

Alief Glossary of Terms

Term	Department	Definition
5E	Science	An instructional model based on the constructivist approach to learning – students draw on their existing knowledge to synthesize and understand new information. The model includes: engage, explore, explain, elaborate, and evaluate.
Accommodation	Special Education	The actual teaching supports and services that the student may require to successfully demonstrate learning. Accommodations should not change expectations to the curriculum grade levels. Examples include: math charts, additional time, preferred seating, and adaptive keyboard.
Achieve Texas	Career and Technical Education	An education initiative designed to prepare students for a lifetime of success. It allows students to achieve excellence by preparing them for secondary and postsecondary opportunities, career preparation and advancement, meaningful work, and active citizenship.
ACT	Advanced Academics	American College Testing. A standardized collegiate examination that is commonly used as an indicator of academic aptitude and readiness to enter college. The multiple-choice tests cover four skill areas: English, mathematics, reading, and science. The Writing Test, which is optional, measures skill in planning and writing a short essay.
AEIS	Accountability	Academic Excellence Indicator System. Pulls together a wide range of information on the performance of students in each school and district in Texas every year. This information is put into the annual AEIS reports, which are available each year in the fall. The performance indicators include STAAR results, attendance rates, drop out rates, and college readiness indicators.
AIMS	Advanced Academics	The name of the Gifted and Talented magnet program for grades 2-6. Currently Alief has two elementary AIMS campuses: Outley and Boone, and all six intermediate campuses.
AIP	State	Accelerated Instruction Plan. For every student who does not meet the passing standard after the three testing opportunities, the Grade Placement Committee must develop an AIP. This plan shall include the accelerated instruction that the district must provide during the next school year. The plan must be designed to enable the student to perform on the appropriate grade level by the end of the next school year. The AIP must provide for interim progress reports to the student's parent or guardian and the opportunity for parent consultation with the teacher and/or principal as needed.
Alief U	Teacher Induction	Alief U is a three-year induction program requiring 35 hours of prescribed professional development each year. Year 1 induction – Alief U Undergraduate Studies. Year 2 induction – Alief U Graduate Studies. Year 3 induction – Alief U Continuing Education.
AMI	Math	Accelerated Math Instruction. Accelerated Math Instruction funding is given to school districts and charter schools on a formula basis for early math intervention. This funding is to be used to provide intensive, targeted intervention programs for students in grades K-8 at every campus who have been identified as at-risk for math difficulties. AMI funds are also for students who do not meet the passing standard on any one of the three test opportunities of the grades 5 math STAAR.

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AP	Advanced Academics	Advanced Placement. Advanced Placement courses are college level courses which are challenging and rigorous and allow students to pursue and receive credit for college-level work while in high school. Students who complete AP courses are expected to sit for AP Exams. Earning designated scores on these exams allows students to earn college credit for the courses while still in high school. Alief has an open-enrollment policy for AP courses so students with high ability and a desire to take advanced level courses, but who are not identified as gifted, may participate in these courses.
APE	Special Education	Adaptive Physical Education. APE may be offered to students with gross motor delays or other disability-related difficulties that make them unable to participate productively in a regular physical education class.
APLA	Elementary Language Arts	Alief Prekindergarten Literacy Assessment. An ongoing process of gathering and recording information about a student's literacy development. The assessment is given in October, January, and May.
ARD	Special Education	Admission Review Dismissal. This is the name of the committee responsible for making the educational decisions for a special education student. ARD committee members include: parent, student (if appropriate), regular education teacher, special education teacher, diagnostician, and administrator.
ARI	Language Arts	Accelerated Reading Instruction. Accelerated Reading Instruction funding is given to school districts and charter schools on a formula basis for early reading intervention. This funding is to be used to provide intensive, targeted intervention programs for students in grades K-8 at every campus who have been identified as at-risk for reading difficulties, including dyslexia. ARI funds are also for students who do not meet the passing standard on any one of the three test opportunities of the grades 3, 5 and 8 reading STAAR.
ASCD ebooks	Library Services	A collection of professional learning books and videos available to district staff that provide opportunities for continued professional growth.
ASF	District	Alief Support Facility. Located at 14051 Bellaire - the Alief Tax Office, Technology Services, Pupil Personnel Services, and SERS are housed here.
AVID	Advanced Academics	Advancement Via Individual Determination. A fourth- through twelfth-grade system to prepare students in the academic middle for college eligibility. It has a proven track record in bringing out the best in students, and in closing the achievement gap.

