SUMMIT LEARNING | PROFESSIONAL DEVELOPMENT

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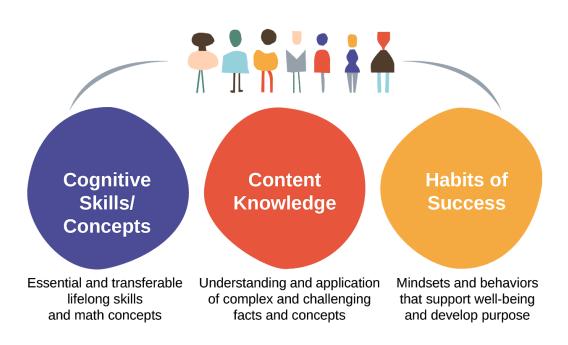
Glossary

Description: This resource defines some of the most commonly used language regarding the Summit Learning Program.

How to Use this Resource: Refer back to this resource as needed in order to build familiarity with vocabulary as you complete the Pre-Work weeks.

SUMMIT LEARNING STUDENT OUTCOMES

Cognitive Skills/ Concepts

Content Knowledge

Habits of Success

Essential and transferable lifelong skills and math concepts

Understanding and application of complex and challenging facts and concepts

Mindsets and behaviors that support well-being and develop purpose

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The Components of Summit Learning

Mentoring

Through regular one-on-one meetings with mentors, students get support to align their daily actions with individual long-term goals.

Self-Direction

Students set goals and progress through new learning by creating a plan and reflecting on whether that plan helped them meet their goal.

Projects/Concept Units

Students apply their acquired knowledge, skills, concepts and habits to projects and concept units that prepare them for real-world scenarios they'll encounter in life after school.

Components are designed to develop Summit Learning outcomes.

Cognitive Skills/ Concepts

Content Knowledge

Habits of Success

Cognitive Skills, such as asking questions, oral presentation, and interpreting data, are the essential and transferable lifelong skills that all students need for success in college, career, and life. In Summit Learning, students apply these skills, along with Content Knowledge and Habits of Success, within **projects**. Projects culminate in authentic final products — oral presentations, lab reports, essays, etc. — that **allow students to synthesize skills and content and demonstrate a deep understanding of a topic.**

In math, students learn **math concepts** to understand how, why, and when mathematical ideas work. Summit Learning uses a problem-based approach in which students learn to solve unfamiliar real-world and mathematical problems. **Math units** provide students with frequent opportunities to problem-solve, reason, identify patterns, and think critically about math concepts.

Content Knowledge is the understanding and application of facts and concepts. **Students need a broad Content Knowledge base in order to put Cognitive Skills to work.**

The Summit Learning approach puts students at the center of their learning journeys, empowering them to set goals and work through standards-aligned content. Students not only **deepen their knowledge** of a particular content topic in each course, but also build their understanding of **how they learn best and explore their academic interests further** — laying the foundation for a lifelong love of learning.

Habits of Success are mindsets and behaviors that support academic achievement and well-being. The Summit Learning approach incorporates Turnaround for Children's Building Blocks for Learning as our framework for defining Habits of Success, with 16 fundamental social-emotional learning skills that students need in order to navigate change and thrive as independent learners.

In the Summit Learning approach, this **social-emotional learning is integrated into all aspects of school culture**. Through weekly 1:1 mentoring and self-directed learning opportunities, teachers meet students where they are and help guide them in developing habits such as self-awareness, tenacity, and growth mindset.

Summit Learning Glossary

1:1 Mentoring

A component of a Summit Learning environment that is an opportunity for teachers to connect with a subset of students to work on academic and as well as non-academic goals. Teachers conduct weekly 1:1 mentoring sessions with their mentees. All students have a mentor who serves as their coach and advocate, supporting them as they develop strong habits and meet academic outcomes.

1:1 Mentor Check-In

A mentor meets one-on-one with a mentee. There are three different types of 1:1 mentor check-ins that occur over the course of a year: connecting, progress, and step back. Agendas and prompts for each type of check-in are available in the Mentoring section of the Summit Learning Platform.

- Connecting Check-Ins: Conversations in the beginning of the year (first 2-3 check-ins) to establish or deepen the mentor/mentee relationship and establish longer-term goals.
- Progress Check-Ins: Weekly coaching conversations that support student reflection and short-term goal setting.
- Step Back Check-Ins: Periodic conversations that allow the student to reflect on and plan for growth towards longer-term goals.

