Glossary of Terms
DEP

Baseline Data – Basic information gathered before the program begins and used later to provide a comparison for assessing program impact.

Cluster Grouping – Groups of advanced students are assigned administratively to the same regular heterogeneous classes on grade to facilitate instruction in their areas of need.

Counseling – Counseling and guidance services provided to students to support their social and emotional needs, may include finding a mentor, peer group counseling, career counseling,

Course Acceleration – A pacing strategy that may advance a student's pace and placement in the study of a particular subject regardless of age.

Cross-Grade Grouping - Grouping students by achievement level in a specific subject rather than by grade level or age.

Curriculum Compacting – Adapts the regular curriculum to meet the needs of advanced students by eliminating work that has already been mastered or condensing work that may be mastered at a pace more appropriate for the student's ability level.

Differentiation- Matching the needs of the learner to the learning, by modifying instructional strategies, complexity, and activities to meet the learning needs of the students.

Extra Curricular Programs -Activities performed by students that falls outside the realm of the normal curriculum of school.

Grade Acceleration – Progressing a child at faster academic rate than their age-level peers by placing the child into a grade level with older peers to meet their academic needs.

Independent Study – A differentiation instruction technique, which involves student selecting a high-interest topic with real-world connections to research and learn about as a self-autonomous learner.

Integrated Curriculum Units - Instruction centers around a concept, issue, problem, topic, or experience in a career-themed context. Students explore a set of topics in several standards-based academic disciplines connected by a unifying concept that reinforces learning and brings the curriculum to life. The concept that is being explored brings together various aspects of the curriculum in a meaningful way.

Interest-Based Enrichments – Students explore different areas of interest to nurture effective and independent thinking outside of the regular curriculum.

Learning Contracts – Individual or group agreements, between teacher and student, outlining content to be learned, options for the learner, and the time frame for completion.

Learning Styles – Three types of learning styles visual(learn by seeing), auditory (learn by listening) and tactile/kinesthetic (learn by doing, touching, and moving).

Multiple Intelligence – Several ways to demonstrate intelligence: visual/spatial, verbal/linguistic, logical/mathematical, bodily/kinesthetic, musical/rhythmic, interpersonal, and intrapersonal

Problem Based Learning – Challenges students to learn through engagement in a real problem by using enrichment and extension units. They involve research skills, group dynamics, problem solving, and learning teams.

Seminars – Increased understanding of ideas by means of Socratic questioning, using active participation in group discussion in order to generate, articulate, justify, and clarify the student's own ideas.

SMART Goals – Specific, Measurable, Attainable, Realistic, and Time-bound

Tiered Lessons - Differentiation strategy that addresses a particular standard or concept but allows several pathways for students to arrive at an understanding of these components based on their interests, readiness, or learning profiles.