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AYP	Accountability	Adequate Yearly Progress. Under the accountability provisions in the No Child Left Behind (NCLB) Act, all public school campuses, school districts, and the state are evaluated for Adequate Yearly Progress (AYP). Districts, campuses, and the state are required to meet AYP criteria on three measures: Reading/Language Arts, Mathematics, and either Graduation Rate (for high schools and districts) or Attendance Rate (for elementary and middle/junior high schools). If a campus, district, or state that is receiving Title I, Part A funds, fails to meet AYP for two consecutive years, that campus, district, or state is subject to certain requirements such as offering supplemental education services, offering school choice, and/or taking corrective actions.
Bilingual Education	Second Language Education	A full-time instructional program that addresses the language, cognitive, and affective needs of English Language Learners.
BIP	Special Education	Behavior Intervention Plan. A plan for managing student behavior. A BIP may include ways to change the environment to keep behavior from starting in the first place, provide positive reinforcement to promote good behavior, employ planned ignoring to avoid reinforcing bad behavior, and provide supports needed so that the student will not be driven to act out due to frustration or fatigue. When a behavior plan is agreed to, the school and staff are legally obligated to follow it.
Bridge Program/Teacher	Elementary Language Arts	A district funded reading interventionist on each elementary campus. Beginning of the year assessments determine the lowest 24 students in second and/or third grade. The Bridge teacher provides explicit instruction in reading skills and strategies. Students are pulled in groups of 4-6.
CAP	State	Campus Action Plan.
CBE	Advanced Academics	Credit by Exam. Alief ISD offers Credit by Exam for acceleration in grades K-I and for original high school credit for most courses following Texas State Board of Education guidelines. A student is allowed to accelerate one grade or specific course per academic year.
CCA	Assessment	Campus Common Assessment. Individual campuses prepare assessments for a particular grade level and/or content area to determine individual student strengths and weaknesses.
CCAP	Assessment	Comprehensive Curriculum Assessment Professional Development. This comprehensive system is intended to provide educators with a single system for student instructional needs – assessments, curriculum, lesson planning tools, instructional resources, student assessment management system, and video clips of best practice classroom instruction.
CER	Science	Claims, Evidence, Reasoning. A format for writing explanations – a claim that answers the question, evidence from the students’ data, reasoning that involves a “rule” or scientific principle that describes why the evidence supports the claim.
CHAMPs	PASS	Conversation, Help, Activity, Movement, Participation. Designed by Randy Sprick, CHAMPs is a proactive and positive approach to classroom discipline.

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CIS	Guidance and Counseling	Communities in Schools. A dropout prevention organization connecting community resources and schools to help young people successfully learn, stay in school, and prepare for life.
Content Coordinator	District	A district level administrative position. There is a coordinator for each content area including visual/performing arts, language arts, math, advanced academics, Second Language Education, etc. In some cases there is an elementary and secondary coordinator such as in language arts, math, and science. And in some cases there is one coordinator K-12 such as in social studies and visual/performing arts. Content Coordinators are responsible for writing district pacing guides and assessments as well as meeting throughout the school year with specialists/department chairs in their content area.
Crest Program/Teacher	Math and Language Arts	A district funded reading and math interventionist on each intermediate campus. The Crest teacher uses beginning of the year assessment data and cum folder information to choose 24 students in 5 th grade who are not meeting expectations. The reading and math interventionist meet with the students in groups of 4-6 for 45 minutes per day.
CTE	Career and Technical Education	Career and Technical Education. This department has over 65 course offerings representing fourteen of the 16 national career clusters. CTE provides students with opportunities throughout their middle and high school career including career assessments, earning college credit while in high school, work-based learning experiences, and achieving industry certifications/qualifications all prior to graduation.
CYS	Guidance and Counseling	Community Youth Services. A team effort between Harris County Protective Services, 18 contracting school districts throughout Harris County and one law enforcement agency. The goal of this program is to prevent at-risk youth from becoming victims of child abuse, running away, and dropping out of school or from entering into delinquent behavior.
DCA	Assessment	District Common Assessment. Evaluates student progress towards district 9-week objectives based on pacing guides. The assessments are written by Alief Content Coordinators and Specialists.
Department Chair	District	In secondary schools (Middle Schools, Ninth Grade Centers, and High Schools), the teacher within a department responsible for disseminating campus and district information to other members of the department.
Destiny Discover	Library Services	The library management system currently used in Alief ISD.
DIP	State	District Improvement Plan.
Discovery Center IV	Special Education	This class serves students identified as severely emotionally disturbed. The class is located at the Alief Learning Center. This placement is very restrictive and is only considered when the student's behavior and performance indicates that the student can not be successful in a less restrictive environment. The ARD Committee must recommend this placement.
DNQ	Special Education	Does Not Qualify. Indicates that a student was evaluated for special education services, but did not meet the eligibility requirements.

