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### **Instruction, Curriculum & Assessment Definitions**

#### **Assessment** - Assessment in a curriculum is the ongoing process of gathering information about a student’s learning. This includes a variety of ways to document what the student knows, understands, and can do with their knowledge and skills. Information from assessment is used to make decisions about instructional approaches, teaching materials, and academic supports needed to enhance opportunities for the student and to guide future instruction.

**Content Standards** - Specifications of what all learners are expected to know and be able to do within a particular field of study, discipline or subject at different grade levels, ages, or other criteria. These standards should be clear, detailed, and complete; reasonable in scope; rigorous and scientifically correct; and they should be built around a conceptual framework that reflects sound models of student learning. They should also describe examples of performance expectations for learners in clear and specific terms so that all concerned will know what is expected of them. (Source: Wilson & Bertenthal 2005).

**Culturally Responsive Curriculum** - A curriculum that respects learners’ cultures and prior experiences. It acknowledges and values the legitimacy of different cultures, not just the dominant culture of a society, and encourages intercultural understanding. It incorporates cultural aspects into the curriculum, rather than adding them on as an extra or separate module or course.

**Culturally Responsive Teaching** - Using cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant and effective for them. It teaches *to and through* the strengths of these students. Culturally responsive teaching is the behavioral expression of knowledge, beliefs, and values that recognize the importance of racial and cultural diversity in learning. It is contingent on a set of racial and cultural competencies amply summarized by Teel and Obidah (2008) (2). They include

* Seeing cultural differences as assets
* Creating caring learning communities where cultural different individuals and heritages are valued
* Using cultural knowledge of ethnically diverse cultures, families, and communities to guide curriculum development, classroom climates, instructional strategies, and relationships with students
* Challenging racial and cultural stereotypes, prejudices, racism, and other forms of intolerance, injustice, and oppression
* Being change agents for social justice and academic equity
* Mediating power imbalances in classrooms based on race, culture, ethnicity, and class
* And accepting cultural responsiveness as endemic to educational effectiveness in all areas of learning for students form all ethnic groups.

**Culturally Sustaining Pedagogy****-** Culturally Sustaining Pedagogy affirms and respects the key components of the Asset-Based Pedagogies that preceded it, but also takes them to the next level. Instead of just accepting or affirming the backgrounds of students of color as seen in Culturally Relevant Pedagogy; or connecting to students’ cultural knowledge, prior experiences, and frames of reference as we see in Culturally Responsive Pedagogy; Culturally Sustaining Pedagogy views schools as places where the cultural ways of being in communities of color are sustained, rather than eradicated. Culturally Sustaining Pedagogy promotes equality across racial and ethnic communities and seeks to ensure access and opportunity. Culturally Sustaining Pedagogy also supports students to critique and question dominant power structures in societies.

**Curriculum** - Curriculum is the knowledge and skills that ALL students are expected to learn as they progress through our school system. It is composed of intentionally aligned components, including clear learning objectives with matching assessments, engaging learning experiences, and instructional strategies—organized into sequenced units of study and rooted in cultural relevancy. Curriculum serves as a road map for instruction that educators need to be able to interpret and feel ownership of, allowing them to differentiate learning for all students.

**Differentiated Instruction** - An approach to teaching that involves offering several different learning experiences and proactively addressing students’ varied needs to maximize learning opportunities for each student in the classroom. It requires teachers to be flexible in their approach and adjust the curriculum and presentation of information to learners of different abilities.

**Differentiated Instructional Materials** - A collection of resources that help classroom teachers adjust their teaching process to their learners needs.

* Special education for children with disabilities. School districts and public charter schools must provide services for students who experience disability in accordance with IDEA and applicable Oregon Administrative Rules.
* Emergent bilinguals. School districts and public charter schools must provide students identified as English learners English language development and grade-level content area instruction.
* Talented and gifted. School districts must serve students identified as talented and gifted by accommodating assessed levels of learning and accelerated rates of learning.
* Equal educational opportunities. School districts and public charter schools must provide equity, opportunity and access for all students as required by OAR 581-021-0045 and 581-021-0046.

