

GLOSSARY

Academic Standards

In current usage, the term usually refers to specific criteria for what students are expected to learn and be able to do. These Standards usually take two forms in the curriculum:

Content Standards (similar to what were formerly called goals and objectives) tell what students are expected to know and be able to do in various subject areas, such as mathematics and science.

Performance Standards specify levels of learning that are expected and assess the degree to which content Standards have been met.

Accreditation

Accreditation is an official approval by the WRISA Board of Directors recognizing that a school meets the established Standards of the organization.

Accredited with Provision

Accredited with Provision is temporary and conditional accreditation, pending correction of deficiencies and validation of findings.

Annual Report

The Annual Report consists of documents submitted to WRISA by a member school. This report verifies that the school continues to meet WRISA Standards and includes the long-range plan that documents continuous improvement.

Authentic Learning Experiences

Schooling related to real-life situations—the kinds of problems faced by adult citizens, consumers, or professionals. Authentic learning experiences require teamwork, problem-solving skills, and the ability to organize and prioritize the tasks needed to complete the project. Students should know what is expected before beginning their work. Consultation with others, including the instructor, is encouraged. The goal is to produce a high-quality solution to a real problem, not to see how much the student can remember.

Authentic Performance Assessments (Performance Based Assessments)

Authentic performance assessments are designed to assess what students know through their ability to perform certain tasks.

Candidate School

A candidate school is a school that completes an application, meets the criteria, pays the application fee, and has been given authorization by WRIS to begin the accreditation process. Candidacy status can last three years. A candidate school is not a member of WRISA.

Code of Conduct

A code of conduct is a set of behavioral expectations aligned with foundational statements of the school.

Comprehensive Collection

A comprehensive collection is a collection of print, multi-media, and instructional technological resources that is student-oriented and serves all grades, abilities, and/or subject areas. A minimal comprehensive collection includes: a balanced, basic book collection of 10 useable, single-title, library volumes per student, (books on electronic media may be counted for meeting this requirement); and 10 periodicals annually (50% of which may be electronic). The materials collection shall include electronic technological formats in support of the curriculum, such as but not limited to, on-line searches, CD-ROM programs, DVDs, computer software, laser disks or the most current resources available.

Consequences

An activity which assists the individual to make restitution for an action that is in violation to the Code of Conduct, and begins the process of change in one's disposition and attitude.

Core Values

Core values are a set of guiding principles and essential/enduring tenets of an organization.

Curriculum

Curriculum is a school's written master plan for establishing content and organizing learning experiences for the purpose of changing and developing learners' behaviors, insights, knowledge, skills, and dispositions. Curriculum is formatted into a set of courses in a particular area of study which is offered at a school. The school mission, vision, and core values drive the development and implementation of the curriculum.

Differentiated Learning

Differentiated learning is a form of instruction that seeks to "maximize each student's growth by meeting each student where she/he [sic] is and helping the student to progress. In practice, it involves offering several different learning experiences in response to students' varied needs. Learning activities and materials may be varied by difficulty to challenge students at different readiness levels, by topic in response to students' interests, and by students' preferred ways of learning or expressing themselves."

Source: Differentiating Instruction, by L. Kiernan [course author], 2000, Alexandria, VA: Association for Supervision and Curriculum Development. Retrieved February 21, 2002, from <http://www.ascd.org/pdi/demo/diffinstr/differentiated1.html>

Dual Accreditation

See Multiple Accreditations

Early Childhood Education

For WRISA purposes, this term refers to three- and four-year old programs. These programs are connected with the school's educational program.

Equivalent in Hours/Hours of Instruction

The normal instructional day provides for a school year of the expected number of hours (K = 437 hours, 1-6 = 1,050 hours, 7-12 = 1,137 hours). (The normal instructional day will be at least six clock hours exclusive of a lunch period. NOTE: When grades 7 and 8 are included as part of an elementary school, the hours of instruction are the same as for grades 1-6. When grades 7 and 8 are included as part of an elementary school participating in the Parental Choice Program, the hours of DIRECT instruction are the same as for grades 7-12) It is important to include extra hours in the school calendar to cover a loss of time for acts of nature which may take away from the direct instructional time.

Independent School

An independent school meets the criteria as defined by the Wisconsin Department of Public Instruction (DPI) and is listed in the DPI Private School Directory (DPI website:

<http://www.dpi.state.wi.us/>). An independent school is not necessarily associated with a religious denomination.

Instructional Specialists

These are teachers who have a specialization, such as but not limited to, art education, music education, technology, and physical education.

