

K-12 EDUCATION ACRONYMS AND DEFINITIONS

ACRONYMS

A	Autism
AAC	Arizona Administrative Code (state regulations)
AAPSEC	Arizona Association of Private Schools for Exceptional Children
AAS	Arizona Academic Standards
ABLE	Arizona Basic Learning Experience
ACT	American College Testing
ACTT	Arizona Community Transition Team
ADD	Attention Deficit Disorder
ADE	Arizona Department of Education
ADHD	Attention Deficit Hyperactivity Disorder
ADJC	Arizona Department of Juvenile Corrections
ADOC	Arizona Department of Corrections
AHCCS	Arizona Health Care Cost Containment System
AIB	Arizona Industries for the Blind
AIMS	Arizona Instrument to Measure Standards
AIMS-A	Arizona Instrument to Measure Standards - Alternative
AIMS-ED	Arizona Instrument to Measure Standards – Equivalent Demonstration
AOC	Administrative Office of the Courts
AP	Advanced Placement
APE	Adaptive Physical Education
Arc	Association for retarded citizens
ARS	Arizona Revised Statutes (state laws)
ASBA	Arizona School Boards Association
ASDB	Arizona State School for the Deaf and the Blind
ASL	American Sign Language
ASVAB	Armed Services Vocational Aptitude Battery
AT	Assistive Technology
AZ-AGO	Arizona - Attorney General's Opinion
AzEIP	Arizona Early Intervention Program
AZELLA	Arizona English Language Learner Assessment
AZ LEARNS	Arizona L eading E ducation through the A ccountability and R esults N otification System
AZ READS	Arizona R eadiness, E arly Diagnosis and Intervention, A ccountability, D evelopment of Teacher Expertise, S upport
BD	Behavioral Disorder
BHS	Behavioral Health Services

BIP	Behavior Intervention Plan
BT	Beyond Textbooks
CAI	Computer Assisted Instruction
CAILL	Curriculum, Assessment, Instruction, Leading, Learning
CARS	Childhood Autism Rating Scale
CASA	Court Appointed Special Advocate
CASE	Council for Administrators in Special Education
CBI	Community Based Instruction
CBM	Curriculum Based Measure
CCB	Cross-categorical Bilingual
CCP	Cross-categorical Primary
CCPR	Collaborative Compliance Program Review (monitoring)
CEC	Council for Exceptional Children
CELF-R	Clinical Evaluation of Language Functioning-Revised
CFR	Code of Federal Regulations
COPD	Community Outreach Program for the Deaf
COPS	California Occupational Preference Survey
CP	Cerebral Palsy
CPS	Child Protective Services
CRS	Children's Rehabilitative Services
CSPD	Comprehensive System of Personnel Development
CST	Child Study Team
CTE	Career and Technical Education
DAP	District Achievement Plan
DD	Developmental Disability
DDD	Division of Developmental Disabilities
DECA	Distributive Education Clubs of America
DFA	District Formative Assessment
DHS	Department of Health Services
DIBELS	Dynamic Indicators of Basic Early Literacy Skills
DOC	Department of Corrections
DOE	Department of Education (United States)
DOL	Department of Labor
DSM-IV	Diagnostic and Statistical Manual of Mental Disorders – Fourth Edition
DSM-IV-TR	Diagnostic and Statistical Manual of Mental Disorders – Fourth Edition – Text Revision
ED	Emotional Disability
EDGAR	Education Department General Administrative Regulations
EDP	Emotional Disability, Private School
EEI	Essential Elements of Instruction

