

GLOSSARY GENERAL

Advisory Committee

An advisory committee assists in curriculum review, verification of labor market needs, provides support and strengthens the relationship between business, industry, the community, and education. The advisory committee membership includes, but is not limited to, representatives from the community, special populations, business, industry, students, parents, community agencies, staff, postsecondary agencies, labor, and other individuals having skills in and knowledge of the occupation(s) for which instruction is provided.

Applied Academics

The integration of academic principles and concepts through classroom and laboratory activities which connect the theoretical knowledge to the workplace application.

Career and Technical Student Organization

Are those organizations for students enrolled in career and technical education programs and engage in student activities to develop leadership skills and which are an integral part of the classroom instructional program. These organizations must have state and national units, which aggregate the work and purposes of instruction in career and technical education at the local level.

Career Guidance

Programs that (1) pertain to the body of subject matter and related techniques and methods organized for the development in individuals of career awareness, career planning, career decision making, placement skills, and knowledge and understanding of local, state, and national occupational, educational, and labor market needs, trends, opportunities, and occupational choices; (2) assist those individuals in making and implementing informed educational and occupational choices.

Course

A sequence of instructional units that includes a body of facts, understandings, processes, skills, values, and appreciations that constitute the substance of a specific aspect of knowledge, activity, or experience. A course is offered for a prescribed length of time, such as a quarter, a semester, or a year. When the student successfully completes the course, he or she receives a prescribed number of units.

Course of Study

A course outline is usually a topical listing of all subject matter to be included in a course. However, for the purposes of the Curriculum Process Guide in this document, the course outline also contains other pertinent information, such as course title, course description, course goals and objectives, and instructional hours and grade levels. Used in this context, course outline may also be referred to as a course of study.

Curriculum

Instructional and related or supportive materials, including materials using advanced learning technology in any occupational field that is designed to strengthen the academic foundation and prepare individuals for reemployment at the entry level or to upgrade occupational competencies of those previously or presently employed in any occupational field and appropriate counseling and guidance materials.

Curriculum Guide

An outline of the components designed to provide state direction to school districts in the provision of instructional programs. In addition, the curriculum guide sets minimum standards and guidelines for educational programs that reflect the philosophy, goals, and objectives of the State of Nevada.

Disadvantaged

Individuals (other than individuals with disabilities) who have economic or academic disadvantages and who require special services and assistance in order to enable those individuals to succeed in vocational education programs. Disadvantaged includes students who are members of economically disadvantaged families, migrants, limited-English proficient and students who are dropouts from or who are identified as potential dropouts from secondary school.

Entry Level

Acquisition of skills, knowledge, and attitudes for those jobs that require the least amount of preparation.

High-Quality Professional Development

A rigorous and relevant content, strategies, and organizational supports that ensure the preparation and career-long development of teachers and others whose competence, expectations and actions influence the teaching and learning environment. Both pre- and in-service professional development require partnerships among schools, higher education institutions and other appropriate entities to promote inclusive learning communities of everyone who impacts students and their learning. Those within and outside schools need to work together to bring to bear the ideas, commitment and other resources that will be necessary to address important and complex educational issues in a variety of settings and for a diverse student body.

Integrated Curriculum

Integration among academic disciplines is a hallmark of the curriculum. This integration can take a variety of shapes—for instance, between math and science; history and English; or history, math, and the arts; and between academic and vocational disciplines.

Job Market Analysis

The biennial review requires certain job market information to validate program appropriateness. The implementation, continuance, or termination of course depends, in part, upon labor market demand.

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Leadership

These skills include being persuasive in a positive manner, good verbal and written communication skills, and the ability to organize people into a common effort.

Nontraditional Training and Employment

Occupations or fields of work, including careers in computer science, technology, and other emerging high-skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

Portfolio

The student portfolio includes examples and records of what a student knows and can do. The portfolio is used in postsecondary job placement or to gain entry into programs for further education.

Restructuring

Organizational structure is designed that facilitates the school's task of reaching its learning goals. The school community redefines how it conducts its business. It reconsiders the way people interact; the relationship of a high school to the outside world; and how resources, including people, time, and money, are used. While specific approaches vary among schools, the elements can include: changes in the master schedule and flexible uses of time, such as Saturday classes; variable teaming of teachers for curricular units; reducing the number of students a teacher sees in a day; and students clustered in small learning teams or in organized programs that support personalized learning.

