and writing) components in academic and non-academic settings.

Language Proficiency Assessment — A language proficiency assessment measures ability in a language being learned in relation to an established measurement scale.

Leadership — Leadership is a process in which one person enlists the aid and support of others in the accomplishment of a common task. It is focused on developing shared vision, team learning processes, and connecting individual and organizational goals. Leadership stresses engagement and alignment of interests (contrast with management).
    Effective district leadership is evidenced by teams or individuals who:
    1. Establish and articulate a clear vision with a sense of urgency for change, maintain focus and deliver a consistent message of implementation over time.
    2. Focus on schools (districts are successful when schools are successful).
    3. Create relationships with stakeholders based upon mutual respect and shared responsibility.
    4. Engage in expert problem solving.
    5. Invest in professional development.

Leadership Standards — Florida's standards for educational leaders define the essential practices of leadership that have high effect on the quality of instruction, climate in schools, and culture in school districts.

Learning Community (or Professional Learning Community) — Learning communities are groups of faculty who meet regularly to study more effective learning and teaching practices. They share common learning goals that align with school and/or district goals for student achievement. Learning communities can be effective methods for infusing scientific and evidence-based research programs into classrooms. According to information from the National Staff Development Council (NSDC), "the most powerful forms of professional learning occur in ongoing teams that meet on a regular basis, preferably several times a week, for the purposes of learning, joint lesson planning, and problem solving. These learning communities operate with a

commitment to the norms of continuous improvement and experimentation and engage their members in improving their daily work to advance the achievement of school district and school goals for student learning" (NSDC Standards – Learning Communities). This method for encouraging and developing expertise in our professional educators is encouraged throughout the state. Adults learn more effectively when they are engaged in the learning and relate learning to their job responsibilities (State Board of Education Rule 6A-5.071 – Professional Development Protocol – p.5).

Learning Environment — The environmental variables that either promote or inhibit learning include the physical classroom arrangement, rules, management plans, routines, expectations, peer/family influence, task demands, etc.

Learning Gain(s) — Learning gains are a statistical measure of a student's achievement over a specified period of time on a defined set of academic targets. Learning gains are based on a comparison of test results at one point in time to test results at a later period of time.

Learning Goal(s) — A learning goal is a statement of what learners will know and/or be able to do. In teaching situations, effective teachers state learning goals in a rubric (or scale) format where ascending levels of proficiency of the goal are specified. The rubric form guides learners in self-assessment of progress toward mastery of the goal and guides teachers in tracking student progress and providing feedback on progress toward accomplishing the goal.

Learning Organization — A learning organization is one where the people (who comprise the organization) continually expand their capacity to create the results they truly desire, where new and enlightening patterns of thinking are nurtured, where collective aspiration is developed and focused on shared goals, and where people are continually learning together (see systems thinking).

Learning Theories — Learning theories are research-based frameworks that address how people learn. There are a variety of perspectives about human learning and each framework or theory is based on a specific perspective. Behaviorist, cognitivist, constructivist, and humanist frameworks each offers insight into the complexity of human learning.

Least Restrictive Environment (LRE) — An IDEA principle that students with disabilities have access to the general education curriculum in the general education setting to the maximum extent possible. Removal of exceptional students from regular educational environments occurs only if the nature or severity of the exceptionality is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Lesson Segments

A lesson segment is a cluster of research-based instructional strategies addressing a general instructional function. (A strategy is a specific instructional action that has definable elements of proficiency and an instructional purpose for which it is appropriate. Strategies are the building blocks of practice.) In Florida's state model of teacher evaluation, lesson segments are organized into two categories:

- Lesson Segments Addressing Routine Events
    - Learning goals and feedback strategy cluster
    - Rules and Procedures strategy cluster
    - Lesson Segments Addressing Content
    - Interacting with new knowledge strategy cluster

- o Practicing and deepening knowledge strategy cluster
- o Generating and testing hypotheses strategy cluster
- Lesson Segments Enacted on the Spot
  - o Student engagement strategy cluster
  - o Adherence to rules & procedures strategy cluster
  - o Teacher/student relationship strategy cluster
  - o High expectations strategy cluster

Lesson design, planning, and delivery involve selection of instructional strategy(s) from the segments that fit the learning needs of the students, implementing the strategies correctly and in appropriate circumstances.

Lesson Study — Lesson study is a form of long-term professional development in which teams of teachers systematically and collaboratively conduct research closely tied to lessons, and then use what they learn about student thinking to become more effective instructors.

Level of Performance — A single measurement at a point in time revealing the student's performance relevant to a standard expectation. Examples: 72 words correct per minute, 75 percent compliance to directions, percentile score of 5, and standard score of 95.

Lexile — There are two kinds of Lexiles: the Lexile reader measure and the Lexile text measure. Students receive a Lexile reader measure as a score from a reading test - it describes his or her reading ability. Books and other texts receive a Lexile text measure from a software tool called the Lexile Analyzer - it describes the book's reading demand or difficulty. When used together, these measures can help match a reader with reading material that is at an appropriate difficulty, or help give an idea of how well a reader will comprehend a text. The Lexile reader measure can also be used to monitor a reader's growth in reading ability over time. Lexile helps readers grow, and helps parents and teachers know.

