



Learning Observation Instrument

Glossary of Terms



Content Rubric

Accommodation: Provision of a different environment or circumstance in order to support a learner without altering the problem or task.

Aligned: The degree to which assessments, curriculum, instruction, textbooks, and other instructional materials reflect and reinforce the educational programs, objectives, and standards.

Conceptual Understanding: Knowledge about the relationships or foundational and underlying ideas of a topic. It reflects depth of understanding and the ability to make connections.

Connections to Content: Facilitating students in connecting knowledge to student experiences, other content areas and/or real-world issues.

Content accessibility: Organizing the instruction and activities to make the content understandable for students to learn; adjusting materials, language, or activities to ensure comprehension.

Diverse Perspectives: Distinct or differing perceptions, outlooks, or viewpoints.

Interdisciplinary: Involving two or more academic disciplines or areas of study that are usually considered distinct.

Objective: The identified learning that is to result from instruction.

Real-World Problem: A question raised for inquiry, consideration, or solution that is connected to students' lives or real-world situations and contextualized.

Realia: Objects from real life used in classroom instruction.

Refinement: Specific feedback, directly related to an element in the Learning Observation Instrument, that a teacher receives as a result of the observation process. A refinement focuses on a teaching behavior or action that is missing, inconsistent, or needs improvement. The refinement identifies an area of growth that would improve the quality of instruction.

Reflect Prior Learning: Enables learners to relate new material to prior knowledge to support better understanding of the discipline.

Reinforcement: Specific feedback, directly related to an element in the Learning Observation Instrument, that a teacher receives as a result of the observation process. A reinforcement identifies and labels an effective teaching behavior or action that is consistent and has a positive impact on learning. The reinforcement determines an area of continued focus.

Scaffolding: Careful and intentional structuring of instruction, questioning, or tasks to support the learner in mastering new concepts or skills.

Standards: Identified concepts, skills, or knowledge students need to master in particular content areas, usually organized by grade levels.

Sub-group: A subset of students drawn from a larger group for the purposes of assessing or differentiating instruction.

Sub-objective: Directly related objectives that need to be taught and mastered by students in order for students to master the lesson objective or outcome.

Task Analysis: Identifying and teaching students the sub-objectives in a lesson objective. Task analysis is a process of breaking an objective into the essential and subordinate sub-objectives.

Total Physical Response (TPR): A teaching technique involving students responding to language input with body motions.

Formative Assessment Rubric

Aligned: The degree to which assessments, curriculum, instruction, textbooks, and other instructional materials reflect and reinforce the educational programs, objectives, and standards.

Authentic Assessment: A form of assessment in which students are asked to engage in problems, questions, or tasks to demonstrate skills and knowledge mastered.

Correct Level of Difficulty: A term used to identify the difficulty of the material, objective, sub-objective, or assessment. Instruction at the correct level of difficulty is neither too easy (the student knows the concept already) or too difficult (the student cannot master the concept because there are too many embedded sub-objectives/concepts for the student to master in one lesson).

Formative Assessment: Any form of ongoing assessment used by a teacher to evaluate student understanding during instructional activities and provide information to plan and guide instruction.

Long-Term Goals: Established to focus on concepts and skills that are to be mastered by the end of a school year.

Objective: The identified learning that is to result from instruction.

Overt: Open and observable responses from students used to assess student understanding of objective or sub-objectives.

Performance-Based Assessment: A method of assessment that asks students to demonstrate their competence by performing or demonstrating a specific task, or creating an answer or product.

Real-Time Assessments: Formative assessments that occur during and at the end of the lesson to assess student understanding of the objective and sub-objectives.

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Rigorous: Requiring higher-level quality, outcome, and effort.

Short-Term Goals: Established to focus on concepts and skills that are to be mastered by the end of a unit or series of lessons.

Standards-based Objectives: Specific content standards or common core standards upon which objectives are based.

Student Progress: Student growth/learning that occurs as a result of instruction.

Sub-group: A subset of students drawn from a larger group for the purposes of assessing or differentiating instruction.

Sub-objective: Directly related objectives that need to be taught and mastered by students in order for students to master the lesson objective or outcome.

Instructional Strategies Rubric

Academic Vocabulary: The vocabulary terms critical to building background for instruction.

Aligned: The degree to which assessments, curriculum, instruction, textbooks, and other instructional materials reflect and reinforce the educational programs, objectives, and standards.

Analysis of Instruction: Identifying and discussing the components of the instruction focusing on alignment and student outcomes.

Conceptual Development: Presenting instruction or facilitating discussion by building on student understanding and developmental level to promote students' understanding of new concepts.

Conjecture: A statement, opinion, or judgment based on evidence and believed to be true, but not yet proven; a supposition.

Constructing Knowledge: An instructional approach that involves that guides students in constructing meaning and creating their own knowledge or understanding of a concept.

Corrective: Feedback that is accurate.

Depth of Knowledge: The complexity or depth of understanding that is required from a task/product/performance/problem which is classified into four levels: Recall & Reproduction, Basic Application of Skills/Concepts, Strategic Thinking, and Extended Thinking.

Effective: Producing a desired result in increasing student learning.

Exemplary: Worthy of imitation, ideal, commendable, noteworthy; serving as an illustration.

Explicitly: Fully revealed or expressed without vagueness, implication, or ambiguity; leaving no question as to meaning or intent.

Feedback: Responses (verbal and non-verbal) a teacher (or students) provide during a lesson to inform the student about his or her answer, activity, or action. Feedback also includes questioning that moves students' thinking forward.

