Section 19: Glossary
**Glossary**

**4-MAT**: Developed by Bernice McCarthy (1987), identifying four learning styles based on the dimensions of perceiving and processing information. A four step teaching process integrating right and left brain functions.
1. Teacher creates experience that encourages students to think and/or reflect.
2. Concept formation involving left and right brains.
3. Application of ideas.
4. Evaluation and refinement of ideas.

**501(c)(3)**: An Internal Revenue Service designation for certain charitable organizations; only organizations with 501(c)(3) status for many government and foundations grants.

**Ability**: Learning outcomes that are complex, multidimensional (knowledge/skills/attitudes), teachable, and transferable to other areas of life (e.g., critical thinking, communication—oral and written, quantitative reasoning, etc.). The distinctive feature of an ability-based approach is that educators make explicit the expectation that students should be able to do something with what they know.

**Academic Freedom**: The right of instructors and research workers, particularly in colleges and universities, to investigate their respective fields of knowledge and express their views without fear of restraint or dismissal from office. The right rests on the assumption that open and free inquiry within an instructor’s or researcher’s field of study is essential to the pursuit of knowledge and to the performance of his or her proper educational function.

**Accommodation**: Any variation in the assessment environment or process. Accommodations include variations in scheduling, setting, aids and equipment, and presentation format. These variations should not change the level, content, or performance criteria and should not change the reliability and validity of the assessment. Accommodations are made in order to provide students with the opportunity to demonstrate what they know.

**Accountability**: Systems that provide information that tells policymakers, the public, and others how well the education system – classrooms, schools and districts – is doing.

**Accreditation**: Accreditation in higher education is a collegial process based on self- and peer-assessment for improvement of academic quality and public accountability. This quality control process occurs on a continuing basis, usually every 5 to 10 years. Typically, it involves three major activities:
- The faculty, administrators, and staff of the institution or academic program conduct a self-study using the accrediting association’s set of expectations about quality (standards, criteria) as their guide.
- A team of peers selected by the accrediting association reviews the evidence, visits the campus to interview faculty and staff, and writes a report of its assessment including a recommendation to the commission (a group of peer faculty and professionals) of the accrediting association.
- Guided by a set of expectations about quality and integrity, the accreditation organization reviews the evidence and recommendation, makes a judgment, and communicates the decision to the institution and other constituencies as appropriate.

**Accrediting Bodies**: Agencies who perform and facilitate the accreditation process.

**Active Learning**: Techniques that incorporate multi-sensory, whole brain strategies into daily academic instruction such as incorporating kinesthetic activities as an integral part of the teaching process or integrating new concepts with information the student already understands, helping to build networks of knowledge from which the student can begin to organize her/his world.
ADD/ADHD: Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder. Attention Deficit Disorder (ADD) is a neurologically based disorder that impacts upon learning and behavior. The most common core features include: distractibility (poor sustained attention to tasks), impulsivity (impaired impulse control and delay of gratification) and/or hyperactivity (excessive activity and physical restlessness). Specifically, the disorder may involve attention deficits, impulsivity, hyperactivity, mood swings, low stress tolerance and difficulty in following rules. It is a hidden disability that often impacts upon an individual’s performance in the early school years, college and throughout life. ADD is not the result of poor parenting, inadequate teaching, laziness or emotional disturbance. It is frequently mislabeled, misdiagnosed and misunderstood.

ADL: Advanced distributed learning.

Advanced Organizer: A means of setting the stage for learning by deciding on a general term, graphic, idea, topic or phrase that encompasses the course content and includes those elements that the student is expected to master upon completion of the lesson. For example, the advanced organizer: Analysis of a short story is an effective way to teach the components writing, including character development, story climax and foreshadowing. In a discussion comparing two concepts, the advanced organizer would be the lines on the board labeled pro and con that structure the comparison discussion.

Affidavit: A written statement sworn in the presence of an authorized official to be true; used as legal evidence.

Alignment: The process of linking content and performance standards to assessment, curriculum, teaching and learning in classrooms.

Alpha Brain State: Brain waves indicate brain function. It is generally considered that while we are in an “alpha state” we are most open to learning, most creative, and most able to process our thoughts. (See support materials for more on brain waves.)

Alternative Assessment: Alternative assessment is any type of assessment in which students create a response to a question. (This is different than assessments in which students choose a response from a list given, such as multiple choice, true/false, or matching). Alternative assessments can include short answer questions, essays, performance assessments, oral presentations, demonstrations, exhibitions, and portfolios.

Americans with Disabilities Act (ADA): A federal law enacted in 1992 establishing a clear and comprehensive prohibition of discrimination on any level on the basis of disability.

Amortization: The reduction of the value of a system or equipment by reducing the value a percentage each year over a predetermined number of years.

Analytical Trait Scoring: Judging a performance several times along different important dimensions. An example might be the judging of a piece of persuasive writing for the author’s attention to audience, correct use of grammar and punctuation, focus on the topic and persuasiveness of argument.

Anchor Papers: Examples of student performance that serve as a standard against which other papers or performances may be judged. They are often used as examples of performances at different points on a scoring rubric for a particular grade level. In math problem solving, for example, anchor papers are selected from actual student work that are considered to exemplify the quality of a performance level of “1”, “2”, “3”, and so forth. If used with analytical scoring, there may be anchor papers or benchmark performances for each trait being assessed.
Andragogy Model: A model of assumption based on the idea that knowledge is a dynamic, living and evolving concept and that the teacher is available to assist the student and facilitate the learning that the student has identified as of interest to him/her. This model generally relates to working with adults.

Anticipatory Set: Strategy used by instructors to “set up” or engage learners to prepare them for an upcoming lesson.

