**Arizona**
Department of Education

# CNA Glossary

**(Revised 2/2021)**

*The purpose of this glossary is to provide common definitions for teams to use when completing the CNA, RCA (Fishbones) and IAP.*

**Acceleration:** Implementing an evidence-based approach that shifts from remediation to acceleration, not by providing content or teaching faster, but by using instructional strategies that can help all students grapple with grade-appropriate content to accelerate students back to grade level. To accelerate students' progress, system leaders and educators need to identify exactly what unfinished learning needs to be addressed, when, and how, identifying the content knowledge and skills students might struggle with in their current grade level, and filling those potential gaps "just in time," when the material occurs during the school year.

- prioritize accelerating students' learning by accelerating all students' exposure to grade-appropriate content while also addressing students' social and emotional needs—so that every student can get back to grade level
- center approaches on creating equitable experiences and outcomes for all students, regardless of their race, identity, native language, learning and thinking differences, or other background characteristics. Examine every decision and piece of data you collect through the lens of inequities you're addressing and how you are planning to ensure that all your students are successful. (TNTP)

**Accelerated Curriculum**: qualitatively different curriculum that is accessible to students to provide additional challenges or enrichment beyond the scope of the core curriculum. It can also mean completing core curriculum at a faster pace than usual. Advanced placement, International Baccalaureate, concurrent enrollment classes, early college high schools are all examples of accelerated curriculum.

**Accommodations**: Changes made to *how* students learn, not to *what* they learn. Changes may be made to environment, curriculum format, or equipment that allows an individual to gain access to content and/or complete assigned tasks; change in instruction in how the concept or material is taught, accessed, and assessed. It does not change the standards or instructional goals for a student.

**Achievement Gap:** "…the disparity in academic performance between groups of students." While the phrase, by definition, seems universally applicable to all students, the discussion of the achievement gap is, ordinarily, reserved mostly for students from under resourced, low-income backgrounds and other historically marginalized groups compared to white and adequately resourced students.

**Actionable Data**: Data that provides the user meaningful and impactful information that compels and guides action on the part of the user.

**Actionable Feedback**: Constructive criticism or praise that provides a suggested future course of action, next steps.

**Adaptations**:  Adjustments to the general education program enabling all students to participate in and benefit from learning activities and experiences based on the Standards and demonstrate understanding and application of the Standards; including instructional presentation, classroom organization, and student response.

**Artifacts**: Items that can provide evidence of the presence or implementation of principles' indicators and/or elements. Example: Artifacts for element 2.3.B-Lesson planning includes learning goals, success criteria, and possible student misconceptions could be lesson plans, elements posted, classroom observation notes.
Or evidence of learning, level of success and experiences, such as, student work samples • photos of student work • collaboration forms • handouts/notes from trainings • journals • class syllabi • transcript • lesson plans • unit plans • assessments

**AZ Comprehensive Needs Assessment (CNA):  The AZ CNA** is comprehensive in both depth and breadth, covering many program areas. The **AZ CNA** guides the process of evidence-based decision making in schools and LEAs to drive continuous improvement and significantly impact student achievement.  The **AZ CNA** reflects the school's current state. Acknowledging that current state honestly and transparently, based on evidence, is essential. It is not about a comparison between or among schools. It is about identifying strengths, needs and desired outcomes specific to individual schools and their context. The **AZ CNA** allows schools to identify the greatest needs, determine root causes, and identify solutions.

**Balanced Assessment System**: Educators need a range of assessment methods and practices to monitor their students' progress toward grade level learning goals.  A balanced system includes screening and/or diagnostic assessments, formative assessment (student and teacher), classroom summative assessments, schoolwide predictive interim or benchmark summative assessments, and state mandated summative assessment (end of year); as well as a robust data management system to ensure that the system provides accessible, up to date data reports to allow for deep analysis of student, teacher and school level data.
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**Benchmark Assessments** (interim assessments): Interim assessments are typically administered periodically throughout the school year (e.g., every few months) to fulfill one or more of the following functions:
- **instructional** (to supply teachers with individual student data),
- **predictive** (identifying student readiness for success on a later high-stakes test), and/or
- **evaluative** (to appraise ongoing educational programs).