The 5 Practices (math)

Five teacher actions that are intended to help students develop conceptual understanding as they work through an activity: anticipate, monitor, select, sequence, and connect. These practices are intended to be used throughout the Summit Learning math curriculum and are described in the book, *Five Practices for Orchestrating Productive Mathematical Discussions*, by Margaret Schwan Smith and Mary Kay Stein. When following the 5 practices, teachers **anticipate** student approaches ahead of time before presenting an activity. Students first engage in independent think-time followed by partner or small-group work on the activity. The teacher **monitors** as students are working and notes groups using different approaches. Groups or individuals are **selected** in a specific, recommended **sequence** to share their approach with the class, and finally the teacher leads a whole-class discussion to make **connections** and highlight important ideas.

Academic Tenacity

[a Habit of Success] The beliefs and skills that allow students to look beyond short-term concerns to longer-term or higher-order goals, and withstand challenges and setbacks to persevere toward these goals.

Activity

An individual, pair, or group opportunity to practice a skill or move toward an associated checkpoint.*Technical note: The Platform's definition of activity is limited to a task which requires an interaction between the student(s) and a document. When a document is designated as an "activity," each student will receive his/her own copy of the document to edit that is accessible to the teacher.*

Activity (math)

After the warm-up, math lessons consist of a sequence of one to three classroom activities. The activities are the heart of the mathematical experience and make up the majority of time spent in class. An activity can serve many purposes, including: provide experience with a new context, introduce a new concept and associated language, or introduce a new representation.

Additional Focus Area

A focus area that has been identified as helpful content knowledge but is not central to the course standards, college and career readiness, and/or the course projects or concept units. Students are encouraged, but not required, to complete this focus area's content assessment. While Additional Focus Areas are not required, those that students complete *are* calculated into student grades.

Agency

[a Habit of Success] A student's individual decision-making and autonomous actions.

Attachment

[a Habit of Success] A deep and enduring emotional bond that connects one person to another across time and space.

Base Curriculum

The curriculum that is automatically copied into your school's local version of the Platform when you launch Summit Learning. It is the core curriculum that is made available for all Summit Learning schools. The Base Curriculum is customizable.

Check for Understanding

A practice and self-assessment opportunity provided for each objective in a focus area. It is aligned with the objective and its content assessment items and it can take many formats (online interactive activity or quiz, file with questions and answers, etc).

Checkpoint

Each project has a series of checkpoints, which are opportunities for formative assessment of one or more cognitive skills. A checkpoint:

1. Is a formative assessment.
2. Clearly contributes to the completion of the final product(s) for a project.
3. Supports cognitive skill development and/or conceptual understanding.
4. Is an important opportunity for the student to receive feedback.

In addition to providing other forms of formative feedback, teachers may mark Checkpoints in the platform as:

- Red = Checkpoint needs extensive revision, student should not move forward without significant re-work
- Yellow = student must incorporate teacher feedback in order to be on-track
- Green = student is on-track, no revision needed

Civic Identity

[a Habit of Success] A multifaceted and dynamic notion of the self as belonging to and responsible for a community or communities.

Cognitive Skills

A collection of higher-order thinking skills that are geared towards readiness for college, career and life. Cognitive Skills apply across multiple subject matters. They are aligned with the Common Core State Standards, Next Generation Science Standards, and the National Council for Social Studies C3 Framework. Cognitive Skills are developed and assessed through projects.

Cognitive Skills Rubric

The single rubric used to assess Cognitive Skill development in projects across all subjects and grade levels. The rubric details nine different levels of each Cognitive Skill, spanning from "no evidence" (level 0) to the high end of the high school standards continuum (level 8). A glossary of terms used in the Cognitive Skills Rubric can be found [here](#).

Components

Summit Learning components are: Mentoring, Projects, Math Units, and Self-Direction.

Conceptual Understanding (math)

The knowledge of how, why, and when a mathematical idea works.

Content

The subject-specific material (facts, definitions, information, formulas, procedural skills, basic concepts, grammatical structures) comprising each discipline. This material can be studied independently, practiced or memorized at a student's own pace. Content is determined by various state and national standards including Common Core, Next Generation Science Standards, California State Content Standards, and Advanced Placement. The content in focus areas is generally lower depth of knowledge, usually limited to comprehension, application, and/or analysis of content knowledge; content is deepened in projects and concept units.

