

Stages of cognitive development: Piaget's four stages of development in learning: (1) sensorimotor, (2) preoperational, (3) concrete operational, and (4) formal operational

Stages of moral reasoning: levels of thinking processes related to judgments of right and wrong

Strategies: specific ways of studying used by students to help them learn (for example, memory techniques, note-taking skills, test-taking skills, and so forth)

"Trust versus mistrust" stage: Erikson's first psychosocial development stage; without appropriate caregiving during birth to three years old, children can develop mistrust of other humans

Zone of proximal development: the difference between intellectual tasks that children can perform alone and those that they can perform with the assistance of an adult or a more skilled peer; the place in learning at which a child could succeed with help but cannot yet succeed alone.

Ability Groups: Grouping where all children in a small group are at the same academic level; too often, this type of placement results in ethnic tracking

Acculturation: successful application of new knowledge and use of new norms from another culture while retaining one's own native culture and language

Additive approach: the second of four approaches to multicultural education defined by James Banks in which the teacher adds information about other cultures into the standard curriculum without altering the curriculum

Assimilation: taking on ways of the dominant culture at the expense of losing ways of one's native culture and language

Basic interpersonal communication skills (BICS): as language learner, being able to use conversational everyday language (can take up to two years)

Biases: unfair preferences or prejudices toward particular groups of people

Bidialectism: being able to speak a home/casual or school/business English dialect when each is appropriate

Bilingual: being able to speak two languages with the facility of a native speaker

Biracial: people whose ancestors are from two different racial groups

Cognitive academic language proficiency (CALP): as a language learner, being able to use a language for abstract, academic purposes (can from 5 to 7 years)

Age Appropriateness: specified skills and tasks (and the quantity to be assigned) that can be accomplished both physically and mentally by a child at a particular age and/or stage of development; the knowledge/skills to be taught should also be suitable for the age in terms of interest and in terms of topics and/or presentations

Analysis level: the fourth level of thinking in Bloom's Taxonomy, in which children break apart a complex problem into parts; considered to be a higher level of thinking

Application level: the third of six levels of thinking in Bloom's Taxonomy, in which children must use or apply what they have learned in some manner by solving, constructing, demonstrating, and so forth; categorized as a lower level of thinking

Authentic activities/conditions: those which meaningfully support real-world connections by attempting to include products and/or performances that mirror real life (or are real life) in their applications (e.g. writing a letter that will be sent rather than just copying a form).

Closure: at the end of a topic and/or lesson, teachers summarize or reflect on the most important parts of the lesson in some way or employ an activity that does so

Comprehension level: the second level of thinking in Bloom's Taxonomy, in which children demonstrate that they understand by explaining, illustrating, and comparing, etc.; considered to be a lower level of thinking

Connections to the community: the part of the lesson plan in which a teacher makes connections between new learning and where a child might find that particular learning in his or her world.

Cooperative learning: instruction that is structured for partners or small groups to work together

Diagnosis: using state assessment results or other data to determine further instruction that matches children's needs

Evaluation Level: judging; a higher level of thinking in Bloom's Taxonomy, in which children make supported judgments of outcomes, decide merits, critique, and so forth

Focus: (sometimes called an "anticipatory set" "hook," "introductory set," or "stage setting") is an event that a teacher plans so as to entice children into the lesson in some manner

Goal: a general broad idea of what the teacher (and others interested in education) want children to learn

Integrated or thematic approach: refers to teaching units in which many subject areas are included under one “umbrella” topic or central idea and where the lines between these subject areas are often blurred.

Interdisciplinary: integration that makes connections with various subject/ areas are included under one “umbrella” topic or central idea and where the liens between these subject areas are often blurred

Interdisciplinary: integration that makes connections with various subject.content area somewhere within each lesson or within integrated thematic units (i.e. math with science, history with music, and so forth)

Knowledge level: the lowest level of thinking in Bloom’s Taxonomy, in which children must only recall information or knowledge

Long-range goals: a general map of a teacher’s aims for the entire school year in all subject areas that she or he teaches; normally required to be on file at one’s school

Long-range plans: a logical, sequential map of the general knowledge and skills to be taught during units of time (can be for the year, semester, six-week, unit, etc.)

Mean: an average score

Median: the score that is exactly in the middle of a distribution of scores

Miniclosure: during the course of a lesson, the teacher may pause at different points to sum up and reflect on parts of the lesson that children have just covered

Mode: the most frequently occurring score

Objective: a specific statement of observable, measurable learning behavior given in terms of who the learner is, what the behavior is, the conditions under which learning will take place (usually the task), and the degree of accomplishment expected

Observable behavior: behaviors for objectives (or a student product) must be able to be seen or heard so that teacher can measure and assess how well an objective and/or a task has been learned; using Bloom’s taxonomy helps accomplish this

Play: voluntary, meaningful action initiated by children where reality is suspended; in play, skills can be practice, symbolism employed, rules followed in games, etc.; may types of play have been identified and connected to children’s ages and/or stages of development

TAKS: Texas Assessment of Knowledge and Skills; a state examination that tests the TEKS

Teacher input: the part of the lesson plan in which the teacher arranges for children to gain new information through guided practice (where the teacher supports children through practicing the use of new knowledge and/or skills) and independent practice (where children attempt new skills and/or knowledge on their own)

TEKS: Texas Essential Knowledge and Skills set by the state of Texas that provide curriculum guidelines for basic knowledge and skills for each grade level and most content areas; are tested through the TAKS

Thematic units: an organizational method in which a number of lesson plans are designed to fall under one topic (shapes, apples, pumpkins, cause-and-effect, and so forth)

Transition: moving from one activity to another, one content area to another or one setting to another

Accommodation: creating new mental schemas in response to new information from the environment when the information does not fit into an existing schema

Assimilation: the mental process of fitting new information from the environment into an already existing schema

Auditory Modality: receives and represents information best orally

Behaviorism: a view of learning that emphasizes the role that the environment plays in changing observable behavior; one learns because of reinforcement or punishment

Chunking: grouping bits of information into units that are more meaningful in order to allow more items to be included in memory

Classical conditioning: learning as a result of pairing a stimulus with an automatic emotional or physiological response (sweating, salivating, etc.)

