

Wisconsin RtI Center Glossary

ACCOMMODATIONS: Practices and procedures intended to provide students with equitable access to grade-level content and assessments.

ADDITIONAL CHALLENGES: Curriculum and instruction intended to meet the needs of students exceeding benchmarks.

ADEQUATE PROGRESS: Whether students' response to the current level and type of interventions/challenges is sufficient to meet their learning goals or whether a change is warranted.

AGGREGATE: The performance/achievement of the total population of learners participating in an assessment.

BALANCED ASSESSMENT: The use of using formative, benchmark and summative assessments to provide a complete and clear picture of student progress, student achievement, and instructional effectiveness.

BEHAVIORAL EXPECTATIONS: The specific, positively stated behaviors desired of all students that are explicitly taught, modeled, and reinforced in a school.

BENCHMARKS: Pre-determined milestones of achievement, established periodically throughout the school year, leading towards mastery of the grade level/content standards.

BIAS: Prejudice in favor of or against one thing, person, or group compared with another.

BUILDING-LEVEL PROBLEM-SOLVING TEAM: An established collaborative group designed to develop timely and effective strategies and resources for individual students in need of intensive support. Also known as Student Support Team, Child Study Team, or Building Consultation Team.

COLLABORATION: A systematic process of learners, families, educators, and the community working together to ensure the academic, behavioral, social, and emotional success of every learner.

COLLEGE AND CAREER READINESS: Wisconsin DPI's mission to ensure every child graduates from high school academically prepared and socially and emotionally competent for further education and the workplace. This includes proficiency in knowledge, skills, and habits: 1) academic content, 2) application of knowledge through skills such as critical thinking, communication, collaboration and creativity, and 3) behaviors such as perseverance, responsibility, adaptability and leadership.

CONSISTENT COLLABORATION PROCESS: A regular meeting schedule and use of protocols for team planning and decision-making.

CONTINUUM OF SUPPORTS: High quality instruction, collaboration, and strategic use of data of varying intensity to equitably address the needs of every learner.

CULTURAL BROKERS: Individuals who bridge, link, and mediate between groups or persons of different cultural backgrounds for the purpose of reducing conflict or producing change.

CULTURE: The system of shared beliefs, values, customs, behaviors, and artifacts that the members of society use to interact with their world and with one another (Zion & Koslewski, 2005).

Wisconsin RtI Center Glossary

CULTURAL COMPETENCE: Awareness of one's own cultural identity and views about difference, and the ability to learn and build on the varying cultural and community norms of learners and their families.

CULTURAL PROFICIENCY: An approach that demonstrates you have the self-awareness to recognize how you—because of your ethnicity, your culture, and your life experiences may affect others, as well as what you offer to others. Being culturally proficient allows you to use “teachable moments” to share yourself and learn from others. Through culturally proficient knowledge the practitioner effects policies and practices of a school/district or the values and behaviors that enable his/her self or school to interact effectively in a culturally diverse environment. A culturally proficient practitioner possesses and works to build on his/her contextualized knowledge of culture, community, and identity of children and families as the core of his/her teaching practice. Culturally proficient practitioners possess a "multicultural competence" that incorporates a deep and sophisticated understanding of race, racism and the contemporary contexts of schooling (Lindsey, et al, 2003; Murrell, 2007).

CULTURAL RELEVANCE: The integration of cultural knowledge, prior experiences, and performance styles of diverse learners to make learning more appropriate and effective for them; it teaches to and through the strengths of these learners. Culturally relevant instruction integrates a wide variety of instructional strategies that are connected to different approaches to learning (CCSSO, 2011).

CULTURALLY RESPONSIVE PRACTICES : An approach to teaching that recognizes the value of learners' cultural beliefs and practices and draws upon them to inform instruction, enhance learner self-advocacy, and bridge learners' home and school experiences.

CUT SCORES: Selected points in test results used to identify levels of proficiency.

DATA-BASED DECISION-MAKING: The process of making instructional decisions for student academic and behavior success through ongoing collection and analysis of data.

DECISION RULES: Predetermined, specific “If... then...” criteria used for instructional decision-making.