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ECSE	Special Education	Early Childhood Special Education. Formerly called Preschool Programs for Children with Disabilities (PPCD). These programs include a range of services available for children ages 3-5 who qualify for special education services. These services focus on a developmentally appropriate curriculum that meets the individual needs of each student.
EIC	State	Educational Improvement Council. The council is comprised of professional staff, community, business and parent representatives. The EIC advises the Superintendent in establishing and reviewing the district's educational goals, objectives, and major district-wide instructional programs.
ELD	Second Language Education	English Language Development. A 45-minute period of time in the school day for Second Language Education instructors to teach the English language to students whose primary language is not English.
Elementary Campuses	District	Alief has 24 elementary campuses. Twenty-one of the elementary campuses serve grades PK-4 and three of the elementary campuses serve grades PK-5.
ELL	Second Language Education	English Language Learner. An umbrella term characterizing students whose second language is English - students with Limited English Proficiency (LEPs), students for whom English is a Second Language (ESLs), or Second Language Learners (SLLs).
ELPS	Second Language Education	English Language Proficiency Standards. ELPS outline English language proficiency level descriptors and student expectations for English language learners (ELLs). In order for ELLs to be successful, they must acquire both social and academic language proficiency in English. ELPS focus on how ELLs use listening, speaking, reading, and/or writing activities to improve their academic language proficiency.
EOC Assessments	Accountability	End of Course Assessments. The purpose of the end-of-course (EOC) assessments is to measure students' academic performance in core high school courses and to become part of the graduation requirements beginning with the freshman class of 2011–2012. The EOC assessments for lower-level courses must include questions to determine readiness for advanced coursework. The assessments for higher-level courses must include a series of special purpose questions to measure college readiness and the need for developmental coursework in higher education. In addition, a student's score on each EOC assessment will be worth 15% of the student's final grade for that course.
ESL	Second Language Education	English as a Second Language. Students whose primary language is not English.
GPC	State	Grade Placement Committee. Enacted by the 76th Texas Legislature (1999), the Student Success Initiative (SSI) grade advancement requirements apply to the grade 3 reading test, the grade 5 reading and mathematics tests, and the grade 8 reading and mathematics tests. As specified by these requirements, a student may advance to the next grade level only by passing these tests or by unanimous decision of his or her grade placement committee (GPC) that the student is likely to perform at grade level after accelerated instruction.

