

Glossary of Terms for Jury/Peer Review Process

1. **Juror**: this person is responsible for reviewing a Delaware model unit in its entirety and providing useful feedback to the Designer of the unit. Ultimately, the Juror will decide if the unit meets approval for acceptance on the Delaware Department of Education's Curriculum and Instruction website.
2. **Jury Team**: the team of three that is responsible for reviewing a Delaware model unit in its entirety and providing useful feedback to the Designer of the unit. Ultimately, the Jurors will decide if the unit meets approval for acceptance on the Delaware Department of Education's Curriculum and Instruction website.
3. **Designer**: this person is responsible for designing a model unit of instruction using the Delaware Model Unit Template and the backwards planning framework. The Designer will correspond with a Peer Review Coach who will provide useful feedback and examine the unit for its completeness before it is submitted to the Delaware Department of Education.
4. **Peer Review Coach**: this person is responsible for reviewing a Designer's unit for its completeness, alignment to Delaware content standards, and answering any questions that the Designer may pose. In addition to this, the Peer Review Coach must complete a Model Unit Registration Form to confirm the unit's completeness before its submittal to the Delaware Department of Education.
5. **Delaware Model Unit Template**: the state of Delaware's official backwards framework template required of all Designers for submittal of units to the Delaware Department of Education's Curriculum and Instruction website.
6. **DMUG**: the online **Delaware Model Unit Gallery** where all of Delaware's approved model units will be housed for educator's usage in their classrooms.
7. **Universal Design for Learning (UDL)**: Universal Design for Learning is the ability to provide multiple means of representation, expression

and engagement to give learners various ways to acquire and demonstrate knowledge. UDL maximizes every student's opportunity to learn by building flexible curriculum and instruction. Learning goals are inclusive of all students and individualized approaches to reaching goals are in place. Customized supports are included that change as learners progress and grow. Assessments are designed that measure ongoing progress and provide teachers and students with useful feedback.

8. Differentiated Instruction: (DI) Classrooms are made up of a variety of learners. To differentiate instruction is to recognize students' varying background knowledge, readiness, language, preferences in learning, and interests in order to meet the needs of all students – including special education, at risk, regular education, and gifted & talented. Differentiated Instruction is a method of teaching that works to address the needs of all of these learners effectively and efficiently within a heterogeneous environment. Teachers are seen as coaches or guides who individualize their teaching methods so that all students can experience success. Teachers monitor students with ongoing, embedded assessments. Differentiated Instruction is not a 'lecture' approach to teaching, but instead a hands-on, oftentimes student-led approach to teaching and learning. Students are encouraged to actively participate through movement and interaction. Teachers are responsible for supporting student learning while students demonstrate learning in a wide variety of media by actively constructing meaning for themselves. Simply put, Differentiated Instruction is giving students more than one tool that they can use for success in learning. Rather than just giving them a hammer and nail, students are given a variety of options that they can choose from to meet the same goals as their peers.
9. Rubric: a criterion-based scoring guide that enables teachers to make reliable judgments about student work and enables students to self-assess. A rubric assesses one or more traits of performance.
10. Feedback: a brief description of what did or did not happen, and does not include how the feedback-giver feels about the work. It is a general commentary about the piece of work. It is helpful to offer feedback about how a designer's unit meets certain criteria, as well as identifying where the designer can improve the unit so that all criteria

are met. All feedback given to the Designer by the Peer Review Coach and Jurors should be respectful. (For example: Did the effect of the unit match its original intent? Did the unit match the Big Ideas)?

11. Guidance: this is advice based on feedback. It is a general commentary about the unit. All guidance given to the Designer by the Peer Review Coach and Jurors should be respectful. (For example: How might the design of a particular part of the unit be improved given its intent or Big Ideas? How might any gaps within the unit be removed so that it effectively addresses the Big Ideas)?
12. Backward Design Process: an approach to designing a curriculum or unit that begins with the end in mind and designs toward that end. Begin planning by thinking about the ‘targeted results’ such as content standards and understandings as well as the evidence necessary to determine that the results have been achieved (assessments) rather than ‘favored lessons’ and ‘time-honored’ activities.
13. Delaware Recommended Curriculum: The Delaware Recommended Curriculum is comprised of these components:
 - a. Content standards
 - b. Grade-level expectations
 - c. Standards clarifications
 - d. Enduring understandings
 - e. Essential questions
 - f. Model grade-level syllabi
 - g. Model instructional units
 - h. Model grade-level assessments

Each component of the Delaware Recommended Curriculum plays a key role in the development of a high-quality educational system for all students throughout the state of Delaware. The DRC is simply a toolkit that districts may use to analyze their curriculum alignment. In doing so, they may see the need to change current instructional and assessment practices, materials, scope and sequence, and content. It provides models and guidelines to ensure that local lesson planning aligns with Delaware Standards. If curriculum is aligned throughout the state, each child will benefit by receiving the highest-quality educational program.