Assessment: The process of gathering information to make decisions. In an educational context, assessment is the process of observing learning: describing, collecting, recording, scoring, and interpreting information about a student's or one's own learning.

Assessment Literacy: Knowledge of the basic principles of sound assessment practice, including terminology, development and use of assessment methodologies and techniques and standards of quality.

Assessment Mechanism: A method or means by which an assessment or evaluation can be made.

Attributes: Specific performances that provide evidence of a student's competency in meeting an outcome or objective.

Audience: Learners for which an objective is intended. [See also Learner.]

Authentic Assessment: Assessments that involve engaging tasks built around important questions/issues reflecting meaningful contexts found in the particular field of study or in adult life. The tasks involved focus on non-routine, multi-stage (i.e., “real”) problems, generally requiring students to produce some kind of quality product and/or performance. Authentic assessments are usually accompanied by explicitly defined standards and criteria shared with students [see also Performance Assessment]. Authentic Assessments both mirror and measure student performance in “real-world” tasks and situations.

Autogenics: Developed in Germany by Johannes Schultz in 1932, the term autogenics means self-generated or produced or created within itself, without external help or influence. Autogenics is centered on the process of repeating verbal phrases in a highly structured and repetitive pattern. The phrases, or “formulas” as Schultz called them, are each focused on a particular effect, each related to states of deep relaxation.

Backbone: A high-speed line or series of connections that forms a major pathway within a network. The term is relative as a backbone in a small network will likely be much smaller than many non-backbone lines in a large network.

Backup: Copy program or files to safe location.

Bandwidth: How much stuff you can send through a connection. Usually measured in bits-per-second. A full page of English text is about 16,000 bits. A fast modem can move about 15,000 bits in one second. Full-motion full-screen video would require roughly 10,000,000 bits-per-second, depending on compression.

Behavioral Style Survey: A profiling questionnaire or survey used as a way of evaluating an individual using the results to predict likely behavior, including motivations and dislikes, strengths and weaknesses, and the basic assumptions about and reactions to other people. It can help predict how a person will react to a specific set of circumstances.

Benchmark: A point in time that may be used to measure student progress. Benchmarks are...
designed to help educators organize and make sense of a complex process of interaction between the student, the teacher, and the learning process.

**Boot:** Start the computer; loading the operating system in a computer.
- **(cold boot or hard boot)** - turn machine off and then back on)
- **(warm boot or soft boot)** - reset the machine without turning off the power)

**Brain Gym:** Brain Gym® is the core program of Educational Kinesiology; the study of physical movement as it relates to brain function. In addition, Educational Kinesiology offers a variety of programs that facilitate, develop and advance intellectual, interpersonal, and physical learning.

**Brainstorming:** Generating creative ideas spontaneously, usually for problem solving, and especially in an intensive group discussion without using time for reflection.

**Brief:** A concise, written document regarding a legal issue; usually presented by an attorney in court.

**Budget:** A description of expected costs for the project, broken into expense categories, to justify why the grant writer is seeking funds.

**Candidate for Accreditation:** The initial step for the developing postsecondary institution is to seek recognition as a Candidate for Accreditation. While candidacy does not ensure accreditation, it is a status of affiliation with the commission on Colleges that indicates that an institution has achieved initial recognition and is progressing toward accreditation. The Accreditation Procedural Guide provides complete information on Candidate for Accreditation. A very mature, stable postsecondary institution may submit the basic application materials and request approval from the Commission on Colleges to bypass Candidate status and proceed with a comprehensive self-study and evaluation for accreditation. Maturity and stability are emphasized. Most institutions are expected to seek Candidate status first.

**Capstone Assessment:** A summative assessment project that requires integrations and application of the specific tools, techniques, knowledge, resources and attitudes associated with the entire sequence of study in a program or course.

**Carl Perkins Workforce Development Act:** Signed into law on October 31, 1998, the Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III) sets out a new vision of vocational and technical education for the 21st century. The central goals of this new vision are improving student achievement and preparing students for postsecondary education, further learning, and careers. Perkins III promotes reform, innovation, and continuous improvement in vocational and technical education to ensure that students acquire the skills and knowledge they need to meet challenging state academic standards and industry-recognized skill standards, and to prepare for postsecondary education, further learning, and a wide range of opportunities in high-skill, high-wage careers. Perkins III supports the alignment of vocational and technical education with state and local efforts to reform secondary schools and improve postsecondary education. The implementation of the new law promises to make vocational and technical education programs an integral part of these efforts. Perkins III promotes the development of integrated, “one-stop” education and workforce development systems at the state and local level.

**Cause of Action:** The legal grounds for initiating a legal action, such as a lawsuit, seeking a remedy.
Caveat: A warning to take care or be careful.

Certifying Body: Group, organization or institution that administers a competency exam and issues a certificate.

Chaining: Relating previously taught material to present material and present material to future learning.

Checklists: Lists of characteristics or behaviors used to guide evaluation of student performances by noting the presence or absence of any given characteristic or behavior.

Childlike Learning Strategies: We learn the most in the first 6 years of life. In observing how children learn and applying some of those “natural” learning strategies, we can rejuvenate some of that tremendous learning potential. Children learn most while:

1) playing   5) employing all their senses
2) using their imaginations  6) being non-critical, non-judgmental
3) observing   7) having no fear of failure
4) touching   8) being flexible, open to changes

Classroom-based Assessment/Evidence: An assessment developed, administered, and scored by student groups promoting self-awareness and self-diagnosis by students.

Client: Any computer system that requests a service of another computer system. A workstation requesting the contents of a file from a file server is a client of the file server.

Client Server: Place where the parent software resides that clients connect to.

Cognitive Objective: A statement specifying the acquisition of particular knowledge or information dealing with the cognitive domain.