Literacy — Literacy is the ability to identify, understand, interpret, create, communicate, compute, and use printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society.

Management — Management is getting people together to accomplish desired goals and objectives using available resources efficiently and effectively. Management comprises planning, organizing, staffing, or directing, and controlling an organization (a group of one or more people or entities) or effort for the purpose of accomplishing a goal (a contrast with leadership).

Management System — A management system is the framework of processes and procedures used to ensure that an organization can fulfill all tasks required to achieve its objectives. It is focused on planning, organizing, staffing, directing, and controlling. Leadership and management systems combine to support quality outcomes.

Mastery — Mastery refers to a highly effective level of proficiency in use of an instructional strategy. Mastery of a repertoire of related strategies (see lesson segments) leads to mastery of a practice (see FEAPs). Mastery of an essential set of practices leads to personal mastery as an educator. The process leading to this level of personal mastery is deliberate practice.

Mental Models —Mental models are deeply ingrained assumptions, generalizations, or even pictures and images that influence how we understand the world and how we take action. Mental

models need to be tested against reality from time to time to monitor whether data supports our assumptions and beliefs.

Mentor —A mentor is a trusted guide or supporter who assists in development of proficiencies in critical practices, in deepening understanding of the role of educator, and in feedback about professional growth. Mentors may be particularly proficient peers, school leaders, or knowledgeable others.

Mind, Brain, and Education (MBE) —The emerging field known as Mind, Brain, and Education (MBE) is committed to connecting diverse disciplines — including cognitive psychology, biology, and education — and using this collected knowledge to inform education policy, practice, and research.

Mindset —Mindsets are internalized belief systems. As with mental models and paradigms, mindsets are ways of thinking that impact behavior in significant ways, often without our being fully aware of a cause and effect relationship between the mindset and decisions. Mindsets are typically classified into two broad categories:
- A fixed mindset
- A growth mind set

A fixed mindset is the belief that the basic qualities of people like intelligence and talents are fixed traits that do not change. The fixed mind set perceives both self and others as having started life with defined abilities that do not change significantly over time. There is an assumption that talent or intelligence – not sustained effort – is the cause of meaningful success.

A growth mindset is the belief that most basic abilities can be developed (improved) through learning and hard work through sustained deliberate effort. This mindset perceives intelligence and talent as starting points and that sustained effort to learn and growth will result in meaningful growth and eventual success.

The significance of a growth mindset to educators is obvious:
- Highly effective educators have a growth mindset and strive to enable their students to have a growth mindset that recognizes that sustained effort will lead to success in school and in life.
- The substantial research on "deliberate practice" illustrates the relationship of growth mindsets and rising to the highest levels of educator proficiency.
- Faced with rising expectation for preparing students to be college and career ready, a growth mindset promotes the risk taking and effort needed to make needed changes in practice.

Modifications — Modifications refer to significant changes in curriculum expectations based on student learning limitations and usually involves use of "access points" rather than the usual academic standards.

Monitoring Skill Set — Monitoring is a professional skill set that enables one to understand the current reality of his/her areas of responsibility. Multiple formal and informal monitoring processes generate information on the quality of implementation and impact of work processes. Walk-throughs, data analyses, observations (formal and informal), collegial meetings, and constructive conversations are all part of a monitoring skill set. The purpose of monitoring workplace behaviors, instructional practices, initiatives, or programs is to ensure successful implementation. Monitoring provides the data used to analyze current conditions. Those analyses enable feedback on quality and proficiency of implementation. When implementation

proficiency can be improved or where implementation is unsuccessful, specific and timely feedback on how to improve can be provided as a result of the monitoring processes. A school culture that promotes professional learning routinely relies on monitoring and feedback processes to assist individuals improve their practice by providing developmental feedback, additional practice, and continued observations of improvement efforts focused on growth. Monitoring skills are essential to school administrators, teacher leaders, mentors, instructional coaches, and collegial learning teams such as lesson studies and PLCs.

Multi-dimensional — "Multi-dimensional" is a way of conceptualizing the complexity of teaching and school leadership that organizes the various dimensions or areas of knowledge and skills into understandable groups from which standards and expectations for performance may be developed.

Multiple Intelligences — Research findings on how humans perceive and process information indicate that there are patterns to intellectual functions. "Intelligence" is not just one thing – but a collection of distinguishable types of intelligence. There are several different models for describing these research findings. For educators, a few key concepts of interest include: (1) Some types of intelligence are particularly helpful in typical school settings – and other types are more useful in circumstances found outside the typical school setting (so "school" will be easier for some that others); (2) within the range of intelligences particularly helpful in school settings, many learners will vary in their strength of the various intelligences (i.e., learning will be easier on some things than others); (3) intelligences are not fixed at birth but have a range of growth potential where capacity can improve with use and decline with disuse; (4) diversity in the learning methods and activities planned for students increases the probability that students will encounter something that works for them and leads to success (i.e., one approach does not fit all) (see also learning styles).