EHA	Education of the Handicapped Act, P.L. 94-142
ELD	English Language Development
ELL	English Language Learner
ELP	English Language Proficiency
EOC	End of Course Exams
ESL	English as Second Language
ESS	Exceptional Student Services
ESY	Extended School Year
ETS	Educational Testing Service
FAPE	Free Appropriate Public Education
FAZ	Frequently Asked Questions
FBA	Functional Behavior Assessment
FERPA	Family Educational Rights and Privacy Act
FFB	Falls Far Below (Galileo testing)
GED	General Education Diploma
GPA	Grade Point Average
HI	Hearing Impairment
HS	High School
IAES	Interim Alternative Educational Setting
IDEA	Individuals with Disabilities Education Act, PL 105-17
IEP	Individualized Educational Program
IFSP	Individualized Family Service Program
ILLP	Individual Language Learner Plan
IPE	Individual Plan for Employment (formerly IWRP)
IQ	Intelligence Quotient
ITP	Individualized Transition Program
ITPA	Illinois Test of Psycholinguistic Ability
IVEP	Individualized Vocational Education Program
JTPA	Job Training Partnership Act
K-12	Kindergarten through 12 th Grade
KABC	Kaufman Assessment Battery for Children
LD	Learning Disability
LDA	Learning Disabilities Association
LEA	Local Education Agency (including Charter School)
LEP	Limited English Proficient
LRE	Least Restrictive Environment
MAP	Measure of Academic Progress
MD	Multiple Disabilities
MDSSI	Multiple Disabilities with Severe Sensory Impairment

MDT	Multidisciplinary Team
MET	Multidisciplinary Evaluation Team
MIMR	Mild Mental Retardation
MIPS	Medicaid in the Public Schools
MOMR	Moderate Mental Retardation
MR	Mental Retardation
MS	Middle School
MS	Multiple Sclerosis
MSW	Master of Social Work
NASDSE	National Association of State Directors of Special Education
NASP	National Association of School Psychologists
NCLB	No Child Left Behind Act of 2001
NIH	National Institutes of Health
NTI	New Teacher Induction
NHS	National Honor Society
OCD	Obsessive-Compulsive Disorder
OCR	Office of Civil Rights
OELAS	Office of English Language Acquisition Services
OJE	On-the-Job Evaluation
OJT	On-the-Job Training
OI	Orthopedic Impairment
OHI	Other Health Impairment
O and M	Orientation and Mobility
OSEP	Office of Special Education Programs
OSERS	Office of Special Education and Rehabilitative Services
OT	Occupational Therapy
OTR	Occupational Therapist, Registered
PALS	Parents Are Liaisons to Schools
PACER	Parent Advocacy Coalition for Educational Rights
PARCC	Partnership for Assessment of Readiness for College and Careers
PD	Professional Development
PDSD	Phoenix Day School for the Deaf
PEA	Public Education Agency
PIC	Private Industry Council
PIN	Parent Information Network
PINS	Parent Information Network Specialist
PLC	Professional Learning Communities
PMD	Preschool Moderate Delay
PSD	Preschool Severe Delay

PSAT	Preliminary Scholastic Aptitude Test
PSL	Preschool Speech/Language
PT	Physical Therapy
PTA	Parent/Teacher Association
PWI	Projects with Industry
RBHA	Regional Behavioral Health Authority
RRC	Regional Resource Center
RSA	Rehabilitation Services Administration
RTI	Response to Intervention
SAIS	Student Accountability Information System
SAT	Scholastic Aptitude Test
SCI	Spinal Cord Injury
SEA	State Education Agency
SEAA	Special Education Administrators Association
SEI	Structured English Immersion
SEVEP	Special Education Vocational Education Program
SELECT	Special Education Learning Experience for Competency in Teaching
SIG	State Improvement Grant
SIP	School Improvement Plan
SLD	Specific Learning Disability
S/LI	Speech/Language Impairment
SL-IEP	Student-Led IEP
SLP	Speech and Language Program
SMR	Severe Mental Retardation
SPED	Special Education
SPED/LEP	Special Education/Limited English Proficient
SSDI	Supplemental Security Disability Income
SSI	Supplemental Security Income
SST	Student Study Team
STEEP	System to Enhance Educational Performance
STEM	Science, Technology, Engineering, and Math
SUPPORT A	System for Utilizing Peers in Program Organization, Review, and Technical Assistance
SWAT	School-Wide Assistance Team
SWEP	Student Work Exploratory Program
T/A	Technical Assistance
TABE	Test of Adult Basic Education
TASH	The Association for Persons with Severe Handicaps
TAT	Teacher Assistance Team
TBI	Traumatic Brain Injury

