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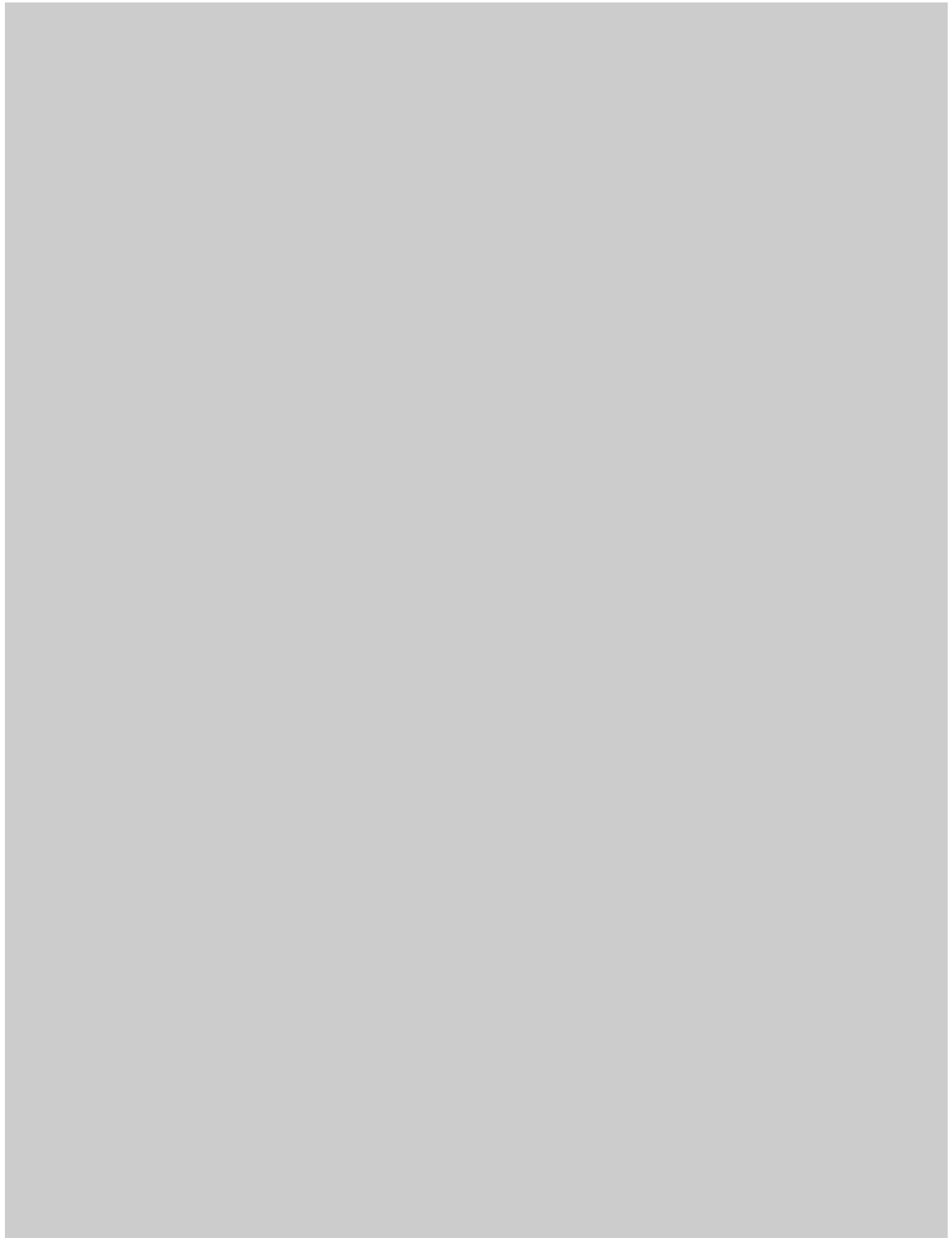
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GLOSSARY

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80/20 Rule: Effective communicators listen 80% of the time and speak the other 20%.

Acknowledging: Responding without making judgments; receiving and recognizing what the speaker says, which communicates that the other person's ideas have been heard.