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GT	Advanced Academics	Gifted and Talented. Students who perform, or show the potential for performing, at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who: <ul style="list-style-type: none"> • exhibit high performance capability in an intellectual or creative area; or • excel in a specific academic field
Guiding Questions	All contents	Questions developed to frame student inquiry and promote critical thinking. Good guiding questions: <ul style="list-style-type: none"> • are open-ended, yet focus inquiry on a specific topic. • are non-judgmental. • require high cognitive work to answer. • contain emotive force and intellectual bit. • are succinct.
IAP	State	Individual Accommodation Plan. Written for a student in special education or as part of a 504 plan. The IAP details specific practices and strategies for things such as: grading, homework, support services, and learning materials.
IEP	Special Education	Individualized Educational Plan. Each public-school child who receives special education and related services must have an Individualized Education Program (IEP). To create an effective IEP, parents, teachers, other school staff--and often the student--must come together to determine the student's unique needs and design an educational program that will help the student progress in the general curriculum.
ILT	District	Instructional Leadership Team. A campus-based team of instructional experts – specialists, administrators, department heads, etc. – who work together to improve instructional programs and student achievement.
ICS	Special Education	In-Class Support or Inclusion Support. A collaboration between the general education teacher and special education staff to ensure that special education students successfully meet the requirements of the general education curriculum. Both general education and special education staff ensure accommodations and/or modifications are implemental and appropriately address the student’s academic needs and cognitive abilities.
Intermediate Campuses	District	Alief has 6 intermediate campuses who serve grades 5-6.
ISIP	Language Arts	I-Station Indicators of Progress. A universal screener used to measure students’ abilities in all critical areas of reading.
I-Station	Language Arts	I-Station is a leading provider of computer-adaptive assessments and curriculum for students of ALL ability levels. I-Station can be used as an intervention tool for struggling students (RTI), as a supplement for all students and as a resource for teachers to differentiate instruction.
JJAEP	State	Juvenile Justice Alternative Education Program. A state mandated separate educational setting that ensures safe and productive classrooms through the removal of dangerous and/or disruptive students and addresses the issue of expelled youth receiving no educational services during the period of expulsion.

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LEP	Second Language Education	Limited English Proficient. For students with languages other than English on the Home Language Survey, the district administers an oral language proficiency test (grades PK-6), reading norm-referenced test (grades 2-6), and language norm-referenced test (grades 2-6) to determine English language proficiency. Students identified with limited English proficiency will be assigned an English proficiency level as per the Texas English Language Proficiency System (TELPAS).
LIFE Skills	Special Education	Learning in Functional Environments. This class serves students who need an instructional setting focusing on basic life skills and language development. The curriculum is specifically designed for students with severe cognitive disabilities.
LIS	Library Services	Library Information Specialist. Once known as the librarian, the term now encompasses the expertise provided in acquiring and evaluating information resources in all formats.
LPAC	Second Language Education	Language Proficiency Assessment Committee. Using testing data and any other available student information, LPAC will determine whether the student is LEP, recommend the appropriate educational program for each LEP student, notify the parent of each LEP student about classification and recommendation (Second Language Education and/or Title III Special Language Program), and facilitate the participation of LEP students in other special programs provided by the district
Mentor	Teacher Induction	Every first-year teacher in Texas is assigned a mentor. The mentor is an experienced master teacher who guides, assists, and supports the beginning teacher in areas such as: planning, classroom management, instruction, assessment, working with parents, obtaining materials, and following district policies.
Middle School Campuses	District	Alief has 6 middle school campuses. 5 of the middle schools serve grades 7-8; one middle school serves grades 6-8.
MIS	District	Management Information Systems. Provides the resources necessary to maintain Human Resources, Payroll, Financial and Student Data for the district.
Modification	Special Education	Changes made to curriculum expectations in order to meet the needs of the student. Modifications are made when the expectations are beyond the student's level of ability. Modifications may be minimal or very complex depending on the student performance. Modifications must be clearly outlined in the IEP.
NNAT	Advanced Academics	Naglieri Non-verbal Ability Test. Assesses general reasoning ability in children and adolescents. Because of the simplicity of directions and the minimal use of language required to solve the items, it is ideal for use with examinees from culturally and linguistically diverse backgrounds. In addition, the NNAT- <i>Individual</i> has minimal motor requirements.
OLPT	Second Language Education	Oral Language Proficiency Test. An assessment used to determine students' levels of English proficiency. The assessment is given upon enrollment if the Home Language Survey indicates that a language other than English is spoken.

