

## Key Concepts

Concept	Definition
<b>Assessments</b>	<p>Assessments can be formal or informal, summative or formative.</p> <ul style="list-style-type: none"> <li>• Formal assessments: essays, tests, quizzes</li> <li>• Informal assessments: assignments that aren't graded, class discussions, etc</li> <li>• Formative: individual assessments</li> <li>• Summative: cumulative assessments</li> </ul> <p>You should be continually assessing your students throughout each class period. Each time you check in with a student, start a class discussion, have students work on an activity, or have students share out, you can assess their level of understanding.</p>
<b>Feedback</b>	<p>Feedback can be written or oral, it can be formal or informal. You should be providing students with frequent and consistent feedback. This can happen in the middle of an activity or when you are looking over homework. Your feedback should be helpful, clear, instructive, and supportive.</p>
<b>Goals</b>	<p>A broad concept - something you want the students to know or understand by the end of a lesson or unit. Goals are broad. Objectives are specific and measurable.</p>
<b>Higher Order Thinking</b>	<p>Analytical or creative thinking that involves a deep understanding of concepts and ideas and demonstrates a student's ability to analyze, evaluate, synthesize and create. Lesson objectives should go from lower to higher-level thinking.</p>
<b>Keystone Exams</b>	<p>A series of exams given in Pennsylvania that students are required to pass in order to graduate high school. These exams are designed to assess students' ability to meet state learning standards. You can access the exam standards through the PA department of education website.</p>
<b>Modeling</b>	<p>Demonstrating a skill or concept to students in order to provide them with a clearer understanding of your expectations. You need to demonstrate processes and present models so that students have a clear idea of what you expect.</p>
<b>Objectives</b>	<p>A specific and measurable identification of what students will know or be able to do at the end of the lesson. Use Bloom's Taxonomy for power verbs.</p> <ul style="list-style-type: none"> <li>• NO: students will – be introduced to, understand, learn, know</li> <li>• YES: students will – identify, analyze, write, create, compare, evaluate</li> </ul>
<b>Prerequisite Knowledge</b>	<p>The knowledge a student needs in order to progress to a new concept.</p>
<b>Prior Knowledge</b>	<p>The knowledge a student already has and will be able to call on when learning about a new concept or skill.</p>

<p><b>Publishing</b></p>	<p>Opportunities for students to share work and ideas with you, with classmates, and with the community. Publishing can come in the form of sharing with a partner, sharing with the class, hanging up student work in the classroom or hallway, publishing a physical document to be distributed via a hard copy or digital copy etc. Publishing work is a great time to also provide feedback and to celebrate student growth.</p>
<p><b>Scaffolding</b></p>	<p>Breaking down a larger goal into smaller, more manageable tasks. Teachers must create lessons in which students are taken through the necessary and appropriate steps to achieve said goal. You are trying to take students from the bottom of a flight of stairs to the top. You cannot do it in one big jump. You must take them up the steps in between in order for them to successfully scale the flight of stairs.</p>
<p><b>Teachable Moments</b></p>	<p>Moments that arise during a lesson that need to be addressed. You might need to address an idea or particular language in the moment because it is unacceptable or because it is intriguing and requires further discussion. It is okay to abandon a lesson if one of these moments comes up. Often, students learn valuable life lessons in these moments.</p>
<p><b>Wait Time</b></p>	<p>When you ask a question, do not call on the first student to raise his or her hand. If you provide a few seconds of wait time after you pose the question, you will see a significant number of hands go up. Wait time allows students to process your question and formulate an answer.</p>
<p><b>Warm Up</b></p>	<p>Each lesson should contain a warm up activity. It is useful to create homework that you can utilize the following day during warm up. Students can share out, you can highlight important concepts, you can assess understanding, and you can utilize that material to launch into the day's lesson. A warm up gets students' brains working and focused.</p>
<p><b>Wrap Up</b></p>	<p>Each lesson should contain a wrap up activity. A wrap up provides closure and helps students to recognize the importance of what they have just learned during class. A wrap up is a good place to publish student work, provide feedback to the group, check for student understanding, and prepare students for future material.</p>