

Inclusive Setting...Including students with disabilities in the regular education setting in their home schools where they receive the specialized instruction delineated by their individualized education programs (IEPs) within the context of the core curriculum and general class activities.

Independent Reading or Writing...Individual students read silently and respond to a variety of texts of their own choosing with continuous teacher support and guidance through conferring; in writing, students work in their writers' notebooks or on drafting, revising, editing, or publishing writing projects with continuous teacher support and guidance. (Components of Reading/Writing Workshop)

Learner Engagement...Student involvement in the classroom and in learning including authentic engagement, strategic compliance, ritual compliance, retreatism, and rebellion stages. Authentic engagement occurs when the task, activity, or work the student is assigned is associated with a result that has clear meaning and immediate value to the student.

Learning Styles...Student's preferred modes of instruction including visual, auditory, and kinesthetic modes or the multiple intelligences of Howard Gardner including visual-spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, linguistic, and logical-mathematical intelligences.

Lesson/Learner Objective...A statement in kid-friendly language of what you want students to know, be able to do, and/or produce that is posted in your classroom and that can be verbalized by students.

Literature Study/Circle...Small, heterogeneous group of students who discuss the literary elements and multiple dimensions of a text or set of related texts, while the teacher guides their in-depth analysis. (Component of Reading Workshop)

Modeled and Shared Reading and Writing...A strategy which involves the teacher showing and then working together on reading a text or composing a piece of writing in order to help students learn aspects of such as print conventions in text and to develop reading strategies, and in writing, to help students learn styles of writing and writing conventions.

Open-Ended Questions...These are the type of questions that make students think more critically. They require thoughtful responses that are derived from the meaning of text and/or personal experience/knowledge. Oftentimes, they begin with How or Why.

Resource Setting...Special education and related services are provided outside of the regular education classroom for small group or one-on-one instruction either in a special class or pulled out of the regular class for some part of the day for additional support of the inclusive classroom.

Summative Assessments...Assessments given after instruction to determine students' mastery of information, skills, concepts, or processes and include national/state standardized tests, benchmark tests, unit tests, End of Course Assessments, and midterms and final exams.

Wait Time...The time given to think and respond to teachers' questions in the classroom. Varying degrees of wait time are required of individual students or based on the types of questions asked. The more complex or higher-level thinking is required, the greater the wait time.