

## The Glossary

Term	Definition
Adaptive methods	Teaching methods that are fluid and can be easily adjusted based on the learner’s needs within the context and process of the learning.
Advocacy	Active support of educational change within the school and/or educational community.
Analyze/Analysis	Analysis means to “break apart” and examine the pieces, trends/patterns, etc. It depends on the interpretations the teacher makes of what happened, examination of why the elements or events described are the way they are. It must include an interpretation of the evidence submitted and conclusions based on that evidence. It shows assessors the thought processes the teacher used to arrive at the conclusions made about a teaching situation. Analysis is called for when a prompt uses words such as <b>how, why, or in what way(s)</b> .
Appropriate strategies	The teacher uses methods that fit the student* population and the content. The methods are consistent with the context the teacher has described, e.g., the students’ developmental or cognitive levels, cultural environment, practices that reach beyond basic learning into higher-level thinking, English-language learners, etc.
Artifacts: Teacher Instructional	Items from a teacher’s practice used to foster learning of the students and to support and enhance the evidence provided by the candidate within the written commentary. (e.g., teacher lessons, activities, assessments).
Artifacts: Student* Work	This is work that comes directly from students* and shows student* voice (reflection/understanding). This work is used by the candidate to support and enhance evidence presented in the written commentary (e.g., excerpts from student* reflections, exit slips, writing, surveys).

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Assessment results	Test scores, summary of the content learned or not learned, and student* reflections. Assessments can be teacher-, district-, or state-designed tests that include selected response, extended response, or performance assessment.
Collaboration	Ongoing communication among professionals using a variety of formats (e.g., conferences, electronic mail, conference calls) to discuss, plan and implement content—course work, experiences, competencies, knowledge and skills—of the candidate and/or students.
Criteria	Subcomponents of the 3 Washington Professional Standards. Candidates use evidence to demonstrate their competence in these 12 criteria. (WAC 181-78A-540). Scores are assigned and feedback given for each of the criterion.
Cultural sensitivity/ competence	Awareness and consideration of individual differences within and among students, parents, and members of the community. As educational settings become increasingly diverse teachers, as professionals, must partner with families and community members to work together respectively to learn new techniques and skills for understanding, motivating, and empowering each individual student* regardless of race, gender, religion, life experiences, economic status, abilities or disabilities.
Data	Information, facts, statistics that provide insight into learning.
Diversity	A range of differences, including, but not limited to, life experiences, prior knowledge, economic status, gender, race, ethnicity, religion, abilities and disabilities.
Engagement	"The extent to which learners actively and persistently participate until appropriate responses are firmly entrenched in their repertoires ... [and is] indicated by absence of irrelevant behavior, concentration on tasks, enthusiastic contributions to group discussion, and lengthy study." (Walberg, 1999) Generally, active involvement in the specified task or activity.

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Entry	Structure for assembling evidence connected to specific criteria. Each entry includes a teacher candidate's written commentary and artifacts as evidence of his/her teaching. Teachers will develop three entries that elicit evidence to address 12 criteria.
Evidence	Give details that are: accurate and precise enumeration and/or explanation; clear and logical ordering of the elements or features of the event, person, concept, or strategy described; and descriptive of supporting features or elements that would allow an outsider to "see" whatever is provided as evidence.
Focus students*	The 3 students* selected in Entry 3 who best represent a range of learners in your class setting (e.g., instructional levels, special needs, cultures). Note: If your class is tracked, provide the best difference in range that you can, given the students in your class.
Formative assessments	These are activities or tests that are used during instruction to measure the growth in student* learning toward the learning targets. These assessments are often oral, written, and/or observational and can be implemented by the instructor or the learner and then used to make adjustments in instruction. They are not typically used to calculate a student's grade.
Guiding prompts	These are the prompts within the entries that are scaffolded to help the candidate address each of the aspects within a criterion.
Higher-level thinking	Using Bloom's taxonomy students are challenged to analyze, evaluate or synthesize in their thinking.
Learning activities	The design of the learning environment and the experiences provided to students that support and facilitate their learning.
Learning goals	Intended learning that students should master, based on standards and curriculum, as a result of instruction.
Learning targets	"Defines academic success, what we want students to know and be able to do." (Stiggins, 2001) Generally written in student*-friendly language so the learner can demonstrate understanding.

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Observational data	Events and information taken by a third party who records student* actions.
Over time	Continuously and routinely. What may be "over time" for one developmental level, may not be appropriate for another (e.g., high school students may be able to work for weeks on one unit, whereas kindergarten students will require shorter units).
Positive impact on student* learning	"Means that a teacher through instruction and assessment has been able to document students' increased knowledge and/or demonstration of a skill or skills related to the state goals ..." [WAC 181-79A-030 (13)]
Problem solving	An analytical process that students engage in to find solutions to a problem or situation. Frequently used in math and science and includes the use of language from the field of study.
Professional Growth Activities	The experiences provided to teachers that facilitate their learning and that support their professional growth goals.
Professional Growth Goals	The intended learning that a teacher should master, based on standards and curriculum that various activities will support.
Rationale	The underlying principle or justification for a decision that is made. It should be related to the teaching and learning context as described by the teacher.
Reflection	Retrospective consideration of one's practice, tells what you would infer from your analysis of a lesson or learning activity and what you will do next or differently as a result of this information.
Reflective practice	An active and conscious process that involves a deliberate pause to examine beliefs, goals, or practices in order to gain new or deeper understanding that leads to actions to improve students' learning.
School/Class Profile	The School/Class Profile is a form that will be completed by the candidate for the class or classes taught in completing each entry. The form gives the scorers a picture of the setting in which the candidate is teaching and the students who are taught in each entry the candidate submits. For teachers with a single class, only 1 form will be needed; for teachers who choose to use different classes for each entry, up to 3 School/Class Profile forms can be created, 1 for each entry. These forms are part of the e-portfolio and once a candidate registers, the forms will be available for completion.

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Self-evaluation feedback	Students will examine their work and consider their progress and what the next steps in their learning are. This should include content as well as the learning process.
Standards	There are 3 standards: Effective Teaching, Professional Development, and Professional Contributions. There are 12 criteria that explain the standards. (WAC 181-79A-270)
Student* voice	Feedback from the student* on the learning. This includes both the student's analysis of the content as well as reflection on and articulation of the learning process. Voice may also be accompanied by student* work, but student* voice is the meta-cognitive process, not the work.
Summative assessments	Evaluative activities or assessments at the end of a lesson or unit that determine a student's mastery and understanding of information, skills, concepts or processes. Typically, the results of these assessments contribute to a student's grade or score.
Technology/Available technology	Expertise in using a variety of equipment as a tool to enhance learning. This could include, but is not limited to, computers, recorders, microphones, camcorders, scientific calculators, electronic boards, document cameras, electronic microscopes, adaptive technology. "Available" means that which the teacher can access occasionally.
Two-way communication	Any communication that shows the candidate invites and encourages parent/guardian/community involvement in the students' learning as a result of candidate interactions. The communication can be initiated by the candidate or by the parent/guardian/community. If initiated by the candidate, it does not always have to result in a response.

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