Content Assessment

The ten-question assessment that a student requests when ready to show their learning of the content objectives of a specific focus area. Content assessments are computer-scored immediately upon completion; the passing score is 8/10 for non-AP courses and 7/10 for AP courses. A student must get approval from a teacher before attempting the assessment. If the student does not pass, the student may take the content assessment again.

Cool-down (math)

Each math lesson includes a cool-down task to be given to students at the end of the lesson. Students are meant to work on the cool-down for about 5 minutes independently and turn it in. The cool-down serves as a brief formative assessment to determine whether students understood the lesson.

Curiosity

[a Habit of Success] The desire to engage and understand the world, interest in a wide variety of things and preference for a complete understanding of a complex topic or problem.

Diagnostic Assessment

An opportunity for a student to check what they know already or a way to gauge if they're prepared for the content assessment. Diagnostic assessments are aligned to the focus area objectives and presented in the same format as the content assessments. A student can take them without the approval of the teacher at any time.

End-of-unit Assessment (math)

At the end of each math unit is the *end-of-unit assessment*. These assessments have a specific length and breadth, with problem types that are intended to gauge students' understanding of the key concepts of the unit while also preparing students for new-generation standardized exams. Problem types include multiple-choice, multiple response, short answer, restricted constructed response, and extended response. Problems vary in difficulty and depth of knowledge.

Enduring Understanding

An enduring understanding:

1. Is an important inference stated as a specific and useful generalization.
2. Refers to transferable, big ideas having enduring value beyond a specific topic.
3. Involves abstract and easily misunderstood ideas.
4. May provide a conceptual foundation for basic skills.
5. Is deliberately framed as a generalization - the "moral of the story."

Entry Event

A common learning experience at the beginning of a project, typically teacher-led, that introduces the project, the final products, the application of the cognitive skills throughout the project, and that activates students' prior knowledge of the project's content.

Essential Questions

An essential question:

1. Is open-ended; that is, it typically will not have a single, final, and correct answer.
2. Is thought-provoking and intellectually engaging, often sparking discussion and debate.
3. Calls for higher-order thinking, such as analysis, inference, evaluation, and prediction. It cannot be answered effectively by recall alone.
4. Points toward important, transferable ideas within (and sometimes across) disciplines.
5. Raises additional questions and sparks further inquiry.
6. Requires support and justification, not just an answer.
7. Recurs over time; that is, the question can and should be revisited again and again.

Executive Functions

[a Habit of Success] The cognitive control functions needed when one has to concentrate and think, when acting on one's initial impulse would be ill-advised. Core executive functions include cognitive flexibility, inhibitory control (self-control, self-regulation) and working memory. More complex executive functions include problem-solving, reasoning and planning.

Exercise Set (math)

A collection of procedure-based problems tied to a concept lesson that are intended to reinforce and solidify students' thinking from the lesson and spiral math from prior lessons/units.

Final Product

A final product is:

1. The culmination of the prolonged inquiry in a project.
2. An authentic summative assessment of the cognitive skills associated with the project.

There may be more than one final product in a project.

Focus Area

A chunk of content within a course that is broken down into 2-5 content objectives. Focus Areas are standards-aligned for each discipline and are often connected with projects where students apply the content from the Focus Area. Students learn this content at their own pace during self-directed learning using resources aligned to each objective. To demonstrate their learning of the objectives, students must pass a Content Assessment.

Focus Area Key Terms

Terms that a student should be able to define and understand in order to meet a focus area's objectives.

Focus Area Objectives

The content goals of a focus area. There are 2-5 objectives per focus area.

Growth Mindset

[a Habit of Success] The belief that intelligence is not fixed and can be developed by taking risks, persistence and hard work.

Habits of Success

Habits of Success are the social and emotional skills that enable students to be successful at both academic and non-academic pursuits. Summit has adopted the Building Blocks for Learning framework developed by Dr. Brooke Stafford-Brizard on behalf of Turnaround for Children (2016).

HAT Feedback

Honest, actionable and timely feedback - feedback that is authentic to the situation and the style of the person involved, has clear actions that can be practiced and learned to improve on the behavior, and provided in a timeframe where the content or skill is still relevant and important.

Instructional Routines (math)

Lesson plans within the math curriculum reference a small, high-leverage set of teacher actions - instructional routines - that become more and more familiar to teachers and students as the year progresses, including (among many): Mathematical Language Routines (MLRs), Number / Algebra Talks, Notice and Wonder, and Which One Doesn't Belong.