**Dual Language Immersion** - Two-way or developmental bilingual programs for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom usually composed of half native English speakers and half native speakers of the other language.

[**Essential Skills**](https://secure.sos.state.or.us/oard/displayDivisionRules.action?selectedDivision=2563) **-** Process skills that cross academic disciplines and are embedded in the content standards. The skills are not content specific and can be applied in a variety of courses, subjects, and settings. The essential skills include: Read and comprehend a variety of text; Write clearly and accurately; Listen actively and speak clearly and coherently; Apply mathematics in a variety of settings; Think critically and analytically; Use technology to learn, live, and work; Demonstrate civic and community engagement; Demonstrate global literacy; and Demonstrate personal management and teamwork skills.

**High Quality Instructional Programs** - teachers teach knowledge and skills through the use of an appropriate variety of instructional strategies reflecting best practice and based on state/national standards and assessments that effectively measure what the standards require. Such instruction is not universal but is situational based on instructional context.

**Inquiry-based learning**- A process that provides opportunities for learners to construct their own understanding of the complexity of the natural and human world around them. Many models of inquiry-based learning share some common features such as: investigation into a relevant issue, problem or concept; a learner-centred approach; the discovery and examination of the complexity of understanding and the involvement of thinking and reflection in the learning process. A curriculum adopting this approach implies that learners work with new and challenging content and concepts, connect new information to former knowledge, select thinking and learning strategies deliberately and plan, monitor, and evaluate their own thinking processes. (Adapted from: Seel 2012).

[**Instructional**](https://secure.sos.state.or.us/oard/displayDivisionRules.action?selectedDivision=2554) **Resources**- Any organized system which constitutes the major instructional vehicle for a given course of study, or any part thereof. Instructional Material may include digital content or software in a format such as electronic and internet or web-based materials or media.

**Instructional Resource Adoption** - For each program and course in grades K-12, each school district, on a cycle established by the State Board of Education, shall select and provide students with free appropriate instructional and resource materials produced in accordance with the National Instructional Materials Accessibility Standard (NIMAS). These materials shall contribute to the attainment of district, program, and course or grade level goals and reflect recent knowledge, trends, and technology in the field. The school district process for selecting and adopting instructional materials shall include opportunities for citizen and parent involvement.

[**Interdisciplinary Approach**](http://www.ibe.unesco.org/en/glossary-curriculum-terminology/i/interdisciplinary-approach)- An approach to curriculum integration that generates an understanding of themes and ideas that cut across disciplines and of the connections between different disciplines and their relationship to the real world. It normally emphasizes process and meaning rather than product and content by combining contents, theories, methodologies and perspectives from two or more disciplines.

**Integrated English Language Development (ELD)-** Instruction In integrated ELD during both in person & distance learning, all educators use grade-level educational standards, including ELP standards to plan for, deliver, support, and monitor progress toward language proficiency. Integrated instruction refers to core academic courses that occur during the school day, in all content areas, inclusive of Multilingual learners & English learners practicing alongside their proficient peers. (In PPS, all EBs, including newcomers, access integrated Instruction through Science & ELA/SS).

**Multidisciplinary Approach** - An approach to curriculum integration which focuses primarily on the different disciplines and the diverse perspectives they bring to illustrate a topic, theme or issue. A multidisciplinary curriculum is one in which the same topic is studied from the viewpoint of more than one discipline. Frequently multidisciplinary and cross disciplinary are used as synonyms describing the aim to cross boundaries between disciplines

**Multilingual Education** - According to UNESCO, the term refers to the use of at least three languages, for example, the mother tongue, a regional or national language and an international language in education. The 1999 Resolution of UNESCO’s General Conference supported the view that the requirements of global and national participation and the specific needs of culturally and linguistically distinct communities can only be addressed by multilingual education. UNESCO supports bilingual and/or multilingual education at all levels of education as a means of promoting both social and gender equality and as a key element of linguistically diverse societies. (Source: UNESCO 2003).