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Pacing Guides	District	The Alief curriculum. Divided by grade level and content area, pacing guides outline learning objectives and resources to meet the Texas Essential Knowledge and Skills.
PASS	Prevention and Safe Schools	Prevention and Safe Schools. The district has four PASS specialists who work directly with campus administrators and teachers to maintain a positive school and classroom climate.
PBIS	Prevention and Safe Schools	Positive Behavior Interventions and Supports. A three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes every day.
PD	Professional Development	Professional Development. Alief offers a variety of training (professional development) opportunities throughout the year. Staff members can view session information on the PD website and register on-line.
PEP	Advanced Academics	Primary Enrichment Program. Students identified as gifted in grades K-2 participate in the PEP program, which is a combination of cluster grouping within the classroom and pull-out. Students are clustered in their grade level with a teacher who has obtained the required hours of gifted training and provides differentiated instruction to meet the needs of their PEP students. Content specialists pull students for special projects at least once during the spring semester.
PLC	All contents	Professional Learning Communities. A collegial group of administrators and school staff who are united in their commitment to student learning. They share a vision, work and learn collaboratively, visit and review other classrooms, and participate in decision making (Hord, 1997b). The benefits to the staff and students include reduced isolation of teachers, better informed and committed teachers, and academic gains for students.
Portfolios	Language Arts	Portfolios are collections of students' work over time. A portfolio often documents a student's best work and may include other types of process information, such as drafts of the student's work and the student's self-assessment of the work. Portfolios may be used for evaluation of a student's abilities and improvement.
Power Standard	All contents	Distinguishing “essential” learning standards from those that are “nice to know”, power standards are a subset of the complete list of standards for each grade and for each subject. They represent the “safety net” of standards that each teacher needs to make sure that every student learns prior to leaving the current grade. Students who acquire this “safety net” of knowledge and skills will thus exit one grade better prepared for the next grade.
PreAP	Advanced Academics	Pre-Advanced Placement Courses offered in middle and high school as a foundation leading up to the challenging and rigorous courses in the AP program. Gifted students are automatically signed up for the core PreAP content courses in middle school and are highly encouraged to continue to enroll in these courses in high school. Alief also has an open-enrollment policy for Pre-AP courses so students with high ability and a desire to take advanced level courses, who are not identified as gifted, may also participate in these courses.

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PSAT/NMSQT	Advanced Academics	Preliminary SAT/National Merit Scholarship Qualifying Test. a standardized test that provides firsthand practice for the SAT Reasoning Test™. It also gives you a chance to enter National Merit Scholarship Corporation (NMSC) scholarship programs. The PSAT/NMSQT measures: critical reading skills, math problem-solving skills, and writing skills.
QUEST	Advanced Academics	Students identified as gifted in grades 3-4 participate in the Quest program, which is a combination of cluster grouping within the classroom and pull-out. Students are clustered in their grade level with a teacher who has obtained the required hours of gifted training and provides differentiated instruction to meet the needs of their Quest students. Content specialists pull students every nine-weeks for extension activities and research projects.
REACH	Special Education	Reaching Excellence and Accelerating Communication to New Heights. REACH provides educational services for students who require a highly structured environment. Students typically demonstrate significant repetitive stereotypical or challenging behaviors, little to no functional communication skills, a high need for visual/physical structure, and the need for “ready to learn” behavioral skills.
Region IV ESC	State	Region IV Educational Service Center. Provides Alief ISD and 53 other school districts (Region IV) with professional development training and technical assistance that support statewide goals for school improvement.
RTI	State	Response to Intervention. A multi-tiered approach to help struggling learners. Students' progress is closely monitored at each stage of intervention to determine the need for further research-based instruction and/or intervention in general education, in special education, or both.
SAT	Advanced Academics	SAT Reasoning Test. A standardized test for college entrance. It is owned, published, and developed by the College Board and administered by the Educational Testing Service (ETS). The SAT has three sections: mathematics, reading, and writing and language. Each section can earn a maximum of 800 points and a minimum of 200 points.
SBEC	State	State Board for Educator Certification. The 11 member board, who are appointed by the governor and three non-voting members, oversee all aspects of the preparation, certification and standards of conduct of public school educators.
SDC	State	Shared Decision-making Committee.
SE	State	Student Expectation. The Texas Essential Knowledge and Skills (TEKS) are written as student expectations.
SERS	Special Education	Special Education Resource Center.
Sheltered Instruction	Second Language Education	An approach to teaching English Language Learners which integrates language and content instruction. The dual goals of sheltered instruction are: to provide access to mainstream, grade level content and to promote the development of English Language Proficiency.