Newly Hired — A teacher who is employed fulltime in a district for the first time. The "newly hired" may or may not have prior teaching experience elsewhere, but is required under Florida law to have 2 evaluations in the first year of employment in a district. "First year teacher" refers to those with no prior teaching experience. Newly hired refers to initial service in a district regardless of teaching experience elsewhere. "Beginning teacher" typically refers to those in their first 3 years of teaching experience.

No Child Left Behind (NCLB) — The Elementary and Secondary Education Act (ESEA), also called No Child Left Behind, is the main federal law affecting education from kindergarten through high school. No Child Left Behind is based on stronger accountability for results, more freedom for states and communities, proven education methods, and more choices for parents.

Observation —
   Informal: The informal observation is any of a variety of processes where supervisors, mentors, or peers observe specific strategies or behaviors over a sufficient period of time to frame specific feedback that will improve or acknowledge proficiency. The time involved may range from a few minutes to as much time as a formal observation. Informal observations are often unannounced or unscheduled. These observations are useful for providing feedback to teachers, acknowledging professional growth and collecting additional evidence to further inform the annual evaluation process. While planning and reflection conferences are not required, observers usually provide timely and actionable feedback to teachers regarding these observations.

Formal: The formal observation is a primary method for collecting evidence that will be used as a source of data for the summative evaluation and provides a rich source of feedback to teachers regarding their instructional practice and professional growth. It is not the summative evaluation. The formal observation typically consists of an observation for at least ½ of full class period as deemed appropriate for various levels (early childhood, primary, intermediate, middle, and secondary school). The formal observation usually includes a planning and reflection conference with the teacher. These conferences provide a rich opportunity for teachers to reflect upon their practice, engage in a collaborative decision-making process and help administrators clarify expectations. Both the planning conference and the reflection conference should be conducted in a timely manner (often 1-5 days preceding and following the observation).

Organization — An organization is the collection of people who work together and whose work products and processes are inter-connected. Organizations are understood systemically not by organizational charts and printed rules but by the interactions and relationships among the people who constitute the organization. The "organization" is the people and the "system" is the collective behaviors (e.g., actions, decision, and beliefs) of those people that determine the outcomes achieved. The descriptions of what people are responsible for (job descriptions, organizational charts, etc.) are not the "organization" – these are the structures that focus their work and working relationships.

Organized Abandonment — The systemic changes needed to succeed in meeting rising expectations for school performance require building capacity for new and/or improved processes. However, the shift to a higher quality system will also require thoughtful and decisive action that leads to reductions in, or elimination of, traditionally implemented processes that are found not to contribute to success on those rising expectations, and/or are barriers to success on more critical elements. Organized abandonment is the process of deciding what to stop or reduce in priority so time and effort on essential school improvement work and professional learning is not delayed or impeded.

Peer — A peer, in the context of making a decision regarding the pervasiveness of a problem (Tier 1, Tier 2, or Tier 3), is a student with similar characteristics such as age, grade, or socioeconomic status. When reviewing student data, it is important to make comparisons to demographically similar peers or groups of peers.

A peer, in the context of an organization of professional educators, is a colleague with similar roles in the organization. "Peer" is focused on someone whose job responsibilities have significant similarities to your own and whose work experience and/or training make them an appropriate colleague for professional learning and proficiency development.

Peer Evaluator — A teacher, trained in the performance expectations assessed in a district's evaluation system and in the evaluation system processes, who will observe the instructional practices of other teachers and provide formative feedback to guide improvement in proficiency. Their observations/evaluations will contribute to the teacher's final evaluation.

Peer Mentor — A teacher, trained in the performance expectations assessed in a district's evaluation system, who will observe the instructional practices of other teachers and provide formative feedback to guide improvement in proficiency.

Personal Mastery — Personal mastery is the discipline of continually clarifying and deepening our personal vision, of focusing our energies, of developing patience, and of seeing reality objectively. Deliberate practice is the result of a continuous pursuit of personal mastery.

Planning (Pre) Conference — The planning or pre-conference provides an opportunity for the teacher and the administrator to talk about the lesson prior to the formal announced observation. During this time, the teacher and observer use the planning conference form as a means to discuss the lesson, engage in collaborative decision making, clarify expectations and identify areas where specific feedback will be provided.

Poor Response to Instruction/Intervention — Student rate of progress data reveals that the gap continues to widen with no change in rate after the instruction/intervention is implemented.

Positive Behavior Support (PBS) — The application of behavior analysis to achieve socially important behavior change. PBS was developed initially as an alternative to aversive interventions that were used with students with severe disabilities who engaged in extreme forms of self-injury and aggression. More recently, the technology has been applied successfully with a wide range of students, in a wide range of contexts and extended from an intervention approach for individual students to an intervention approach for entire schools. Positive behavior support is not a new intervention package, nor a new theory of behavior. Instead, it is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the fit or link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining school environments by making problem behavior less effective, efficient, and relevant, and desired behavior more functional.

