

**Preparing New Teachers for Common Core**  
**Appendix E**  
**Glossary**

1. Achievement—measures student performance at one point in time based on a defined level of proficiency using a standardized assessment, such as Tennessee Comprehensive Assessment Program (TCAP), End of Course (EOC) tests, ACT, etc.
2. Advanced—a performance level on the Tennessee Comprehensive Assessment Program (TCAP) test which indicates the student’s performance demonstrates superior mastery and that the student is significantly prepared.
3. Advancing question—a question used by a teacher to further learning for students who are ready to advance beyond the learning target.
4. Assessing question—a question used by a teacher to offer support for students who are not mastering the learning goal, or to give the teacher an indication of student understanding.
5. Basic—a performance level on the Tennessee Comprehensive Assessment Program (TCAP) test which indicates the student’s performance demonstrates mastery and that the student is well prepared.
6. Below Basic—a performance level on the Tennessee Comprehensive Assessment Program (TCAP) test which indicates the student’s performance demonstrates partial mastery and that the student is minimally prepared.
7. Charter school—a primary or secondary school that is subject to some of the rules, regulations, and statutes that apply to other public schools, but generally have more flexibility than traditional public schools. A charter school is attended by choice.
8. Cohort—a group of students recorded as a set
9. Common Core State Standards (CCSS)—an initiative of the U.S. Department of Education, sponsored by the National Governors Association and the Council of Chief State School Officers, that seeks to bring diverse state curricula into alignment with each other through the adoption of a national set of college and career ready standards.
10. Conceptual fluency—the comprehension of mathematical concepts, operations, and relations, and skill in applying them flexibly, accurately, and efficiently.
11. Decompose—the process of separating numbers into their components (to divide a number into smaller parts).

12. Differentiation—the customizing of instruction through individualized content, process, or product that meets the individual learning needs of students.
13. Disaggregated—the presentation of data broken into segments of the student population instead of the entire enrollment so that stakeholders can monitor the progress of each student group.
14. ELA Anchor Standards—K–12 standards that define what students should understand and be able to do by the end of each grade in the following areas of literacy: reading, writing, speaking and listening, and language.
15. ELL—an acronym for English Language Learner, which refers to the intervention program available to any student whose native language is any other than English.
16. ESL—an acronym for English as a Second Language, which refers to the intervention program available to any student whose native language is any other than English.
17. Exit ticket—a reflection activity often used by teachers at the end of a lesson.
18. Gallery walk—a cooperative learning opportunity in which groups of students rotate around a classroom, composing answers and reflecting on the answers of other students.
19. Growth—measures student performance at one point in time based on a defined level of proficiency using a standardized assessment such as Tennessee Comprehensive Assessment Program (TCAP), End of Course (EOC) tests, ACT, etc.
20. Howard Gardner’s Theory of Multiple Intelligences—a model of intelligence that differentiates intelligence into specific "modalities", rather than seeing it as dominated by a single general ability. These intelligences are arranged into the following eight categories: spatial, linguistic, logical-mathematical, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalistic. He later suggested that existential and moral intelligence may also be worthy of inclusion.
21. INVEST—the overarching label for the projects driven by the Ayers Institute for Teacher Learning and Innovation; these projects include higher education CCSS implementation, instructional coaching, and leadership.
22. Mathematical Practice Standards—practices that mathematics educators at all levels should seek to develop in their students; they represent overarching habits that a productive mathematical thinker should display.

23. Minuend—a quantity or number from which another is to be subtracted
24. Modeling—the act of a teacher or student serving as an example of a behavior that other students can emulate or learn from.
25. No Child Left Behind (NCLB) subgroups—federal legislation that identifies the student populations that are monitored for yearly progress. The subgroups are: students with disabilities, limited English proficient, economically disadvantaged, white, African American, Hispanic, Asian/Pacific Islander, American Indian/Alaskan Native, Multi-Racial/Multi-Ethnic. In order for a subgroup to report data, there must be 45 or more students who identify with the characteristics of that group.
26. Private think time—a specified amount of time during which students are given an opportunity to work on a task individually before student dialogue begins.
27. Procedural fluency—knowledge of procedures, specifically when and how to use procedures appropriately, and skill in performing them flexibly, accurately, and efficiently.
28. Proficient—a performance level on the Tennessee Comprehensive Assessment Program (TCAP) test which indicates the student’s performance demonstrates mastery and that the student is well prepared.
29. Real-world task—a task which includes authentic materials and situations in order to build relevance and increase student engagement.
30. Scaffolding—offering instructional support for students through modeling, questioning, providing feedback, or breaking the task into manageable segments.
31. Solution path—a means of solving a problem or task
32. Subtrahend—the number that is to be subtracted from the minuend.
33. Tennessee Value Added Assessment System (TVAAS)—tracks student achievement from year to year on standardized assessments in order to determine the amount of learning growth students experience over time.
34. Title I school—a school that is eligible to receive funding through a federal program that provides financial support to local high-poverty schools to improve teaching and learning for the students in those schools.