Cognitive Science: The scientific study of knowledge and how it is acquired, combining elements of philosophy, psychology, linguistics, anthropology, and artificial intelligence.

Collaborative Learning: The acquisition of knowledge or skill achieved by working together or with others in a group setting.

College Level: The level of skill attainment, reasoning ability, etc., associated with or required by courses of study designed to lead to a specific educational degree.

Commendation vs. Recommendation: The praise of abilities and accomplishments or an award given in recognition of an outstanding achievement vs. the endorsement or reference of something or someone as the most worthy.

Commission on Colleges: The Bylaws of the Northwest Association of Schools and Colleges assign to the Commission on Colleges the responsibility for evaluating and accrediting postsecondary institutions. The Commission consists of twenty-four members plus a chair, and the executive director who is ex-officio. The members are elected at the annual meeting for staggered three-year terms. Provision is made for different types of institutions and the general public to be represented on the Commission. Commissioners serve without compensation, and those who are institutional representatives are currently active on the faculties or staffs of postsecondary institutions.

Community Building: Organizing a group of people with common goals or with shared interests within the learning environment to establish a safe environment for learning.
Competence: The individual’s demonstrated capacity to perform, i.e., the possession of knowledge, skills and personal characteristics needed to satisfy the special demands or requirements of a particular situation.

Competency: A measured ability to perform to a required standard within a specific situation.

Conceptualized Curriculum: Curriculum designed to be sensitive to student’s thinking during instruction, with instructional actions shaped so that students actually hear what is intended.

Conflict of Interest: A disagreement between two roles or interests of the same individual, which might cause others to question the objectivity of the individual’s judgment.

Content Standard: A statement that defines what students should know and be able to do in various subject areas and at different points in their education. [See also Standard.]

Continuing Contract: The full due process protection enjoyed by eligible certificated educational employees in Washington State.

Cookies: Text files stored in a computer after a visit to a web site.

Cooperative Learning: A relationship in a group of students that requires positive interdependence (a sense of sink or swim together), individual accountability (each of us has to contribute and learn), interpersonal skills (communication, trust, leadership, decision making, and conflict resolution), face-to-face promotive interaction, and processing (reflecting on how well the team is functioning and how to function even better).

Course Competency: A demonstrated possession of knowledge, skills and personal ability characteristics needed to satisfy completion requirements for a specific course or program.

Courseware: Software designed to develop and/or deliver instruction.

Cover Letter: Often used, in addition to the executive summary, to introduce grant reviewers to one’s organization and explain why the organization is seeking funds.

Criteria: Required elements of a learning objective that state the minimum competency or performance level that the student must attain by the end of training for proficiency in the performance.

Criterion-referenced Assessment: An assessment designed to identify student strengths and weaknesses with regard to specific knowledge or skills that are goals of the instructional program. [See also Performance-based Assessment.]

Cross-discipline: Activity or information appropriate to more than one subject or field of activity, for example, academic subjects, coordinated studies.

Curriculum Alignment: The degree of agreement between stated objectives, instruction, and assessment process within a specific program or between two or more programs that are combined for degree or certificate completion.

Curriculum Infusion: An educational approach that uses real-life issues as the context for teaching academic skills and knowledge. It is sometimes called curriculum integration.

Curriculum Integration: Education that is organized across subject-matter lines, bringing together various aspects of the curriculum into meaningful association to focus upon broad areas of study. It views learning and teaching to reflect the real world in an interactive method.
DACUM: An acronym for Developing A CUrriculuM. An occupational analysis performed by expert workers in the occupation to create an occupational skill profile which can be used for instructional program planning, curriculum development, training materials development, organizational restructuring, employee recruitment, training needs assessment, meeting standards, career counseling, job descriptions, competency test development and other purposes.

The DACUM philosophy states that: 1. Expert workers are better able than anyone else to describe their occupation. 2. An occupation can be described effectively in terms of the tasks successful workers perform. 3. Successful task performance is directly related to the knowledge, skills, tools and attitudes that workers must possess to perform the tasks correctly. [www.dacum.com]

Defamation of Character (Libel/Slander): The act of causing injury to the good name of another person. Libel is in written form; slander via speaking.

Deposition: A record of written testimony that is given under oath when such testimony is not given in a court or trial.

Dicta: Portions of judicial opinions not essential to the decision itself and, therefore, not legally binding as precedent.

Direct Costs: Budget items (such as teacher and counselor salaries, equipment, and books) that have a direct impact on the people who would be served in a grant proposal.

Direct Instruction: Focused instruction controlled by the teacher, offering little choice from students, favoring large-group delivery, soliciting immediate feedback to assess understanding and involving guided practice.

Disability: A mental or physical impairment substantially limiting a major life activity.

Drive: Long term storage device, local and network; also contains folders and files. (local drive – on the user’s computer; network drive – on the file server.)

Due Process: (See Procedural Rights).

Duty of Care: That duty which a reasonable person, using ordinary prudence, would exercise to protect the safety of others.

Education/Career Portfolio: A significant collection of authentic student classroom work that represents and permits the assessment of complex thinking skills; they have the potential to provide a more equitable and a more sensitive portrait of students’ strengths and weaknesses; and they encourage teachers and students to reflect on their progress and to adjust instruction accordingly. When integrated with classroom instruction, portfolios are thought to hold a number of advantages over traditional assessment.

Emergent Technology: Sudden and rapid changes in skills and equipment specific to an industry – usually as it refers to information technology and computers.

Emotional Intelligence: Emotional Intelligence is rooted in the belief that success is only partly explained by IQ, or one’s intellect. More important is how one behaves in response to events, and how well one interacts with people.
**Entry Evaluation**: A specialized form of assessment given to students at the beginning of a course that helps to determine the skills with which they enter the program.