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Specialist	District	Campus staff whose responsibilities include: assisting the content coordinator in writing curriculum, teaching demonstration lessons for classroom teachers, assisting teachers in planning instruction, and monitoring student/teacher progress. Specialists do not have classroom responsibilities. Each level (elementary, intermediate, middle, ninth grade, and high school) has a set number of specialist positions covering reading, writing, social studies, math, science, and technology in some combination.
SPED	Special Education	Special Education.
SSI	State	Student Success Initiative. Enacted by the 76th Texas Legislature in 1999, the Student Success Initiative grade advancement requirements apply to the STAAR reading test at grade 3, the reading and mathematics tests at grade 5, and the reading and mathematics tests at grade 8. As specified by these requirements, a student may advance to the next grade level only by passing these tests or by unanimous decision of his or her grade placement committee that the student is likely to perform at grade level after additional instruction.
STAAR	Accountability	State of Texas Assessments of Academic Readiness. The STAAR program began in 2012 and includes assessments for: <ul style="list-style-type: none"> • reading and mathematics, grades 3-8 • writing at grades 4 and 7 • science at grades 5 and 8 • social studies at grade 8 • end-of-course (EOC) assessments for English I, English II, Algebra I, Biology, and U.S. History
STAAR Alternate 2	Accountability	TEA has developed the STAAR Alternate 2 assessment to meet the federal requirements mandated under the Elementary and Secondary Education Act (ESEA), a federal education law previously known as No Child Left Behind. TEA designed the STAAR Alternate 2 to assess students in grades 3–8 and high school who have significant cognitive disabilities and are receiving special education services.
STAT	District	Student/Teacher Assistance Team. The team’s fundamental purpose is to identify and plan interventions for students who are experiencing difficulties that cannot be handled by the regular classroom teacher. Common reasons for referring a student to S.T.A.T. fall into three basic categories: academic, behavioral, social.
STEM	Math and Science	Science, Technology, Engineering, and Math. STEM is an educational program developed to prepare primary and secondary students for college and graduate study in the fields of science, technology, engineering, and mathematics (STEM). In addition to subject-specific learning, STEM aims to foster inquiring minds, logical reasoning, and collaboration skills.
STOIC	Prevention and Safe Schools	From Safe and Civil Schools. S tructure your classroom, T each expectations, O bserve and supervise, C orrect fluently.

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Structure/ Discovery Center	Special Education	The Structure (kindergarten through 5 th grade) and Discovery Center (5 th through 12 th grade) programs are designed to serve special education students who have been identified as having behavior problems that impede their ability to be successful in the general education setting.
TAC	State	Texas Administrative Code. A compilation of all state agency rules in Texas.
TEA	State	Texas Education Agency. Their mission is to provide leadership, guidance and resources to help schools meet the educational needs of all students.
TEC	State	Texas Education Code. Statutes, laws, and regulations dealing with education in Texas.
TEKS	State	Texas Essential Knowledge and Skills. State developed objectives for public school curriculum. The TEKS are the basis for STAAR development.
TELPAS	Second Language Education	Texas English Language Proficiency Assessment System. Includes RPTE (Reading Proficiency Tests in English) and TOP (Texas Observation Protocol). RPTE: measures annual growth in the English reading proficiency of second language learners, and are used along with English and Spanish STAAR™ to provide a comprehensive assessment system for limited English proficient (LEP) students. LEP students in Grades 3-12 are required to take the RPTE until they achieve a rating of advanced. TOP: provides a systematic way for teachers to holistically rate a student's English language proficiency level in 4 domains based on observations of the student in daily classroom instruction.
Title 1	Federal Programs and Grants	The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments. Alief ISD has a diverse student population: 45% Hispanic, 36% African American, 13% Asian, and 6% Caucasian. Of the almost 45,000 students, 65% are considered economically disadvantaged.
TLC	Special Education	Total Learning Center. TLC generally serves students with significant physical and/or cognitive disabilities requiring school health services. Often times, students are medically fragile and school health services require the support of trained medical staff. The focus of instruction is visual and auditory stimulation, motor skills development, assistive technology, interaction with others, and if possible, communication skills.
T-TESS	Human Resources	The Texas Teacher Evaluation and Support System (T-TESS) is a system designed by educators to support teachers in their professional growth. The three components of T-TESS are: goal setting and professional development plan, the evaluation cycle, and student growth measure. T-TESS has four domains and sixteen dimensions.
ZPD	All contents	Zone of Proximal Development. The concept was developed by Russian psychologist Lev Vygotsky. It is the difference between what a learner can do without help and what he or she can do with help.