

# Glossary

**Academic Language:** Academic language is the language needed by students to understand and communicate in the academic disciplines. Academic language includes such things as specialized vocabulary, conventional text structures within a field (e.g., essays, lab reports) and other language-related activities typical of classrooms, (e.g., expressing disagreement, discussing an issue, asking for clarification).

**Assessment:** Evidence teachers collect of student prior knowledge, thinking, or learning in order to evaluate what students understand and how they are thinking. Informal assessments include such things as student questions and responses during instruction and teacher observations of students as they work. Formal assessments may include such things as quizzes, homework assignments, lab reports, papers, journals, and projects.

**Language Demands:** In the context of learning in classrooms, language demands are descriptions of the language students need to effectively participate in classroom tasks. This includes demands related to listening, speaking, reading, writing, and shifting between those modalities. These demands can be vocabulary, features of text-types, and other language demands (e.g., sharing ideas with a partner, listening to instructions). The degree of language demand also varies with the cognitive complexity of the content, a student's current language development, a student's relevant knowledge and experience, and the context in which the language demand occurs (e.g., participating in a discussion with or without notes). Teachers can draw upon students' language strengths (including language abilities in another language or context) and supply scaffolds to enable students to understand or produce language beyond their current level of mastery.

**Learning Objectives:** Student learning outcomes to be achieved by the end of the lesson.

**Scaffolding:** A special type of instructional support to allow students to do a task that they cannot yet do independently. Like scaffolding for buildings under construction, the support is designed to be temporary and to be removed or gradually reduced as students learn to do the task by themselves.

**Student academic content standards:** A set of knowledge, skills, and abilities that students are to learn by the end of a particular grade, grade level, or course. Student academic content standards are usually published by the state department of education to guide curriculum and instruction in public schools.

# Checklist of Required Evidence

## Context for Learning

- Context for Learning Form
- Commentary on your instructional context

## Assessing Student Learning

- Work samples from three students to illustrate what students generally understood and what a number of students were still struggling to understand. (Be sure to mask or remove student names.)
- Evaluative criteria or rubrics used to assess student performance on the assessment
- Commentary analyzing student learning and identifying next steps in instruction

# Submitting the Required Evidence

To protect confidentiality, please make sure that you did not include any identifying information for you, your preparation program, your cooperating teacher, the school, or the district. You may refer to your students by their first names, but please do not use both first and last names.

As much as possible we would like electronic submissions of materials through files on a CD/DVD. Label each file with the contents, and indicate the appropriate lesson number(s) for any files with instructional materials. You may submit paper copies of student work samples if you do not have convenient access to a scanner. Please identify yourself on the CD/DVD and any paper copies by an ID number known to you and the program. Submit the materials in an unsealed envelope with the ID number written upon it to the faculty member supporting your work, who may ask you to submit an additional copy for program use. Include a separate sheet of paper with your name that can be removed before the materials are sent to Stanford.