**Epistemology**: The branch of philosophy that studies the nature of knowledge, in particular its foundations, scope, and validity, especially concerned with defining the relationship between the observed and the observer.

**Ergonomics**: The study of how a workplace and the equipment used there can best be designed for comfort, safety, efficiency, and productivity. [Also called human engineering or human factor engineering.]

**ESL**: English as a Second Language.

**Essay Test**: A test that requires students to answer questions in writing; responses can be brief or extensive. The essay test usually measures knowledge as well as the ability to apply knowledge of a subject to questions about the subject.

**Establishment Clause**: The portion of the First Amendment to the US Constitution that prohibits any government agency from showing favoritism toward any religion.

**Evaluation**: The process of considering or examining something in order to judge its value, quality, importance, extent, or condition based on criteria and evidence.

**Evaluation Criteria**: Specifications used to determine the worthiness of a grant proposal.

**Executive Summary**: A one-page summary of the grant proposal; also called an abstract.

**Exemplar**: A model of excellence or an ideal example of something, worthy of being copied or imitated. PUBLISHING: a copy of a book or text, especially one from which further copies has originated.

**Exhibition**: A method of student assessment that requires students to demonstrate what they know and can do, as an alternative to traditional paper-pencil exams. Exhibitions may take many forms, including class presentations, speeches, readings, demonstrations and artistic performances.

**Exit Conference**: Interview before leaving the instructional program: an evaluation interview that a completing student has with an instructor to discuss the student’s accomplishments and post graduation goals.

**Experiential Learning**: The acquisition of knowledge or skills derived from or relating to experience rather than merely using traditional classroom methods of acquiring knowledge.

**Facilitating-Instructor**: A person who engages in imparting knowledge or instruction by aiding or assisting in the process, especially by encouraging people to find their own solutions to problems or tasks rather than use of traditional instructional methods.

**Facilitating Learning**: Learning situation whereby the instructor “facilitates,” coaches, and/or mentors students who are actually engaged in the learning process.

**Facilitation**: The process of making something easy or easier.

**Family Educational Rights and Privacy Act (FERPA)**: Federal law that governs access to records of students in any educational agency receiving federal funds.

**FTP**: File transfer protocol (a method of transferring computer files between two linked computers).
Firewall: software or hardware protection system for a network; If you want to protect any networked server from damage (intentional or otherwise) by those who log in to it, you put up a firewall. This could be a dedicated computer equipped with security measures such as a dial-back feature, or it could be software-based protection called defensive coding.

Focused Interim Report: As part of the accreditation process, a report concentrated on specific issues noted at the original accreditation visit required in the intervening time or period of time between the ten-year accreditation visits.

Folder: Contains files and other folders.

Formative Assessment: Ongoing diagnostic assessment that provides information to guide instruction and improve student performance. [See also Summative Assessment.]

Free Appropriate Public Education (FAPE): From disability law, a term used to describe what accommodations must be provided to meet legal requirements of ADA, IDEA or Section 504.

Freeware: Software that is free, usually available online.

Gilbran Quote: "A teacher does not take you to the door of his learning, but leads you to the threshold of your own." Khalil Gilbran

Goal: An intended outcome not stated in measurable terms. A general statement of intent; an expression of the desires and expectations of the developers and/or consumers of an educational program.

Grant: A gift (usually money or land) to an organization for a particular purpose.

Grant Attachment: Something attached to a grant proposal to provide additional documentation of the project’s worthiness, such as letters of support or recommendations, survey data, promotional materials, or other items that are too large to put in the grant itself.

Grant Evaluation: A method of monitoring and assessing a funded project to insure its success and assure the funder that the money has been well spent.

GUI: (pronounced gooey) Graphical user interface, the pictures on a screen as opposed to plain text.

Guided Practice: Providing the framework for understanding material from development of activities through which students must answer questions, demonstrate learned skills and solve problems. Students practice skills with instructors as a guide or facilitator.

Hazard Communication Plan: A written, comprehensive hazard communication program that includes provisions for container labeling, material safety data sheets, and an employee training program. It must contain a list of the hazardous chemicals in each work area and the means the employer will use to inform employees of the hazards associated with such chemicals. The written program must be available to employees, their designated representatives, the Assistant Secretary for Occupational Safety and Health, and the Director of the National Institute for Occupational Safety and Health (NIOSH).

Hazard Communication Standard: A standard provide by OSHA to ensure that information concerning the hazards of chemicals used in the workplace is transmitted to employers and employees and students in the case of educational facilities. This includes developing and
maintaining: a written hazard communication program, a listing of the hazardous chemicals present, provisions for labels on containers of chemicals, a system to make material safety data sheets (MSDS) available to employees, and training and informational programs for employees exposed to chemicals.

**Hazardous Materials:** Substances that are potentially dangerous to human beings or the environment.

**Holding:** A court’s decision based on the facts presented.

**Holistic Scoring:** In assessment, assigning a single score based on an overall assessment of performance rather than by scoring or analyzing dimensions individually. The product is considered to be more than the sum of its parts and so the quality of a final product or performance is evaluated. Holistic scoring criteria might combine a number of elements on a single scale.

**Html:** Hypertext markup language adapted for the Internet.

**Hypertext:** Text that can be linked to other texts on the Internet.

**Icebreaker:** Something such as a joke or game used to ease the initial tension, restraint, or awkwardness of a meeting, training situation or social gathering.

**Indicator:** A learner behavior or action toward accomplishing an essential learning requirement. A cluster of indicators forms the basis for development of performance tasks that may be used for assessment.