Free of Distractions: A teacher's continuous and focused presentation of information without any confusion or disorder.

Generalization: Extension of a concept to less-specific criteria.

Labeling: A method of clearly identifying new terms, words, and/or concepts with particular words, the purpose of which is to assist students in assimilating or remembering new information or ideas.

Metacognition: Thinking about one's own mental processes and learning; awareness or analysis of one's own thinking and cognitive processes.

Modeling: When a teacher models an example of a product or performance and labels steps and/or concepts.

Monitor & Adjust: Teacher observes student overt behaviors and makes decisions regarding moving forward with the lesson, changing the cognition level, or adjusting the instructional strategies used. Examples would include adjustments with pacing, questioning, grouping, or some other modification of the instruction, materials, or student activity.

Objective: The identified learning that is to result from instruction.

Overt: Open and observable responses from students used to gauge student understanding of objective or sub-objectives and to monitor and adjust instruction.

Precise: Refers to the specific and exact use of academic vocabulary.

Refinement: Specific feedback, directly related to an element in the Learning Observation Instrument, that a teacher receives as a result of the

Instructional Strategies Rubric

observation process. A refinement focuses on a teaching behavior or action that is missing, inconsistent, or needs improvement. The refinement identifies an area of growth that would improve the quality of instruction.

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Scaffold: Careful and intentional structuring of instruction, questioning, or tasks to support the learner in mastering new concepts or skills.

Sub-group: A subset of students drawn from a larger group for the purposes of assessing or differentiating instruction.

Sub-objective: Directly related objectives that need to be taught and mastered by students in order for students to master the lesson objective or outcome.

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Task/Product Requirements: Set of components required to successfully complete a task or activity.

Learner Engagement Rubric

Aligned: The degree to which assessments, curriculum, instruction, textbooks, and other instructional materials reflect and reinforce the educational programs, objectives, and standards.

Analysis: As described in Marzano's New Taxonomy, analysis is more complex than comprehension and involves cognitive processes such as matching, classifying, error analysis, generalizing, and specifying. By engaging in these processes, learners can use what they are learning to create new insights and invent ways of using what they have learned in new situations. For additional information on Marzano's New Taxonomy <http://download.intel.com/education/Common/in/Resources/DEP/skills/Marzano.pdf>

Authentic Engagement: Student involvement/participation during a lesson that is meaningful to them and has some personal relevance.

Complex Reasoning: Strategic thinking which requires reasoning, planning, using evidence, and higher-level thinking; above recall/reproduction and basic reasoning.

Comprehension: As described in Marzano's New Taxonomy, comprehension requires grasping the meaning of content, identifying what is important to remember, and placing it into appropriate categories.

Covert: Thinking that is private and internalized, including visualization of concepts.

Critical Thinking: Higher levels of thinking, above recall or memorization, in which students have to analyze, apply, evaluate, or synthesize information.

Differentiated: The teacher provides different learning experiences within one lesson to meet students' varied needs or learning styles.

Knowledge Utilization: As described in Marzano's New Taxonomy, a high level of cognitive processing which involves the use of knowledge for decision-making, problem-solving, experimental inquiry, designing, composing, and investigating.

Learning Conversations: Student conversations where students are accountable and focus the discussion on learning the objective or sub-objective.

Objective: The identified learning that is to result from instruction.

Outcome: Anticipated result or expectation which students can connect the purpose of with the associated task.

Original Work: Work that reflects higher-order thinking skills, is created and developed by the student, and not derived from something else.

Process Skills: Skills used to analyze content and develop new understanding including classifying, comparing and contrasting, constructing and defending new conclusions, and predicting.

Quality of Work: A degree of excellence, a particular and essential characteristic.

Structured: Organized and pre-determined by the teacher.

Student-to-Student Interaction: Mutual or reciprocal student actions grounded in the development of critical thinking skills and focused on content-specific process skills.

Sub-objective: Directly related objectives that need to be taught and mastered by students in order for students to master the lesson objective or outcome.

Learner Engagement Rubric

Systematic Progression: Using a purposeful, methodical, and orderly step- by-step procedure of engaging students in learning.

Teacher-to-Student Interaction: Mutual or reciprocal teacher actions grounded in the development of critical thinking skills and focused on content-specific process skills.

Learning Community Rubric

Anchor papers: Student work/papers that reflect specific criteria.

Collaborative Community: A classroom community that is reflective of mutual respect, shared purpose, and the valuing of differing perspectives.

Empower: To enable, authorize, equip and promote the self-actualization of responsibility for learning.

Maintain momentum: Continuous student learning.

Misconceptions: Student ideas that may be naive, incomplete, inaccurate, or inconsistent.

Monitoring and Responding to Student Behavior: Systematically checking and/or tracking student behavior on a regular or ongoing basis to provide feedback, adjust instruction, and increase learning.

Proactively: Students behave proactively when they take initiative in controlling a situation or preparing for possible future problems.

Relationships: Emotional or other connections between and among teachers and students demonstrated through verbal and non-verbal actions or cues.

Responsibility for Learning: The state of being accountable, or answerable for learning; the obligation to carry forward an assigned task to a successful conclusion.

Rigorous: Instruction and expectations which involve high cognitive demand.

Routines and Procedures: Prescribed and expected actions in place in a classroom that provide consistency and efficiency.

Self-monitoring: The practice of observing, analyzing and adjusting one's academic and social behaviors.