State Skill Standards

State Skill Standards are comprised of content standards that provide a broad description to assist individuals in understanding the content of the area. This standard is designed to provide a general description and overall direction. The performance standard is directly related to the body of knowledge, skills and practices of an area. The verbs for performance standard are written in an action form. The performance indicator further defines the knowledge, skills and practices of the performance standard and provides the basis for measurement criteria. They are composed of action verbs and the contents that should be acted upon.

Sequential Courses

An integrated series of courses that are directly related to the educational and occupational skills preparation of individuals for jobs, or preparation for postsecondary education.

Special Population

Students with disabilities as well as those who are educationally and economically disadvantaged. This includes foster children, students having limited-English proficiency, participating in programs designed to eliminate sex bias, and incarcerated in correctional institutions.

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Tech Prep

A combined secondary and postsecondary program that (1) leads to an associate's degree or two-year certificate; (2) provides technical preparation in at least one field of engineering technology, applied science, mechanical, industrial, or practical art or trade; (3) leads to placement in employment.

Technical Skills Committee

A technical skills committee assists in curriculum review, verification of labor market needs, provides support and strengthens the relationship between business, industry, the community, and education. The technical skills committee membership includes, but is not limited to, representatives from the community, special populations, business, industry, students, parents, community agencies, staff, postsecondary agencies, labor, and other individuals having skills in and knowledge of the occupation(s) for which instruction is provided.

Effective September 1, 1992, Nevada implemented guidelines for the establishment of technical skills committees. (NAC 389.810) As such, any agency funded from this Act must be in compliance with this statute.

Work-Based Learning

Work-based learning experiences are activities at the high school level that involve actual work experience or connect classroom learning to work.

GLOSSARY

This section provides general definitions for some of the terms frequently used in the KTIP materials.

Accommodations

Practices and procedures in the areas of presentation, response, setting, and timing/scheduling that provide equitable access during instruction and assessments for students with disabilities.

Alignment

The consistency among objectives, pre-assessments, instruction, formative assessments, and summative assessments.

Analysis of Data

Includes collecting and compiling a variety of student performances in order to make inferences about the level of student understanding as compared with standards.

Artifacts

Documents or pieces of evidence that are used to support teacher performance assessment entries. Good artifacts should demonstrate the active thought processes of students, not just the ability to recall facts.

Benchmarks

Models of performance that illustrate, by way of example, standards of teaching at different levels.

Collaborating:

Exchanging information, altering activities, sharing resources and enhancing each other's capacity for mutual benefit and to achieve a common goal. The qualitative difference between cooperating and collaborating is that organizations and individuals are willing to learn from each other to become better at what they do. Collaborating means that organizations share risks, responsibilities, and rewards. It requires a substantial time commitment, very high level of trust, and turf sharing.

Data

Information providing measured evidence of progress.

Developmentally Appropriate

The use of content, instruction, and assessment that meet the students' ability to reason, interpret, focus, communicate, and interact, both socially and academically.

Differentiation

The practice of giving students multiple options for taking in information, making sense of ideas, and expressing what they learn. It provides different avenues to acquire content, to process or make sense of ideas, and to develop products.

Diverse Student Needs

Various learning styles (visual, interpersonal, mathematical), various interest levels, and/or achievement levels (gap groups) which require teachers to provide a diverse learning environment to meet the needs of all students.

ELL

English Language Learners

Exhibits

Documents, artifacts, or other products that demonstrate an intern's performance on a task.

Formative Assessment

All those strategies undertaken by teachers and by students assessing themselves which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. Such assessments become formative when the evidence is actually used to adapt the teaching to meet the needs.

Gap Groups

Groups of students in a school or classroom who are not performing at the level of proficiency. They might include those students who are English Language Learners, have IEPs, a 504 plan, or some other special education needs, students in a gender gap, or those who are falling behind because of cultural and/or economic environment.

GSSP

Gifted Student Services Plan

Higher-order Thinking

Comparing, analyzing, synthesizing, evaluating, and applying knowledge by the classroom strategies that go beyond dissemination of factual information.

Holistic Scoring

The process of assigning a single performance level rating based on an overall view of a standard or exhibit. It is an inferential process in which the observer draws some overall conclusions based on evidence gathered from the assessment components using criteria specified by the indicators. The observer assesses the standard as a whole and should resist averaging indicator scores.

IEP

Individualized Education Program designed to meet the unique educational needs of a child who may have a disability, as defined by federal regulations

Intervention

An educational practice, strategy, curriculum, or program to enhance learning for students.