Action Research: Defined plan of study in which a teacher documents the changes that will be made and collects formal data on the resulting changes in student achievement.

Active Listener: Characteristic of an effective communicator who reinforces, empathizes, and accepts what is being said.

Adequate Yearly Progress (AYP): A No Child Left Behind accountability requirement that states have a plan in place to ensure that all students are meeting academic achievement goals for the year.

Advanced Students: Those who perform consistently above benchmark goals and perform quite well with grade-level material. They are able to manage a variety of materials designed as challenge or enrichment resources.

Affix: General term that refers to prefixes and suffixes.

Alphabetic Principle: Concept that letters and letter combinations represent individual phonemes in written words.

Application: Teacher helps students practice a strategy until they can put the concept into use independently.

Approachable Voice: As used in coaching, has a wider range of modulation and a tendency, at times, to rise in inflection at the end of a sentence; promotes open dialogue.

Assessment: Task of gathering data on which to base judgment-oriented decisions. Such data are multidimensional, including standardized tests, observations, interviews, informal tasks, and performance measures.

Assessment-Driven Instruction: Involves using assessment data to inform instructional decisions. Educators use test results from progress monitoring and other forms of assessment to determine if interventions are working and if changes need to be made in instructional practices.

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Assessor: One who guides teachers in using screening, progress monitoring, diagnostic, and outcome measures; helps grade-level teams analyze and use formal and informal assessment data to identify students for additional instruction and to improve overall student achievement; supports and assists teachers in continuous progress monitoring; and analyzes data to inform program implementation and professional development plans.

Automaticity: Reading without conscious effort or attention to decoding.

Benchmark Students: Students who perform consistently and meet standards established for their grade level. These students are able to manage the grade-level materials and content well.

Blending: Combining sounds rapidly to accurately represent a word.

Choral Reading: A group of students reading text orally; unison reading.

Clarifying: Response to a listener's uncertainty by providing more precise information.

Coaching: Professional development process of supporting teachers in implementing new classroom practices by providing new content and information, modeling related teaching strategies, and offering ongoing feedback as teachers master new practices.

Cognitive Dissonance: The discomfort one feels when faced with two seemingly incompatible ideas.

Collaborative Cultures: Functioning groups or organizations; predominantly positive attitudes and cooperative behavior.

Combative Culture: Groups that are inclined to disagree; predominantly negative, mistrustful, and uncooperative behavior.

Committed Listener: Characteristic of an effective communicator who helps people think more clearly, work through unresolved issues, and discover their own solutions; often involves listening beyond what people are saying to the deeply held beliefs and assumptions that are shaping their actions.

Communication: Exchange of thoughts, messages, or information, using speech, signals, writing, or behaviors; interpersonal rapport.

Comprehension: Understanding what one is reading; the ultimate goal of all reading activity.

Content Standards: One of three National Staff Development Council benchmarks; they address the knowledge and skills focus of professional development that ensures all students succeed.

Context Standards: One of three National Staff Development Council benchmarks; they address the structures of professional development that must be in place for successful learning to occur.

Cooperative Learning: A procedure used to teach a variety of comprehension strategies in small groups, giving students more autonomy and opportunity for social interaction with peers; encourages higher level discussions which lead to increased comprehension for students of all abilities.

Corrective Feedback: Communication between a teacher and a student, or a reading coach and a teacher, when a mistake is made; offered in a neutral tone, with an attitude of simply providing information.

Credible Voice: Used to gain attention and give directions; characterized by a limited range of modulation and a tendency to go down in intonation at the end of a sentence.

Curriculum Standards: Clear and public expectations for what students should learn at each grade level; benchmarks.

Decoding: Ability to translate a word from print to speech, usually by employing knowledge of sound-symbol correspondences; the act of deciphering a new word by sounding it out.

Delivery: The presentation component of a professional development system; may include the use of technology and is designed so that training is sufficiently sustained and intense to ensure mastery of the needed skills. During delivery, trainers should model effective teaching practices and provide practice and feedback opportunities.

Demonstration Lesson: The coach models instructional practices during an illustrative lesson with students in a classroom as the teacher(s) observe and record notes and questions.

