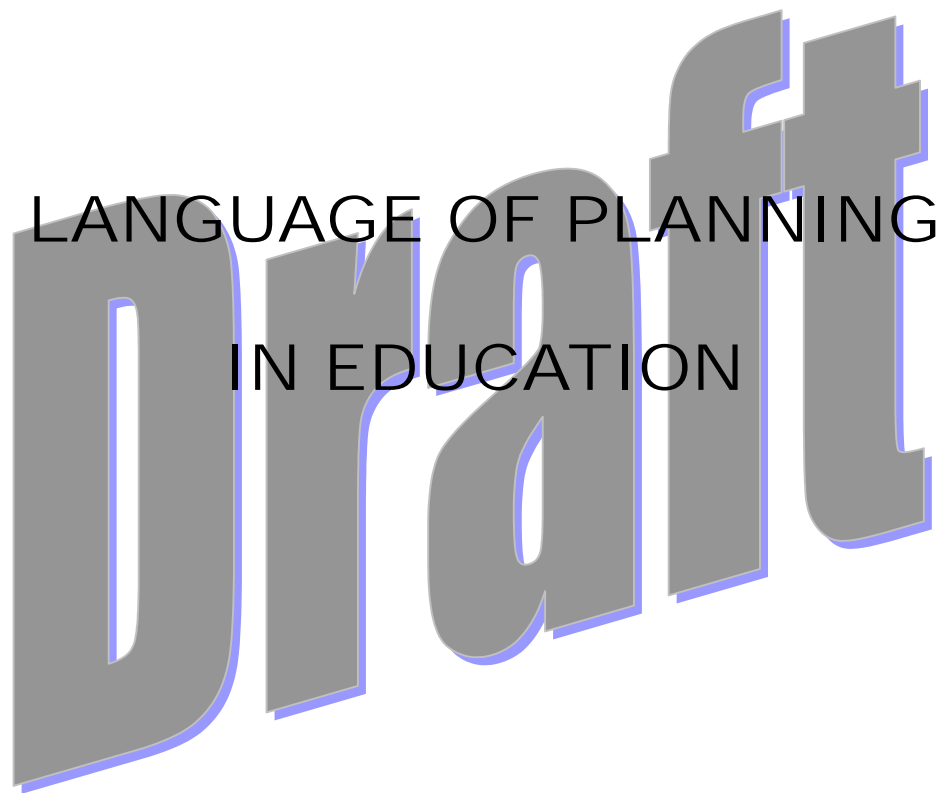


LANGUAGE OF PLANNING
IN EDUCATION



Manitoba Education and Youth

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Preamble

The Planning in Education initiative aims to improve educational planning in Manitoba. An important component is planning-related language. At regional workshops delivered by Manitoba Education and Youth, participants recommended that Department staff use more consistent language. The attached glossary represents a first step toward creating that common language.

The glossary was developed by following principles of simplicity and compromise. On the one hand, it is meant to define terms in a way that anyone involved in educational planning can understand. On the other hand, there is no perfect definition for some terms that have multiple meanings in education. Therefore, compromise definitions were accepted.

The glossary is a draft because it will be changed as feedback is received. Please feel free to complete the attached feedback form and return it to us.

Glossary of Terms

Accountability The act of being responsible for one's actions.

Action Plan A detailed account of the necessary steps to undertake an initiative or process.

Annual School Plan A written document prepared collaboratively by school staff, students, family, and community members. The plan guides the development and maintenance of an effective learning environment and academically challenging programming that strengthens learning opportunities and outcomes for all students. It also serves to communicate key information to parents and community members.

Assessment The collection and organization of data used to inform practice.

Audience Direct and/or indirect recipients of programs and/or reports. For a report to be effective, the audience should be clearly identified and their needs taken into account.

Baseline Facts or evidence about the condition of a program against which subsequent conditions are measured or compared.

Context The social and economic characteristics that affect a given environment. A comprehensive understanding of specific contextual factors is necessary to appreciate how organizations/schools utilize opportunities and overcome difficulties to promote ongoing success. Examples include, population trends, social trends (e.g., poverty and drug/alcohol use), regional tax bases, education levels, social networks, economic trends, school culture and so forth.

Critical Friend Individual and/or organization that provides a successful marrying of support and informed, constructive critique.

Data Information or evidence collected through a systematic method of selection, observation or analysis. Data are based on some phenomenon of interest, using quantitative or qualitative methods.

Data Analysis The process of looking for meaning, recognizing relationships between parts and the whole of previously collected information (data).