Positive Response to Instruction/Intervention — Student rate of progress data reveals that the gap between expected performance and observed performance is closing. Ideally, the point at which the target student will "come in range" of grade-level expectations – even if it is long range – can be extrapolated.

Practices — Practices are what you do. Practices, descriptors, indicators, strategies, and behaviors are related terms often used interchangeably. Within the common language of instruction, a hierarchy of meaning is assigned to facilitate communications:
- A practice is a collection of related knowledge and competencies that describe a pattern of actions with a focused purpose, typically observable as strategies and behaviors.
- A descriptor is a summary description of a practice (see FEAPs descriptors of practice).
- An indicator is a term used in evaluation and feedback processes to identify specific strategies and/or behaviors that have a causal connection to student learning or are job requirements.
- A strategy is a specific instructional action that has definable elements of proficiency and an instructional purpose for which it is appropriate. Strategies are the building blocks of practice.
- Behaviors are the actions that teachers or students engage in to properly implement a strategy. Behaviors are the building blocks of a strategy.

Primary Language — The primary language is the language in which bilingual/multilingual speakers are most fluent, or which they prefer to use. This is not necessarily the language first learned in life or used in the home.

Principles of Professional Conduct of the Education Profession of Florida — A disciplinary rule of the Florida State Board of Education (6B-1.006) that defines obligations of Florida educators to students, public, and education profession. Violation of any of these principles shall

subject the individual to revocation or suspension of the individual educator's certificate, or other penalties as provided by law.

Prioritization — As a single word it means to "arrange according to priority," As a principle, it means doing "first things first." As a process, it means evaluating a group of options for expending fiscal and human resources, and ranking them in their order of importance or urgency. Strategic resourcing allocates resources (human, fiscal, and time) based on such prioritizations.

Problem Solving — The recursive, self-correcting, systematic process of finding solutions by accurately identifying problems, analyzing relevant data to understand why the problem is occurring, designing and implementing probable solutions, and measuring the effectiveness of the solutions that were implemented. Teams continue to engage in problem solving to ensure that student success is achieved and maintained. The four critical parts of the ongoing problem-solving cycle as a consistent way of work for teams are as follows:

1. Define the problem by determining the difference between what is expected and what is occurring. Ask, "What specifically do we want students to know and be able to do when compared to what they do know and are able to do?" When engaged in problem solving at the individual student level, the team should strive for accuracy by asking, "What exactly is the problem?"

2. Analyze the problem using data to determine why the issue is occurring. Generate hypotheses (reasons why students are not meeting performance goals) founded in evidence-based content area knowledge, alterable variables, and instructionally relevant domains. Gather assessment data to determine valid/non-valid hypotheses. Link validated hypotheses to instruction/intervention so that hypotheses will lead to evidence-based instructional decisions. Ask, "Why is/are the desired goal(s) not occurring? What are the barriers to the student(s) doing and knowing what is expected?" Design or select instruction to directly address those barriers.

3. Develop and implement a plan driven by the results of the team's problem analysis by establishing a performance goal for the group of students or the individual student and developing an intervention plan to achieve the goal. Then, delineate how the student's or group of students' progress will be monitored and implementation integrity will be supported. Ask, "What are we going to do?"

4. Measure response to instruction/interventions by using data gathered from progress monitoring at agreed upon intervals to evaluate the effectiveness of the intervention plan based on the student's or group of students' response to the intervention. Progress-monitoring data should directly reflect the targeted skill(s). Ask, "Is it working? If not, how will the instruction/intervention plan be adjusted to better support the student's or group of students' progress?" Team discussion centers on how to maintain or better enable learning for the student(s).

Problem Solving Team — Any team that systematically engages in the process of accurately identifying problems, analyzing relevant data to understand why the problem is occurring, designing and implementing probable solutions, and measuring the effectiveness of the solutions that were implemented.

Process — A process is a specific sequence of steps, activities, or operational methods. For example, developing growth targets by analysis of disaggregated student data, evaluation data, and consultations between educator and supervisor is a process.

Professional Goals — Professional goals are growth targets focused on specific improvements in proficiency. They are "thin slices" of practice that have a probability of improved performance if accomplished.

Professional Growth Opportunities — Professional growth opportunities are all the formal and informal short and long duration experiences that enable one to make progress on professional goals.

Professional Learning Community (PLC) — A professional learning community (PLC) is an extended learning opportunity to foster collaborative learning among colleagues within a particular work environment or field. It is often used in schools as a way to organize educators into working groups focused on a targeted improvement issue. A variety of national organizations provide protocols and processes to help PLC's run effectively.

Progress-Monitoring Measures — Progress-monitoring measures are ongoing instructional strategies conducted for the purposes of guiding instruction, monitoring student progress, and evaluating instruction/intervention effectiveness. Progress monitoring is typically practiced in two forms: formative assessments and interim assessments. When student participation in the progress monitoring process is added the instructional strategy of "tracking student progress" is in use (see definition for "tracking student progress").