**Bias:** A disproportionate weight in favor of or against an idea or thing, usually in a way that is closed-minded, prejudicial, or unfair. **Biases** can be innate or learned. People may develop **biases** for or against an individual, a group, or a belief.

**Checklist**: a list of items required, things to be done, steps to be taken or points to be considered, used as a tool or reminder

**CNA Leadership Team**:  A powerful, enthusiastic team from across the organization and community is essential to transform an organization. Deciding who should take part in the process is crucial. Diversity and inclusion are key. Building the momentum for change requires strong leadership and

visible support from key people. Working as a team helps create momentum and build the sense of urgency in relation to the need for change. This team plans and guides the CNA process with the staff and stakeholders as they gather and analyze data, discuss ratings, come to consensus on individual elements.

**Cognitive Demand**: The level of cognition required in order for a student to complete a task, i.e. low cognitive demand = memorization, high cognitive demand = drawing conclusions. This includes Depth of Knowledge and the various levels of questioning.

**Coherence:** Focused direction, collaborative capacity building, deep pedagogy, and secure internal group-based accountability across the whole system; consists of the shared depth of understanding about the purpose and nature of the work; consistency of purpose, policy, and practice.

**Collaborative partnerships**: Agreements and actions made by consenting organizations to share resources to accomplish a mutual goal. **Collaborative partnerships** rely on participation by at least two parties who agree to share resources, such as finances, knowledge, and people.

**Consensus**: A general agreement or decision among a group of people. Instead of simply voting for an item and having the majority getting their way, a consensus group is committed to finding solutions that everyone actively supports – or at least can live with.  By definition, in consensus no decision is made against the will of an individual or a minority. If significant concerns remain unresolved, a proposal can be blocked and prevented from going ahead. This means that the whole group must work hard to find win-win solutions that address everyone's needs.

**Continuous Improvement Process:**  The iterative improvement process that unfolds progressively and is sustained over time. It encompasses the general belief that improvement doesn't start and stop. It requires an organizational and professional commitment to an ongoing process of learning, self-reflection, adaptation, and growth.  "An organization must have goals, take actions to achieve those goals, gather evidence of achievement, study and reflect on the data and from that take actions again. Thus, they are in a continuous feedback loop toward continuous improvement." W. Edwards Deming

**Continuum of Supports**: A coherent whole, characterized a range of supports and/or services ranging in frequency, intensity and focus matched to individual students and monitored by progress assessments to determine rightness of fit.

**Co-curricular Activities:** Refers to activities, programs and learning experiences that take place outside the classroom but reinforce, complement, enhance or supplement classroom curriculum in some way. They usually do not offer any form of academic credit, but they do provide complementary learning of some form, experiences that are connected to or mirror the academic curriculum, experiences that happen alongside or with the curricular

**Core Curriculum**: LEA or school adopted evidence-based materials aligned to state standards, a **core curriculum** is a set of educational goals, explicitly taught, focused on making sure that all students learn certain material tied to a specific age or grade level; used as tool to teach the adopted state standards to all students. In a multi-tiered system of support, this is also known as Tier 1 instruction.

**Culturally Responsive Practices:** The term culturally relevant teaching (CRT) was created by Gloria Ladson-Billings (1994), who says that it is "a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes."

Cultural responsiveness is more of a process than a strategy. It begins when a teacher recognizes the cultural capital and tools diverse students who have been marginalized in schools bring to the classroom. They are then able to respond to students' use of these cultural learning tools positively by noticing, naming, and affirming when students use them in the service of learning. The most common cultural tools for processing information utilize the brain's memory systems -- music, repetition, metaphor, recitation, physical manipulation of content, and ritual. The teacher is "responsive" when she is able to mirror these ways of learning in her instruction, using similar strategies to scaffold learning.

