

Birth-to-College Collaborative Glossary of Terms

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Early Childhood Education and K-12 Education Terminology

Achievement gap

The disparity in academic performance and educational attainment among different groups of students, defined by race or ethnicity, socioeconomic status or gender. Evidence of the achievement gap has been measured in a variety of ways, including vocabulary, standardized test scores, grade-point averages, high school dropout rates, and college enrollment and completion rates.

Assessment

A tool used to measure specific elements of progress at either the individual (e.g., child, staff, parent), classroom or program level.

Balanced assessment

The strategic implementation and use of formative, interim and summative measures.

Centers

Areas of the classroom where students congregate in small groups to accomplish given learning tasks. While students generally work independently or cooperatively with other students in centers, teachers can also provide small group instruction, with, for example, small reading or math groups.

Community of learners

A group of children or teachers who support each other in their collective and individual learning. They are cooperative and can work productively together. Individually, they are motivated and strive to do quality work. Since they know they are going to be encouraged to take risks and be supported if they do not succeed the first time they try something new, they challenge themselves and they view mistakes as learning experiences.

Curriculum

The knowledge and skills students are expected to gain, which includes the learning standards or learning objectives they are expected to meet; the units and lessons that teachers teach; the assignments and projects given to students; the books, materials, videos, presentations and readings used in a course; and the tests, assessments and other methods used to evaluate student learning.

Data-driven instruction

The process of improving student learning through a continuous cycle of assessment, analysis and action (re-teaching).

Fade out

The declining positive effects of programs or interventions as children become older. Some research literature has indicated that the benefits of Head Start and some other preschool programs fade out after a few years.

Family and community engagement

Building relationships with families and community stakeholders that support family well-being, strong relationships between parents and their children, families' partnership with and participation in their children's educational settings, building parent networks to facilitate peer learning, and nurturing ongoing learning and development for families and their children.

Formative assessment

The monitoring of child learning to provide ongoing feedback that teachers can use to improve their teaching and children can use to improve their learning.

Interim assessment

An assessment that takes place multiple times during the year and is designed to identify strengths and weaknesses in curriculum and instruction.

Opportunity gap

The inequitable distribution of resources and opportunities for students from different groups that leads to differences in performance and educational attainment. The opportunity gap refers to inputs, while the achievement gap refers to outputs.

Professional learning community (PLC)

A group of educators (mostly teachers) who meet regularly, share expertise and work collaboratively to improve their teaching skills and the academic performance of their students.

Relational trust

Interpersonal social exchanges that take place in a school community such as principal to teacher, principal to parent, teacher to teacher, teacher to student, and teacher to parent. It is built on four criteria: respect, competence, personal regard for others and integrity.

Response to intervention (RTI)

An academic intervention method that categorizes students along a pyramid that designates the necessary level of intervention needed by each individual child.

Scaffolding

Using a variety of instructional techniques to move students progressively toward stronger understanding and greater independence in the learning process.

School culture

The beliefs, perceptions, relationships, attitudes, and written and unwritten rules that shape and influence every aspect of how a school functions. The term also encompasses more concrete issues, such as the physical and emotional safety of students, the orderliness of classrooms and public spaces, and the degree to which a school embraces and celebrates racial, ethnic, linguistic or cultural diversity.

Screening

Procedures used to identify potential health or developmental problems in children who may need a further and more sophisticated examination through health assessments, diagnostic assessments or educational evaluation.

Screening tools

Standardized instruments used to identify children in need of further evaluation, and possible intervention, in a specific area of development.

Social capital

Stocks of social trust, norms and networks that people can draw on to solve common problems.

Social-emotional learning

Gaining interpersonal skills, including identifying and managing one's emotions, and competencies with effective interactions between adults and children and peers.

Summative assessment

The evaluation of student learning at the end of an instructional unit by comparing it against some standard or benchmark.

Transition

Movement from one activity or subject to another as well as from home to school, school to school, or school year to school year.

Early Childhood Education Terminology

Continuity of care

Having one primary caregiver/teacher for more than one year in a non-parental care setting.