Diagnostic Assessments: Tests used to measure a variety of reading, language, or cognitive skills; usually given only if a child fails to make adequate progress after receiving extra help in learning to read. Diagnostic assessments are designed to give a more detailed picture of the full range of a child's knowledge and skill so that instruction can be more precisely planned.

Differentiated Instruction: Matching instruction to meet the different needs of learners in a classroom.

Direct Explanation: Defines or expounds on why a strategy helps comprehension and when to apply it.

Direct Instruction: Instructor defines and teaches a concept, guides students through its application, and arranges for extended guided practice until student mastery is achieved.

Disaggregated Data: Separates student or school achievement scores into subgroups; may include students in the categories of exceptional student education, lower quartile, free and reduced-price lunch.

Elkonin Boxes: Framework used during phonemic awareness instruction; sound boxes. When working with words, the teacher can draw one box per sound for a target word. Students push a penny or a marker into a box as they segment each sound in the word.

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Equity: Giving all students a fair and impartial opportunity to learn and meet academic standards; prompts educators to understand, appreciate and hold high standards for all students and create safe, orderly, and supportive learning environments.

Evaluation: One of four components of a professional development system: ensures that the professional development resulted in teacher application in the classroom as documented through (1) observation and/or classroom walk-throughs and (2) improvements in student learning as demonstrated through standardized achievement tests, teacher-constructed tests, portfolios, and checklists of student performance. Evaluation results should be used to plan future professional development by expanding effective trainings and eliminating ineffective sessions.

Evaluative Responses: A reaction which communicates judgment; reactions avoided by effective communicators.

Explicit Instruction: Occurs in the classroom when the teacher explains new concepts in clear and concise language, models skills, uses multiple examples, and provides a high level of support as students practice using a new skill and then move into independent practice.

Expository: Reports factual information (also referred to as informational text) and the relationships among ideas. Expository text tends to be more difficult for students than narrative text because of the density of long, difficult, and unknown words or word parts.

Feedback: A purposeful reaction or response to a particular process or activity.

Fidelity of Implementation: The degree to which instruction follows a program's intent and design.

Follow-Up: One of four components of a professional development system; ensures that teachers apply the skills and knowledge gained through the professional development; includes coaching, mentoring, and/or Web resources.

Fluency: Ability to read text quickly, accurately, and with proper expression, providing a bridge between word recognition and comprehension.

Grapheme: A letter or letter combination that spells a phoneme; can be one, two, three, or four letters in English (e.g., e, ei, igh, eigh).

Group Norms: Standards, models, or patterns of behavior that are regarded as typical.

Grouping: Any system through which children are assigned to different instructional settings in order to have their needs better addressed.

Guided Practice: Students carry out what the teacher modeled; the teacher provides prompts and feedback immediately after new concepts and skills are presented.

High-Stakes Testing: Procedure for critical evaluation; a means of determining the presence of knowledge, intelligence, or ability with test results serving as a basis for judgment.

Independent Practice: Occurs after students achieve accuracy during guided practice; allows a student to apply newly learned skills and concepts on his or her own.

Infrastructure: Basic underlying framework or features of a system or organization.

Instructional Leader: One who supports teachers in serving all students in the full, skillful implementation of the school's reading program; helps identify instructional strategies and interventions to meet all students' needs; demonstrates research-based instruction; helps teachers design and deliver effective instruction; works with grade-level teams to improve instruction; observes reading classes; and follows up with all teachers.

Instructional Leadership: Leadership which offers guidance and encouragement; coaching provided by the principal or designee in academic areas.

Intensive Students: Those students who consistently perform poorly, are two or more standard deviations below the mean on standardized tests, and are considered below the benchmark on progress monitoring assessments. Intensive students require focused intensive support with pre-teaching and re-teaching, and additional specialized instruction during small-group time.

Intervention: Additional instruction that addresses the needs of students who are not making sufficient progress in the reading program. Highly skilled teachers in a classroom with a low pupil-teacher ratio provide explicit and systematic instruction tailored to meet the identified needs of struggling readers. Teachers use assessment to guide accelerated instruction, provide teacher modeling and scaffolding with gradual release of responsibility to students, and provide extensive practice opportunities.