Progress-Monitoring Plan (PMP) — A written plan for individual students or groups of students that reflects the interventions provided and the students' response to those interventions with student-centered data, resulting in ongoing progress-monitoring measures at a frequency appropriate to the level of intervention.

Protocol (Evaluation Standards for Professional Development) — District professional development activities in Florida are guided by Florida's Professional Development System Evaluation Protocol. The protocol contains standards for planning, delivery, and evaluation of professional development of Florida's educators.

Quality — Quality in an educational setting is meeting or exceeding customer (stakeholder) expectations. Continuous improvement in quality is a process of moving actual results toward a clearly defined set of desired outcomes, and periodically modifying the perception of the desired outcomes by attending to evolutions in customer (stakeholder) expectations.

Quality Teaching — Quality teaching is a label used to describe an approach to teaching the academic standards that differentiates instruction using formative data and research-based instructional strategies used correctly, in appropriate circumstances, and adjusted to meet student needs. Effective teachers use these quality processes with consistent proficiency to meet or exceed student learning expectations.

Questionable Response to Instruction/Intervention — Student rate of progress data reveals that the rate at which the gap is widening is decreasing considerably, but is still widening, or when a gap stops widening but closure does not occur.

Race to the Top — Race to the Top is a federally funded competitive grant program intended to enable participating states to upgrade and refocus their public education system, so that systemic changes enable research-based improvements in instructional and leadership practices to result in increased student learning on priority learning goals.

Rate of Progress — This is typically the amount of growth (e.g., words correct per minute, level of compliance, etc.) over a specified time period (week, month, etc.) demonstrated by a student or group of students.

Reflection (Post) Conference — The reflection or post-conference provides an opportunity for the teacher and the administrator to reflect about the lesson, clarify expectations, and plan forward using the reflection or (post) conference form as a guide for reflection and feedback.

Reflective Practices — Reflective practices are higher order thinking processes. The capacity to reflect on actions taken as part of one's work in a process of continuous learning is a defining characteristic of deliberate practice. Master educators cultivate the capacity to reflect "in action" (while doing something) and "on actions" (after you have done it) in order to objectively assess the proficiency and impact of their work and guide improvement efforts.

Relevant — Relevant, in the context of educator proficiency in standards-based instruction, refers to strategies or subject content having a significant bearing on the matter at hand. For strategies this usually means a research-based strategy done correctly and in appropriate circumstances. For subject matter it usually means the subject content of a lesson is aligned with appropriate academic standards.

Response to Instruction/Intervention (RtI) Framework — The multi-tiered practice of providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to make important instructional decisions [also referred to as a Multi-Tiered System of Student Supports (MTSS)].

Rigor (Rigorous) — Rigor is a goal rather than a level of difficulty. Rigor is the goal of helping students develop the capacity to understand content that is complex, ambiguous, provocative, and/or personally or emotionally challenging. Rigor is embedded in an instructional strategy when instruction and the learning outcomes expected of students require them to think in complex ways (e.g., to analyze, compare, create, and evaluate). Rigor is not about severity or hardship. All students need both rigorous content and direct instruction in the skills needed to manage that content. Instructional strategies that are designed to provide rigor are the most useful for student success (see definition of instructional strategies). There are different ways in which content can become rigorous, such as attention to interacting or overlapping ideas, dealing with dilemmas, identifying problems, conducting inquiry, evaluating alternatives, interpreting, and identifying patterns.

Routine Events — Routine events, in the context of effective teaching, are the central organizing strategies that link other strategies into a coherent lesson plan. They are typically such things as learning goals with rubrics, tracking student progress, celebrating student success, feedback, and rules and procedures that enable an effective learning environment.

RtI Logic — A way of thinking and working grounded in student centered data-based decision making that reflects the routine application of the four steps of the problem-solving process.

RtI Tiers — A level/type/intensity of instruction or intervention defined by student needs.
   Tier 1: Core Universal Instruction and Supports – General academic and behavior instruction and support designed and differentiated for all students in all settings.
   Tier 2: Targeted Supplemental Interventions and Supports – More focused, targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum and instruction.

Tier 3: Intensive Individualized Interventions and Supports – The most intense (increased time, narrowed focus, reduced group size) instruction and intervention based upon individual student needs provided in addition to and aligned with core and supplemental academic and behavior, curriculum, instruction, and supports.

Rubrics (or Scales) — Rubrics (often called scales) are a method for guiding improvement in performance. They are used in both personnel evaluation systems and in guiding student learning.

