

A Few Definitions.... (Portfolio Terms)

Lifelong Learner. The lifelong learner is one who seeks to discover new ideas, explore issues and problems, develop hypotheses, evaluate conjectures, create connections, and work in cooperation with others in the pursuit of skills, understandings, and appreciations. In short, they find pleasure in learning and assume responsibility for their own learning. Learning becomes an intellectual act of self-care giving rise to joy. The educator who values and engages in lifelong learning recognizes how and why one learns are as important as what one learns. They recognize today's students must be prepared to cope with an ever-changing and increasingly complex society, and that societal survival is dependent upon the ability and inclination of students to learn, contribute, and celebrate in ways that are life sustaining.

Change Agent. As an agent of change the educator is committed to a vision of education striving for a democratic society in which exceptionality, gender, social class, ethnicity, race, and affectional preference are included and affirmed in all realms of social and political democracy. The educator as a democratic visionary and an agent of change sees change as a progressive force extending civic and citizenship rights to all. This vision transforms curriculum and teaching practice in order to reflect democracy. In his book, *Experience and Education*, Dewey situates democracy as an integral part of education and proposes that in a true democracy it is not the will of any one person which establishes order, but the moving spirit of the whole group. "This moving spirit" is the spirit of democratic agency for change.

Data Driven Decision Making. Data-driven decision making is the process of selecting, gathering and analyzing data to address school improvement or student achievement and then acting on those findings. There are typically three stages to data-driven decision making. Stage I relies on aggregate reporting of roll-up averages as can be found on school report cards. Stage II involves drilling-down into the data to analyze detailed, individual student data then reporting what is found. Stage III involves application of data-mining tools designed to determine "root causes" of performance deficiencies. Educational decisions including resource allocations are then made and implemented based on data analysis to ensure all students make adequate yearly progress.