Interdisciplinary Units

The curriculum is organized in such a way that content is drawn from two or more subject areas to focus on a particular topic or theme. Effective interdisciplinary studies have the following elements: a topic that lends itself to study from several points of view; one or more themes (or essential questions) the teacher wants the students to explore; and activities intended to further students' understanding by establishing relationships among knowledge from more than one discipline or school subject.

Long-Range Plan

Long Range Plan is a two to five year plan that addresses the recommendations identified in the Visiting Team Report and the Standards with Quality Indicators Checklist; areas for growth identified in the school's Self Study; and all other goals set by school leadership.

Looping

Looping is an informal term for assigning students to the same teacher for more than one school year. Rather than teaching a new group of students at the same grade level each year, teachers stay with the same group of students as they move from grade to grade.

Mission Statement

The mission statement tells what purpose the school serves. It provides the framework in which the school community defines itself and operates.

Multi-age Grouping

The multi-age grouping is the practice of having children of different ages in the same classroom, rather than assigning them to age-graded classrooms (e.g., 6-year-old children to 1st grade and 7-year-old children to 2nd grade).

Multiple Accreditations

A school is accredited by another regional or national agency. The school may be eligible for WRISA accreditation.

Non-Jurisdiction School

A non-jurisdiction school refers to an independent or faith-based school that may be accredited by WRISA but does not belong to one of the WRISA jurisdictions.

Non-teaching Professional Personnel

Non-teaching professional personnel are degreed professionals i.e. social worker, school nurse, psychologist who provide a service to the school.

Performance

Performance is the accomplishment of a task in accordance with a set standard of completeness and accuracy.

Professional Planning Time

Time which is part of the instructional staff's contracted time -- at least one period of not less than 30 minutes or a total of 150 minutes for planning.

Proficiency

Proficiency is the ability to demonstrate mastery of the established performance Standard.

Private School

In Wisconsin an institution is a private school if its educational program meets all of the following criteria (s118.165): a) The primary purpose of the program is to provide private or religious-based education. b) The program is privately controlled. c) The program provides at least 875 hours of instruction each school year. d) The program provides a sequentially progressive curriculum of fundamental instruction in reading, language arts, mathematics, social studies, science and health. This subsection does not require the program to include in its curriculum any concept, topic or practice in conflict with the program's religious doctrines or to exclude from its curriculum any concept, topic or practice consistent with the program's religious doctrines. e) The program is not operated or instituted for the purpose of avoiding or circumventing the compulsory school attendance requirement under s. 118.15. f) The pupils in the institution's educational program, in the ordinary course of events, return annually to the

homes of their parents or guardians for not less than two months of summer vacation, or the institution is licensed as a child welfare agency under Wisconsin State Statute 4860 (1).

Provisional Accreditation

See Accredited with Provision

Quality Indicators

A measure of evidence demonstrating compliance with the Standard.

Essential Quality Indicators

Those indicators for which compliance is required for accreditation.

Service Learning

Service learning is a provision for making community service part of the school's educational program.

Stakeholders

Stakeholders are individuals who have a vested interest in the organization as either a consumer (student, parent, alumnus/a) or provider (teacher, staff, administrator, benefactor).

Standards

For WRISA purposes, Standards are the norms by which the level of quality or excellence of a school community is determined.

System

A system is a group of schools within a jurisdiction that represents more than one parish or congregation. WRISA accredits the individual schools within the system.

Unified School

Two or more schools are united into one entity through restructuring, consolidating, merging, or combining.

Value-Added

Value-added measures are those that attempt to indicate the educational value that the school adds over and above that which could be predicted given the backgrounds and prior attainments of the students within the school' (Hill 1995). (For more information click on the 'Foundation Statements' tab on the menu bar on the www.wrisa.net 'Welcome Page.'"

Vision Statement

A vision statement provides direction to bring the school to what it aspires. It embodies core values, articulates desired outcomes, and is a catalyst for improving the mission of the organization.

Visiting Team

A Visiting Team consists of three or more educators selected by jurisdictions or the WRISA Executive Director. The team visits a school, verifies the findings of the school's Self Study report, makes additional recommendations as needed, and determines the school's compliance with the WRISA Standards. The Visiting Team completes a Standards with Quality Indicators Checklist and narrative report detailing its findings, and makes a recommendation regarding the accreditation to the WRISA Board of Directors.

Waiver

A waiver is a written agreement of temporary release from compliance with a Standard Quality Indicator.

Reference: *Lexicon for Learning (ASCD)*

Young Child

Term refers to children from birth through age eight. (National Association for the Education of Young Children – NAEYC).