DIAGNOSTIC DATA: Valid and reliable measures, tools, and techniques used to determine the specific nature of a student's learning needs.

DIFFERENTIATION: The dynamic adjustment of curriculum and instructional practices based on the learning needs of students.

DISAGGREGATE: Data calculated and reported separately for specific sub-groups or -populations (e.g., learners' economic conditions, race, gender, culture, native language, developmental differences, and identified disabilities).

DISCRIMINATION: The unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, gender, sexual orientation, or ability.

DISPROPORTIONALITY: The over- or under-representation of a given population group, often defined by racial and ethnic backgrounds, but also defined by socioeconomic status, national origin, English proficiency, gender, and sexual

Wisconsin RtI Center Glossary

orientation, in a specific population category. For example, a child's race and ethnicity significantly influence the child's probability of being misidentified, misclassified, and inappropriately placed in special education programs.

DISTRICT CAPACITY ASSESSMENT: An action assessment designed to help educational district leaders and staff better align resources with intended outcomes and develop action plans to support the use of effective innovations. Available through the National Implementation Research Network (NIRN).

ENGAGED LEARNING: The degree to which students are psychologically invested in and the effort they put toward understanding intended content or mastering intended skills. (Newmann, 1992).

EQUITABLE MULTI-LEVEL SYSTEM OF SUPPORTS: Systematically providing differing levels of intensity of supports (interventions/additional challenges, collaborative structures, monitoring of learner progress) based upon learner responsiveness to instruction and intervention.

EQUITY: Equity means that every student has access to the educational resources and rigor they need at the right moment in their education across race, gender, ethnicity, language, disability, sexual orientation, family background and/or family income (CCSSO, 2017).

EVIDENCE-BASED: Use of programs, practices, and procedures with the best available evidence balanced with the fit to the school's and district's population and values.

FAMILY AND COMMUNITY ENGAGEMENT: Families and communities as active partners and key collaborators in achieving the goal of success for every learner.

FIDELITY: The degree to which a program or practice is delivered as designed and intended.

FORMAL MEASURES: Quantifiable, norm-referenced, standardized assessments.

FORMATIVE ASSESSMENT: Practices designed to quickly inform instruction by providing specific and immediate feedback through daily, ongoing instructional strategies that are student- and classroom-centered, and that answer, "What comes next for student learning?"

GRADE-LEVEL/COURSE BENCHMARKS: The pre-determined milestones of achievement, established periodically throughout the school year, leading towards mastery of the grade level/content standards.

GROWTH MINDSET: The belief that intelligence is fluid and develops over time. In contrast, a fixed mindset is the belief that intelligence is an inborn trait that does not change.

HIGH QUALITY INSTRUCTION: Curricula, teaching practices, and learning environments that are standards- based, evidence- based, engaging, differentiated, culturally responsive, and data-driven. .

IDENTITY: All aspects that make a person who they are including but not limited to: race, ethnicity, gender, sexual identity, gender identity, socioeconomic status, ability status, language, religion, and marital status. Aspects of culture combine to provide a sense of identity, a history of how a person or group experience interactions with society.

Wisconsin RtI Center Glossary

IMPLEMENTATION DRIVERS: Key components of capacity and infrastructure influencing a program’s success. The core components needed to initiate and support classroom, building, and district level change.

INFORMAL MEASURES: Teacher-developed, formative assessments and observations.

INSTRUCTIONAL FRAMEWORK: A common language and vision for quality teaching shared by everyone in a school district. An instructional framework provides a district-wide picture with levels of specificity to what is taught in all grades and in all subject areas, including the core content, grade level benchmarks, instructional strategies, and assessments. The framework provides curricular and instructional transitions between grades and disciplines within and among district schools.

INSTRUCTIONAL RESOURCE: Material used by teachers every day to help students acquire knowledge.

INTENSITY OF PROGRESS MONITORING: The frequency of progress monitoring.

INTENSIVE LEVEL OF SUPPORT: High quality instruction, strategic use of data, and collaboration programs and practices provided for and about students with significant learning needs, either well-below or well-above benchmarks. Also referred to as Targeted, Tier Three, and Tertiary Level.