Cognitive learning theory: a theory of learning that emphasizes the change in one's mental structures as a result of a need to make sense of one's world.

Community resources: (or social capital) what a community can provide that contributes to the education of learners, including guest speakers, monetary resources, and enriching facilities such as museums

Student code of conduct: a required set of behavioral expectations and consequences, including conditions for suspension, placement in an alternative education program, and expulsion

Tactile/kinesthetic learners: students who learn best by touching, handling, or manipulating materials (tactile) and students who learn through movement (kinesthetic)

Time on task: the actual time a student is engaged in active learning

Transition: to move from one activity or lesson to another or from one place to another

Advance organizer: a technique usually used at the beginning of the lesson in which the teacher provides students with the structure, overview, and nature of the content of the upcoming learning experience

Analogy: a comparison in which one describes similarities between concepts that are generally considered dissimilar

Convergent question: a question that has one correct answer

Divergent question: a question that has many possible answers

Group processing: an activity in which members of a group reflect and evaluate their functioning as a group

I-message: a statement about a behavior that has three parts: it describes the specific behavior, the effect on the person sending the message, and the way that person feels about the behavior

Leading question: a nonobjective question in which the opinion of the person asking the question can be easily inferred

Modeling: learning that is a result of observing the behaviors and actions of others

Netiquette: a set of empirically derived rules for communication via the Internet

Nonverbal message: a communication expressed in body language, gestures, tone of voice, expression, etc., but without words

Probing question: a follow-up question used to encourage deeper thinking through elaboration, clarification, justification, etc.

Run-on questions: multiple questions asked at one time so that the receiver can become confused about which one to address

Family liaisons: school representatives who serve as contacts and promote positive links between school personnel and the parents, grandparents, and relatives of enrolled children

Horizontal teaming: joint planning and decision making by those who work at the same level

Mentee: a teacher, generally a novice or beginner, who receives guidance and individualized assistance from a more experienced educator

Mentor: an experienced teacher or administrator who provides guidance and individualized assistance to promote retention and success for new teachers

Nonverbal communication: conversing with another individual without using spoken words

Novice: a new or beginning teacher who has limited teaching experience

Online teacher networks: voluntary associations of teachers who communicate using digital tools such as message boards, blogs, and wikis

Parent educators: school personnel who provide information about child growth and development and support for family members in their roles as primary caregivers of children

Professional development: activities that enhance teachers' professional knowledge, competence, expertise, and growth as educators

Professional Development Appraisal System (PDAS): a formal evaluation of a teacher's performance in the classroom in Texas

Protégé: a beginning teacher who benefits from the wisdom and guidance of a mentor

Reflection: giving serious thought or consideration to issues, activities, or events related to teaching and learning

Reflective practitioners: teachers who contemplate, look at again, or study their past teaching moments to enhance professional growth and students achievement

Reflective teaching: the natural outcome of teachers' reexamination and reevaluation of their teaching

Reflective thinking: the process of probing, inspecting, and studying to improve one's teaching practice

Admission Review, Dismissal (ARD) committee: also known as the Individual Education Program team; a committee whose members (1) determine eligibility for special education services (2) create, review, and modify the child's IEP (3) may decide the child no longer requires special services

Child Protective Services (CPS): any suspected abuse or neglect of a child must be reported to this agency within 48 hours of suspicion

Commissioner of education: the chief educational officer in the state of Texas who is appointed by the governor and has administrative responsibility for the Texas Education Agency and for overseeing the implementation of legislation into school and district operations

Corporal punishment: physically punishing a child by paddling, "giving licks," etc.: to employ, the district and parents must approve, and strict guidelines and due process must be followed

Due process: teachers and schools must follow procedures set up ahead of time when disciplinary actions occur

Educators' Code of Ethics: standards of ethical conduct for educators developed by the state board of educator certification, violation of which can subject educators to disciplinary action

Excessive force: when disciplining or restraining a child, only appropriate force can be used so that a larger, stronger teacher does not injure a child intentionally or unintentionally

Fair Use doctrine: a component of federal law related to copyrights that allows specified copying privileges of a copyrights work for teacher purposes

Family Educational Rights and Privacy Act (FERPA): relates to a family's and a child's right to confidentiality concerning school information and records

Free and Appropriate Public Education (FAPE): the provision of IDEA that guarantees special education and related services to children with disabilities at public cost

Inclusions: refers to a philosophy and resulting practice associated with the education of special education students in regular educational classrooms to the greatest extent appropriate for each special education child

Individual education plan (IEP): a plan or program developed by the Admission, Review, and Dismissal committee or IEP team for meeting the specific educational needs of each individual child placed in special education