



Glossary of Terms

The following descriptions are provided to clarify how TPI-US approaches and thinks about key aspects of teacher preparation and key teaching skills. These descriptions are not meant to be exhaustive but illustrative. Similarly, the descriptions should not be used as a checklist for evidence.

Academic Feedback- Feedback provided to students or between students and used to assess students' progress, monitor and adjust instruction, prompt student thinking, facilitate discussion and provide timely feedback to students on the accuracy of their work/ thinking that leads to improvement. Academic feedback can be oral, written, or virtual and improves students' understanding on their own progress. Academic feedback contributes to a deep, productive learning environment.

Look for:

- Academic feedback that is timely, accurate, and specific; how it is used to support and/or further student learning.
- Feedback aligns to specific learning goals (more than “good job”).
- Guides student learning on how to achieve learning outcomes, providing a “how to” get to the desired outcome.
- Provided by the teacher/teacher candidate and student to student.
- Teacher candidate circulates to monitor student learning and provide feedback.
- Coursework and training that explicitly model and teach how to provide academic feedback.

Assessment- Students are assessed through performance and/or what they are able to produce as a result of their learning. Formative and summative results are used to inform instructional decisions and to guide student learning. Formative assessment is an integral part of instruction that helps students identify progress, or lack of it, in their own learning. Teachers are able to use formative assessment, including checks for understanding, to address misconceptions and/or struggling students' needs immediately.

Look for:

- Evidence a teacher candidate has about student learning during the lesson.
- Use of formative assessment, including checks for understanding, throughout a lesson.
- Assessment that allows a teacher candidate to accurately gain knowledge of all students' learning and, if needed, adjust instruction accordingly (even mid-class).
- Active monitoring of student *learning* and *understanding*.
- Student learning is monitored through academic feedback and questioning.
- Use of “teachable moments” to monitor and adjust instruction.
- Formulating specific questions for evidence of student understanding.
- Students are actively involved in collecting information from formative assessments and provide input.
- Assessments provide opportunities for student choice and opportunities for students participate in designing assessments for their own work.

- Teacher candidate-designed assessments are authentic, with real-world application as appropriate.
- Coursework and training that model and explicitly teach assessment strategies and skills.

Classroom Management- Clear rules and expectations for learning and behavior that are explicitly established and positively reinforced through social approval, contingent activities, and consequences to maintain appropriate behavior and high expectations. Expectations for learning and behavior include management of groups, transitions, and activities and material. When disruptions do occur they are handled in a timely and effective manner and do not detract from student learning.

Look for:

- Evidence the teacher candidate has established routines and procedures for activities in the classroom including centers, discussions, transitions, distribution of materials and supplies, and direct instruction.
- How misbehavior is handled when it arises-- does the handling of misbehavior further disrupt class?
- How are low-level disruptions handled by the teacher candidate? Classroom environment establishes a culture for learning.
- Actively monitoring student behavior.
- Minimal loss of instructional time.
- Students engaged in routines and procedures.
- Productive, positive classroom with high levels of engagement.
- Respectful culture where student and teacher candidate interactions demonstrate caring and respect for one another.
- Coursework and training that model and explicitly teach classroom management strategies.

Differentiation- Tailoring instruction to meet the needs of **all** students including but not limited to English Language Learners, Special Education, and Gifted. This could include teacher candidates differentiating content, process, products, or the learning environment that is ongoing.

Look for:

- **Content** – what the student needs to learn. Examples: using materials at varying levels; use of auditory and visual methods; working with small groups to remediate a skill or idea or extend thinking for advanced or gifted learners;
- **Process** – activities in which the student engages in order to master the content. Examples: using tiered activities through which all learners work with the same important understandings and skills, but proceed with different levels of support, challenge, or complexity; use of centers that encourage students to explore subsets of the class topic of particular interest to them; providing students with a learning partner; use of manipulatives or other tactile supports, varying the length of activity or time a student may take to complete a task in order to provide additional support for a struggling learner or to encourage an advanced learner to pursue a topic in greater depth.

- **Products** – culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit. Examples: providing students options of how to demonstrate required learning; use of rubrics that match and extend students' varied skills levels; allowing students to work alone or in small groups on their products; and encouraging students to create their own product assignments as long as the assignments meet learning expectations and contain required elements.
- **Learning environment** – Classroom environment supports a culture for learning and is a place where students and the teacher value academic work. Examples: places in the room for students to work without distraction, as well as places that invite student collaboration; materials that reflect a variety of cultures, community and home settings; clear guidelines for independent work that parallel individual needs; routines that allow students to get help when teachers are unable to provide immediate assistance.
- Coursework and training that model and explicitly teach how to differentiate instruction.