- In evaluation, they describe a proficiency range for indicators in an evaluation system. The rubrics (scales) provide guidance on performance levels ranging from low quality to high quality patterns of work relevant to the indicator. The rubrics (scales) provide a means for the employee to gauge their use of particular strategies and for administrators to provide feedback on proficiency or improvement needs regarding use of specific strategies. Rubrics are typically embedded within the observation protocol using labels for each proficiency level. Labels may be the same as the final summative rating levels (e.g., Highly Effective, Effective, Needs Improvement, or Unsatisfactory) or describe other classifications (e.g., Not Using, Beginning, Developing, Applying, and Innovating).
- In instructional use, rubrics are used by classroom teachers to describe the levels of progression (based upon degree of difficulty and/or the order in which content knowledge is acquired) that students will encounter as they strive to attain specific goals. Instructional rubrics also guide students and teachers in tracking student progress on learning goals based on course requirements.

Safe — Safe means a learning environment where a learner is able to engage in the required learning without fear.

Scaling-up — Increasing the capacity and quality implementation of the RtI logic.

School Based Leadership Team (SBLT) — A school-level team responsible for developing a school implementation plan. The school-based team becomes "trainers" and "coaches" for the school staff and will be responsible for schoolwide implementation.

Scientific, Research-Based Instruction/Interventions — Those instructions/interventions that involve the application of rigorous systematic and objective procedures to obtain reliable and valid knowledge relevant to educational activities and programs. Those instructions/interventions that involve research that employs systematic methods that draw on observation or experiment and rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn.

Screening Measures — Assessment tools designed to collect data for the purpose of evaluating the effectiveness of core instruction for all students and identifying students who may need more intensive interventions and support.

Sequences — A sequence is a set of things that are in an appropriate or correct order. One aspect of being an effective educator is understanding appropriate or correct sequencing of content and implementation of instructional strategies.

Shared Vision — The practice of shared vision involves the skills of unearthing shared "pictures of the future" that foster genuine commitment and enrollment rather than compliance.

Sheltered Instruction — Sheltered instruction refers to grade-level content area instruction provided through English in a manner that makes it understandable for English language learners.

Silent Period — The silent period refers to an initial period of second language learning during which beginner English language learners are uncomfortable speaking in the new language and remain largely silent.

Skills and Competencies — The terms "skills" and "competencies" are often used interchangeably, but they are not necessarily synonymous. Competencies may refer to sets of skills, but "competency" is more of an encompassing term that also includes behaviors and knowledge, whereas skills are specific learned activities that may be part of a broader context.

Standard Diploma — A standard diploma is a high school diploma earned in Florida via a traditional 24-credit route, the 3-year 18 credit college or preparatory program route, IB curriculum, or AICE curriculum. Each route is dependent on state and district credit, grade point average (GPA), and testing requirements.

Standardized Test — A standardized test is a test that is administered and scored in a consistent, or "standard" manner. It is constructed by specialists and experts based on standardized norms and principles. Standardized tests are designed in such a way that the questions, conditions for administering, time for completion, scoring procedures, and interpretations are consistent and are administered and scored in a predetermined, standard manner. This standardization permits more reliable comparison of outcomes across all test takers.

Standards — Standards, while having many uses in general language, is used in the common language of instruction to focus on levels of understanding or proficiency in specific subjects or areas of practice. Standards are something set up and established by authority as a rule for measures of quality and are within the scope of responsibility of the individuals to whom the standards are to apply.

- The Florida Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The Standards are designed to be relevant to the real world, reflecting the knowledge and skills that our young people need for success in both college and work. These Standards establish what students need to learn, but they do not determine how teachers should teach ("how" is based on research on instructional and student characteristics).
- Standards of professional practice identify the expectations for performance and understanding on which educators and districts will be evaluated and which focus the goals and processes of professional development (e.g., Florida Educator Accomplished Practices, Florida's Leadership Standards, and Florida's Professional Development System Evaluation Protocol).

Standards-Based Instruction — Standards-based instruction is a process for planning, delivering, monitoring, and improving academic programs in which clearly defined academic content standards provide the basis for content in instruction and assessment. Standards help ensure students learn what is important. Student learning is the focus. In Florida, setting standards for academic proficiency is a state-level task. Districts develop local curriculum to provide students access to the state approved standards in appropriate contexts. School site educators engage students in meeting the standards through standards-based instruction.

State Model for Teacher or Principal Evaluation — During Race to the Top, the Department of Education worked in consultation with national experts on the research based on effective teaching and school leadership to develop a process for observing, providing developmental feedback, and evaluating proficiency on research-based indicators that represent the basis of the FEAPs and state leadership standards. The "state model" in the evaluation context refers to a specific set of observation indicators, observation and feedback processes, and rating scales used in a manner that aligns evaluation outcomes with the state professional development standards.

Strategic Resourcing — Strategic resourcing is the process of allocating resources (human, fiscal, time, etc.) based on prioritizations. (Prioritization is a process for evaluating a group of options for expending fiscal and human resources, and ranking them in their order of importance or urgency.)