Introductory Materials

A section of resources placed at the beginning of a focus area that guide students on how to engage with the focus area and/or the purpose of learning the content. An introductory resource might be a "hook" for learning the content, a general overview of the content, or a tool students can use as they work through the focus area.

Lesson Synthesis (math)

Each math lesson includes a Lesson Synthesis section that assists the teacher with ways to help students incorporate new insights gained during the activities into their big-picture understanding. This portion of class should take 5–10 minutes before students start working on the cool-down.

Look-Fors

Observable learner actions that indicate the presence of a particular principle or condition. Lindsay Unified School District, Transcend, Inc., and Summit Public Schools have identified six core principles and corresponding educator and student actions that foster quality personalized learning classrooms. Learn more about these [Instructional Look Fors](#).

Math Concepts

Key mathematical topics that students investigate through Math Units to understand the why behind the how in mathematics. By design, students often understand concepts after gaining experience with concrete contexts first. Through Math Units, students consider concepts from a number of perspectives in order to see math as more than a set of disconnected procedures.

Math Unit

The collection of activities, exercise sets, and portfolio problems that leads to students deeply understanding important mathematical ideas. A unit does not have a minimum or maximum length of time, but most take between 2 to 5 weeks.

Mentor

All students have a mentor - a member of the school's faculty, who may or may not be the student's teacher - who serves as coach and advocate, supporting students as they develop strong character, life and self-directed learning skills.

PEERS Goals

These are goals that a coach supports a teacher to set to change an aspect of his/her instruction. PEERS is an acronym.

- **P**owerful: Will make a difference in student's lives

- **E**asy: Easy to implement
- **E**motionally Compelling: Compel people to action by moving them emotionally
- **R**eachable: A reachable goal is one that can be attained and that the teacher will know when he/she has reached it.
- **S**tudent-Focused: The goal is student-focused, rather than teacher focused

Portfolio Problems and Portfolio Time (math)

Puzzling, complex, often application-based problems that take the concepts students have learned deeper. Students typically choose one or more portfolio problems from a menu to complete during Portfolio Time, either individually or collaboratively.

Power Focus Area

A focus area that has been identified as essential content knowledge, based on course standards. It is central to college and career readiness and the course's projects/concept units. Students must pass every Power Focus Area's content assessment by the end of the school year in order to pass the course.

Procedural Fluency (math)

Procedural fluency is the ability to apply procedures accurately, efficiently, and flexibly; to transfer procedures to different problems and contexts; to build or modify procedures from other procedures; and to recognize when one strategy or procedure is more appropriate to apply than another. Procedural fluency — often developed through focused practice on exercises, not problems — is an important part of students' math education. It enables them to focus on higher-level thinking and more advanced mathematics. It can support and solidify students' emerging conceptual understanding.

Project

A project:

1. Is a prolonged inquiry into an open-ended question(s) relevant to the discipline.
2. Aims to develop a set of cognitive skills through experiences authentic to the discipline.
3. Is aligned with key content from one or more focus areas.
4. Includes final product(s), checkpoints, activities, and resources.
5. Results in final product(s) which demonstrates a student's ability to apply their cognitive skills and deepen their understanding.

Relevance of School

[a Habit of Success] A student's sense that the subject matter he or she is studying is interesting and holds value.

Resilience

[a Habit of Success] Positive adaptation during or following exposure to adversities that have the potential to harm development: (a) developing well in the context of high cumulative risk for developmental problems (beating the odds, better than predicted development), (b) functioning well under currently-adverse conditions (stress-resistance, coping) and (c) recovery to normal functioning after catastrophic adversity (bouncing back, self-righting) or severe deprivation (normalization).

Resource (within a focus area)

Organized by objective, resources provide the content and/or opportunity to interact with the content needed to learn that objective.

Resource (within a project)

A static file or a static link that students can refer to in order to complete activities or the work associated with the checkpoint itself. With a resource there is one version that all students can view. A resource can be a link to a relevant website or a tool that helps a student complete an activity or a checkpoint. *Technical note: Some resources direct students to participate in a classroom activity, but are not considered an activity on the platform because students don't type into these documents.*

Scaffold

Scaffolds are resources that make a task more accessible. Scaffolds may be used to keep activities within the upper limit of a student's Zone of Proximal Development. Typically, they temporarily support a student in performing a skill that would have been out of his/her reach without the additional support.

See it, Name it, Do it

The "See it, Name it, Do it" format of professional development is a format of adult learning in which participants experience learning (See it), name key elements of that learning (Name it), and then practice that learning (Do it), all within a single professional development session.