14. Enduring Understandings: are central to a discipline and transferable to new situations. Designers are encouraged to write them as full-sentence statements, describing what students should understand and be able to do as a result of the unit. Enduring understandings are generally abstract and not obvious; therefore, the student must come to understand or be helped to grasp the idea, as a result of work. Examples: All maps distort Earth's representation of area, shape, distance, and direction. Different number systems can represent the same quantities. Participating in life-long sports promotes physical and mental health.
15. Essential Questions: are questions that lie at the heart of a subject or curriculum rather than being trivial or leading. They promote inquiry and uncoverage of a subject and therefore do not yield a single, straightforward answer. Examples: What makes places unique and different? Can everything be quantified? What is healthful living?
16. Big Ideas: these are the core concepts, principles, theories, and processes that should serve as the focal point of curricula, instruction, and assessment. Big Ideas are important and enduring as well as transferable beyond the scope of a particular unit. They are the building material of understandings and enable one to connect pieces of fragmented knowledge. Big Ideas go beyond discrete facts or skills to focus on larger concepts, principles, or processes. They are also applicable to new situations within or beyond the subject.
17. Content Standards: describe what students should know and be able to do. Content Standards state the particular knowledge that a student should master.
18. Grade Level Expectations: describe to what extent students should know and be able to achieve at a specific grade level. Grade-level Expectations are directly linked to specific content standards and are aligned with the Delaware Student Testing Program (DSTP).
19. Benchmarks: are developmentally appropriate standards. Benchmarks are end-of-cluster expectations and are written by grade clusters.

20. Assessments: are techniques used to analyze student accomplishment against specific goals and criteria. Examples include: a test, clinical interviews, observations, self-assessments, and surveys.
21. Model Grade-level Assessments: are examples of thorough and methodical summative assessments that analyze complex student accomplishment against real-world goals and criteria.
22. Learning Plan: a plan for student learning.
23. Technology Literacy: With the ever-changing technological world that now includes blogs, wikis, and e-learning, technology literacy is a critical component of any unit. This involves the ability to responsibly use appropriate technology to communicate, solve problems, access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st century.
24. Information Literacy: When it comes to downloading music and instant messaging, today's students are plenty tech-savvy. But that doesn't mean they know how to make good use of the endless stream of information that computers put at their fingertips. Information literacy is the ability to know when there is a need for information and to be able to identify, locate, evaluate, and effectively use that information for the issue or problem at hand.
25. International Education: provides Delaware students with a developmentally appropriate set of experiences and a broader context in which to actively participate in a multicultural society and global workforce. International Education in Delaware inspires students to explore beyond their state and country by providing them with:
 - a. Knowledge of world regions and international issues;
 - b. Skills in communicating in languages other than English and working with information from a variety of world-wide sources;
 - c. Cultural perspectives for comparison of worldviews, dispositions and attitudes;
 - d. International experiences to exchange information with peers around the world.

26. Transfer Tasks: a complex assessment task designed to use knowledge in a new or different context from that in which it was initially learned in order to demonstrate one's understanding.
27. Stage 1: the initial stage of the backward design framework. It involves a consideration of the 'desired results' of the unit design according to: established goals, enduring understandings, essential questions, and knowledge and skills.
28. Stage 2: the second stage of the backward design framework. It involves the assessment evidence needed to determine the extent to which students have achieved the desired results. In this stage, the designer identifies the Performance Tasks and Rubrics that anchor the unit. The goal of this stage is to obtain valid, reliable, credible, and useful evidence of student understanding.
29. Stage 3: the third stage of the backward design framework. It involves a consideration of the instructional strategies and learning experiences needed to achieve the desired results in Stage 1 and reflects the assessment evidence to be gathered in Stage 2. Learning experiences are planned to develop the targeted understandings and the knowledge and skills identified in Stage 1, and to equip students for the performances of learning specified in Stage 2. The acronym WHERETO summarizes key elements to consider when designing an effective and engaging learning plan.
30. WHERETO: requires that the designer think about the extent to which the learning plan is effective and engaging by considering: Will the students...

- Know *where* they're going (the learning goals), *why* (reason for learning the content), and *what* is required of them (unit goal, performance requirements, and evaluative criteria)?
- Be *hooked* – engaged in digging into the Big Ideas (e.g., through inquiry, research, problem-solving, experimentation)?
- Have adequate opportunities to *explore* and *experience* Big Ideas and receive instruction to *equip* them for the required performances?
- Have sufficient opportunities to *rethink*, *rehearse*, *revise*, and *refine* their work based upon timely feedback?
- Have an opportunity to *evaluate* their work and set future goals?

Consider the extent to which the learning plan is...

- *Tailored* and flexible to address the interests and learning styles of all students.
- *Organized* and sequenced to maximize engagement and effectiveness.

31. Unit: a unit of study that focuses on a major topic (e.g., the Civil War), process (e.g., research), or resource (e.g., a novel), and typically lasts a few days to a few weeks.

32. Submission Process: the process by which a model unit is submitted in its entirety to the Delaware Department of Education for review by a panel of three jurors for acceptance onto the Curriculum and Instruction website.

33. Time line: an organized document of due dates for Designers and Jurors designed to aid in the model unit submittal process.

34. 21st Century Knowledge and Skills: the ability to meet the demands of the global community and tomorrow's workplace.