**Curriculum** (pl. Curricula): - The resources used for teaching and learning the standards. Curricula are adopted at a local level by districts and schools. Curricula include scope and sequence of K-12 standards and/or learning objectives/targets aligned to the state standards. Comprehensive curricula are necessary to plan the pace of instruction, align standards and grade level expectations horizontally and vertically, set district assessment and professional development calendars and guide teachers as they deliver instruction.

**Data Literate Leaders:** Leaders "can act as data champions for teachers by demonstrating the value and use of data; leading a data-driven, collaborative culture; and supporting teachers in overcoming the barriers to effective data use," (Data Quality Campaign, 2014)  Data-literate educators continuously, effectively, and ethically access, interpret, act on, and communicate multiple types of data from state, local, classroom, and other  sources to improve outcomes for students in a manner appropriate to educators' professional roles and responsibilities. (Data Quality Campaign, 2014) Continuously: using data as part of daily routines and on an ongoing basis, rather than as a one-time event. Effectively: using data to inform improved and tailored instruction, collaboration with colleagues, and other practices for the purposes of improving student learning

- Ethically: using information with professionalism and integrity, for intended uses
- only, and with consciousness of the need to protect student privacy
- Access: know the multiple types of data available (including but not limited to assessment data), understand which data are appropriate to address the question at hand, and know how to get the data (through electronic or other sources)
- Interpret: take data and analyze and/or synthesize them to turn them into information appropriate for addressing the given problem or question
- Act: take relevant information and apply it to generate further questions and/or
- apply it to decision-making appropriate to the given question
- Communicate: share data points and the information synthesized from relevant data with stakeholders including parents, students, peers, principals, and others as applicable, to generate further questions, inform decision-making, or provide
- Diagnostics: Diagnostic assessments are evidence-gathering procedures that provide a sufficiently clear indication regarding which targeted sub-skills a student does or does not possess; provides the information needed to guide decisions to appropriately design or modify instructional activities to meet an individual student's need.

**Data Team**: Team of staff, including teachers that review the student level data to guide instruction and determine next steps (could be PLCs, grade level team, content team, etc.).

**Diagnostics**: Diagnostic assessments are evidence-gathering procedures that provide a sufficiently clear indication regarding which targeted sub-skills a student does or does not possess; provides the information needed to guide decisions  to appropriately design or modify instructional activities to meet an individual student's need.

**Differentiated Instruction**: A teaching method including various approaches to content, process, and product and learning environments to meet the needs of student differences in readiness, interests, and learning needs. Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.
A method of designing and delivering instruction to best reach each student that includes various approaches to content, process, and product to meet the needs of student differences in readiness, interests, and learning needs.

**Diverse Learner**: The concept that students have neurodiversity as well as differences in culture, background, experience, and academic skills requiring staff to be intentional about meeting their needs. This includes but is not limited to students who have a specific set of needs, i.e. special education, gifted, English learner; students identified as requiring enhanced teaching methods or additional instructional opportunities.

**Diversity:** Includes all the ways in which people differ, encompassing the different characteristics that make one individual or group different from another; in reference to race, ethnicity, gender, gender identity or expression, sexual orientation, language, religion, nationality, immigration status, cognitive or physical ability, family background or structure, income, zip code. This definition also includes diversity of ideas, perspectives, and values. Individuals may affiliate with multiple identities. (Racial Equity Tools Glossary. https://www.racialequitytools.org/glossary )

**Educational Equity**: all students are provided with the resources they need to produce comparably positive academic and social outcomes regardless of race, ethnicity, gender, gender identity or expression, sexual orientation, language, religion, nationality, immigration status, cognitive or physical ability, family background or structure, income, or zip code.

**Enrichment:** Provides meaningful instruction at a higher level of cognition or more in-depth content. This could include increasing the depth of knowledge application, real-world application and cross content and non-academic application of content.

**Equitable access**: Refers to the notion that every student in any classroom in any public school in America has the same opportunity as any other student, including access to high-quality educators, rigorous curriculum, and support services; every student getting what they need, when they need it for as long as they need it to reach their full potential.

