|  |  |
| --- | --- |
| Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

PPAT GLOSSARY

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 |
|  |  |  |  |  |  |  | 2 |  |  | 3 |  |  |  | 4 |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | 5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | 7 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  | 8 |  |  |  |  |  |  |  |
|  |  |  |  |  |  | 9 |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  | 10 |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |
| --- | --- |
| **Across**  **6.** The differences among groups of people and individuals based on age, gender, culture, language, race, ethnicity, religion, exeptionalities, or socioeconomic status  **7.** A way to continuosly track how students are doing academically, socially, emotionally, and behaviorally  **9.** The underlying priciple or justification for a decision that is made. A rationale should relate to the teaching and learning context as described by the teacher candidate  **10.** The changes made by a teacher candidate to a lesson or assessment components, usually to the lesson or test forma, that allows students to participate in the lesson or the assessment. For example, adaptations can include the use of different or additional resources, assistance from another student or adult, or additional time | **Down**  **1.** Selected students who allow a teacher candidate to demonstrate his or her ability to collect information, plan instruction and assessment, make adaptations, and reflect. This includes a range of students with different learning needs  **2.** An academic discipline, such as English language arts, mathematics, science, or history/social studies  **3.** Expertise in using a variety of equipment as a tool to enhance teaching and learning. This could include, but is not limited to, computers, recorders, microphones, camcorders, scientific calculators, electronic boards, document cameras, electronic microscopes, adaptive technology  **4.** Initial data used to monitor changes or the improvement in an individual or group performance  **5.** The tools used to provide additional support to meet the learning goal (s) and needs of the students  **8.** The information, facts, and statistics gathered to measure student learning. This information may include both quantitative and qualitative findings (i.e., anecdotal notes) |

   Baseline Data       Monitor       Technology       Resources       Diversity       Data       Content Area       Adaptations       Focus Students       Rationale