INTERIM ASSESSMENTS: The periodic assessments used throughout the school year to show student progress toward mastery of grade-level standards. Universal screeners, Curriculum-Based Measures (CBMs), office discipline referrals, portfolios, and interim assessments are examples of interim/benchmark assessments used in schools.

INTERVENTION: The systematic use of a technique, practice, or program designed and shown to improve learning in specific areas of student need.

LEADERSHIP DRIVERS: One component of implementation drivers in which leaders understand the difference between technical and adaptive challenges and implement effective strategies associated with each.

LEVEL OF INTENSITY AND NATURE OF SUPPORT: The dimensions of interventions/ challenges that can be adjusted based on student need and responsiveness to instruction.

LEVELS OF IMPLEMENTATION: The recognized stages that schools go through on the way to fully implementing and sustaining changes in system-wide programs, policies, and practices.

NOT IN PLACE: At this level, the school has not yet begun to consider implementation, does not see the need to undertake a change, and/or has identified other more-pressing priorities

PURPOSE-BUILDING: The school recognizes the need to change, learns about issues and potential solutions, and builds consensus to move forward.

INFRASTRUCTURE: The school builds capacity for the change to take hold.

INITIAL IMPLEMENTATION: School staff begins using new practices.

Wisconsin RtI Center Glossary

FULL IMPLEMENTATION: The “new” practice has been integrated into habits and routines in the school and is now part of “doing school” (Fixsen, et al, 2005).

MARGINALIZATION: The social disadvantage and relegation to the fringe of a school or district, to put or keep some learners and families in a powerless or unimportant position within a classroom, school, or district.

MODIFICATIONS: Changes made to learning expectations in order to meet the needs of the student.

MULTIPLE MEASURES: Multiple types and sources of data gathered and considered to understand the whole picture of students’ performance and the effectiveness of instruction to make more fully informed decisions.

ORGANIZATIONAL STRUCTURES: The underlying building-level supports that, when in place, help schools enact an RtI system.

POSITIVE CULTURE: A collective sense of purpose and commitment to ensure the well- being, sense of belonging, safety, and success of every learner.

PRACTICE: Application or use of an idea, belief, or method.

PREJUDICE: An opinion or leaning formed without just grounds or before sufficient knowledge is attained.

PROFESSIONAL DEVELOPMENT: A comprehensive, sustained, and intensive approach to improving staff effectiveness in raising student achievement (Learning Forward, 2011).

PROGRAM: A structured and packaged format of delivery to address a defined set of content and skills. Instructional programs often include: Teacher manuals, instructional materials, assessments, a scope and sequence (e.g. a purchased reading series).

PROGRESS MONITORING: A process used to assess students’ academic and behavioral performance, to measure student responsiveness to interventions/challenges, and to evaluate the effectiveness of interventions/challenges.

PROGRESS MONITORING TOOLS: Valid and reliable measures used to quantify a student’s rate of improvement in response to an intervention/challenge; these tools are designed to be easy, quick, repeatable, and highly sensitive to change in student performance.

PROTOCOLS: Accepted, consistent norms and procedures that guide team agendas and practices of planning and decision-making.

RELIABILITY: The consistency of an assessment’s results.

RESEARCH-BASED: “Research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs” (US DOE, 2009). In other words programs, strategies, and assessments shown to be effective in rigorous, scientific studies.

RESPONSE TO INTERVENTION (RtI): An organizational framework that guides implementation of a culturally responsive multi-level system of support to achieve academic and behavioral success for all.

Wisconsin RtI Center Glossary

ROOT CAUSE: The deepest underlying cause, or causes, of the outcomes being achieved within any process.

SCHOOLWIDE IMPLEMENTATION REVIEW (SIR): An academic self-assessment focusing on either mathematics or reading used by schools to evaluate system implementation and fidelity at the universal, selected, and intensive levels available through the Wisconsin RtI Center/PBIS Network.

SELECTED LEVEL OF SUPPORT: High quality instruction, strategic use of data, and collaboration programs and practices provided for and about students with learning needs of moderate intensity, either below or above benchmarks. Also referred to as Secondary, Tier Two, Supplemental, and Small Group level of support.