**Proficiency -** Demonstrated knowledge and skills which meet or exceed defined levels of performance.

**Program Evaluation** - A process for making judgments about the philosophy, goals, methods, materials and outcomes of a program to guide program improvement.

**Project-based Learning** - A process that fosters learners’ engagement in studying authentic problems or issues centred on a particular project, theme, or idea. Often the term ‘project-based’ is used interchangeably with ‘problembased’, especially when classroom projects focus on solving authentic problems. The nexus for the project may be suggested by a teacher, but the planning and execution of contingent activities are predominantly conducted by learners working individually and cooperatively over many days, weeks, or even months. This process is inquiry-based, outcome-oriented, and associated with conducting the curriculum in real-world contexts rather than focusing on a curriculum that is relegated to textbooks or rote learning and memorization. Assessment is commonly performance based, flexible, varied, and continuous. (Adapted from: Kridel 2010).

**Quality Curriculum Cycle** - The Quality Curriculum Cycle (QCC) provides a systematic means for making decisions about curriculum review, revision, development, and adoption of practices and instructional resources in Mathematics, Science, World Languages, Social Studies, Fine Arts, English Language Arts, English Language Development, Physical Education and Health.

**Rigor -** A level of difficulty and the ways in which students apply their knowledge through higher-order thinking skills; the reaching for a higher level of quality in both effort and outcome; the intentional inclusion of and alignment between all necessary attributes or components of a rigorous curriculum.

**Rigorous curriculum -** An inclusive set of intentionally aligned components - clear learning outcomes with matching assessments, engaging learning experiences, and instructional strategies - organized into sequenced units of study that serve both as the detailed road map and the high-quality delivery system for ensuring that all students achieve the desired end: the attainment of their designated grade - or course-specific standards within a particular content area..

**Scope and Sequence (in curriculum**)- Interrelated concepts that refer to the overall organization of the curriculum in order to ensure its coherence and continuity. Scope refers to the breadth and depth of content and skills to be covered. Sequence refers to how these skills and content are ordered and presented to learners over time.

**Social and Emotional Learning** - Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain. positive relationships, and make responsible decisions

**Transdisciplinary Approach -** An approach to curriculum integration which dissolves the boundaries between the conventional disciplines and organizes teaching and learning around the construction of meaning in the context of real-world problems or themes.

**Universal Design for Learning (UDL)-** This is a set of principles for curriculum development that give all individuals equal opportunities to learn. UDL involves the use of effective teaching practices and the intentional differentiation of instruction from the outset to meet the needs of the full continuum of learners

### **Student Learner Definitions**

**BIPOC Learners** - Students that identify as Black, Indigenous, people of color.

**Early Learners** - Students enrolled in PPS Pre-K and Kindergarten programs.

**Emergent Bilingual (English Learner) -**  Students who qualify for additional support in school in acquiring academic English proficiency.

**LGBTQ+ Learners** - Students that identify as Lesbian, Gay, Bisexual, Transexual and Queer and related communities.

**Long Term English Learners-** Students who have been Emergent Bilinguals their majority of their schooling.

**Dual Language Learners-** Students who participate in dual language immersion (DLI) and receive instruction in two languages to become bilingual, bi-literate and develop the cultural competency to succeed in a global society.

**Newcomer Learners (Recent Arriver**)- Students who are recent immigrants to the U.S. who have little or no English proficiency and who may have had limited formal education in their native countries.

**Special Education Students-** Students that have a disability and a unique learning need(s) that cannot be met through general education with appropriate accommodations and modifications, and must require special education services to meet his/her unique learning need(s).

**Students with Interrupted Education (SIFE)**- Students with Interrupted Formal Education are those who come from a home where a language other than English is spoken and enter a school in the US after grade 2; are immigrant students who enter a school in the United States after grade 2. These students may have had at least two years less schooling than their peers; and, function at least two years below expected grade level in reading and in Mathematics; and, may be pre-literate in their native language.