URL	Uniform Resource Locator
USDOE	United States Department of Education
VI	Visual Impairment
VMI	Visual Motor Integration - Fourth Edition
VR	Vocational Rehabilitation
WAIS - III	Weschler Adult Intelligence Scale - Third Revision
WIAT - II	Weschler Individual Achievement Test
WISC	Wechsler Intelligence Scale for Children
WISCIII	
WISCIV	
WJ	Woodcock-Johnson Psychoeducational Battery
WJIII	
WJ4	
WJ - R	Woodcock-Johnson Psychoeducational Battery - Revised
WOTC	Work Opportunities Tax Credits
WPPSI-R	Weschler Preschool & Primary Scale of Intelligence-
WRAT - 3	Wide Range Achievement Test - Third Revision
WRIOT	Wide Range Interest Occupation Test
WRMT-R	Woodcock Reading Mastery Test – Revised

DEFINITIONS

ACT (American College Testing): The ACT test is a curriculum and standards based educational and career planning tool that assesses students' academic readiness for college.

Active Participation: Consistent student engagement throughout the lesson that promotes learning of the objective by all the students.

AIMS (Arizona's Instrument to Measure Standards): AIMS is a standardized test administered by the state of Arizona. AIMS is a standards based assessment aligned to the Arizona Academic Content Standards. All Arizona public school students in grades 3 through 8 and 10 are required to take the AIMS test. The AIMS test includes four content areas: writing, reading, mathematics, and science. The reading and mathematics content areas are administered in all grades. The writing content area is administered in grades 5, 6, 7, and 10. The science content area is administered in grades 4, 8, and 10.

Anticipatory Set: A statement, a question, a word or anything that quickly engages the minds of students at the beginning of new learning. (Should not take more than 3 minutes)

Balanced Math: A framework for organizing math instruction that is comprised of these five components: Math Review, Conceptual Lesson, Problem of the Week, Math Fact Fluency and Coaching.

Benchmark Tests: Benchmark tests are locally aligned assessments that are given to students in core subject areas throughout the course of the school year. These tests measure a student's competence in a particular subject area and are used as formal assessments of student progress to help drive instruction.

BT (Beyond Textbooks): A philosophy of essential standards, planning, teaching, and sharing ideas, that results in a comprehensive program of curriculum development, instructional improvement, student assessment, and multi-level interventions.

CBM (Curriculum Based Measure): CBM is just one type of progress monitoring to help see if your instruction methods are effective enough for your students. Like the DIBELS assessments, a CBM is usually a short one or two minute drills that measures one specific skill. They are sensitive enough to measure student academic growth in as little as one week. WUSD is using CBMs to assess basic math facts.

Check for Understanding: The ability of the teacher to elicit and check observable behavior of the each student and to act on the interpretation of that behavior to determine:

1. if all or some students need more instruction, or
2. if students are ready for independent practice, or
3. if students are ready for the next sub-objective.

Collaborative Teams: Teams of teachers who teach the same grade-level or subject area. These teams meet regularly to discuss content or students on an on-going basis.

Common Core State Standards: Adopted by 48 states and to be implemented in 2013-14; these standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

Covert: Unobservable behaviors that are relevant to the learning.

Criterion Referenced Tests: Also known as standardized tests; these tests are intended to measure how well a student has learned specific standards and skills. Students are assessed with regards to standards that define what they "should" know, as defined by the state. Students acquire points for the number of correct answers that they are able to provide.

Curriculum Map: Curriculum maps offer a sequence for delivering content and provide a clear scope for **what** must be taught to all students at each grade level.

Diagnostic Activities: Methods for examining student understanding to determine the appropriate instructional level.

1. Assessing which essential objectives students do or do not know
2. Choosing the sub-objectives to begin instruction at a point where all students can experience some success

DIBELS (Dynamic Indicators of Basic Early Literacy Skills): DIBELS measures are short one-minute assessments to measure basic early literacy skills. They measure phonemic awareness with the Phoneme Segmentation Fluency Drill, reading readiness skills with the Letter Naming Fluency Drill, phonics, letter-sound correspondence, and blending sounds with Nonsense Word Fluency. The reading process, fluency, and comprehension are measured by the Oral Reading Fluency Drill. DAZE measures vocabulary and sentence structure. They can give an indication of how well a student is performing and can predict a student's ability to read and understand grade level text. DIBELS assessments are given five times a year to all students grades K-5 to measure student progress.