Determinants The points at which decisions (conclusions) are made.

Evaluation The process of making judgements and decisions based on the interpretation of evidence gathered through assessment. Evaluation decisions should be based on many kinds of assessment data and are often linked to planning and reporting.

Evidence Qualitative or quantitative information (data) that demonstrates the degree to which the outcomes of a given program or policy have been achieved.

Formative Assessment	Data gathering process designed for a variety of purposes including, providing feedback, highlighting progress, helping in the identification of specific needs and planning for ongoing improvement.
Goals	Broad or generalized results individuals and/or organizations hope to accomplish with programs/participants.
Indicator	Specific item of information that tracks and measures the success of a program/initiative in meeting outcomes. Indicators are preferably observable and measurable.
Input	Resources dedicated to, or consumed by a program used to achieve outcomes. Examples of educational inputs include teachers, funding, curriculum, and course offerings.
Logic Model	A graphic organizer for a program that clarifies the purpose of a program and the causal assumptions/relationships upon which it is based.
Measures	The means used to produce the evidence that demonstrates an output or outcome has been achieved.
Mission Statement	Clear, concise description of the organization's overall purpose and role. It provides focus to programs and services.
Outcomes	<p>School Planning/Reporting: descriptions of the anticipated impacts on or benefits to participants of an initiative, program, policy, etc.</p> <p>Student Learning: concise descriptions of what students should know and be able to do on completing a course or grade in a given subject.</p>
Outputs	Tangible deliverables of a short-term nature as opposed to an outcome measure. An output itself provides a measure or other evidence that a product has been created or a service has been delivered. Examples of outputs include: creating a document, delivering a workshop, and so forth.
Profile	A collection of representative data compiled at the individual student and/or school and/or community and/or organizational level. Opportunities should be provided to add/modify information as the planning and reporting process evolves.
Qualitative Data	Provide information or evidence in anecdotal, narrative, or visual form relating to particular characteristics, attributes, or qualities.
Quantitative Data	Provide information or evidence in the form of numbers.
Reliability	Accuracy of a measure or indicator.
Reporting	The process of clearly communicating the data collected through assessment and evaluation to various educational stakeholders. Reports may take the form of a progress report or a final report depending on the stage of the project and can be done formally or informally. Through the process of reporting, open dialogue is encouraged, and with subsequent reporting, sustained.

Research	A systematic process which is designed to answer a question or examine a particular hypothesis. Its primary purpose is to add to a body of knowledge.
Result	The consequence, issue or status of expected outcomes.
School-based Planning	Procedures that schools use to ensure continuous improvement.
School Capacity	The resources, personnel and ability of schools to develop and sustain their priorities.
School Culture	The way a school actually operates that reflects underlying values, beliefs and assumptions.
SMART Outcomes	A model used for establishing outcomes which are S pecific: written in clear, unambiguous language; M easurable: allows achievement to be described, assessed, and evaluated; A chievable: realistic; R elevant: must be meaningful; T ime-related: can be accomplished within a specific time period, typically one school year.
Stakeholders	Individuals or groups who may be affected by or have a vested interest in specified outcomes.
Standards Tests	Most typically criterion-referenced tests designed to assess student performance based on learning outcomes and standards of a given curriculum being delivered. Examples of standards tests used in Manitoba include Senior 1 Mathematics Standards Test and Senior 4 Language Arts Standards Test.
Standardized Testing	Norm-referenced or criterion-referenced tests with systematic instructions for administration, use, scoring, and interpretation; with standard format and content; and with normalized statistical properties that have been validated on a large sample of a defined population. Examples of standardized tests used in Manitoba include, WISC–R4 and Woodcock Johnson.
Strategies	The purposeful interaction of people and activities to move toward the achievement of outcomes.
Statistics	The processing of data resulting in numerical information. Statistics are collected and classified systematically.
Summative Assessment	Assessment data collection that is usually conducted at a pre-arranged time when cumulative or summary data is needed.
Targets	Desired levels of performance to be attained by a certain time.
Validity	The extent to which a measure actually represents the construct being measured.
Vision Statement	Statement about the future. It is often idealistic in nature and may encompass a number of goals that suggest different paths of action.

Feedback Form

Send Us Your Comments

The attached glossary was developed with principles of simplicity and compromise in mind. We appreciate receiving your comments. We would especially like to know:

Do you think there are terms that require additional information or clarification?

Do you think there are terms that should be deleted?

Are there additional terms that should be included?

Additional comments.

Please return completed form to:

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