Interview: A formal meeting in person or by phone; especially one arranged to assess an applicant's qualifications; a conversation in which facts or statements are elicited from a candidate.

Job-Embedded Learning: Encourages participants to apply what they learn on the job and supports mid-course corrections if the strategy is not working.

Learning Centers: Work stations designed to maximize student engagement and learning.

Learning Communities: Teams that create a high-quality context for professional improvement.

Learning Objectives: Descriptions of what participants will be able to do as a result of participating in professional development. Objectives provide the basis for evaluating professional development and its impact on student achievement. Well-defined learning objectives address: **Who** are the target participants? **What level** of knowledge or skill is expected? **What content** is addressed? **When** do you expect teachers to implement what they have learned? **How** will you know the training was a success?

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Lifelong Learner: One who reads widely, participates in learning communities, attends workshops and conferences.

Meta-Analysis: Statistical procedure for combining data from multiple studies.

Metacognition: An awareness of one's own thinking processes and how they work; the process of consciously thinking about one's learning or reading while engaged in learning or reading. Metacognitive strategies can be taught; good readers use metacognitive strategies to think about and have control over their reading.

Modeling: Overtly demonstrating a strategy, skill, or concept that others will be learning.

Narrative: A story about fictional or real events.

National Reading Panel (NRP): Report produced, at the request of Congress, by the National Institute of Child Health and Development, in which more than 100,000 studies in reading were reviewed; panel found five components essential to a child's learning to read—phonemic awareness, phonics, vocabulary, fluency, and comprehension.

National Staff Development Council (NSDC): Largest non-profit professional association committed to ensuring success for all students through staff development and school improvement; views high-quality staff development programs as essential to creating schools in which all students and staff members are learners who continually improve their performance.

Needs Assessment: Useful tool in reviewing classroom-level reports of disaggregated student achievement data by content area and skills; conducted in addition to school initiatives, teacher certification needs, professional growth interests, and other information to identify professional development needs.

Nondiscussables: Subjects sufficiently important or so laden with anxiety and threat that they are discussed frequently—but only "off premises"—in the parking lot, the restrooms, the playground, the carpool, or the dinner table at home. Open discussion of these incendiary issues (e.g., at a faculty meeting) are avoided for fear of causing a meltdown.

Nonjudgmental Observation: Reflects what has been perceived by the senses, without additional information from the mind of the observer.

Nonverbal Communication: Use of movements or positions of the hand, arm, body, head, or face that express thought, emotion, or opinion.

Norm-Referenced Tests: Tests that have been standardized on a specific group, usually referred to as the norm group; allow comparisons of an individual student's score with other students' performance.

Observation: The act of noting and recording behavior, either formally with instruments or informally by watching or noticing.

Onset and Rime: In a syllable, the onset is the initial consonant or consonants, and the rime is the vowel and any consonants that follow (e.g., the onset of "sat" is "s" and the rime is "at"; the onset of "flip" is "fl" and the rime is "ip").

On-Site Professional Development: PD designed locally to meet specific needs of a selected audience or to extend off-site trainings offered at the state, regional, or district level through coaching, book studies, case reviews, or analyzing student work.

Outcome Assessments: Measures given at the end of the year to: (1) help the principal and teachers in a school evaluate the overall effectiveness of their reading program for all students, and (2) help districts evaluate their progress toward meeting the goal of "every child reading on grade level by 3rd grade."

Paraphrasing: Rephrasing a statement in an attempt to focus on the teacher's ideas, not the coach's interpretation of those ideas. A well-crafted paraphrase communicates a coach's attempt to understand the teacher and value what he or she has to say. A paraphrase also establishes a relationship between people and ideas.

Partner Reading: Reading aloud by taking turns with a partner who provides word identification help and feedback.

Pedagogy: How instruction is carried out; the method and practice of teaching.

Peer Coaching: Teachers coaching teachers; can extend the reading coach's efforts and sustain professional growth and reading improvement. Peer coaching helps classroom teachers become resources for one another by sharing responsibilities for in-class support, guidance, and constructive feedback.