SHARED LEADERSHIP: Representative teams with responsibility to lead and oversee implementation of an equitable multi-level system of supports at the school and district levels.

SPECIFIC LEARNING DISABILITY (SLD): A disorder in one or more of the basic psychological processes involved in understanding or in using language (spoken or written) that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations; SLD disorders include conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. (Wis. Admin. Code § PI11.36(6)(a)).

STEREOTYPE: A widely held but fixed and oversimplified image or idea of a particular type of person.

STRATEGIC USE OF DATA: The ongoing, reflective, and collaborative analysis of implementation and outcomes data in a problem-solving process to inform improvement and achieve equity.

SUMMATIVE ASSESSMENTS: Infrequent tests used to evaluate cumulative learning. Large-scale standardized assessments (including WKCE-CRT and Advanced Placement tests) and end-of-semester exams or school suspension rates are examples of summative assessments.

SYSTEMIC IMPLEMENTATION: Programs, practices, roles, and expertise aligned and coordinated into an interdependent whole to ensure every learner benefits equitably from access, opportunity, and support across the school and district.

SYSTEMATIC: A planned and predetermined approach to accomplish a goal or solve a problem.

TIERED FIDELITY INVENTORY (TFI): A Positive Behavioral Interventions and Supports assessment to measure fidelity within each tier of PBIS and all tiers collectively.

UNIVERSAL DESIGN FOR LEARNING (UDL): A research-based set of principles (engagement, access, assessment) to guide the design of learning environments accessible and effective for every learner.

UNIVERSAL INSTRUCTION: The academic and behavioral curriculum and instruction deemed critical, delivered to all students, and expected to meet the needs of most students in a school. Also referred to as Core Instruction, Primary Level of Intervention, and Tier One instruction.

UNIVERSAL LEVEL OF SUPPORT: Instruction, data, and collaborative systems and practices that are accessible, effective, and reflective of every learner. Also referred to as Core, Primary Level, and Tier One.

Wisconsin RtI Center Glossary

UNIVERSAL SCREENERS: Valid and reliable measures and processes used to assess students' current level of performance in relation to grade level benchmarks.

UNIVERSAL SCREENING PROCESS: A process in which data from multiple measures are analyzed to determine whether each student is likely to meet, not meet, or exceed academic benchmarks or behavioral expectations.

VALIDITY: The extent to which an assessment or tool measures what it is intended to measure.

VISION: A clear and attainable future picture of what learning will look like in a school.

WISCONSIN ACADEMIC STANDARDS: The essential grade level and subject area learning expectations K-12 students should know and be able to do to be considered college- and career-ready.

References

- Aspen Education & Society Program and the Council of Chief State School Officers (CCSSO). (2017). *Leading for equity: Opportunities for state education chiefs*. Washington, D.C.
- Council of Chief State School Officers (CCSSO). (2011, April). *Interstate teacher assessment and support consortium (INTASC) model core teaching standards: A resource for state dialogue*. Washington, DC.
- Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M., & Wallace, F. (2005). *Implementation research: A synthesis of the literature*. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, National Implementation Research Network. (FMHI Publication No. 231).
- Learning Forward. (2009). *Definition of professional development*. Retrieved from <https://learningforward.org/who-we-are/professional-learning-definition>
- Lindsey, R. B., Nuri Robins, K. and Terrell, R. D. (2003). *Cultural Proficiency: A Manual for School Leaders*. Thousand Oaks, CA: Corwin Press.
- Murrell, P. C. (2007). *Race, culture, and schooling: Identities of achievement in multicultural urban schools*. New York: Routledge.
- Newmann, F.M. (ed.) (1992). *Student engagement and achievement in American secondary schools*. New York: Teachers College Press.
- United States Department of Education (US DOE). (2009) United States Code. Title 20: Education. Part A: Definitions. Washington, D.C.: U.S. Government Printing Office.
- Zion, S. & Koslewski, E. (2005). *Understanding culture*. National Institute for Urban School Improvement.