Strategies (or Instructional Strategies) — Strategies are specific instructional actions. Practices, descriptors, indicators, strategies, and behaviors are related terms often used interchangeably. Within the common language of instruction, a hierarchy of meaning is assigned to facilitate communications:
- A practice is a collection of related knowledge and competencies that describe a pattern of actions with a focused purpose, typically observable as strategies and behaviors.
- A descriptor is a summary description of a practice (see FEAPs descriptors of practice).
- An indicator is a term used in evaluation and feedback processes to identify specific strategies and/or behaviors that have a causal connection to student learning or are job requirements.
- A strategy is a specific instructional action that has definable elements of proficiency and an instructional purpose for which it is appropriate. Strategies are the building blocks of practice.
- Behaviors are the actions that teachers or students engage in to properly implement a strategy. Behaviors are the building blocks of a strategy.

Structure — A structure is a formal pattern of relationships between groups and individuals. Examples:
- "All teachers who teach language arts are in the language arts department" is a structure.
- The group of teachers working together in a lesson study group is a structure.

Student Evidence — Student evidence refers to specific observable behaviors in which students engage in response to the teacher's use of particular instructional strategies. These behaviors contribute to understanding the effectiveness of the teaching/learning process and are foundational elements for reflection and/or collegial dialogue in support of deliberate practice. The nature of student evidence aids in assessing the proficiency with which the teacher implements the instructional strategy.

Student Growth — Student growth is a measure of a student's change over time. In general, such measures focus on a student's academic growth in relationship to students with similar academic histories, as well as progress towards proficiency standards.

Student Outcomes (Desired) — What a student should know and be able to do after a lesson or course of instruction.

Student-Centered Data — Instructionally relevant student information gathered through record reviews, interviews, observations, informal and formal assessments, and tests that are utilized to

inform instructional decisions, including data that reflect students' level of performance and rate of progress tied to the standard expectations of the enrolled grade-level or chronological age.

Student-Centered Learning Environment — Learning environment refers to a collection of factors that affect student learning. A student-centered learning environment is structured and maintained to ensure physically and emotionally safe conditions, control of distractions, access to appropriate resources, differentiation of instruction, providing each student and teacher with direct, consistent access to 21st century learning tools, effective use of time, and on-going feedback on progress toward learning goals.

Subject Matter — Subject matter is used to refer to broad and deep content areas that organize related principles, generalizations, concepts, and facts into a coherent form. Professional expertise in subject matter is expected for those teaching about it (see FEAPs). Within a subject area one will find "standards" which are the agreed upon expectations for student mastery in that subject, and "curriculum" which is the collection/package/set of materials and tools that the teachers and learners use to progress toward the standards of the subject matter.

Summative Assessments or Measures — Assessments typically administered near the end of the school year or academic term to give an overall perspective of the effectiveness of the instructional program. They typically are cumulative in that they cover content from previous interim assessments and the term or year.

Supports — Behavioral or academic assistance provided to any student or group of students to enable their learning.

Systemic Change — A process of building consensus, developing infrastructure, and implementing a different way of thinking and operating within an organization. Effective systemic change in complex institutions like schools requires the interaction of a core of essential elements (thinking and behaviors of the participants). Those essential elements (or patterns of thought and behavior) are often (1) personal mastery, (2) mental models, (3) shared vision, (4) team learning, and (5) systems thinking.

Systems — A system is typically explained as a set of interacting or interdependent components forming an integrated whole. For example, Florida's public school system has such components as standards (e.g., The Florida Standards, FEAPs, Leadership, Professional Development, etc.), academic instructional practices (those experienced by students), leadership practices (those experienced by teachers), academic standards (those taught to students), professional development practices, data capacities, assessment practices, evaluation capacities, communications processes, funding mechanisms, and policy development processes. Each component in a large system like public education is a sub-system to the state as a whole, but has a system structure of its own.

Understanding a system requires awareness of the actual behaviors (actions, decisions, beliefs) employed by the organization (the people). The documents that describe how the people are expected to perform their responsibilities (e.g., policies, manuals, regulations, and directives) inform on expected behaviors, but the actual system is what the people actually do. Understanding one's system requires accurate information on what people do.

The "organization" is the people and the "system" is the collective behaviors (e.g., actions, decision, and beliefs) of those people that determine the outcomes achieved.

Systems Coaching — Implementing and sustaining large-scale evidence-based practices necessitates an alignment of roles and responsibilities to support effective implementation practices. Instructional coaching is one of the critical roles that schools provide as a resource for teachers to implement effective instructional practices. From a systems thinking perspective, coaching is a set of skills that may be shared and distributed across several educators across school, district, and state levels. The essential systems coaching skills are (1) interpersonal communication skills, (2) data analysis and interpretation skills, (3) dissemination skills specific to sharing content expertise, (4) team-based problem solving facilitation skills, (5) leadership and staff support planning skills, (6) provision of effective evidence-based training and technical assistance, and (7) program evaluation skills to assess impact of coaching supports and activities.

Systems Thinking — Systems thinking is a key behavior where the learning organization, and particularly the leaders within the organization, maintain awareness of the interactions between the various behaviors that comprise the system. Systems thinking is being aware of the connections between people and practices in an organization, the impact of their interactions over time, and insight into how various aspects of people's thinking, actions, and decisions impact the quality of the organization's work.