Indicators

Descriptors of each standard on which the intern is evaluated using the Intern Performance Record (IPR).

Instructional Materials

Any print, non-print, or electronic medium of instruction designed to assist students in achieving the academic expectations.

Interdisciplinary

Intentionally developed activities which teach connections across content areas and diminish artificial divisions between subject areas; examples could be long-term projects and thematic units.

Learning Outcomes

Educational aims or end products which encompass all goals and objectives.

Learning Targets

Educational aims or end products which encompass all goals and objectives. These are sometimes referred to as "I can" statements.

Misconceptions

Student responses which indicate inaccurate understanding of content.

Modifications

Practices that change, lower, or reduce learning expectations. Modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level.

Objectives

The goals to be achieved by a lesson or unit. Objectives describe a clear expectation from the student; as in "By the end of this lesson, the student will be able to identify and describe eight major causes of the Civil War."

Patterns of Achievement

Regular growth in knowledge that can be charted or graphed showing the progress of student toward the objectives of the unit.

Performance-based Assessment

An assessment that includes what a student or teacher is able to do (performance) rather than simply an explanation of what they know.

Professional Development

The means and activities teachers use to achieve professional growth. It may include specific training in growth areas, observation, planning, etc. (i.e. It is an answer to the question: How can I turn those teaching growth areas into teaching strengths?)

Professional Growth Plan

The plan teachers use to become more proficient in meeting the Kentucky Teacher Standards and Indicators. It usually involves self-assessment and a written plan for addressing and improving in the identified areas of growth.

Prompts

Statements that provide directions for the teaching tasks utilizing guiding questions, suggestions for specific actions, and graphic organizers that the intern can use to complete teaching tasks.

Reflection

The reporting and analyzing of teaching philosophies, practices, and experiences. A vital part of a performance-based product is the reflection required of the teacher to understand why a lesson was productive or unproductive.

Rubric/Scoring Guide

At the classroom level, a set of scoring guidelines to be used in assigning and evaluating student work. Rubrics are similarly used for evaluating levels of teacher performance in this TPA. They define criteria to meet the expected teaching standard of performance. For each of Kentucky's ten standards, five to eight indicators have been developed from the Standards. Each component (Planning, Teaching and Evaluating the Results of a Lesson, Professional Responsibilities, and Instructional Unit) of the TPA has rubrics that will be used to evaluate the intern's performance on classroom interactions or TPA exhibits.

Self-Assessment

A student's evaluation of his or her own work.

Specially Designed Instruction

Adapting, as appropriate, to the needs of an eligible child under IDEA that ensures access to the general curriculum and success on educational standards.

Standards

Brief statements about what the teacher must be able to do. Kentucky's ten teaching standards represent those ten key statements for teacher interns and experienced teachers.

Student-centered

Strategies built on the natural interests and motivation of the students. Activities place the responsibility to provide evidence of understanding on students.

Summative assessment

Evaluation of the effectiveness of instructional programs and services at the end of an academic unit or at a pre-determined time. The goal of summative assessments is to make a judgment of student competency after an instructional phase is complete.

Teaching tasks

Opportunities for the intern to demonstrate performance using standards (e.g., teach a lesson and be observed, design a two to four week unit of instruction, analyze learning results for the unit). Teaching tasks are designed to provide opportunities to demonstrate teaching performance.

Technology

Materials, devices, computers, and software that allow a teacher to demonstrate proficiency in Standard 6. Examples of appropriate technology might include but are not limited to word processing products, student data systems, white boards or presentation formats, Web quests, LCD projectors, computer labs, software packages that assist student learning, and email.

Universal Design

An approach to designing environments and products so they can be used by the widest range of users without adaptation. It is also a way to conceptualize access and to maximize learning for the greatest number of students.

Variety of Instructional Strategies

Two or more instructional strategies that meet different learning needs of all students.

Work plan

A structured plan or format for collaboration, professional development, and leadership tasks that includes objectives, activities designed to achieve objectives, timeline for completing activities, and special resources needed to complete activities.

