Glossary of Terms Related to Democratic Learning
League of Professional Schools

action research	Process that provides students, teachers, and schools with information on how it is implementing democratic learning (League of Professional Schools)
assessment	The relatively neutral process of finding out what students are learning or have learned as a result of instruction (Kellough & Kellough, 1999)
authentic assessment	Assessment that is highly compatible with the instructional objectives. Also referred to as *accurate, aligned, alternative, direct,* and *performance* assessment (Kellough & Kellough, 1999)
brainstorming	An instructional strategy used to create a flow of new ideas, during which the judgments of the ideas of others are forbidden (Kellough & Kellough, 1999).
chalk talk	A silent way to do reflection, generate ideas, check on learning, develop projects or solve problems (NSRF).
collaborator	One who works together with others, especially in an intellectual effort
concept map	A visual or graphic representation of concepts and their relationships; words related to a key word are written in categories around the key word, and the categories are labeled (Kellough & Kellough, 1999)
concern	A matter that relates to or affects one (Morris, et al., 1985)
community	A group having similar interests, locale, commonalities, or identities (Morris, et al., 1985)
community inquiry	Examination/investigation of community in search of information
democratic learning	A set of purposeful classroom activities, always building toward increasing student activity and participation; individual and group choice; and connections and contribution of learning to immediate and larger communities (Glickman, 1998)
evaluation	A systematic way to reflect upon your program which involves everyone who has a stake in the program
goal	A desired instructional outcome
interdependence	Mutually dependent (Costello, 1997)
issue	A matter of public concern (Morris, et al., 1985)
learning style	The way a person receives information: four modalities are recognized: visual, auditory, tactile, (touch), and kinesthetic (movement) (Kellough & Kellough, 1999)
need	A lack of something acquired or desirable; something required or wanted; requisite (Morris, et al., 1985)
objective	A statement of expectation of what the student will be able to do

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outcomes	What students ought to "know and be able to do" and to what level of proficiency they should be able to demonstrate it; more likely to be broader in scope and to better reflect goals involving critical thinking or the ability to solve complex problems than behavioral objectives (O'Neil, 1992)
portfolio	The finished product that contains only selected documents displaying appropriate evidence of the learner's knowledge skills, and dispositions; a critical set of accomplishments (Jackson & Cafferella, 1994)
professional learning community	Educators coming together around meaningful, shared issues irrespective of their' individual disciplines. Also known as school-wide professional community (Louis, Kruse, & Marks)
public setting	Any setting beyond a student's own realm (e.g., classroom, school, grade level, community organizations)
reflection	A review and analysis of learning throughout and at the culmination of the experience with respect to yourself, your collaborators, and your community
service learning	A teaching and learning methodology and philosophy that combines student learning with service to the community in a way that improves both the student and the community (*Learn and Serve America*)
strategy	A plan or course of action selected in pursuit of a specific goal or object
work plan	A written guide for the development and implementation of instructional goals and objectives

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