Performance Measures: Measures that require students to apply their knowledge and to use information in activities or projects that reflect their level of understanding of the content being assessed.

Phonemes: The smallest unit of sound in our language system; combine with other phonemes to make words.

Phonemic Awareness: The ability to notice, think about, or manipulate the individual phonemes (sounds) in words; the ability to understand that sounds in spoken language combine to make words; also used to refer to the highest level of phonological awareness, the awareness of individual phonemes.

Phonics: The study of the relationships between letters and the sounds they represent; also used to describe reading instruction that teaches sound-symbol correspondences.

Phonological Awareness: Understanding the different ways that spoken language can be broken down into smaller units (sentences into words, words into syllables, syllables into phonemes).

Planning: Addressing the content selection, organization, and support components of a professional development system.

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Post-Conference: Classroom observation feedback given by a coach to the teacher who was observed; both identify and agree on areas for improvement, set goals, and determine next steps.

Pre-Conference: A meeting between a coach and teacher(s) to identify areas of need; an occasion to collaboratively plan and/or discuss the lesson that the coach will demonstrate.

Prefix: A morpheme that precedes a root and that contributes to or modifies a word's meaning (e.g., "re" in reprint).

Preponderance of Evidence: A phrase used when theories taken collectively or multiple experiments lead to a strong conclusion if the data converge; when the community of scientists agree and support one theory rather than another.

Print-Rich Environment: Wealth of text, including big books, decodable books, vocabulary words, and letter-sound cards.

Proactive: Quality of an effective reading coach; taking the initiative and making sure that all essential reading elements are being implemented in K–3 classrooms.

Process Standards: One of the three benchmarks of the National Staff Development Council, they address the use of data, evaluation, and research in professional development.

Professional Developer: One who builds teacher knowledge about evidence based reading research and instruction, core programs and supplemental materials, interventions for struggling readers, giving assessments, and using data to plan instruction; collaborates with teachers, administrators, and others to identify school and district professional development needs; and stays current by taking part in professional training.

Professional Development (PD): High-quality, sustained, intensive, and classroom-focused activities intended to have a positive and lasting impact on classroom instruction and student achievement.

Professional Development Plan: Part of a coherent, focused reading program addressing on- and off-site professional development offered at the school, state, regional, or district level.

Professional Learning Community: A group of adult learners in a school who identify new programs or topics to investigate, gather research on, and implement; they study the effectiveness of the new strategies in the school, and ultimately share their findings with the staff.

Progress Monitoring: Tests that keep a teacher informed about a child's progress in learning to read during the school year; quick samples of critical reading skills, they tell the teacher if the child is making adequate progress toward grade-level reading ability in end-of-the-year measures.

Prosody: Reading with expression, proper intonation, and phrasing. This helps readers sound as if they are speaking the part they are reading. It is also this element of fluency that sets it apart from automaticity.

Rapport: Relationship that embodies mutual trust or emotional affinity; also, comfort with and confidence in someone during an interaction.

Reading Accuracy: Part of fluency; reading words in text with no errors.

Reading Level: How well a student can accurately read a text; typically there are three levels: independent, instructional, and frustration.

Reading Rate: The speed at which a person reads.

Reflective Feedback: Observations given in a respectful and supportive manner that can help establish a positive environment for improving reading instruction.

Reflective Response: Nonjudgmental and concise feedback that verifies a speaker's emotional state and helps the speaker become more aware of the feelings a situation is generating.

Regrouping: Grouping students according to shared instructional needs and abilities and rearranging the groups as students' instructional needs change. Group size and allocated instructional time may vary among groups.

Relaxed Alertness: A listening technique used by an effective communicator to display a state of calm, acceptance, and concern.

Reliability: Consistency of an assessment measure; distinguished into several types: internal reliability (consistency within the test itself); test-retest reliability (consistency over time), alternate form reliability (whether different forms of the test have consistent results), and inter-rater reliability (consistent results when different assessors administer the same test).

Repeated Reading: Rereading of text until the reader is able to read at a predetermined rate to produce fluency.