**Equity**: Equity is about giving people what they need, in order to make things fair; giving more to those who need it. The difference between **equality** and **equity** must be emphasized. Although both promote fairness, **equality** achieves this through treating everyone the same regardless of need, while **equity** achieves this through treating people differently dependent on need.

**ESSA**: The Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015. This bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation's national education law and longstanding commitment to equal opportunity for all students. ESSA includes provisions that will help to ensure success for students and schools. Below are just a few. The law:
- Advances equity by upholding critical protections for America's disadvantaged and high-need students.
- Requires—for the first time—that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.

- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards.
- Helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators—consistent with our Investing in Innovation and Promise Neighborhoods
- Sustains and expands this administration's historic investments in increasing access to high-quality preschool.
- Maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.

**Evidence-based**: The Elementary and Secondary Education Act (ESEA) has consistently directed educators to implement interventions grounded in research. Under No Child Left Behind (NCLB), districts and schools were called to use "scientifically-based research" as the foundation for education programs and interventions. This has been replaced by "evidence-based" interventions, programs, and practices, under the Every Student Succeeds Act (ESSA). This shift was designed to help increase the impact of educational investments by ensuring that interventions, practices, and programs being implemented have proven to be effective in leading to desired outcomes, namely improving student achievement. Many ESSA programs encourage state educational agencies (SEAs), local educational agencies (LEAs), and schools to prioritize and include evidence-based interventions, practices, and programs.

Evidence-based interventions are practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA has generally been produced through third party formal studies and research. Under ESSA, there are four tiers, or levels, of evidence:

**Tier 1 – Strong Evidence**: supported by one or more well-designed and well-implemented randomized control experimental studies.

**Tier 2 – Moderate Evidence**: supported by one or more well-designed and well-implemented quasi-experimental studies.

**Tier 3 – Promising Evidence**: supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).

**Tier 4 – Demonstrates a Rationale**: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness.

Interventions applied under Title I, Section 1003 (School Improvement) are required to have strong, moderate, or promising evidence (Tiers 1–3) to support them. All other programs under Titles I–IV can rely on Tiers 1–4.

**Experiential Learning Opportunities**: Experiential learning is an engaged learning process whereby students "learn by doing" and by reflecting on the experience. Experiential learning activities can include, but are not limited to, hands-on project-based learning, laboratory experiments, internships, practicums, field exercises, study abroad, undergraduate research and studio performances. Well-planned, supervised and assessed experiential learning programs can stimulate academic inquiry by promoting interdisciplinary learning, civic engagement, career development, cultural awareness, leadership, and other professional and intellectual skills.

Learning that is considered "experiential" contain all the following elements:
- Reflection, critical analysis, and synthesis.
- Opportunities for students to take initiative, make decisions, and be accountable for the results.

- Opportunities for students to engage intellectually, creatively, emotionally, socially, or physically.
- A designed learning experience that includes the possibility to learn from natural consequences, mistakes, and successes.

**Externships:** Experiential learning opportunities, similar to internships, provided by partnerships between educational institutions and employers to give students brief practical experiences in their field of study. The purpose of the externship is to gain first-hand insight into a career or industry of interest.

**Formative Assessment**: Assessment conducted to inform teaching and learning activities to improve student achievement. Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes.

**Gap Analysis**: Determination of the differences between current knowledge or practices and the desired state.

**Horizontal Alignment**: Cross -disciplinary linkages between content and standards

**Inclusion:** Is the act of creating environments in which any individual or group is welcomed, respected, supported, and valued to fully participate.  An inclusive and welcoming climate embraces difference and offers respect in words and actions for all people.  An inclusive group is by nature diverse; however, a diverse group isn't always inclusive. (Racial Equity Tools Glossary. https://www.racialequitytools.org/glossary )

**Inclusive**: Ensuring that all learners have access to the same programs, content and learning experiences.  Inclusive systems value the unique contributions students of all backgrounds bring to the classroom and allow diverse groups to grow side by side, to the benefit of all.