Creative curriculum

A preschool curriculum program developed by Teaching Strategies, LLC and aligned with Illinois State Board of Education Learning Standards.

Developmentally appropriate practice (DAP)

An approach to teaching grounded in the research on how young children develop and learn, and in what is known about effective early education. Its framework is designed to promote young children's optimal learning and development.

Early childhood education (ECE)

All forms of organized and sustained activities, often center- or school-based, designed to foster learning and emotional and social development in children, such as preschools, kindergartens and child-care centers.

Early childhood self-assessment

A tool for states or programs to examine their own efforts to design and implement a coordinated system of services and policies for children birth to age five.

Early Head Start (EHS)

A federally funded, community-based program for low-income families with infants or toddlers, or pregnant women. The mission of Early Head Start is to enhance the development of very young children, promote healthy prenatal outcomes for pregnant women and promote healthy family functioning.

Early Head Start/Head Start performance standards

A set of standards designed to ensure that the Head Start goals and objectives are implemented successfully, that the Head Start philosophy continues to thrive, and that all grantee and delegate agencies maintain the highest possible quality in the provision of Head Start services.

Early intervention (EI)

A system of services for infants and toddlers with developmental delays or disabilities. Early intervention provides a variety of services to help improve physical, cognitive, communication, social-emotional and self-help skills.

Head Start (HS)

A federally funded program that provides comprehensive education, health, nutrition and parent involvement services to low-income children and their families. The Head Start program offers educational, health, disability, mental health, nutrition and social services to children 3 to 5 years old.

Home visit

An intervention conducted in the home with the child, parent/guardians and other family members. The intervention includes engagement, assessment of family and child needs, developing a family care plan, care coordination and case management. For a center-based program, a home visit occurs when the child's teacher or other center staff meets with the family in its home environment.

Indicators of early childhood education quality

Elements that contribute to program quality, including the organization of physical space, appropriate and adequate supply of materials, teacher qualifications, emotional and instructional climate, programming variables, instructional strategies, and collaboration among team members and families, as well as individualization and adaptations within daily routines.

Individual family service plan (IFSP)

A plan for special services for young children (ages birth to five) with developmental delays. IFSPs provide information to K-12 school personnel who develop individual education plans (IEPs) for children 5 and older.

Joint attention

The shared focus of two individuals on an object. Joint attention is important for many aspects of child development, including comprehension, production, word learning and social-emotional development.

Office of Head Start program information report (PIR)

Provides comprehensive data on the services, staff, children and families served by Head Start and Early Head Start programs nationwide. All grantees and delegates are required to submit these reports for Head Start and Early Head Start programs.

Parent, family and community engagement (PFCE) interactive framework

A framework designed for Head Start programs to achieve outcomes that lead to positive and enduring change for children and families.

Quality rating and improvement system (QRIS)

A method to assess, improve and communicate the level of quality in early care and educational settings. A comprehensive QRIS includes the following components: (1) quality standards for programs and practitioners, (2) supports and an infrastructure to meet such standards, (3) monitoring and accountability systems to ensure compliance with quality standards, (4) ongoing financial assistance that is linked to meeting quality standards, and (5) engagement and outreach strategies.

Zone of proximal development

The optimal area for instructional intervention that exists between what a learner can do independently and what he or she can do with external help to move to the next level.

Student Assessments

Kindergarten Entry Assessment

A common, Illinois-wide assessment that is aligned with the state's Early Learning and Development Standards and informs instruction and services in the early elementary grades that:

- Covers all of the essential domains of school readiness
- Is valid, reliable and appropriate for the target population and for the purpose for which it will be used
- Is administered to all children who are entering a public school kindergarten statewide
- Is appropriate for all children, including English learners and children with disabilities

Teaching Strategies for Early Childhood GOLD™

Teaching Strategies GOLD™ monitors children's progress during the academic year. The ongoing observation-based assessment system centers on 38 objectives in 10 areas that are predictors of school success and aligned to the Illinois Early Learning and Development Standards.

Learning Environment Tools

Environment Rating Scales

Evaluation tools that are designed to assess process quality in an early childhood or school-age care group. Process quality consists of the various interactions that go on in a classroom between staff and children, staff, parents, and other adults, among the children themselves, and the interactions children have with the many materials and activities in the environment, as well as those features such as space, schedule and materials that support these interactions.

