Transcript #3: Using Glossaries

Slide 1

Partnership glossaries are created by groups of education stakeholders, including educators, families, policymakers, technical assistance providers, and higher education.

Slide 2

They are written in plain, user-friendly English, to bridge the gap between research and technical terms and public access. For example, in the English Language Learner collection, key concepts specific to development of language are defined in accessible terms. A glossary is available for each topical collection.

Slide 3

To locate the ELL glossary click on the collection, then the glossary hotlink. There you find a set of terms unique to ELL education and RTI, as the focus of this collection materials is on best practices with students who are English Language Learners and the application of Response to Instruction/Intervention frameworks in schools.

Slide 4

The number of terms and length of the glossary are dependent on the topic and the words that the group of cross-stakeholders felt were critical to the issue. In this case, the ELL glossary goes from “academic language” to “validated intervention” and is 13 pages in length.

Slide 5

Partnership glossaries can be accessed online and may be printed for dissemination. They are valuable tools for use in a variety of ways. Glossaries assist understanding whether you are doing research on your own or are using them with group of individuals who are engaged in discussion on the topic. Sharing a glossary within a training situation supports shared learning and understanding, whether the group is coming to the topic from primarily the same background or across roles.

Slide 6

Please let us know how you are using Partnership glossaries by clicking on Your Voice in that particular collection and sharing with us.