GLOSSARY AND KEY TERMS

GLOSSARY AND KEY TERMS

The purpose of this glossary is to assist readers in understanding terminology used throughout the Arts Access Toolkit. The glossary provides common definitions and/or explanations of key terms used and is arranged in alphabetical order.

Glossary and Key Terms

▶	Arts Learning or "Arts as Curriculum"	In this form of arts learning, students develop knowledge and skills in a particular art form. Often referred to as "arts learning" or "art for art's sake," the programs are guided by national, state, or local standards for each of the art forms. ([Kennedy Center](#))
▶	Arts Integration	In Arts-Integrated Curriculum, the arts become the approach to teaching and the vehicle for learning. Students meet dual learning objectives when they engage in the creative process to explore connections between an art form and another subject area to gain greater understanding in both. ([Kennedy Center](#))
▶	Career Connected Learning (CCL)	A framework of career awareness, exploration, preparation, and training that is both learner-relevant and directly linked to professional and industry-based expectations. ([ODE CCL Webpage](#))
▶	Career and Technical Education (CTE)	Curriculum and programs in schools that focus on equipping students with academics, knowledge, and skills needed to achieve a rewarding career through post-secondary training and/or higher education. Students in CTE programs are generally mo ([CCL Glossary of Terms](#))
▶	Choice-Based Arts Learning	In choice-based arts learning, students are presented with a range of art learning options or activities, and they are encouraged to choose the options that best meet their individual learning needs and interests.
▶	Comprehensive Arts Program	Comprehensive arts programs offer students the opportunity to participate in standards-aligned arts education, arts integration with other core content subject areas, and arts exposure activities featuring the work of contemporary artists and live performances to promote arts learning.
▶	Culturally Responsive	"Culturally Responsive" means the implicit recognition and incorporation of the cultural knowledge and experience of students served by the plan in teaching, learning, and assessment. This includes identifying and valuing: students' cultural assets in instruction and assessment; diverse frames of reference that correspond to multifaceted cultural perspectives/experiences; and performance styles in the classroom that do not reflect dominant values of achievement or success.

Glossary and Key Terms

▶ Community Voice	"Community Voice" means that members representing the community served by the [project/plan/initiative] will be involved in co-constructing the project, design, implementation, evaluation, and/or providing strategic guidance in final decision-making.
▶ Culturally Specific Organization (CSO)	"Culturally Specific Organization" means an organization that serves a particular cultural community and is primarily staffed and led by members of that community; these organizations demonstrate intimate knowledge of the lived experience of the community, including but not limited to the impact of structural and individual racism or discrimination on the community; knowledge of specific disparities, barriers or challenges documented in the community and how that influences the structure of their program or service; commitment to the community's strength-based and self-driven thriving and resilience; ability to describe and adapt their services to the community's cultural practices, health and safety beliefs/practices, positive cultural identity/pride, religious beliefs, etc.
▶ Culturally Sustaining Pedagogy (CSP)	"CSP seeks to perpetuate and foster—to sustain—linguistic, literate, and cultural pluralism as part of schooling for positive social transformation and revitalization. CSP positions dynamic cultural dexterity as a necessary good, and sees the outcome of learning as additive, rather than subtractive, as remaining whole rather than framed as broken, as critically enriching strengths rather than replacing deficits. Culturally sustaining pedagogy exists wherever education sustains the lifeways of communities who have been and continue to be damaged and erased through schooling. As such, CSP explicitly calls for schooling to be a site for sustaining—rather than eradicating—the cultural ways of being of communities of color." (Django Paris and H. Samy Alim, Author Interview: 'Culturally Sustaining Pedagogies')
▶ Design Thinking	Design thinking is an instructional approach that encourages students to use a creative and iterative process to solve problems and create innovative solutions. This approach is based on the idea that the same design principles used by professionals in fields such as engineering, architecture, and product development apply in educational contexts, helping students develop skills such as critical thinking, creativity, and problem-solving. The design thinking process in education, as defined by the Harvard Graduate School of Education, consists of five stages: discover, interpret, ideate, prototype, and test. (Harvard Graduate School of Education, Design Thinking in Education)

Glossary and Key Terms

▶ Disaggregated Data

"Disaggregated data" is data that has been divided into detailed categories such as, but not limited to, geographic region, race, ethnicity, English fluency, disabilities, gender, socioeconomic status, etc. It can reveal inequalities and gaps between different categories that aggregated data cannot. The accuracy and quality of this data is also dependent on data collection, analysis, and decision-making practices that may be biased towards the values of the dominant, White-centered education system, and therefore require critical reflection on whether focal group issues are truly emerging through the disaggregated data and how intersecting categories compound various issues and dynamics.

▶ Dual Credit Programs

Programs that allow high school students to earn college credit at the same time as they are earning high school credits. These programs may have benefits such as helping families save money on college expenses.
(CCL Glossary of Terms)

▶ Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act, as amended in 2004 (IDEA 2004-PL 108-446), is a federal law governing special education services and federal funding for eligible infants, toddlers, children, and youth with disabilities across the country. Children and youth (ages 3-21) receive special education and related services under IDEA, Part B. Infants and toddlers with disabilities (ages birth-2) and their families receive early intervention services under IDEA Part C. In Oregon, IDEA funds helped support the education of almost 83,000 children with disabilities in the past year. For more information about IDEA see the U.S. Department of Education website.
(ODE Individuals with Disabilities Education Act Policy Webpage)

▶ Inquiry-Based Learning

Inquiry-based learning focuses on students actively exploring and discovering new knowledge and concepts through asking questions and conducting investigations. In an inquiry-based arts learning environment, students are encouraged to ask questions, seek out information, and engage in hands-on activities and experiments to learn about a particular topic. This approach is designed to promote deep understanding and critical thinking skills, as students are encouraged to consider multiple perspectives and draw their own conclusions based on the evidence they gather.