Classroom assessment scoring system (CLASS)

A time-based measure for which data collectors observe four 20-minute cycles of classroom activities focused on teacher-child interactions, each followed by a 10-minute scoring period. Observations are grouped into three domains: emotional support, classroom organization and instructional support.

Additional ECE Terminology Resources

<http://www.ilgateways.com/en/glossaries>

http://www.naeyc.org/files/naeyc/file/ecprofessional/NAEYC_NACCRRA_TrainingTAG_glossary.pdf

<http://www.researchconnections.org/childcare/childcare-glossary>

K-12 Terminology

Balanced literacy

The integration of various modalities of literacy instruction through explicit skill instruction, the use of authentic texts and the use of informal assessments. The National Reading Panel Report of 2000 summarized several decades of scientific research that clearly shows effective reading instruction addresses five critical areas: phonemic awareness, phonics, fluency, vocabulary and comprehension.

Everyday Mathematics

A comprehensive pre-k-through-6th-grade math curriculum developed by the University of Chicago School Mathematics Project and published by McGraw-Hill Education.

Guided reading

An instructional approach that involves a teacher working with a small group of students who demonstrate similar reading behaviors and can all read similar levels of texts.

Individualized education program (IEP)

A written statement for each child with a disability that is developed, reviewed and revised in a meeting between parents, teachers and staff in accordance with federal guidelines. Details of the federal guidelines are provided in the hyperlink of the glossary term.

Tribes Learning Community (TLC)

A research-based process that creates a culture that maximizes learning and human development. Beyond lesson plans, bully proofing, conflict management, discipline and academic achievement, TLC offers collaborative skills, community agreements, meaningful participation, strategies for integrating curriculum, and professional development in elementary, middle and high school, leadership, afterschool youth development programs and administration.

Student Assessments

Devereux student strengths assessment (DESSA)

A 72-item, standardized, norm-referenced behavior rating scale that assesses the social-emotional competencies that serve as protective factors for children in kindergarten through 8th grade.

Illinois standards achievement test (ISAT)

An assessment of reading and math in grades 3 through 8 and science in grades 4 and 7 generally administered in March. The ISAT will be phased out and new assessments will take its place after March 2014.

Northwest evaluation association (NWEA)/ Measures of academic progress (MAP)

A computer adaptive interim assessment given to students in grades 2-12 three to four times a year that covers reading, language usage and mathematics.

Strategic teaching and evaluation of progress (STEP™) literacy assessment

A comprehensive, research-based literacy assessment created by the University of Chicago Urban Education Institute for students in pre-kindergarten through 3rd grade that tracks progress and provides targeted interventions for students who need extra reading support.

Additional K-12 Terminology Resources

<http://www.cps.edu/Schools/Pages/Glossary.aspx>

<http://www.cps.edu/Schools/Documents/ProgressReportMetricDetails.pdf>

http://osd.wednet.edu/media/for_parents/educational_dictionary.pdf

Educare Terminology

Devereux early childhood assessment (DECA)

A nationally normed assessment that measures behavior on three scales of initiative, attachment and self-control in preschool children ages 2 to 5. The DECA is administered in fall and spring each year.

Educare parent association

A group of Educare parents who work together to plan various programs and participate in the school in various ways, such as curricula development.

Educare Schools

Educare is a research-based program that prepares young, at-risk children for school; a specially-designed place that nurtures early learning and sends a bold message about the value of investing in the first five years; an innovative partnership between the public and private sectors to create a more efficient, more effective early learning program; and a compelling platform to drive change among policymakers, business leaders and early childhood providers by showing what quality early learning looks like. There are Educare Schools across the country in many settings, from rural to urban. Educare Chicago is the first Educare School, started in 2000.

Family child review (FCR)

Meetings of Educare education and family support staff to discuss and understand the child in the context of his or her family, conducted a minimum of three times per year.

Implementation Study

The multisite Implementation Study across the Educare Network conducted by the FPG Child Development Institute at the University of North Carolina, Chapel Hill.