### **Racial Equity & Social Justice Definitions**

**Diversity** - Any and all differences between and among people.

[**Educational Equity**](https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/4/PPSRacialEquitySocialJusticeLens_10-2019.pdf) **-** Raising the achievement of all students while (1) narrowing the gaps between the lowest and highest performing students and (2) eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.

[**Equity**](https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/4/PPSRacialEquitySocialJusticeLens_10-2019.pdf) **-** The state, quality or ideal of being just, impartial and fair. The concept of equity is synonymous with fairness and justice. It is helpful to think of equity as not simply a desired state or lofty value. To be achieved and sustained, equity needs to be thought of as a structural and system concept

[**Inclusion**](https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/4/PPSRacialEquitySocialJusticeLens_10-2019.pdf) **-** The action or state of including or of being included within a group or structure. Inclusion involves authentic and empowered participation and a true sense of belonging.

[**Racial Equity and Social Justice (RESJ) Lens**](https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/4/PPSRacialEquitySocialJusticeLens_10-2019.pdf)- The PPS RESJ Lens is a critical thinking tool which will be applied to the internal systems, processes, resources and programs of PPS to create increased opportunities for all students by evaluating burdens, benefits and outcomes to underserved communities. Through consistent utilization of the RESJ Lens, we intend to strengthen our strategies and approaches toward more equitable outcomes for every student.

**Social Justice-** Elimination of performance variability between student groups and accelerated achievement for underserved populations.

[**Underserved Students**](https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/4/PPSRacialEquitySocialJusticeLens_10-2019.pdf) **-** Students for whom systems have placed at risk because of their race, ethnicity, English language proficiency, socioeconomic status, gender, sexual orientation, differently abled, and geographic location. Many students are not served well in our education system because of the conscious and unconscious bias, stereotyping, and racism that is embedded within our current inequitable education system.

### **Adoption Process Definitions**

**Adoption Committee-** (filled in based on definition produced by the Adoption Planning Committee)

[**Bond Accountability Committee**](https://www.pps.net/Page/464) - The Bond Accountability Committee (BAC) is comprised of seven community members and serves to monitor the planning and progress of Bond funded projects relative to voter-approved work scope, schedule and budget objectives.

**Gap Analysis -** A gap analysis takes the list of standards or topics to be taught and assessed, compares it to what has been aligned to resources and tools and provides a list of the standards or topics that have not been aligned. The goal of the gap analysis is to fill in the holes.

**Instructional Resource Adoption** - Scale of adoption can vary

* **Formal Adoption-** A formal adoption refers to an instructional resource adoption that goes through all aspects of the adoption process, and traditionally is a year long process or more. This includes- forming an adoption committee, soliciting and interviewing vendors, field testing resources, engagement, selection, board approval, purchase of materials and professional development. See adoption timeline in Adoption Guidelines - steps outlined are required for this process including board approval and ongoing support through annual IRC refresh.

* **Informal Adoption-** An informal adoption refers to an instructional resource adoption that may run through all aspects of a formal adoption, but at a lesser scale, and/or only run through some aspects of a formal adoption. A typical informal adoption includes a shortened timeline, a small committee and a review of materials, rather than a full field test.

* **Supplemental Materials-** Resources that support the core, do not require review/field testing and are not in refresh unless OTL approved.

* **Digital Toolkit** - Annual review of district wide digital tools will take place in the spring before the school year. Apps and platforms will be discussed and decided on where the funds and ordering will be placed.

* **Refresh-** Resources/materials that are purchased on a regular basis through resource dedicated funding. These materials generally have to be vetted through a formal adoption process in order to qualify.