DFA (District Formative Assessment): There are several definitions for formative evaluations. This district has labeled their standard based assessments as formatives. Each time a teacher instructs on a new standard, a short five to ten question assessment is given. The students' scores are then evaluated and they are placed in either a remediation or enrichment class. The students who performed below 80% on the standard-based assessment are given a second formative covering the same standard. This data is tracked throughout the year to assure that students are mastering the skills needed at their grade level.

DL Scores: Developmental Level Scores are scale scores that are generated by ATI-Galileo

Essential Standards: Essential standards are a subset of the complete list of standards for each grade and for each subject. They represent a "safety net" of standards that each teacher ensures that every student learns prior to leaving the current grade. Three criteria make up how essential standards are chosen:

1. **Standards that have Endurance:** Provide students with knowledge and skills that will be of value beyond a single test date.
2. **Standards that have Leverage:** Provide students' knowledge and skills that have value in multiple disciplines.
3. **Standards that have Readiness for the Next Level of Learning:** Provide students with essential knowledge and skills that are necessary for success in the next grade.

Extinction: Used to diminish of student behavior due to lack of a response.

Feeling Tone: Climate of the classroom as perceived by each student over a period of time. The internal emotional state of the student in relation to the learning environment (Pleasant, Unpleasant, Neutral).

Formulate an Objective: The ability of the teacher to identify the goals of the lesson.

Galileo: Galileo is a testing product produced by Assessment Technology Incorporated. This district refers to the benchmark testing as Galileo since this is the name of the testing product used. The tests are

administered four times a year to all students in grades 1-8 and high school students who have not passed AIMS. The assessments are both summative and formative in nature. The first two tests given are formative in that they do not cover all of the standards at the grade level. The last two tests, because they cover all standards taught at a particular grade level, are summative in nature. The tests are predicative of AIMS (See DL Scores). The data collected from the tests can also be disaggregated to evaluate student retention of standards.

Guided Practice: Hands-on learning activities directly related to the Instructional Input that help the students meet the identified performance expectations stated in the Objectives. Students repeatedly practice correctly their new knowledge or skill under direct teacher supervision.

Independent Practice: Hands-on learning activities directly related to the Instructional Input designed to reinforce performance objectives. These activities can be done inside or outside the classroom. Students have the opportunity to individually practice the skill or apply the content after demonstrating correct performance or understanding for the teacher.

Instructional Objective: A statement of what the student is to learn (specific content), the cognitive level at which he will perform (level of cognition) and how the student will demonstrate the learning (behavior); the behavior MUST match the cognitive level Breaking down the objective into smaller chunks/concepts or incremental steps and sequencing them for learning.

Interest: Learner perceives the material to be learned is appealing and/or important.

Knowledge of Results: Specific and immediate feedback on what is done correctly, as well as incorrectly.

Level of Concern: Level of tension or anxiety just above where the learner is comfortable. An internal state of not knowing what is going to happen next.

Mastery Learning: "The students are helped to master each learning unit before proceeding to a more advanced learning task" (Bloom 1985). Students who do not satisfactorily complete a topic are given additional instruction until they succeed. Students who master the topic early engage in enrichment activities.

Math Fact Fluency: The Math Fact Fluency drills are CBMs that cover the basic math facts. Each grade level is assigned a specific set of facts to memorize. The Math Fact Fluency drills are given five times a year in grades 1-8 to measure student progress.

MAZE: A Curriculum Based Measure assessment used in grades 6-8 that measures student vocabulary and fluency. It is a 2 minute test that is administered 3 times a year. This assessment help principals identify classwide issues and helps teachers identify student's with possible reading difficulties.

Meaning: Knowing the importance of what is being learned. Relationship of the learning to the student's own knowledge and past experience.

Modeling:

1. (procedural) Show process one step at a time with clearly labeled steps for the sub-objective.
2. (metacognitive) Provide metacognition of process or rationale for decisions /conclusions while demonstrating or explaining the sub-objective with labels.

Monitor and Adjust: The ability of the teacher to elicit and check observable behavior of the each student and to adjust the instruction based on task analysis of the content or the instructional strategies.

Motivation: Giving students the encouragement to learn through expectations of success or by showing the perceived value of the task.

