GLOSSARY OF TERMS

Accountable Talk: purposeful talk in every classroom and in system and school meetings

Anchor Charts: visually displayed scaffolds or prompts co-created by teachers and students

Bump-It-Up Walls: an approach to peer- and self-assessment that provides visual CLARITY of expectations

CLARITY: not an acronym, but capitalized for emphasis to ensure that explicit expectations are clear for all students and teachers

Co-Construction: *Co* means *with.* When we add the prefix *co* onto educational practices, it implies that educators are working together to achieve learning that would not be possible in isolation (Greenan, 2012). The co-learning processes outlined in this book are powerful Professional Learning tools

Effect Size: John Hattie's research (2016b & 2016c), into what works best rather than what works, ranks various influences in different meta-analyses related to learning and achievement according to their effect sizes. An effect size greater than .4 has a direct impact on increasing students' achievement

FACES: not an acronym, but capitalized for emphasis to put a focus on the importance of knowing every learner, not just as a statistic or number but as a real person who will learn, given time, support, and quality instruction

Fail Fast: trying, getting fast feedback, determining success or not, and feeling sufficiently safe to risk getting right back up to give it "another go" in a new direction

Good First Teaching: the right of all students to experience quality teaching in every classroom before being labeled "special needs"

Gradual Release and Acceptance of Responsibility: an approach that embraces modeled, shared, guided, and independent stages that move all learners from dependence to independence

Learning Intentions: directly derived from the curriculum expectations and unpacked with students so that students can answer the questions "What are you learning?" and "Why?"

Scaffolding: incremental learning and teaching that takes students from where they are to where they need to be

Success Criteria: teachers and students co-construct statements so students are clear about how to be successful (How are you doing? Where do you go for help?). Teachers assess only against the Success Criteria

The Third Teacher: the culture of learning established when attending to thoughtfully co-created learning spaces at every level of an educational system

Watermark: the indelible word underpinning an improvement plan that demonstrates what a system or school stands for