EMPLOYABILITY SKILLS - TEACHER HANDBOOK

GLOSSARY OF TERMS:

Ability: the quality of being able to do something; a natural or acquired skill or talent

Academic: relating to or characteristic of a school

Academic Skills: those skills which provide the basic foundation to get, keep and progress on a job to achieve the best results

Apprenticeship: a training program that is required for particular occupations, which involves education (usually at a community college) plus on-the-job training

Aptitudes: natural talents and abilities

Attitude: the beliefs and feelings that cause a person to behave in a certain way

Budgeting: planning what to do with money

Career: the sum total of jobs, occupations, learning and experiences—both leisure and volunteer—that make up a person's life, i.e., Sara White's career is that of a health care professional

Career Cluster: career categories used to identify career information (i.e. Business, Finance and Administration, Natural and Applied Sciences, Health, Social Sciences, Education, Government Service and Religion, Art, Culture, Recreation and Sport, Sales and Services, Trades, Transport and Equipment Operators, Primary Industry, Processing, Manufacturing, and Utilities)

Career Development: the process of managing learning, training, and work throughout the life span. It is an umbrella term that includes many activities, some formal, others informal.

Career Goals: the goals that a person forms prior to and during his or her career; for example, the goal of attaining a management position or starting a business

Career Planning: the process of identifying your career choices and then forming career goals suited to both your individual needs and the realities of the world of work

Chronological Résumé: a résumé style that outlines a person's employment history and other information in chronological order, from most recent to least recent

Co-op education: an education program that offers, or combines, work experience with regular classes

Combination Résumé: a résumé style that combines features of the chronological and functional résumé styles

Communication: the process of exchanging information with other people. Communication involves a sender and a receiver of a message in a medium such as writing, speaking, or nonverbal communication

Community Service: students volunteer their help to the community

Community Services: organizations that add to the quality of people's lives by providing services that promote health and well-being

Covering Letter: a letter that accompanies a résumé that is sent to an employer. The purpose of the covering letter is to introduce the applicant and the résumé in order to be granted an interview with the employer.

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Criticism: judgments about another person's behavior or actions, which may involve positive or negative comments

Decision Making: the process of identifying a decision in an attempt to solve a problem or meet a challenge

Downsizing: reducing the number of workers

Economy: the management of material resources

Employee: a person who works for an organization or another person for pay

Employer: an organization or a person that hires one or more employees

Employment: the work in which one is engaged; occupation

Entrepreneurship: the process of pursuing opportunities or fulfilling needs and wants through innovation or the establishment of a business. Entrepreneurs think of new ways of doing things or new products or services to fulfill market needs.

Ethics: the rules of right or wrong that form a person's, company's, or society's system of behavior

Feedback: in communication, the receiver's response to a message. This response can take the form of speaking, writing, or nonverbal feedback

Functional Résumé: a résumé style that emphasizes a person's transferable skills

Goals: where a person wants to get to, or what a person wants to achieve

Global: around the world

Honesty: the quality of being honorable and fair in character and actions - refusing to steal, cheat, lie or misrepresent

Industry: a group of businesses involved in providing one type of product or service. For example, finance and insurance is an industry selling financial products

Initiative: doing something without being told to do it

Integrity: the human quality of having high ethical standards and refusing to compromise those standards

Interests: the activities, pastimes, and subjects that a person enjoys

Interpersonal relations: the pattern of associations and communications among people

Interview: a meeting between two or more people

Job: a specific position in a particular organization, i.e., Sara White's job is an emergency room nurse at ABC Hospital

Job Interview: an interview whose purpose is to match a job seeker to a particular job

Job Shadowing: spending a period of time at work with a person in a particular career, at a particular job

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Journal: a collection of a person's writings that reflects his or her feelings and attitudes

Labour Market: all the individuals, businesses and organizations that hire people to help them produce goods and provide services. The labour market includes large corporations, small businesses, government departments and agencies, and nonprofit organizations. This market is constantly changing because it is affected by many factors including globalization, changes in consumer demands, and advances in technology.

Labour Market Information: a way of describing conditions in the world of work that can help people understand what type of work is available in different industries and sectors

Lifelong Learners: continuous learning as it applies to all aspects of life

Listening: actively participating in a communication process by attentively receiving and retaining messages. Listening is not the same as hearing, which is passively sensing sounds.