### **Departments Names**

[**Office of Teaching and Learning (OTL)**](https://www.pps.net/otl) The Office of Teaching and Learning will ensure that all educators provide rigorous, authentic, and personalized experiences for all students, particularly our historically underserved populations. OTL Consistes

* [**Early Learners**](https://www.pps.net/earlylearners)**-** Supports the district with development and alignment of our Pre-K to 3rd grade ("P-3") programs; Oversees and supports PPS Pre-K programs (including Head Start and Preschool Promise); Supports families, students, and educators into and through the transition to Kindergarten; Supports the ongoing development of high-quality Kindergarten programming; and Oversees and supports school-age child care programs (e.g. before and after school programs) run by licensed providers in PPS facilities.

* [**Humanities**](https://www.pps.net/domain/5399)- Includes foundational literacy and language, language arts, language development, dual language immersion, social sciences, ethnic studies, world languages, dyslexia and reading intervention. The Humanities mission is the empowerment of professional educators through partnership in continuous learning and the development and refinement of instructional practices, curriculum, and assessment to support every student in attaining the promise of the PPS Graduate Portrait.

* [**STEAM**](https://www.pps.net/domain/5402) - is a Department, (a group of content areas including Science, Technology, Engineering, Arts and Mathematics, plus Health and Physical Education) and a program (specific courses, programs and a philosophy of instruction). STEAM as a program can express itself via electives (e.g. Engineer, Construct, Design 6-8), school wide initiatives (e.g. Boise Elliot Humboldt Elementary), and content embedded experiences (e.g. MakerSpace). The vision for the STEAM Program in PPS is: Integrative STEAM emphasizes a transformative approach to instruction that provides hands-on, experiential, and cross-curricular teaching and learning opportunities for all students. Tsupros defines STEAM as an instructional settings where rigorous academic concepts are coupled with real-world lessons as students apply science, technology, engineering, and mathematics in contexts that make connections between school, community, work, and the global enterprise enabling the development of STEM literacy and with it the ability to compete in the new economy. (Tsupros, 2009)

* **Instructional Resource Purchasing (IRP)**- The IRC oversees the purchasing of Instructional Resources and Materials for the district.

* [**Instructional Resources Center (IRC)**](https://www.pps.net/irc) - The IRC is a central resource for currently adopted curriculum and other instructional materials, including Textbooks, K-8 Science Kits, Novel Sets, DVDs, and Digital Streaming Media

[**Office of Student Support Services (OSSS)**](https://www.pps.net/domain/5080)- OSSS’ mission is to foster empowered living for every student, family, and staff member by collaborating with them to provide student-centered responsive services and programs. These systems of support will enhance academic and social-emotional learning while also being inclusive of all abilities and cultures.

* [**Multi-Tiered System of Support (MTSS**)](https://www.pps.net/domain/5007) is a framework focused on prevention and problem solving for all students using decision making based on data. MTSS uses evidence-based instruction, intervention and assessment practices to ensure that every student receives the appropriate level of support based on their level of need. Attention is focused on creating and sustaining Tier I support (universal), Tier II intervention (targeted group), and Tier III intervention (individual) systems to help eliminate barriers to learning and enable every student to successfully reach their full potential.

* [**Special Education (SpEd)**](https://www.pps.net/Domain/178)**-** Special Education is committed to reversing the trend of isolation and segregation of students with disabilities by ensuring all students have access to high quality instruction responsive to their needs and delivered by effective and culturally responsive educators within the Least Restrictive Environment. SpEd’s primary focus is to build capacity and to support staff members district wide to ensure effective instruction is the predictor of student outcomes.

[**Office of Technology & Information Services (OTIS)-**](https://www.pps.net/Page/107) The Office of Technology & Information Services (OTIS) supports academic and operational excellence by empowering people and processes with transformative technology that ensures student success regardless of race, class, or identity.

[**Systems Planning & Performance (SPP)**](https://www.pps.net/Page/1082)- embed the systematic use of data in planning and decision making at all levels of the district; ensure strategic initiatives are moving forward as planned and are having the desired impact; administer district wide testing programs in a secure and efficient manner.

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