Teacher Evidence — Teacher evidence refers to specific observable behaviors that teachers engage in when using a particular instructional strategy. These behaviors contribute to understanding the effectiveness of the teaching/learning process and are foundational elements for reflection and/or collegial dialogue in support of deliberate practice.

Team Learning — The discipline of team learning starts with "dialogue," the capacity of members of a team to suspend assumptions and enter into a genuine "thinking together." It also involves learning how to recognize the patterns of interaction in teams that undermine learning.

Text Complexity — Text complexity involves making an informed decision about the difficulty of a text. Complexity is impacted by a variety of factors.
- Levels of Meaning or Purpose: texts with a single level of meaning or purpose tend to be easier to read than texts with multiple levels of meaning or purposes.
- Structure: texts of low complexity tend to have simple, well-marked, and conventional structures, whereas texts of high complexity tend to have complex, implicit, and unconventional structures.
- Language Conventionality and Clarity: texts that rely on literal, clear, contemporary, and conversational language tend to be easier to read than texts that rely on figurative, ironic, ambiguous, purposefully misleading, archaic or otherwise unfamiliar language or on general academic and domain-specific vocabulary.
- Knowledge Demands: texts that make few assumptions about the extent of readers' life experiences and the depth of their cultural/literary and content/discipline knowledge are generally less complex than are texts that make many assumptions in one or more of those areas.

Thin Slices of Behavior — Notable teaching moves that can be observed in a classroom, often a specific instructional strategy or teacher behavior.

Tiers — The term "tiers" is often used to communicate a hierarchical relationship among elements in a complex system. For example, the broad instructional design of a multi-tiered system of supports (MTSS) in Florida addresses three tiers or levels of academic and behavioral support aligned to ongoing formative and interim assessments of student learning needs. Tier 1

instruction & support is provided to all students and includes differentiation to meet a variety of needs. Tier 2 is supplemental instruction and supports provided in addition to and integrated with Tier 1 instruction to smaller groups of students who demonstrate need for that level of instruction. Tier 3 is the most intensive and individualized level of instruction in addition to and integrated with Tier 1 for specific students based on unique needs.

Tracking Student Progress — Tracking student progress is an instructional strategy designed to inform the teacher and student on student progress toward mastery of learning goals. The process informs the teacher and student what has been accomplished, at what level of proficiency, and what still needs to be learned. It involves both the teacher and student being engaged in the tracking process and typically focuses on the learning goals and associated rubrics that are the basis for lessons and units of instruction. The linkage of learning goals and tracking progress on their mastery is revealed by research to have a high probability of improving student learning.

Understanding — Understanding is a relationship between the learner and an object of understanding. Understanding implies abilities and dispositions with respect to the object of understanding sufficient to support intelligent behavior. Educators seeking student understanding as part of a learning goal will be able to specify the abilities, dispositions, or knowledge that will be accepted as evidence of understanding.

Understanding by Design (UbD) — Understanding by Design (UbD) is a framework for improving student achievement. Emphasizing the teacher's critical role as a designer of student learning, UbD works within the standards-driven curriculum to help teachers clarify learning goals, devise revealing assessments of student understanding, and craft effective and engaging learning activities. It is often referred to as backward planning or design where the planning of classroom activities is delayed until goals have been clarified and assessments designed.

Universal Design — The term "universal design" means a concept or philosophy for designing and delivering products and services that are usable by people with the widest possible range of functional capabilities, which include products and services that are directly accessible (without requiring assistive technologies) and products and services that are interoperable with assistive technologies.

Universal Design for Learning (UDL) — Universal Design for Learning (UDL) is a framework for designing curricula that enable all individuals to gain knowledge, skills, and enthusiasm for learning. UDL provides rich supports for learning and reduces barriers to the curriculum while maintaining high achievement standards for all. This framework includes multiple means of representation, multiple means of expression, and multiple means of engagement.

Value Added Measure (VAM) — A statistical method that estimates the effectiveness of a teacher or school. The difference between a student's actual and predicted results is the estimated "value" that the teacher or school added during the year with respect to the content tested. There are a variety of different types of value added models. Florida has selected a "covariate adjustment model" to measure student learning growth on FCAT. This model begins by establishing expected learning growth for each student. The expectation is estimated from historical data each year, and represents the typical learning gains seen among students who have earned similar test scores and share other characteristics. Visit the FDOE website for more information on Florida's student growth model.

Walkthroughs — As in the informal observation, walkthroughs can be announced or unannounced. Walkthroughs generally consist of very brief classroom observations of 3-10 minutes in length in which the observer gathers evidence regarding classroom instructional practices and behaviors on a regular basis. Timely and actionable feedback to teachers is also strongly recommended. Walkthroughs provide opportunities for individual feedback as well as trend and pattern data over time. Walkthroughs also inform professional development needs for individual and groups of teachers and provide a means to gauge the implementation of professional development against individual professional development plans and school improvement plans.