Vocabulary

Collaboration

A *Systematic* Process in which people work together, *interdependently*, to analyze and *impact* professional practice in order to improve individual and collective results. In a PLC, collaboration focuses on the critical questions of learning:

> What is it we want each student to learn?
> How will we know when each student has learned it?
> How will we respond when a student experiences difficulty learning?
> How will we enrich and extend the learning for students who are proficient?

Common Assessment

An assessment typically created collaboratively by a team of teachers responsible for the same grade level or course. Common assessments are used frequently throughout the year to identify:
1. Individual students who need additional time and support for learning
2. The teaching strategies most effective in helping students acquire the intended knowledge and skills
3. Program concerns – areas in which students generally are having difficulty achieving the intended standard
4. Improvement goals for individual teachers and the team

Continuous Improvement Process

The ongoing cycle of planning, doing, checking, and acting designed to improve results (PDSA) – constantly. In a PLC, this ongoing cycle includes gathering evidence of current levels of student learning, developing strategies and ideas to build on strengths and address weaknesses in that learning, implementing those strategies and ideas, analyzing the impact of the changes to discover what was effective and what was not, and applying the new knowledge in the next cycle of continuous improvement.

Formative Assessment

An assessment *for* learning used to advance and not merely monitor each student's learning. Formative assessments are used to ensure any student who experiences difficulty reaching or exceeding proficiency is given additional time and support as well as additional opportunities to demonstrate his or her learning. Formative assessments are also used to help students monitor their own progress toward an intended standard of proficiency.

High Expectations

The confident belief that all students can attain mastery of the essential learning and that the staff has the capability to help all students achieve that mastery. High expectations for success will be judged, not only by the initial staff beliefs, but also by the organization's response when some students do not learn.

Professional Learning Community

Educators committed to working collaboratively in ongoing processes of *collective inquiry* and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is <u>continuous job-embedded learning</u> for educators.

School Culture

The assumptions, beliefs, values, and habits that constitute the norm for the school and guide the work of the educators within it.

Simultaneous loose and tight leadership

A leadership concept in which leaders encourage autonomy and creativity (loose) within well defined parameters and priorities that must be honored (tight). The concept has also been referred to as directed empowerment and a culture of discipline with an ethic of entrepreneurship.

Systematic process

A specific effort to organize the combination of related parts into a coherent whole in a methodical, deliberate, and orderly way toward a particular aim.

Values

The specific attitudes, <u>behaviors</u>, and commitments that must be demonstrated in order to advance the organization's vision. Articulated values answer the question:
How must we behave in order to make our shared vision a reality?

Vision

A realistic, credible, attractive future for an organization. Vision answers the question:
What do we hope to become at some point in the future?

Consensus
Consensus is achieved when (1) all points of view have been heard and (2) the will of the group is evident even to those who most oppose it.

Crucial Conversation
Dialogue in which "the stakes are high, opinions vary, and emotions run strong"

Guiding Coalition
An alliance of key members of an organization who are specifically charged to lead a change process through the predictable turmoil…members of the alliance should have shared objectives and high levels of trust

Knowing – Doing Gap

The disconnect between knowledge and action, the mystery of why knowledge of what needs to be done so frequently fails to result in action or behavior consistent with that knowledge

Second Order Change

Innovation that represents a dramatic departure from the expected and familiar…it is perceived as a break from the past, is inconsistent with existing paradigms, may seem to be at conflict with prevailing practices and norms, and will require the acquisition of new knowledge and new skills

Systematic Intervention

A school-wide plan that ensures every student in every course or grade level will receive additional time and support for learning as soon as they experience difficulty in acquiring essential knowledge and skills…the intervention occurs during the school day and students are required rather than invited to devote the extra time and secure the extra support for learning