▶ Media Literacy

"Media refers to all electronic or digital means and print or artistic visuals used to transmit messages. Literacy is the ability to encode and decode symbols and to synthesize and analyze messages. Media literacy is the ability to encode and decode the symbols transmitted via media and synthesize, analyze, and produce mediated messages."
(National Association for Media Literacy Education)

Glossary and Key Terms

▶	Model Cornerstone Assessments (MCAs)	"MCAs model effective assessment practice and demonstrate that standards-based teaching in the arts is specific and rigorous, by sharing a glimpse into one teacher's classroom. The MCAs come packaged with a suggested strategy for assessing student learning, types of evidence to collect, model rubrics, and samples of student work demonstrating their process and learning. The samples of student work illustrate the unit in action by providing a snapshot of a moment in time showing student response to instruction." ([National Coalition for Arts Standards NCAS](#))
▶	Open Educational Resources	Open Educational Resources (OER) are learning, teaching, and research materials in any format and medium that reside in the public domain or are under copyright that have been released under an open license, that permit no-cost access, re-use, re-purpose, adaptation, and redistribution by others. ([United Nations Educational, Scientific and Cultural Organization UNESCO](#))
▶	Opportunity Gap	"Opportunity gap" refers to the effects, system biases, and disparities the dominant, White supremacist system and culture has historically, currently, and intentionally created for students. Factors such as race, ethnicity, socioeconomic status, English proficiency, geography, financial wealth, gender, sexuality, familial situations, and disabilities determine or constrain what opportunities the system offers and how these affect their educational aspiration, achievement, and attainment. These effects and disparities represent a system bias and an educational debt that the dominant educational system owes to marginalized students, which necessitates the need to address and shift the system itself.
▶	Oregon Open Learning	The Oregon Open Learning Hub is Oregon's K-12 open educational resource (OER) repository, launched in May 2020. The Hub hosts both original resources developed by educators and curated resources from other OER Hubs. Oregon Open Learning continues to grow, and it will eventually house collections of resources that have been developed, revised, and evaluated by Oregon educators. Educators can contribute to this community by using the resources, providing feedback, or joining a group to create and share resources for use across Oregon. ([Oregon Open Learning Hub](#))

Glossary and Key Terms

▶ Project-Based Learning

Project-based learning (PBL) is an instructional approach that involves students actively exploring and investigating real-world problems or challenges through hands-on, experiential activities. In a project-based arts learning environment, students work on a long-term, open-ended art project or piece that requires them to use a range of skills and knowledge to research, design, and create a product or solution to a problem.
([PBL Works, Buck Institute for Education](#))

▶ Social Emotional Learning (SEL)

SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.
([Mental Health Technology Transfer Center Network (Oregon Classroom WISE)](#))

▶ Standards-Aligned Arts Program

Standards-aligned arts programs as defined in this guidance provide sequential, standards-aligned arts learning opportunities and consistent, dedicated time for arts learning with a qualified arts educator or teaching artist, throughout a student's learning journey from Kindergarten to 12th grade.

▶ STEAM Pedagogy

An approach to teaching and learning that emphasizes the natural interconnectedness between science, technology, engineering, arts, and mathematics. The connections are made explicit through collaboration between educators resulting in real and appropriate context built into instruction, curriculum, and assessment. The common element of problem-solving is emphasized across all STEM disciplines allowing students to discover, explore, and apply critical thinking skills as they learn.

▶ Technical Theater

Technical Theatre includes a broad array of creative design and hands-on activities and products that establish the visual, aural, and aesthetic products of a given theatrical presentation before and during the production. Technical theater instruction addresses the varied skills and knowledge necessary to help students become competent technicians. Along with gaining an understanding of the science and math implicit in every aspect of technical theater, student technicians learn how to safely and effectively apply their training to design and build sound and lighting systems, costumes, makeup, sets, props, and more to construct the world of a play inhabited by actors and experienced by audiences.
([Arts Education Partnership AEP, 2022](#))

Glossary and Key Terms

▶ Underserved Populations	"Underserved" refers to communities, groups, families and students that the dominant or mainstream educational system has historically and currently excluded, impacted, marginalized, underserved, and/or refused service due to institutionalized and intersectional racism and systemic oppression. This includes students of color, tribal students, English language learners, LGBTQ2SIA+ students, students experiencing and surviving poverty and houselessness, students with disabilities, women/girls, and students from rural communities.
▶ Underrepresented Populations	"Underrepresented" refers to communities, groups, families, and students that due to systemic barriers and intersectional oppression have been excluded and limited proportionate access to the dominant or mainstream educational system despite efforts to participate. This includes students of color, tribal students, English language learners, LGBTQ2SIA+ students, students experiencing and surviving poverty and houselessness, students with disabilities, women/girls, and students from rural communities.
▶ Universal Design for Learning (UDL) Guidelines	The UDL Guidelines are a tool used in the implementation of Universal Design for Learning, a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. The UDL Guidelines can be used by educators, curriculum developers, researchers, parents, and anyone else who wants to implement the UDL framework in a learning environment. These guidelines offer a set of concrete suggestions that can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities. (CAST)