**Inclusive Environment:** Environment where all students feel supported intellectually and academically and are extended a sense of belonging in the classroom regardless of identity, learning preferences, or education. Such environments are sustained when instructors and students work together for thoughtfulness, respect, and academic excellence, and are key to encouraging the academic success of all students. Research indicates that many students may be more likely to prosper academically in settings with more collaborative modes of learning that acknowledge students' personal experiences

**Interim Assessments** (Benchmark Assessments): Interim tests are typically administered periodically throughout the school year (e.g., every few months) to fulfill one or more of the following functions:
- **instructional** (to supply teachers with individual student data),
- **predictive** (identifying student readiness for success on a later high-stakes test), and/or
- **evaluative** (to appraise ongoing educational programs).

**Intersessions:**  Short periods between semesters or terms, sometimes used by students to engage in learning outside the normal academic program.

**Intervention Curriculum**: Additional curriculum provided to students in a specific skill deficit area.

**Intervention**: A specific academic or behavioral strategy or program that differs from activities occurring in tier I instruction of the general curriculum designed to build and/or improve students' skills in a targeted area as determined by data.

**Job-embedded Professional Development (JEPD)**: Teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning. It is primarily school, or classroom based and is integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement.

**Lagging Indicators:** These measures are summative in nature, providing information to diagnose a trend after it has started. They are longer term outcomes that enable us to reflect on the impact of a strategy. Examples are:
- State assessments in reading/language arts and mathematics, by grade, for the "all students" group, for each achievement level, and for each subgroup
- Percentage of limited English proficient students who attain English language proficiency
- School improvement status
- College enrollment rates
- Graduation rate.

**LEA**: Local Educational Agency governed by a local board of education (a district or charter).

**Leading Indicators:** Leading Indicators are formative; they provide early signals of progress and help predict outcomes. Systematically collected data on an activity or condition that is related to a subsequent and valued outcome, as well as the processes surrounding the analysis of those data and the associated responses. Leading indicators provide the right people with the right information at the right time. And leading indicators, when properly disaggregated, can shed light on underperforming students and student groups so we can address risk of academic failure with changes to instruction, supports, and policies. Identifying leading indicators often prompts improvements in a district's system of supports. Leading indicators are actionable for the target population. *http://www.cpre.org/search-leading-indicators-education :*
Leading Indicators include:
- Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup
- Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes
- Dropout rate
- Student attendance rate
- Discipline incidents
- Truants
- Distribution of teachers by performance level on an LEA's teacher evaluation system
- Teacher attendance rate

**Leadership**: In the AZ CNA, **leadership** refers to school site-based leadership (principal, assistant principal, dean, director); those with high level decision making.
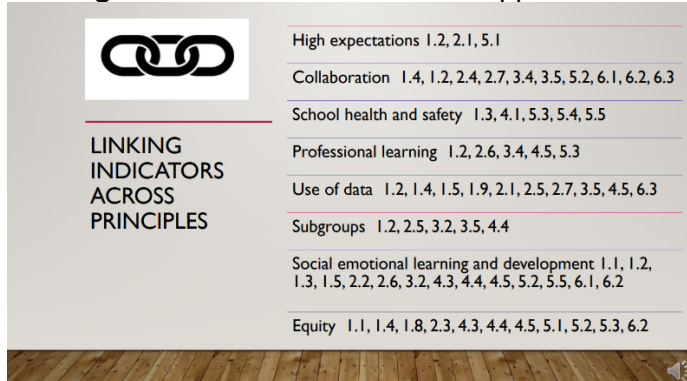
**Leadership and Staff**: In the AZ CNA, **leadership and staff** refers to site-based leadership and all school staff

**Leadership Team**: In the AZ CNA, **leadership team** refers to the team of people who meet regularly and provide regular feedback and support to the site leadership with decision making, planning, implementing, monitoring, and evaluating school-wide activities

**Learning Goals**: Broad statements that describe what is to be learned, connected to big ideas and prior learning, typically not measurable

