The Achievement Teams Glossary

Common terms and language used in Achievement Teams and other collaborative protocols.

ADVANCED
COLLABORATIVE SOLUTIONS

Achievement Teams:	Achievement Teams leverage collaborative protocols to focus on building new knowledge about teaching and learning rather than simply maintaining existing knowledge.
Baseline Evidence Statements:	Baseline evidence statements are summary statements derived from formative assessment results that help teachers make inferences about student performance levels.
Collective Efficacy:	Collective efficacy is the overall belief that teachers can have a greater influence on student achievement when they combine their collective efforts. It is a concept that focuses on a shared belief by faculty that together they can positively affect the lives of the students they serve.
Collaboration:	In education, collaboration means teams of teachers and leaders working together to increase student achievement. The power is in bringing together multiple perspectives to improve student learning.
Deep Learning:	Deep learning connects to surface learning to help students progress to higher levels of achievement. Deep learning can be considered an extension of students' prior knowledge where they begin to apply and extend knowledge, skills, and patterns to support a deeper level of understanding.
Diagnostic Assessment:	Diagnostic assessment is the process of using multiple measures and reports to identify student strengths and needs in specific skillsets or areas so that teachers can provide instruction to address learning needs.
Feedback:	Feedback is information provided by the teacher to the student that helps reduce the gap between what the student understands and what should be understood relative to a specific learning target.
Formative Assessment:	Formative assessments are low stakes assessments that are not graded but rather used as an evaluative tool for the teacher to assess student learning and adjust instruction.
Instructional Strategies:	Instructional strategies are the actions of the teacher intended to lift the cognition of students in relation to specific learning intentions. They are methods by which the teacher increases student learning.
Learning Progressions:	Learning progressions are the building blocks that teachers use to teach students the skills to master the learning target. They represent a sequence of instructions, from simple to complex. Through learning progressions, teachers identify prerequisite skills necessary to acquire the learning target, detail specific chunks of instruction, provide the foundation for short-cycle formative assessment, and accelerate instruction.
Learning Targets:	Learning targets are a subset of skills and concepts identified as the most crucial learning for all students.

Mindframes:	Mindframes, defined by John Hattie and Klaus Zierer, are how teachers think about teaching and learning and are one of the most important influences over student achievement.
Pre-Post Assessment Cycle:	Pre-post assessments are designed to assess student progress over a predetermined period of time.
Pre-Teach / Reteach:	The pre-teach/reteach model permits teachers to introduce the skills and concepts to assess before administering the actual pre-assessment.
Short-Cycle Assessment:	Short-cycle assessments are pre- and post-assessments that teachers can administer approximately two to four weeks apart to provide a snapshot of student growth based on a specific learning target.
SMART Goals:	SMART goals create a growth target between the pre- and post-assessment. Achievement Teams follow the goal framework formulated by George T. Doran, which stipulates that goals should be: Specific, Measurable, Achievable, Relevant, and Time-bound.
Success Criteria:	Success criteria are based on a specific learning target and specifically state what students will say, do, make, or write to demonstrate that they are moving toward the target.
Summative Assessment:	The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against a learning target, standard, or benchmark.
Surface Learning:	Surface learning provides students with factual information for attaining new concepts, skills, and strategies and serves as a connection to deep learning. Surface learner strategies focus on recall or procedural information, like explaining, naming, note-taking, and restating.
Teacher Clarity:	Teacher clarity is the ability of the teacher to provide instruction which guides students to come to a clear understanding of the material. With clear and specific instruction, students should be able to gauge their own progress through the use of success criteria, learning targets, and feedback.
Transfer Learning:	Transfer learning is the stage at which students have solidified a deeper level of knowledge and skills and are able to apply this learning to new and different situations and contexts. At this point they are able to reflect on their learning, think metacognitively, and identify similarities and differences.
Webb's Depth of Knowledge (DOK):	Webb's Depth of Knowledge (DOK) was created by Norman Webb from the Wisconsin Center for Education Research. It defines the complexity of knowledge to delineate project-based learning, and its purpose is to ensure that work is cognitively demanding enough to match the rigor of the learning targets or standards.