

## Glossary of Terms-Minnesota Blueprint for Literacy

**All** - All includes each and every eligible child from birth through grade 12 graduation that has access to and expectation of getting a free appropriate public education (FAPE).

**Comprehensive Community** - A group of education stakeholders coming together to outline, guide, and support a local implementation plan that includes all components of the MN Comprehensive Birth to Grade 12 Blueprint for Literacy.

**Core** – Primary instruction for all students, where standard outcomes are delivered and students demonstrate understanding of a wide range of knowledge and skills necessary for literacy development.

**Culturally Responsive** - A pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes.

**Curriculum** – Instructional materials and practices used to deliver content.

**Disadvantaged Learner** - Children and students at risk of educational failure. Such as children who are living in poverty, have limited-English proficiency, who are far below grade level or who are not on track to becoming college and career ready by graduation, who have left school before receiving a high school diploma, are at risk of not graduating with a diploma on time, who are homeless, who are in foster care, who are pregnant or parenting teenagers, who have been incarcerated, who are migrant, or who have disabilities.

**Early Learning Provider** - Anyone who engages a child ages birth to five in learning activities including; parents and family members, early childhood caregivers, preschool teachers, school readiness staff, head start teachers, early childhood interventionists, home visiting providers, mental health practitioners, and any others who impact our youngest learners.

**Educator** - Trained or licensed professional that delivers academic instruction.

**Equitable** – Diverse and flexible access for students to achieve learning targets by appropriate means and through respectful processes.

**Evidence-based Practice** - Evidence-Based Practice (EBP) is the use of practices, interventions, and treatments which have been proven, through data based research, to be effective in improving outcomes for individuals when the practice is implemented with fidelity.

**Fidelity** - Fidelity of implementation is the delivery of content and instructional strategies in the way in which they were designed and intended to be delivered, accurately and consistently. Although interventions are aimed at learners, fidelity measures focus on the individuals who provide the instruction.

**Formative Assessment** - Is aimed at understanding and improving learning along the progression of students' studies. It involves gathering and interpreting evidence of student learning from at least one point prior to the end of the program.

**Highly Qualified** - The federal definition of a "Highly Qualified" teacher is one who is fully certified and/or licensed by the state; holds at least a bachelor's degree from a four-year institution; and demonstrates competence in each core academic subject area in which the teacher teaches.

**Intervention** - Academic or holistic support above and beyond core instruction.

**Job-Embedded Professional Development** - Teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teacher content specific instructional practices with the intent of improving student learning.

**Key Stakeholders** - Stakeholders are persons or organizations (e.g., customers, sponsors, the performing organization, or the public), who are actively involved in the project or whose interests may be positively or negatively affected by the performance or completion of the project.

**Learner** – Someone who acquires new skills, knowledge, disposition, or information through goal oriented instruction.

**Literacy** - The ability to read, write, speak, listen, view, visually represent, and think in order to communicate and contribute to society.

**School Readiness** - School Readiness is a public school program available to Minnesota children, age 3 years to kindergarten, who meet certain eligibility requirements. The purpose of a School Readiness program is to prepare children to enter kindergarten.

**Screening** - A brief procedure 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 reading instruction.

**Summative Assessment** - Refers to the assessment of the learning and summarizes the development of learners at a particular time.