**Leisurely Lunch:**  *Sufficient time to eat a healthy lunch, minimum of 20 minutes of actual eating time.

**Linking indicators**: Indicators that support the same concept or topic in the CNA.



**LINKING INDICATORS ACROSS PRINCIPLES**

High expectations 1.2, 2.1, 5.1

Collaboration  1.4, 1.2, 2.4, 2.7, 3.4, 3.5, 5.2, 6.1, 6.2, 6.3

School health and safety  1.3, 4.1, 5.3, 5.4, 5.5

Professional learning  1.2, 2.6, 3.4, 4.5, 5.3

Use of data  1.2, 1.4, 1.5, 1.9, 2.1, 2.5, 2.7, 3.5, 4.5, 6.3

Subgroups  1.2, 2.5, 3.2, 3.5, 4.4

Social emotional learning and development 1.1, 1.2, 1.3, 1.5, 2.2, 2.6, 3.2, 4.3, 4.4, 4.5, 5.2, 5.5, 6.1, 6.2

Equity  1.1, 1.4, 1.8, 2.3, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 6.2

**Modifications**: Changes in what the student is expected to learn. Either the specific subject matter is altered, or the performance level expected of the student is changed.  A modification is made when a student is either taught something different from the rest of the class or taught the same information but at a different level of complexity.

**Multi-Tier System of Support (MTSS)**: **MTSS** is an instructional system with a tiered infrastructure that uses data to help match academic and social emotional supports to address the needs of the whole child; a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the educational system for supporting all students.  **Equity-Based MTSS:** Values and welcomes each and every student as a full member of the school and provides the support each student needs, when it is needed, for as long as it is needed.

**Needs Assessment:** A needs assessment is a systematic set of procedures that are used to gather data to determine needs, identify their root causes, and set priorities for future action. A needs assessment leads to action that will eliminate root causes and improve systems, services, processes, and operations.
A needs assessment:
- Requires an inclusive team approach
- Requires gathering and analyzing data
- Informs identification of primary needs, root causes, need statements and desired outcomes
- Creates cohesion through the alignment of vision with greatest needs, root causes, and possible solutions.
- Identifies what's working, what's not and what's needed
- Correlates qualitative and quantitative data

**Pacing Guide**: Timeline that shows what standards/learning objectives teaching teams plan to teach, when, over the course of the school year; pacing guides can be helpful to plan the year to ensure teaching of the necessary material. The guides help coordinate teaching efforts district wide. Pacing Guides are tools to help concentrate time, effort, and resources to maximize student learning; typically include standards and big ideas in a logical sequence and organized in units of studies.

**Planning Tool**: The tool used to complete the Comprehensive Needs Assessment, Root Cause Analyses (fishbone diagrams) and Integrated Action Plans in ADE Grants Management Enterprise.(GME).

**Primary Need**: A targeted, focused area identified by CNA trends and patterns in conjunction with other multiple data sources. When primary needs are addressed and resolved, the result is increased student achievement and strengthened school systems leading to sustainable improvement in student outcomes.

**Principles, Indicators, and Elements**: Describe the components of effective schools applicable to all schools, no matter their size, student population, philosophy or location. Schools use the 6 Principles, and their Indicators and Elements to identify their areas of primary need.

**Productive Struggle**: Allows students to take risks and understand struggle is part of learning, students recognize mistakes are a means of learning, students are expected to explain their answers and question answers that do not make sense to them.

**Progress monitoring**: A evidence-based practice used to assess students' academic performance, quantify their rates of improvement or **progress** toward goals, and determine how they are responding to instruction. You can use **progress monitoring** for individual students or for an entire class.

**Professional Learning Community (PLC):** An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve; answering the questions: What do we expect our students to learn? How will we know they are learning? How will we respond when they don't learn it? How will we respond if they already know it?

**Professional Development:** Activities that are an integral part of school and local educational agency strategies for providing educators with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging State academic standards, that are sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused, and **may include** activities that:
- improve and increase teachers knowledge of the academic subjects the teachers teach
- understanding of how students learn; ability to analyze student work and achievement from multiple sources
- use data and assessments to inform and instruct classroom practice, including how to adjust instructional strategies and assessments; improve classroom management skills
- use effective, evidence-based instructional strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and
- are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development.

