

EDUCATION CORE

Common Terms and Concepts

Accommodations vs. Modifications

- **Accommodations** are changes in **how** instruction occurs. Accommodations are the instructional supports and services that a student may need in order to succeed in the general education classroom. Accommodations DO NOT alter the curriculum standards. (http://organizedteaching.com/the_organized_sp_ed_teacher/accommodations_modifications.html)
- **Modifications** are changes in **what** is taught and/or assessed. Modifications may alter, reduce, or lower the standards or expectations for a grade level, subject, or assessment. (http://organizedteaching.com/the_organized_sp_ed_teacher/accommodations_modifications.html)

Activity v. Assessment

- An **Activity** can be any classroom experience that students engage in, complete, or create.
- **Assessment** is broader than tests we usually think of; Assessment is the variety of methods used to determine what students know and are able to do before, during, and after instruction. There are three purposes of assessment:
 - *Diagnostic Assessment* – gives you a sense of strengths and needs used to guide/plan instruction
 - *Formative Assessment* – monitors growth as you teach
 - *Summative Assessment* – determines what students have learned after instruction or for accountability purposes

Analysis

- Analysis involves looking at specific data (artifacts) to improve student performance. In looking at data, one must consider three steps: what the data illustrate, what data mean in relation to the established criteria in the objective or goal, and what needs to occur to increase student performance or continuously challenge the learners.
- Questions to consider:
 - What do the data illustrate in relation to what students understand and are able to do?
 - How do the data compare to what was expected?
 - What patterns are emerging from the data?
 - Which students are not mastering the concepts versus those who have mastered and those who are exceeding the stated criteria?
 - With which specific concepts do students need the most support?
 - Based upon the data, what are some future instructional goals? What is the teacher's role in such goals?

Contextual Factors

- These are any student, classroom, school, or community factors that have the ability to impact academic achievement.
- Bronfenbrenner's bioecological theory is utilized in EDUC 200 to help outline possible contextual factors, with a special emphasis on:
 - student-level
 - developmental domains (physical development, cognitive development, language development, moral development, social/emotional development)

- socio-economic status
- community-level
 - poverty
 - resources/access

Co-Teaching

- Two or more educators sharing the planning and instructional responsibility and accountability for a single group of students for whom they both have ownership.
- Co-teaching usually involves multiple activities occurring in one place. This implies that co-taught classes tend to be highly interactive places with high levels of student engagement. Care must be taken by co-teachers to outline roles and responsibilities so that both educators do have meaningful roles.

Co-Teaching Model	Definition
Station Teaching	Co-teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third "station" could give students an opportunity to work independently. When more than two educators are co-teaching, there can be one station for each teacher.
Parallel Teaching	The co-teachers are both teaching the same information, but they do so to a divided class group. The teachers teach the exact same lesson in the exact same way. The purpose is to increase active student engagement with a lower teacher-student ratio.
Alternative Teaching (Differentiated Teaching)	The co-teachers are both teaching the same information, but they do so to a divided class group. The teachers use different approaches for presenting the content. The purpose is to increase active student engagement with a lower teacher-student ratio and to address the needs of all learners using varied instructional approaches.
Team Teaching (Teaming)	Both teachers know and can deliver the material of the lesson, "one script, two voices." Therefore both teachers share delivery of the same instruction to a whole student group. Some refer to this as having "one brain in two bodies." This is used when it is necessary to have two teachers deliver the instruction at the same time (ex. need for demonstration, one teacher presents visual supports while the other provides verbal instruction, both teachers provide immediate feedback during guided and independent practice, etc.)
Supplemental Teaching	One teacher takes responsibility for the large group while the other works with a smaller group or an individual student. Supplemental teaching could be used for remediation, acceleration, pre-teaching, to help students who have been absent catch up on key instruction, assessment, etc.
One Teach-One Observe	Co-teachers decide in advance what types of specific observational information to gather during instruction and agree on a system for gathering the data. Afterward, the teachers should analyze the information together. The teachers should take turns teaching and gathering data.
One Teach-One Assist	One teacher has the primary responsibility for teaching while the other teacher circulates through the room providing unobtrusive assistance to students as needed.