**Indirect Costs:** Budget items (such as administrative salaries) that have only an indirect impact on the people who would be served in a grant proposal; many grant applications have strict limits on the allowable percentage of indirect costs.

**Individuals with Disabilities Education Act (IDEA):** A federal law passed in 1975 and reauthorized in 1990, mandating that all children [age 3-21] receive a free, appropriate public education regardless of the level or severity of their disability. It provides funds to assist states in the education of students with disabilities and requires that states make sure that these students receive an individualized education program based on their unique needs in the least restrictive environment possible.

**Information Literacy:** Ability to identify, evaluate and use information.

**Institutional Accreditation:** Every reputable institution of higher education in the U.S. must be accredited by the accrediting body responsible for the region in which it is located. Accreditation by the Commission on Colleges means that a postsecondary institution's own goals are soundly conceived, that its educational programs have been intelligently devised, that its purposes are being accomplished, and that the institution is so organized, staffed, and supported that it should continue to merit confidence” (NASC Accreditation Handbook 1996, p. 2). Without this accreditation institutions would not be eligible to receive federal education funds (including student financial aid, Title ... grants, etc.). Anything less than full accreditation would also lead to a serious loss of reputation within the academic world and within society at large. The accreditation process is intended to help institutions determine strengths and weaknesses, as well as enable them to devise strategies for addressing the latter in order to improve themselves and the services they offer.

**Instructional Objective:** A precise statement indicating the performance expected of the learner in terms of specific skills and concepts as a result of exposure to instructional material.
**Instructor-Learner:** A person engaged as an academic instructor who also participates in the education process by becoming the student to acquire specific knowledge of a subject or skill through education or experience.

**Integration:** Work that does not stand alone but is interrelated and connected. Refers to tasks that assess students' abilities to apply concepts, principles, and processes from two or more subject disciplines or course outcomes to a central question, theme, issue, or problem.

**Interactive Lectures:** An instructional speech or session of class involving communication or collaboration between student and instructor rather than the traditional model of instructor speaking and student listening and taking notes.

**Judgment:** The final decision in a legal proceeding.

**Jurisdiction:** The legal authority to render judgment in specific types of disputes.

**Keirsey Temperament Sorter:** An assessment to identify and measure the temperament or set of inclinations with which we are born.

**LCD:** Liquid crystal display (as in LCD slide projectors that connect to computers).

**Learner:** Any individual engaged in acquiring new skill, attitudes, or knowledge whether with a specified sequence of instruction or a random assortment of stimuli.

**Learning:** Any change in the learner's knowledge, skill or value system as judged by an assessment or evaluation.

**Learner-centered:** A learning environment structured to facilitate the exploration of meaning by providing for involvement, interaction, and socialization, along with a business-like approach to getting the job done. Learners must be given frequent opportunities to confront new information and experiences through a process of personal discovery without the dominance of a teacher/giver of information. The methods used to encourage such personal discovery must be highly individualized and adapted to the learner's own style and pace for learning.

**Learning Environment:** Any stimulus that affects learning outside the scope of the instruction. Because the brain is taking in information through all the senses simultaneously, everything that is present during instruction is stimulating the learning; noise, temperature, anything within our peripheral vision, smells, and tactile objects.

**Learning Outcomes:** The essential and enduring knowledge, abilities (skills) and attitudes (values, dispositions) that constitute the integrated learning needed by a graduate of a course or program. [See Outcome.]

**Learning Styles:** The various ways learners gather as well as process information. What feels right and makes sense to one learner makes no sense to another. Each learner has a propensity for looking, listening, or touching: some read the instructions [visual learner], others ask to hear them explained [auditory learner] still others learn by doing [kinesthetic learner].

**Listserve:** Internet service for user discussions. A free service available on the Internet much like a forum that allows users to discuss a subject via e-mail.

**LMS:** Learning management system.

**Longitudinal Data:** Information collected from the same cohort of students over time.
**Mastery Learning:** An instructional learning theory based on the premise that, given time and appropriate instruction, all students can learn well where time is the critical variable and learning the constant. Associated with Madeline Hunter’s model of lesson planning.

**Matching Funds:** Some grantors require that, for every dollar they give, the organization must match money or in-kind resources from other sources; this may be a 1:1 or some other ratio.

**Material Safety Data Sheets (MSDS):** Printed information sheets that provide detailed information on each hazardous chemical, including its potential hazardous effects, its physical and chemical characteristics, and recommendations for appropriate protective measures. MSDSs must be readily accessible to employees when they are in their work areas during their work shifts.

**Matrix:** The scores that are obtained in group rather than individual scores to look at the performance of the group as a whole.

**Matrix Sampling:** Giving a portion of the assessment to different, representative samples of students so that no student need take the entire assessment. The scores that are obtained are group rather than individual scores and are often used to look at the performance of a school as a whole.

**Mental Imaging and Learning:** Mental imaging returned to education with its application to sports training. Many athletes began employing visualization and imagining techniques of Alfonso Caycedo in the 1960s to improve sports performance. He trained 7 of the 10 Olympic Gold Medal winners in the downhill ski competitions. Mental imagining involves using all the senses seeing, hearing, feeling, tasting, touching, and doing, visualizing so completely that the mind stimulates those mental connections to actualize the process.

**Metacognition:** The ability to think about one’s own thinking and affective responses.

**Meta-Search Engine:** Search engine that looks on to higher level categories.

**Mind Mapping:** Making connections or a “map” or graphic representation of the learning material. Also called Concept Map.