**Qualitative data:** Data that approximates and characterizes. Qualitative data can be observed and recorded. This data type is non-numerical in nature. This type of data is collected through methods of observations, one-to-one interviews, conducting focus groups, and similar methods. Qualitative data in statistics is also known as categorical data – data that can be arranged categorically based on the attributes and properties of a thing or a phenomenon. Qualitative data is important in determining the frequency of traits or characteristics. It allows the statistician or the researchers to form parameters through which larger data sets can be observed. Qualitative data provides how observers can quantify the world around them.

**Quantitative data**: Defined as the value of data in the form of counts or numbers where each dataset has a unique numerical value associated with it. This data is any quantifiable information that can be used for mathematical calculations and statistical analysis, such that real-life decisions can be made based on these mathematical derivations. Quantitative data is used to answer questions such as "How many?", "How often?", "How much?". This data can be verified and can also be conveniently evaluated using mathematical techniques.

**Rigor(ous):** Rigor is widely used by educators to describe instruction, schoolwork, learning experiences, and educational expectations that are academically, intellectually, and personally challenging; the result of work that challenges students' thinking in new and interesting ways; it occurs when they are encouraged toward a sophisticated understanding of fundamental ideas and are driven by curiosity to discover what they don't know.

**Root-Cause Analysis (RCA)**: is a structured team process. It allows the use of a strategic method to dig down into the primary need and determine causes and contributing factors. Often during the discussion of causes, different perspectives of the same situation are uncovered for an enhanced picture of the problem. At the end of the root cause analysis, the major cause is discovered and what needs to happen to remove the problem is determined. This is time to discuss causes, not solutions. The root cause, if dissolved, results in elimination, or substantial reduction, of the symptom.

**(CNA) Rubric:** Using the AZ CNA rubrics allows individual working teams, facilitated by the CNA Team, to discuss each principle's indicators and elements and the pertinent evidence in detail and come to consensus on a final rating. Before selecting the answer that reflects the current state within each element, evidence/data need to be collected, reviewed, and analyzed. The data should act as information gathering and a confirmation of the selection. The power is in the discussion…it is key to forming an accurate picture of current state.

**Screeners**: Designed as a first step in identifying children who may be at high risk for delayed development or academic failure and in need of further diagnosis of their need for special services or additional instruction.

**Social Emotional Learning (SEL):** Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

**Special Populations**: Groups of students who are identified as having a specific need; children who are homeless, in foster care, from migrant families, English Learners (ELs), Students with disabilities, gifted students,  or historically marginalized students.

**Staff:**  All employees, administrators, teachers, and classified employees

**Stakeholders:** Parties with an interest or concern in the school/district (i.e. parents, teachers, students, community members, district administrators); anyone who is invested in the welfare and success of a school and its students (i.e. parents, teachers, students, community members, district administrators, school board members, local businesses, etc.

**Student Agency**: Level of control a student has over their own learning (voice, choice of learning environment, subject matter, approach and/or pacing).

**Success Criteria**: Specific, concrete, measurable description of what success looks like when it is achieved.

**Summative Assessments**: Classroom summative assessments are designed to provide information regarding the level of student success at an end point in time. Summative tests are administered after the conclusion of instruction. The results are used to make inferences about a student's mastery of the learning goals and content standards.
Course summative assessments provide information regarding the level of student, school, or program success at an end point in time. Summative tests are administered after the conclusion of instruction. The results are used to fulfill summative functions, such as student mastery of course goals, determine the effectiveness of a recently concluded educational program, and/or meet local, state, and federal accountability requirements.

**Supplemental Curriculum**: Additional curriculum that is specific to a student need or a classroom need where there may be a learning gap or gap in the curriculum for a specific standard being taught, may be accessible to individual students or an entire classroom of students.

**Systematically**: Done or acting according to a fixed plan, a step by step manner; a methodical procedure marked by thoroughness and regularity.