Local evaluation partner (LEP)

An individual or institution that works with an Educare school to collect data for the Implementation Study and to design and implement an ongoing local evaluation

Master teacher

Educare master teachers help facilitate and design curriculum and coach and manage the instructional staff. Classroom teachers, floater/substitute teachers, and appropriate consultants, volunteers and interns report to the master teacher.

New Beginnings

An approach and philosophy of instruction being developed at Educare Chicago. It centers on relationships and engagement as the core of high quality early learning experiences. The goal of New Beginnings is to build trusting and secure relationships and to provide activities and experiences for children and families that build a solid foundation for school readiness. Given the life stressors and the trauma that Educare children and families face daily, it is critical that the program approach reflect the barriers to learning that children face.

Research program partnership (RPP)

A dynamic interchange between researchers, program leaders and practitioners.

UChicago Charter Schools Terminology

Academic social support system (AS3)

A group consisting of a student's general education teacher(s), parents/guardians, a special education teacher, an administrator and school psychologist/counselor/social worker who meet to discuss a student's progress and strategize future interventions.

Early bird (EB)

Before school programming from 7–8am.

Extended day (ED)

After school programming from 3:30–6pm.

Family, teacher and community organization (FTCO)

A group on each campus of the UChicago Charter School that includes parents and guardians of enrolled students. The FTCOs are dedicated to the UChicago Charter School's mission of preparing students for graduation from four-year colleges through their partnership with school leaders, faculty, the governing board, parents and students. Their purpose is to promote empowerment and engagement between the school and home, as well as provide support for fund raising, events and volunteer opportunities.

Instructional leadership team (ILT)

Includes literacy and math coaches and instructional deans.

Intersession

Time off/ breaks at UChicago Charter Schools. One-week intersessions come in the fall, winter and spring, typically in late September, late December/early January, and April.

Professional development (PD) day

A professional development day for teachers (no students in attendance).

PowerSchool

The student information system used at UChicago Charter School by administrative staff and teachers to input and manage student data. Parents can also view student data via PowerSchool.

School parental involvement policy

A school policy, included in the student and family handbook, that requires families to:

- Send their children to school ready to learn, well rested, well fed, healthy and in uniform
- Ensure their children arrive at school on time and depart for home on time, using safe passages each way
- Read to their children for 30 minutes each night
- Ensure children complete all schoolwork
- Attend family workshops and meetings about their children's progress
- Reinforce expectations to be respectful, take responsibility for their own learning, listen attentively, collaborate with and appreciate others, set goals and plans for meeting them, self-assess progress, solve problems and resolve conflicts

Student support team (SST)

Includes the school social worker, special education teachers, the director of family and community engagement, counselors and Response to Intervention staff.

STICK

The core values of UChicago Charter Schools North Kenwood/Oakland and Donoghue:

- **S:** Self-control
- **T:** Teamwork
- **I:** Integrity
- **C:** Commitment
- **K:** Kindness

UChicago Charter School

Four campuses of charter schools: Donoghue and North Kenwood/Oakland elementary schools (prekindergarten-5); Carter G. Woodson Middle School (grades 6 through 8); and Woodlawn, a middle/high school serving students in grades 6 through 12.

University of Chicago Urban Education Institute (UEI)

An organization whose mission is "to create knowledge to produce reliably excellent urban schooling." UEI manages UChicago Charter Schools and the University of Chicago Urban Teacher Education Program, and conducts applied research and manages tools for educational excellence.

X-Block

Classes that focus on eight intelligence areas: logical-mathematical, linguistic, spatial, musical, kinesthetic, naturalist, intrapersonal and interpersonal. Classes are multiage, and students have the opportunity to educate themselves and others.

Birth-to-College Collaborative Terminology

Alignment

Agreed-on elements between the ECE and K-12 systems that support a child's coordinated educational continuum.

Birth to college (BTC)

A project designed to improve student outcomes by creating and implementing new systems that provide vulnerable children and their families with an effective, cohesive education continuum during the first eight years of life by aligning birth-to-five (Educare) and K-12 (UCCS) education.