**Mitigation of Damages:** The duty of an injured party to take action minimizing the damage caused by another party.

**Module:** A unit of instruction, usually designed for the achievement on one learning objective.

**Motion:** A request for a court ruling.

**Multimedia:** Use of sound, graphics and text to deliver content.

**Myers-Briggs Type Indicator:** A psychological exam administered to adults to help identify and define their patterns of behavior, which influences how adults learn and process information. There are four dimensions with two preferences in each dimension. There are 16 possible combinations. The preferences are: introverts and extroverts, intuition and sensing, thinking and feeling, and judging and perception.

**Netiquette:** Behaviors, protocols and basic etiquette on the Internet.

**Network Infrastructure:** Supporting hardware (servers, cables, client, routers, switches, etc.).
Objective: Intent communicated by a statement describing a proposed change in the learner. [See also Outcome.]

Office for Civil Rights (OCR): The federal government agency responsible for enforcing laws and regulations pertaining to disabilities.

On-demand Assessment: An assessment that takes place at a predetermined time and place. State tests, SATs and most final exams are examples of on-demand assessments.

On-ground class: Classes conducted in existing academic institutional classrooms (as opposed to a virtual class conducted through online communication.)

OSHA: Occupational Safety and Health Administration (OSHA) The federal agency responsible for enforcing rules promoting safe working conditions. WISHA is the organization that operates at the state level in Washington State.

OSPI: Washington State’s Office of the Superintendent of Public Instruction. This may be a good source of funds for K-12 programs.

Outcome: An operationally defined and measurable educational goal statement for students, schools and educational systems. In an individual program or classroom, an outcome measures a specific activity, product or performance. (See Mark Battersby’s article, Section 18, in this guide.)

Parliamentary Procedure: The established means of accomplishing a specific task or outcome.

Pedagogy Model: A model of assumption based on the idea that there is a specific, well-defined body of knowledge and skills that should be transmitted to the learner via the teacher. The teacher holds the body of knowledge and relays it to the student without question or student exploration. This model relates to working with youth.

Peer-to-Peer: A simple, small type of “network” in which each workstation has the ability for equivalent capabilities and responsibilities. Each station can be a “server” and each can be a “client” at the same time. This differs from client/server architectures, in which some computers are dedicated to serving the others. Peer-to-peer networks are generally simpler and less expensive, but they usually do not offer the same performance under heavy loads.

Performance Criteria: Descriptions of the characteristics that will be considered when a performance task is judged. Performance criteria are often defined in a rubric or scoring guide. Anchor papers or benchmark performances may be used to identify each level of competency in the rubric or scoring guide.

Performance Standards: Explicit definitions and concrete examples of how well students are expected to learn the material represented by content standards. Performance levels may also be used to define students’ demonstrated proficiency at various points as they progress toward a standard.

Performance Task: An opportunity or task given a student to illustrate, perform, or demonstrate what they know and can do. [See Task.]

Performance-based Assessment: Performance-based assessment refers to systematic observation and rating of student performance of an educational objective. Such assessment is often an ongoing observation over a period of time, and typically requires the student to
finish products. The assessment may be a continuing interaction between teacher and student and should ideally be part of the learning process. The assessment should be a real-world performance with relevance to the student and learning community. Assessment of the performance is done using a scoring guide or rubric.

**Personnel:** The people who will be paid by the grant in order to carry out the project described in the proposal.

**Picture framing:** Using pictures to reinforce instruction to enhance creativity and speed learning. When words slow down the thinking process, drawing a picture to represent a learning concept facilitates memorable learning.

**Plaintiff:** A party who brings a civil action or lawsuit.

**Portfolio:*** Place where printers, monitors, or other peripherals can be connected to the computer.

**Portfolio Assessment:** Portfolios may be assessed in a variety of ways. Each piece may be individually scored, or the portfolio might be assessed merely for the presence of required pieces, or a holistic scoring process might be used and an evaluation made on the basis of an overall impression of the student’s collected work. It is common that assessors work together to establish consensus of standards or to ensure greater reliability in evaluation of student work. Established criteria are often used by reviewers and students involved in the process of evaluating progress and achievement of objectives.

**Portfolio:** A purposeful collection of student work that tells the story or his/her growth as a learner showing effort, progress or achievement in one or more areas. The usefulness (for assessment and instruction) of any portfolio is enhanced by performance criteria, student involvement, and student self-reflection. [See also Portfolio Assessment.]

**Posttest:** An evaluation of a student done at the conclusion of instruction to determine if a student has achieved the planned outcomes.

**Pretest:** An evaluation of a student prior to instruction to determine what level of knowledge, skill, or aptitude he/she is bringing to instruction. [See also Entry Evaluation.]

**Prima Facie:** A case with sufficient evidence to require rebuttal by argument or evidence.

**Prior Restraint:** Advance prohibition of particular types of speech.

**Probable Cause:** Reasonable cause to believe that a particular action took place.

**Problem-centered Learning:** Learning that is centered on a problem, a query or a puzzle that the learner has to solve. This approach to curriculum uses active thinking, rather than traditional transferral of information to passive recipients.

**Procedural Rights (Due Process):** The right to be free from certain criminal or civil consequences unless legally defined procedures take place.

**Program Accreditation:** The review process a specific educational program undergoes periodically to ensure that it meets state requirement and quality measures.

**Program Advisory Committee:** A group of program-specific industry experts appointed or chosen to perform the function of giving advice on curriculum development, relevance and adaptation, textbook relevance, industry standards and needs. Their input usually comes with the implication that the advice given need not be followed.
Proposal: Written document submitted by an organization to a grant-provider requesting funding for a particular purpose.

Proximate Cause: An action that results in injury to a party; there would have been no harm if not for that action.

Proxy Server: A common server to hook up to the Internet.

Public Employee Relations Commission (PERC): In Washington State, the agency that enforces rules and regulations governing employee relations in government agencies, including schools.