Engagement in Student Learning- Students are *actively* contributing to the learning environment through discussion, answering questions, and generating work that supports the lesson objectives; they are provided appropriate and meaningful opportunities for student to student interaction and choices in learning activities. Engagement in student learning demonstrates students' ability to develop a deeper understanding through what they do. Evidence for student engagement can be identified in the quality of what students are saying and doing as a result of what the teacher candidate has facilitated or planned. **Note:** engagement is more than simply “compliant” attentiveness or “busy” student behavior.

Look for:

- Students responding to the teacher candidate or one another in discussion, asking questions, explaining thinking to the instructor and to each other, reading critically, (not limited to these actions).
- What students are being asked to do during the lesson (e.g., busywork or cognitive engagement in learning).
- Students engaged in hands-on activities that foster learning and development of knowledge and skills.
- Students engaged in challenging content and learning that require complex thinking.
- Scaffolds and challenges provided by the teacher candidate for inquiry and exploration of content.
- Lesson structure and pacing provide appropriate time to foster reflection and integrate understanding.
- Students are doing the cognitive work, not the teacher candidate.
- Appropriate grouping tied to lesson and learning objectives (individual, pairs, small groups, purposeful, random).
- At the preparation program level, coursework and training that explicitly attends to helping teacher candidates learn and practice strategies for effective student engagement in learning.

Highly Effective Instruction- Teaching delivered with a clear purpose, high expectations, and engaging learning opportunities. Formative assessment is frequent and routine and maximizes the impact on learning. Highly effective teaching is a challenging and rigorous learning experience. Highly effective instruction promotes student learning outcomes through content knowledge, quality questions, academic feedback, differentiating instruction to meet the needs of all learners and provides students with a respectful culture for learning.

Look for:

- Teacher candidate is facilitating instruction at an appropriate pace, actively monitoring students' academic progress through questions and feedback that promote responses and thinking by the students.
- Teacher candidate continuously monitors student achievement through learning activities.
- Student enthusiasm, interest, thinking, problem solving, discussion, and grouping help obtain learning goals.
- Learning tasks that require high-level student thinking and invite students to explain their thinking.
- Students highly motivated to work on all tasks and persistent even when the tasks are challenging.
- Flexibility from the teacher candidate in making minor or major adjustments during a lesson as a response to student learning.
- Students actively working on cognitively challenging tasks rather than watching while their teacher candidate "works".
- Appropriate lesson structure and pacing; with time for closure and student reflection.
- Coursework and related experiences offered by the program develop the content knowledge and teaching skills of teacher candidates resulting in improved student learning.

Questioning- Purposeful, differentiated, aligned to objectives, varied in level (basic to complex), and frequently used in instruction to elicit student thinking and facilitate student learning. High-quality questions support students to make connections to content and come to a new understanding of complex material.

Look for:

- Teacher candidates use divergent and convergent questions.
- Teacher candidates frequently use questions to make connections and/or challenge students' thinking.
- Questions push beyond procedural to conceptual.
- Questions elicit multiple response types such as choral, individual, written, shared, and group.
- Participation from all students is facilitated by the teacher candidate in multiple ways to encourage and promote all students in discussions that are a result of quality questioning techniques; as a result, most (if not all) students are engaged in the discussion.
- Teacher candidate builds on responses of students.

- Coursework and training that model and explicitly teach how to incorporate questioning.

Student Work- Work connected to learning experiences and relevant to students' lives. It is used to organize, interpret, analyze, synthesize, and evaluate information learned rather than reproduce it and is often supported through writings, discussions, and projects.

Look for:

- Student activities, materials and assignments promote student thinking and allows for students to explain their responses and demonstrate understanding of content.
- What type of student work candidates require of students; how candidates use the student work to understand, assess, and extend student learning.
- Connects learning to real life experiences.
- Draws conclusions about student learning and achievement.
- Examines and analyzes information in multiple forms.
- Provides information on student thinking, progress and contribution to the learning process.
- Coursework and training that model and explicitly teach candidates how to use student work to promote student thinking and to understand, assess, and extend student learning.

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