Community of practice (COP)

Teachers, staff and school leaders of the BTC Collaborative who meet quarterly to learn about each other on multiple levels—as individuals, as professionals, as members of three distinctive school cultures and as potential colleagues—and to learn together through professional development.

Objective teams

Teachers, staff and school leaders of the BTC collaborative schools who meet monthly to address specific aspects of the BTC model. The three teams are organized around objectives of the BTC model: professional learning communities, family engagement and support, and documentation and dissemination.

Professional learning community (PLC)

A group of approximately 60 staff members from Educare, Donoghue, and NKO who work together to advance alignment of teaching, learning and family support practices from birth through grade 4. There are six BTC PLCs that focused on the topics of assessment, language and literacy, math, social-emotional learning, transitions, and family and social support.

Working group

A group that meets on a monthly basis to discuss BTC implementation progress and address implementation issues. This group is led by school leaders and is attended by objective team leaders.

Parallel Terminology Chart

ECE	K-12	Definition
Academics and Instruction		
Behavior guidance, classroom management	School/Classroom Culture, Classroom Management	Techniques that teachers use to keep students organized, orderly, focused, attentive, on task and academically productive during a class.
Continuity of care	Looping	A student has the same teacher or teaching team for two or more years.
Dialogic reading	Interactive Read Aloud	The interactive experience of reading a book to children and asking questions and talking about the illustrations, characters or other topics.
Gross motor play	Physical Education	Movement activities and exercises.
Individualization	Differentiation	Using various teaching techniques and lesson adaptations to meet diverse learning needs in the same classroom or course.
Interdisciplinary work	Multidisciplinary Team	Combining two or more academic disciplines into joint activities or other forms of collaboration.
Program/Center	School	The institution where instruction takes place.

Shared reading	Shared Reading	Reading a book to children while explicitly modeling the strategies and skills of proficient readers.
Stage of development	Grade Level	Educational stage.
Assessment and Evaluation		
Classroom Assessment Scoring System (CLASS), Teaching Evaluation Tools	Danielson Framework, Teacher Evaluation	Tools used to measure a teacher's performance.
<ul style="list-style-type: none"> • Early Learning Guidelines (Birth to Three) • Early Learning and Development Standards (Three to Kindergarten) • Early Learning Standards (Kindergarten) 	<ul style="list-style-type: none"> • Common Core State Standards • Next Generation Science Standards • Illinois Learning Standards (ILS) 	Sets of education standards that say what a student should know and be able to do at a grade or developmental level.
Federal Review, Licensing, QRIS Rating	Adequate Yearly Progress (AYP), School Progress Report/Report Card	Operation requirements for schools or programs defined by measurements of developmental or academic progress.
Progress, Learning and Development Report	Report Card, Standards-Based Report Card	An assessment of a student's work, progress and conduct, usually given to the student's parent or guardian. Standards-Based Report Cards assess students' progress on specific academic standards rather than traditional academic subjects.

Enrollment

Eligibility	Enrollment Criteria	Requirements for enrollment in a school or program.
Options: <ul style="list-style-type: none"> • Early childhood programs offered by Chicago Public Schools 	School Types/Options: <ul style="list-style-type: none"> • Elementary school options offered by Chicago Public Schools • High school options offered by Chicago Public Schools 	Educational options available by age or program or school type.

People/Staff

Director/Administrator	Principal/Director	A school's leader.
Education Coordinator/Master Teacher	Coach/ Dean of Instruction/ DCI/ Curriculum Director	The person who directly supervises and coaches classroom teachers.
Family Engagement	Parent Involvement/Family Involvement	Communication with and active participation of a student's parent(s) or guardian(s).
Family Support/Engagement Specialist	School Social Worker	A person who provides support services to a child and his or her family.
Lead Teacher	Lead Teacher/Classroom Teacher	The teacher who has primary responsibility for a classroom. When there is more than one lead teacher in a classroom, they are called co-teachers.
Teaching Assistant, Teacher's Aide	Teaching Assistant, Teaching Associate, Teacher's Aide, Paraprofessional	A person who assists the lead teacher with instructional and other class-related responsibilities.