1. **Intrinsic** - When the task is the reward itself, the person is self-motivated to stay on task until completion.
2. **Extrinsic** - Increasing focus by using a reinforcer (reward) not related to the learning itself. The person focuses on the task in order to receive a payoff.
3. **Self-Efficacy** - A student's belief that he or she can be successful at the task.

Negative Reinforcement: A response that is unpleasant or not desired by the learner that will decrease undesired behavior.

Norm Referenced Test: The major reason for using a norm-referenced test is to classify students. This type of test determines a student's placement on a normal distribution curve; comparing students to the group in the norm. With norm-referenced tests, a representative group of students is given the test prior to its availability to the public. The scores of the students who take the test after publication are then compared to those of the norm group.

Overt: Learners demonstrate engagement of their minds by visible or observable behaviors.

Pacing Calendars: A sequence of **when** instruction of the standards should take place over a given time period.

PARCC Assessment (Partnership for Assessment of Readiness for College and Careers): PARCC's next-generation assessment system will provide students, educators, policymakers and the public with the tools needed to identify whether students — from grade 3 through high school — are on track for postsecondary success and, critically, where gaps may exist and how they can be addressed well before students enter college or the workforce. (This test is expected to replace the AIMS by the year 2014-15)

PLC (Professional Learning Communities): Teacher meetings where they discuss student data and instruction.

Positive Reinforcement: A response that the learner needs or desires which will increase the desired behavior.

Probes: Probes are assessments schools use to find out if students have mastered specific skills. One example of a probe is a timed test for math facts. Probes should be used a specific intervals throughout the school year to measure growth of students.

Progress Monitoring: Progress Monitoring is a process in which CBMs are used to measure student progress every two or three weeks. This data is collected on students who have not met the grade level goals during the school year.

Quality Core: In partnership with the nation's leading educators, ACT's research and development teams designed Quality Core to raise the quality and intensity of high school core courses. Instead of a specialized, limited curriculum, Quality Core offers five flexible components to improve and align your current high school curriculum and instructional materials.

Reinforcement: An increase in learning behavior as a result of the interaction of the learner and the environment.

RTI (Response to Intervention): A three-tier model is used for students struggling in reading and sometimes Math. Curriculum Based Measures, such as DIBELS are useful to help educators evaluate the

effectiveness of instruction and student growth. Students who are not proficient on reading assessments, received intensive reading interventions. Tier 2 usually consists of small group instruction targeted to basic skills. Tier 3 usually consists of individualized instruction or very small group instruction that targets individualized needs.

Reteach/Enrich: The reteach and enrich process uses the formative assessments to determine whether mastery has occurred. If mastery is achieved, the student will go to an enrichment group which may include going deeper into the subject, or focusing on another area of advanced learning. Conversely, if the student did not achieve mastery, they attend a reteach group, where they are retaught the concept in a different manner.

Retention: The ability of the learner to remember the learning or to recall events relevant to the objective.

Stanford 10: The Stanford 10 (SAT10) is a norm-referenced test that looks at individual student achievement compared to national norms. The test helps both parents and educators understand what their children know and can do and how they can help. The SAT10 is intended to inform classroom instruction by giving feedback about student performance in reading and mathematics.

Success: Learner senses accomplishment in reaching intended objective, or the feeling of making progress toward an achievable goal.

Summative Evaluations: State mandated tests that assess all standards at a grade level.

Task Analysis: The continuous process of “designing down” from a larger, more complex learning/performance/outcome to its smaller, yet critical and essential learning.

Teach to an Objective: The ability of the teacher to keep most teacher actions aligned to one objective at a time.

Transfer: The ability of the learner to use past learning in a modified or generalized form.

Unwrapped Documents: “Unwrapping the standards” means to identify the concepts and skills found in the Standards (general statements of learning outcomes – what students need to know and be able to do). It means to examine the standards to determine exactly what students need to : (1) know (the content/concept), (2) be able to do (the skill) through (3) bloom’s (which level educators will use to teach students the concepts and skills).

Writing Prompt: A writing prompt can be administered anytime during the school year to measure a student’s writing skills. Students receive a statement or question designed to get them to think about a topic in depth and motivate them to produce their best, most expertly expressed writing. Writing prompts will usually include time for a prewriting activity, rough draft, editing, and a final draft. All copies are collected and graded using a pre-determined rubric.