Literacy: the ability to read and write

Message: the information that a person wishes to communicate

Multiple Intelligences: different forms of intelligences, namely music, body, people, self, picture, word, logic, humor, and emotional

Needs: necessities that motivate people; for example, the necessities of food, love or self-fulfillment

Negotiate: to bargain. In the world of work, employees often negotiate with an employer for salary or wages, benefits, and vacation time

Network: a person's personal and professional contacts that may be able to provide job leads and other information

Non-verbal communication: sometimes called body language, this is a way of expressing a message without using words

Numeracy: the ability to understand numbers

Objective: seeing something as it is, without personal thoughts and feelings affecting one

Occupation: a term for a set of skills and responsibilities that is common to a number of different kinds of jobs, i.e., Sara White's occupation is that of registered nurse

Personal Management Skills: the combination of skills, attitudes and behaviors required to get, keep, and progress on a job and to achieve the best results

Personality: the individual non-physical characteristics that make a person unique. Personality is a result of heredity, environment, and other factors.

Placement: the workplace at which you complete the out-of-school component of your Co-operative Education, Youth Apprenticeship Program or work experience program

Portfolio: a collection of a person's work that is shown to a prospective employer in order to obtain employment

EMPLOYABILITY SKILLS - TEACHER HANDBOOK

Portfolio Conference: a presentation of work a student has selected from his or her *Linking to the Future: Career and Educational Portfolio* at a meeting with a teacher, counsellor, advisor (and other people such as parents/guardians, if the student wishes)

Post-secondary: after graduating from high school

Problem solving: the process of identifying problems and developing, selecting and evaluating solutions for them

Profile: a brief description of a person's character and abilities

Professional contacts: people you know within an occupation. In a job search, these contacts may be able to provide leads on unadvertised jobs.

Reading: the mental process of receiving and comprehending a written message

Receiver: in communication, the person who receives a message - the listener, reader or viewer

Reference: a person who recommends you to a potential employer. Employers often ask for references from job candidates in order to learn more about potential employees.

Referral: a job lead to a specific company or person. Referrals help expand a person's network.

Responsibility: what is expected of one, what one feels obliged to do

Résumé: a summary of a person's education, employment history, and accomplishments that is sent to perspective employers in order to be considered for employment. A résumé may be in chronological, functional, or combination format.

Role Model: a person whose part in life is especially worth copying or imitating

Sector: a group of industries that produce related goods and services. For example, the logging wood and paper industries are part of the forestry sector.

Self-assessment: a process of determining who you are and how you change over time

Self-concept: how you feel about yourself. How you believe others feel about you is also a part of your self-concept.

Self-directed: guided or led by oneself

Self-employment: working for yourself or contracting out your services from your home or out of your home; freelancing or being an independent contractor

Self-esteem: a person's opinion of himself or herself

Self-evaluation: judging your performance, skills, knowledge, productivity, and progress

Self-management skills: skills that are part of a person's personality and that are continually learned; for example, the ability to work with others or to adapt to new situations

Sender: in communication, the person who originates a message - the speaker, writer, or person who creates a visual display to send a message

Services: work provided that enables homes and businesses to operate efficiently

EMPLOYABILITY SKILLS - TEACHER HANDBOOK

Short-term goals: goals that a person can achieve in a short period of time

Speaking: expressing a message verbally

Subjective: the way personal thoughts and feelings affect how a person sees something

Team: a group of people working together

Teamwork: the way a team acts together to be successful

Teamwork skills: those skills needed to work with others on a job and to achieve the best results

Technical skills: specific areas of technical knowledge and ability that a person needs in order to do a particular job; for example, knowledge of computer programming

Technology: the application of science to industrial and commercial objectives; the body of knowledge available to people which fashions new implements used in everyday life (e.g., computers)

Time line: a chart that records the important dates and events in a person's life

Time management: organizing and planning tasks and events for greater efficiency, productivity, and reduction of stress

Transferable skills: skills that are developed through everyday experiences, such as school, employment, or other activities; for example, the ability to communicate effectively or to make decisions. These skills are common to many situations and can be easily applied to new jobs or industries.

Trend: a general direction in which a society is developing

Values: the moral principles that a person uses to make decisions

Volunteer work: work that is performed without pay. Many community and nonprofit organizations require volunteers in order to continue to operate. In return, volunteers gain valuable work experience and skills as well as the satisfaction of helping others.

Work: conscious effort, other than that having as its primary purpose either coping or relaxation, aimed at producing benefits for oneself and/or for oneself and others. Work is not tied to paid employment, but to meaningful and satisfying activities (e.g., volunteer work, yard work, etc.).

Work experience: opportunity to learn on the job

Writing: the act of putting a message into words on paper for a reader to receive

Youth Apprenticeship: combines in-school learning and on-the-job training, with pay from the employer