Rhyming: Words that have the same ending sound.

Scaffolding: Modeling and encouraging strategic, successful reading by providing structure, organization, questioning, clarification, summarizing, or tying information to what is known or what will be found out; gives students all the support they need to arrive at the correct answer; after an error, for example, a teacher may offer cues, reminders, or encouragement, break the problem down into steps, provide an example, or anything else to enable students to reach the correct answer independently instead of having the teacher give the answer.

Scientifically Based Reading Instruction (SBRI): Reading instruction that is explicit and systematic; aligns instruction with established grade-level standards or benchmarks that clearly delineate student expectations; ensures a daily, protected, and uninterrupted time for comprehensive reading instruction; provides differentiated instruction to meet the needs of individuals and groups of students; uses assessment to inform instruction and monitor student learning at each stage of reading development.

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Scientifically Based Reading Research (SBRR): Empirical research that applies rigorous, systematic, and objective procedures to obtain valid knowledge; includes research that employs systematic, empirical methods that draw on observation or experiment; has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a rigorous, objective, and scientific review; involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn; relies on measurements or observation methods that provide valid data across evaluators and observers and across multiple measurements and observations; and can be generalized.

Screening Assessments: Tests that serve as initial assessments of students' preparation for grade-level reading instruction; a "first alert" that a child will need extra help to make adequate progress in reading during the year.

Segmenting: Separating the individual phonemes or sound/symbol relationships of a word, into discrete units.

Shared Reading: An instructional strategy in which the teacher reads a story and students follow along. There are variety of purposes for this strategy, including concepts of print, modeling fluency, building vocabulary, and comprehension discussion.

Specific Praise: Focused affirmation offered when a student correctly applies strategies and skills he or she has been taught.

Strategic Students: Students who are struggling with some specific content and frequently perform one or two grade levels below standards on their assessments; need additional support during small-group time to reach benchmarks on progress monitoring assessments.

Suffix: An affix attached to the end of a base, root, or stem that changes a word's meaning or grammatical function (e.g., "en" in oxen).

Summarizing: Reducing large selections of text to their bare essentials: the gist, the key ideas, the main points that are worth noting and remembering.

Supported Application: Transfer of new learning into everyday routines; occurs after students are introduced to key ideas in the presentation phase; similar to scaffolding,

Survey: A tool to gather various types of information (e.g., professional development preferences, needs, and priorities) in a standardized manner that the collected data to be quantified and used as general information from the sample of respondents.

Synergy: Combined efforts of two or more elements to enhance the overall effect or result.

Systematic Instruction: A carefully designed plan of instructional steps that are purposeful and progress logically; gives students extensive support during the early stages of learning; and lessons build on previously taught information, from simple to complex, across the five components (phonemic awareness, phonics, fluency, vocabulary, and comprehension).

Targeted Instruction: Teaching what students need to learn, as indicated by assessment of standards.

Task Interdependence: A task-based group whose members rely on mutual assistance and support to accomplish their goal.

Team: A cooperative group of persons organized to work together.

Tiered Reading Model: Aims to reduce overall reading problems by providing intensive early intervention to students most at risk for reading difficulty; tiers may be primary, secondary, or tertiary.

Transfer of Training: Application of professional development learning to classroom practice.

Trust: Reliance on the integrity, strength, ability, surety, etc., of a person or thing; confidence.

Upward Momentum: Positive impetus as teachers within the group make progress toward their goals; contagious momentum; a powerful catalyst for those who may move at a slower place, because no one wants to be left behind.

Validity: The degree to which a test measures the specific skills and concepts it claims to measure.

Vocabulary: All of the words of our language, classed as listening, speaking, reading, and writing; essential to effective communication; important to reading comprehension because readers cannot understand what they are reading without knowing what most of the words mean. Vocabulary development refers to stored information about the meaning and pronunciation of words necessary for communication.

Words Correct Per Minute (WCPM): Represents the number of words a student reads correctly per minute; also indicates a student's reading fluency score on fluency assessments.

Word Play: Deliberately investigating words in a fun, engaging manner (e.g., vocabulary-building exercises, word-identification practice, and spelling).

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