

## Tool 1: Terminology Advance Organizer

Term	Definition	My Own Thoughts and Ideas	My Visual Reminder
<b>Focused Instruction</b>	A well-planned, standards-based lesson map that respects individual learning needs and includes the essential teaching components needed for deep and long-term understanding		
<b>Pre-Instructional Strategies</b>	All decisions prior to the lesson presentation regarding student readiness, expectations of the standard, ways to differentiate the learning, and activities that will be used		
<b>Formative Assessment</b>	All activities that provide information to be used as feedback for modifying teaching and learning. They should be purposeful (for example, "What are my reasons for assessing this? To what depth do my students need to understand it?") and should also be a natural process coinciding with instruction.		
<b>Layers of Learning</b>	Analysis of the standard prior to instruction to determine which level of understanding students are expected to achieve: essential, application, or complex thinking		
<b>Complex Thinking</b>	Being able to analyze one's own skills and strategies, to think about one's own thinking processes, and to make decisions using higher-order thinking skills		
<b>Instructional Scaffolding</b>	The support a teacher provides to promote learning when concepts and skills are being introduced to students, including the terms and concepts associated with the standard, visual aids, templates and guides, and individualized instruction		
<b>The Language of the Standard</b>	Learning the terms and concept words used during the lesson, which enables students to be more successful in learning the new information when they know the language associated with the content		
<b>Customizing the Course of Study</b>	Meeting the needs of each unique learner through differentiation of the course of study, on three levels: <ol style="list-style-type: none"> <li>1. Content</li> <li>2. Course of action</li> <li>3. Final student product</li> </ol>		