Self-Awareness

[a Habit of Success] The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

Self Direction (Component)

Self Direction is a component of Summit Learning in which students set goals, make plans to achieve those goals, study, show evidence of their learning, and reflect on the effectiveness of their learning strategies. At many Summit Learning Schools, schedules are adjusted to give dedicated time for students to use self-direction to study focus areas. During this time, students move at their own pace to learn discipline-specific content and receive support from their teachers, mentor, and peers.

Self Direction (Habit)

[a Habit of Success] A process in which learners take the initiative in planning, implementing and evaluating their own learning needs and outcomes, with or without the help of others.

Self Directed Learning Cycle

The self-directed learning cycle is the process by which students set a goal, plan, learn, show and reflect on the process.
- **Set Goal:** Set an achievable goal.
- **Plan:** Develop a plan to achieve that goal.
- **Learn:** Learn what you need to know.
- **Show:** Show evidence of what you have learned.

- **Reflect:** Reflect on the process.

Self-Efficacy

[a Habit of Success] The perception that one can do something successfully.

Self Regulation

[a Habit of Success] Regulation of attention, emotion and executive functions for the purposes of goal-directed actions.

Sense of Belonging

[a Habit of Success] A sense that one has a rightful place in a given academic setting and can claim full membership in a classroom community.

Social Awareness/ Relationship Skills

[a Habit of Success] The ability to take the perspective of, and empathize with, others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school and community resources and supports.
The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively and seeking and offering help when needed.

Stress Management

[a Habit of Success] Constantly changing cognitive and behavioral efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding the resources of the person.

Student-Driven Activities

Student driven means that students can move forward authentically through a complex task without waiting for the teacher to prompt them step-by-step. It implies that it is not batched and that students don't all have to stop and start at the same place. Ideally, student-driven means there are multiple access points and a plan for how the teacher is effectively monitoring and supporting (for example, by leading a small-group workshop).

Summit Learning Platform

The online tool that is the technology backbone of a Summit Learning environment. The Summit Learning Platform is a free online tool that helps students track progress towards their short and long-term goals, learn content at their own pace, and reflect on their learning with mentors. It allows teachers to monitor student progress, customize instruction to meet their students' individual needs and interests, and provide individualized feedback. The Platform mentoring tools also support stronger relationships between teachers and students.

Teacher-Led Instruction

Learning experience in which students start and stop at the same point and cannot move forward without teacher prompting. These are effective when there is a strong purpose for the teacher-led experience (e.g. building community, sharing a common experience, introducing essential background information, correcting

misconceptions, giving directions, students hearing student perspectives), frequent opportunities for student processing, and accountability systems that ensure students are having a purposeful experience.

Teaching Materials

A teacher-facing section of the project window that may include a Project Overview, sample project calendar, list of supplies, and standards covered by the project.

Tiered Supports

The intensity of support we provide to students varies based on student need. In a tiered supports framework, all students have access to **core** instruction and some students receive additional support. Students who need additional support receive **targeted**, or tier 2, support. Students who do not respond to targeted support also receive **intensive, individual** support.

Warm-up (math)

The first event in every math lesson is a warm-up. This warm-up either helps students get ready for the day's lesson or gives students an opportunity to strengthen their number sense or procedural fluency. Once students and teachers become used to the routine, warm-ups should take 5–10 minutes.

Whole Group Experience

A whole group experience is whenever the whole class is engaged in the same learning experience. A whole group experience can be student-driven or teacher-led.

Teachers use whole group experiences to:

- prime students for a set of personalized activities
- build culture in the classroom through a circle or shared activity
- increase student motivation/buy-in with a demonstration or shared experience
- set a vision of high quality work with a text or example with strong teacher modeling
- build understanding through hearing multiple voices
- facilitate student-driven whole group learning or processing

Some of these experiences could be student-driven if students are moving the experience forward without teacher prompts, such as student-facilitated Socratic discussions, student-led debates, etc.

Workshops

Targeted learning experiences for a group of students who would benefit from teacher support with a specific cognitive skill, content understanding, or task. Workshops are designed around a specific student need as identified by available data.

Zone of Proximal Development (ZPD)

Lev Vygotsky's concept of the zone of proximal development (ZPD) describes the intellectual space between what a student can do alone and what they can do with specific assistance (scaffolding). Students benefit most from instruction targeted to their ZPD because it helps them learn new skills by building on previously established skills.