Educational Technology

Facilitating learning by creating, using, and managing appropriate technological processes and resources to solve specific teaching/learning challenges. Educational technology is not simply having students go to a computer if they finish early or having students surf the Internet.

Goal v. Objective

Throughout the Education Core as well as in specific methods courses, learning goals and objectives are referred to with many terms, such as learning outcomes, objectives, aims, and targets, just to name a few. It is important to understand the concept of each more so than the specific terminology. What these terms all have in common is that they specify what students should learn as the result of classroom experiences.

- **Learning Goals** – broad outcomes for a unit usually covering several lessons
- **Learning Objectives** – narrow in scope and typically used for specific lessons; often includes criteria for mastery (3/4, 80%, etc.)

Motivation

Motivation follows the expectation x value theory (Feather, 1982), which suggests that for a student to become actively engaged and productive in a school activity, they must:

- believe they can be successful at the task;
- perceive value or benefit from rewards associated with successfully completing the task; and
- undertake the task in a classroom climate that meets the students' basic psychological and academic needs (Jones, & Jones, 2013).

Positive Classroom Climate

- A positive classroom climate emphasizes:
 1. working with students to develop, teach, and reinforce socially acceptable school behaviors;
 2. creating positive personal relationships and a support community within the classroom;
 3. providing small-group and individual instruction to teach appropriate behavior strategies to students who need additional assistance;
 4. implementing a reinforcement system that encourages and motivates students to behave responsibly;
 5. developing an individualized plan to assist students who continue to make poor behavior choices based on detailed analysis of the factors influencing student behavior (functional behavior assessment); and
 6. creating family, school, and community partnerships to support the academic and behavioral needs of individual students (e.g., Jones, & Jones, 2013; Lewis et al., 2006; Simonsen, Sugai, & Negrón, 2008).

Project Based Learning

- Harris, L. (2010). Project-based learning. In Evers, R. & Spencer, S. *Planning instruction for students with learning and behavior problems*. Upper Saddle River, NJ: Prentice-Hall, Inc.
- Terms often used interchangeably with project-based learning (PBL) include discovery learning, experiential education, problem-based learning, and/or active learning. As a Core, we typically use the terms project-based learning and explore how products and performances that curriculum-based, student-centered, and often interdisciplinary. PBL

requires:

- Receiving frequent feedback and revising while they learn from experience (Markham, Larmer, & Ravitz, 2003);
- Using new knowledge and new skills to solve a problem, create a product, or design a performance; and
- Going beyond isolated hands-on activities. Thomas (2000) cautions, “if the central activities of the project represent no difficulty to the student or can be carried out with the application of already-learned information or skills, the project is an exercise, not a PBL project” (p. 3).”

Reflection

Reflection is a practice involving a willingness to engage in constant **self- appraisal** and development. Reflection is the opportunity through which one can learn from experience by:

- Asking questions about what did and what did not work in a lesson;
- Looking at possible reasons/causes why something did or did not work in a lesson;
- Asking what should be done differently the next time taught or what should occur in the learning as the students move forward;
- Making decisions concerning future plans based upon this self-appraisal.

Teaching vs. Learning Strategy

- **Teaching Strategy** – the principles and methods teachers use for instruction
- **Learning Strategy** – metacognitive and cognitive strategies students use to organize, problem solve, and understand content. Most learning strategies begin as teaching strategies through modeling and guided practice.

Universal Design for Learning

- The primary purpose of Universal Design is to find barriers to learning that all students face, then remove those barriers in order to provide equitable access to the curriculum and an inclusive environment for all learners. The three principles are providing:
 - multiple means of representation,
 - multiple means of action and expression, and
 - multiple means of engagement.
- For more information, visit: <http://www.cast.org/>.