Purchase Orders: A document containing a request for goods sent by a company to a supplier.

Query letter: Initial correspondence sent by an organization to grant provider.

Rating Scales: A scale based on descriptive words or phrases that indicate performance levels is called a rating scale. Qualities of a performance are described (e.g., advanced, intermediate, novice) in order to designate a level of achievement. The scale may be used with rubrics or descriptions of each level of performance.

Reduction in Force (RIF): The dismissal of employees due to financial shortfall of the employer.

Reflective Journaling: The opportunity given learners to keep a written record of their learning experiences using careful thought and the process of reconsidering previous actions, events, or decisions. An opportunity to think about their learning and for metacognition. The brain, like a giant computer, requires time to put information into some order, to process, categorize, sort, dismiss, recall, question, doubt and review all the events and experiences of our learning in order to store then relocate that information when it's necessary.

Reliability: The measure of consistency for an assessment instrument. The instrument should yield similar results over time with similar populations in similar circumstances.

Requisitions: A written or printed request for items or services that are needed.

Revised Code of Washington (RCW): The collective legal codes and statutes of Washington State.

RFP: Request for proposal.

RFQ: Request for qualifications, sometimes used by a funder to establish a register of qualified individuals or organizations for future grants or contracts.


Rote Learning: A change in the learner’s knowledge, skill or value system caused by mechanical repetition of something so that it is remembered, often without real understanding of its meaning or significance.

Router: A special-purpose computer (or software package) that handles the connection between 2 or more networks. Routers spend all their time looking at the destination addresses of the packets passing through them and deciding which route to send them on.
Rubric: An established set of criteria for scoring or rating students’ performance on tests, portfolios, writing samples, or other performance tasks.

SBCTC: Washington State’s State Board of Community and Technical Colleges.

SCANS Skills: An acronym for Secretary’s Commission on Achieving Necessary Skills. A U.S. Department of Labor report issued in 1991 identifying 37 foundation and workplace competencies required for work readiness. SCANS include basic skills (reading, writing, arithmetic, speaking, etc.), thinking skills (reasoning, creativity, decision making, etc.), and personal qualities (responsibility, self-esteem, sociability, etc.).

Scoring Criteria: Scoring criteria are rules for assigning a score or rating a student’s performance on tests, portfolios, writing samples, or other performance tasks. Scoring criteria may include rating scales, checklists, answer keys, and other scoring tools.

Scoring Guide: A package of guidelines intended for people scoring performance assessments. May include instructions or raters, notes on training raters, rating scales, samples of student work exemplifying various levels of performance.

Scorm: Shareable content object reference model; standard to develop online learning objects.

Section 504: Part of the Rehabilitation Act of 1973 that prohibits discrimination because of disability in the education of students.

Selected Response Items: Response items that give students a choice where the student must select a response. These include multiple-choice, true-false, and matching items.

Self-Assessment: The process of doing a systematic review of one’s own performance, usually for the purpose of improving future performance. Such assessment may involve comparison with a standard, established criterion. Self-assessment may involve critiquing one’s own work or may be a simple description of one’s performance.

Self-study: The process of doing a systematic review of one’s own performance, usually for the purpose of institutional or program accreditation and for improving future performance.

Server: A hardware device that is the central point, or one of them, for a network. There are many servers on the Internet. Files for each Internet site are stored and executed on the server. While there are many different types of servers, they share the common job of providing access to files and services. Some servers only handle mail or only files, while others do more than one job. They are attached to the network by an interface that may be a true network or by telephone line connection.

Shareware: Software available on the web for a minimal fee.

Silencing the Saboteur: Overcoming this negative self-talk begins by providing opportunity to express the negative and discuss how to replace these old beliefs with positive learning attitudes.

Silent Saboteur: Negative self-talk or conversation one carries on with himself that limits learning potential, such as: “I can’t do math,” or “I’ve never been good in science,” or “I’m too old to learn a second language,” etc. This Silent Saboteur affects learning potential, keeping one locked in negative learning behaviors and beliefs.

Site Reviews: A report or survey about a specific institution or learning environment (as in
the case of off-campus learning sites) of actions, performance, or events usually with the purpose of improving future performance.

**Site Visit:** The process of observing the learning environment for the purpose of accreditation or assessing an off-campus learning environment for student safety and learning facilitation suitability.

**Skill:** Any behavior or set of overt observable behaviors.

**Skill Standards:** A level of quality or excellence that is accepted as the norm or by which the actual ability to do something well, usually gained through experience and training is assessed.

**SmartBoard:** Digitized whiteboard for graphics.

**Soft Money:** Monies that are paid through state or federal grants, not state money allocated directly to the educational institution.

**Specialized Accreditation:** A process that evaluates professional and occupational education at the unit or program level. It is conducted by specialized accrediting bodies generally established by national professional organizations in such fields as journalism, law, medicine, social work, and teacher education. Specialized accreditation is both a process and a condition. The process entails the assessment of the program’s quality and the continued enhancement of the program’s operations through compliance with specified professional standards. The condition provides a credential to the public-at-large, which attests that a program has accepted and continues to fulfill its commitment to educational quality.

**Standard of Care:** Criteria used to determine if necessary care has been taken to protect the safety of those on a premise.

**Standard:** A description of the outcomes or expectations of achievement which serves as a basis for defining more specific performance criteria and making assessment judgments (sometimes referred to as content standards as opposed to performance standards.) [Note: while meeting a specific standard may be selected as a goal; not all goal statements are written specifically enough to be used as a standard.]

**Standardized Assessment:** A performance evaluation that is administered and scored in exactly the same way for all students.