**Systemic Change:** Required when efforts to change one aspect of a system fail to fix the problem. The whole system needs to be transformed. Systemic change means that change must be fundamental and affects how the whole system functions, based on and aimed at a transformation of the fundamental qualities and tenets of the system itself. Systemic changes in education, impact multiple levels of the education system, such as elementary, middle, and high school programs; instructions infrastructure, Culture and Talent management throughout a defined system, school-wide,  district-wide or statewide; that are intended to influence, in minor or significant ways, every student and staff member in school or system; that reflect a consistent educational philosophy or are aimed at achieving common outcomes.

**Trauma Informed Practices:** is defined as an organizational structure and treatment framework that involves understanding, recognizing, and responding to the signs, symptoms, and effects of all types of trauma. It involves anticipating emotional responses and avoiding re-traumatization.

**Trauma Sensitive: Trauma-Sensitive Schools** are created via schoolwide trauma-informed practices aimed at helping children feel safe, be connected, get regulated and learn. (Alexander,

2016) A trauma-sensitive school is a safe and respectful environment that enables students to build caring relationships with adults and peers, self-regulate their emotions and behaviors, and succeed academically, while supporting their physical health and well-being. Trauma-informed strategies can also help to proactively establish protective factors, such as self-esteem, self-efficacy, and coping skills as "buffer[ing] the adverse effects of trauma and its stressful aftermath" (NCTSN)

**(Individual) Trauma**: results from an event, series of events, or set of circumstances experienced by an individual as physically or emotionally harmful or life-threatening with lasting adverse effects on the individual's functioning and mental, physical, social, emotional, or spiritual well-being. ([SAMHSA](#))

**Universal Design for Learning (UDL)**: UDL is a framework to guide the design of learning environments that are accessible and challenging for all. Ultimately, the goal of UDL is to support learners to become "expert learners" who are, each in their own way, purposeful and motivated, resourceful, and knowledgeable, and strategic and goal driven. UDL aims to change the design of the environment rather than to change the learner. When environments are intentionally designed to reduce barriers, all learners can engage in rigorous, meaningful learning. The UDL framework offers an overarching approach to designing meaningful learning opportunities that address learner variability and suggests purposeful, proactive attention to the design of goals, assessments, methods, and materials. UDL provides flexibility in the ways information is presented (representation),in the ways students respond or demonstrate knowledge and skills (action and expression), and in the ways students are engaged; reducing barriers in instruction, providing appropriate supports and challenges, and maintaining high achievement expectations for all students, including students with disabilities and students who are limited English proficient.

**Vertical Alignment**: Linkage where higher skill levels and standards mastery are built on behavior and knowledge gained in the performance of tasks at the lower skill level, thus includes alignment with previous grade level, current grade level and upcoming grade level.

**Well-Rounded Education:** A well-rounded education starts with early learning opportunities that make time for exploration and continues with K-12 education that helps students make important connections among their studies, their curiosities, their passions, and the skills they need to become critical thinkers and productive members of society. In addition, a well-rounded education promotes a diverse set of learning experiences that engages students across a variety of courses, activities, and programs in subjects such as English, reading/language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, and physical education, and any other subject, as determined by the state or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience" ((US ED Non regulatory Guidance; Every Student Suceeds Act. 2015).

**Whole Child Education:** The whole child approach to learning focuses on the bigger picture. When a school takes the whole child approach to learning they focus on the bigger picture – they recognize their responsibility to support the health and happiness of their students and not just their academic results. The whole child approach works on the basis that every child should be happy, healthy, safe, engaged, supported, and challenged to grow in their educational environment. Schools must promote a culture that ensures pupils are given time to develop their interests and learn the wider skills required of them in a safe and supportive environment, while still being academically engaged and challenged. The **whole child** approach is about holistic education, where learning looks beyond the classroom to support personal development and is focused on the individual.  Whole child

education promotes the long-term development and success of children and is not solely focused on academic achievement.  .

- Assessment beyond academics
- Safe and trusting community
- Well-rounded curriculum provides time for a range of subjects
- Creativity in the classroom
- Student empowerment, voice, choice, and decision making
- Integrated social emotional learning and well being