**Standardized Test:** A test that is given and scored in a uniform manner. These tests are carefully constructed and items are selected after trials for appropriateness and difficulty. Tests are issued with a manual giving complete guidelines for administration and scoring. The guidelines attempt to eliminate extraneous interference that might influence test results. Standardized tests may produce norm-referenced or criterion-referenced information.

**Stare Decisis:** The doctrine of past precedent or deciding cases based on previous rulings in similar circumstances.

**Student Conferences:** An evaluation interview conducted between the instructor and the learner aimed at understanding the learner’s effort, progress and achievement usually for the purpose of setting goals toward future learning and achievement.

**Student Management System (SMS):** A technology system used to manage student progress, grades and records. A system can also be used to facilitate communications within the educational community using latest wireless and
Internet technologies giving instructors and students easy, secure access to grades, course registration, campus activities and more. It provides a more personal way to control and monitor educational degree paths.

**Student-centered:** A learning environment structured to facilitate the exploration of meaning by providing for involvement, interaction, and socialization, along with a business-like approach to getting the job done. Learners must be given frequent opportunities to confront new information and experiences through a process of personal discovery without the dominance of a teacher/giver of information. The methods used to encourage such personal discovery must be highly individualized and adapted to the learner’s own style and pace for learning. See also Learner-centered.

**Subject-centered Learning:** A learning environment structured around the specific subjects and desired outcomes based on hands-on, real world experiences rather than a traditional informational delivery system.

**Substantive Rights:** Specific, clearly identifiable rights to be enjoyed, as opposed to procedural rights.

**Success Spiral:** The theory that each time a student experiences success, he/she are empowered to take more risks, which in turn provides opportunities to achieve more success. Teachers who are cognizant of the learning spiral build success into the learning environment to help students meet their learning goals.

**Summative Assessment:** Culminating evaluation for a unit, grade level, or course of study. This provides a status report on mastery or degree of proficiency according to identified instructional or learning outcomes.

**Syllabus:** A document that defines the why, where, when, how, from whom, and by whom a specific course will be given. It includes the course goal(s), objectives, and a course calendar.

**Synaptic connection:** The site of transmission of electric nerve impulses between two nerve cells (neurons) or between a neuron and a gland or muscle cell (effector). A synaptic connection between a neuron and a muscle cell is called a neuromuscular junction.

**Synergistic Brain:** The brain processes information through all the senses, taking in information and sending it to numerous areas of the brain simultaneously, not just one or two locations. Therefore, whatever goes into the brain, expands, multiplies.

**Task:** Anything from a discrete multiple-choice or short-answer item to a complex project requiring students to use many different types of learning to solve a problem, investigate a situation, write a story, or do any other real-world task. Within a task there may be several dependent items but the task is the whole.

**TCP/IP:** Transmission control protocol/Internet protocol; rules that allow computers talk to each other.

**Team-teaching:** Classes taught by a group of teachers: instructional programs involving two or more subjects that are taught in a coordinated way by specialist teachers.

**Technology certification:** A competency-based examination process by which an individual’s level of software and technology-related skills are assessed and documented by presentation of an official document or certificate.
Tenure: Status conferred upon a college instructor, after institutional criteria have been met, ensuring certain rights in relation to employment.

Test: A set of questions, a situation or a task designed to permit an inference about what a learner knows in an area of interest or study.

Thinking Skills: Abilities to reason analytically, logically and creatively to form reasoned judgments and solve problems.

Threaded Discussion: Collection of messages and discussion for online learning.

Title IX: A federal law prohibiting discrimination on the basis of gender in educational settings.

Toastmasters: A club where members learn by speaking to groups and working with others in a supportive environment.

Tort: A wrongful act for which an injured party can recover damages in a civil action.

Understanding: In an assessment context, the demonstrated capacity to apply facts, concepts and skills in new situation in appropriate ways.

Unilateral: Relating to action by one party only.

URL: Uniform resource locator, i.e. the addresses to access a website or location on the Internet.

Validity: The extent to which the assessment measures the desired performance and appropriate inferences can be drawn from the results. A valid assessment accurately reflects the learning it was designed to measure.

Value Added: The amount of student achievement "contributed" by a teacher or a school during a school year or other set period of time.

Visualization for Learning Success: Being able to "see" in our mind’s eye, stimulates the brain to produce connections that activate the body’s ability to achieve what the mind sees. Example: seeing a lemon activates salivary glands. The same holds true for the learning process. If we are able to visualize mastery of learning, the body/mind connection helps support that goal.

Washington Administrative Code (WAC): The rules and regulations governing safe agencies and practices; in education, those enforced by the State Board for Community and Technical Colleges and the Superintendent of Public Instruction.

Web Authoring: To develop web content.

Webinar: Seminar on the world wide web or Internet.

WISHA: Washington Industrial Safety and Health Act (WISHA). The Washington Industrial Safety and Health Act (WISHA) took effect in 1973. In 1976 it became the nation's first fully operational state safety and health plan approved by the federal government. WISHA gives the Department of Labor and Industries a primary responsibility for worker health and safety in Washington. Its mission is to ensure that Washington’s employers provide a safe and healthful workplace for their employees.

Work-Based Learning: The acquisition of knowledge or skills within the workplace as
opposed to utilizing a classroom setting only. The academic environment and workplace is often coordinated in this type of learning as demonstrated in an internship model.

**Workforce Development Council (WDC):** A local governmental entity that receives federal funds from the Workforce Investment Act to support workforce training for low-income youth and adults.

**Workgroup:** Set of computers that belong to a common interface.

**Writ:** An official order by a court; requires specific action.

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**Glossary References**


http://dictionary.soe.umich.edu/plus/  Pedagogical Language Usage Server. 2001


www.ncrel.org/sdrs/areas/issues/enrmnt/drugfree/sa3curri.htm  