



## ***THE BEST TEACHER IN YOU*** **GLOSSARY OF TERMS**

**adaptive confidence** — A person's capacity to confidently enter into a new or strange context and to effectively learn one's way toward effectiveness.

**adaptive learning system** — A system with the capacity to respond and adapt to feedback.

**appreciative inquiry** — Using questioning to focus people on the most positive aspects of a system.

**BFK•Connect Framework** — An adaptation of the Competing Values Framework that was derived from long-term interactions with highly effective teachers. Also called the Connect Framework.

**calling** — An instance in which people's vocation is also their avocation. It reflects intrinsic motivation or a strong positive fit between one's values and the work one does.

**co-creative perspective of teaching** — An orientation that views learning as an emergent process which builds on the relationship between teachers and students. It can include and transcend the more common directive perspective.

**collaborative learning** — Learning in which more than one person contributes to the knowledge that is used and/or created. Each member of the collaboration is both a teacher and a learner.

**collective learning** — Learning that is both collaborative and produces shared understanding. The whole group becomes more knowledgeable.

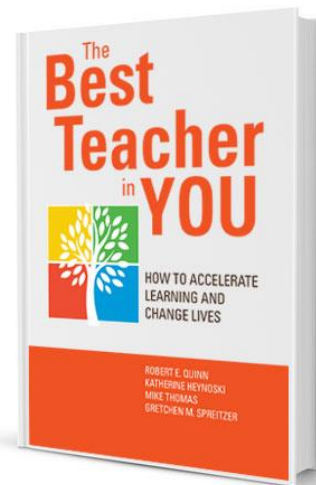
**Competing Values Framework** — A framework that describes four different and often competing perspectives on effectiveness. It was derived from a study of how organizational scholars describe effectiveness.

**continuous improvement** — An ongoing process in which one takes action, remains open to feedback, and learns from those actions and then takes new action based on that learning.

**culture of inquiry** — A group with values that give rise to exploration.

**deep change** — A shift in personal or collective perspectives that leads to new understanding and new behavior.

**developmental change** — Movement to higher levels of awareness.



[BFKConnect.org](http://BFKConnect.org)

**differentiating and integrating** — Separating or distinguishing one thing from another (differentiation) and then reconnecting those things back into a larger and more comprehensive whole (integration).

**directive perspective of teaching** — An orientation toward teaching that is hierarchical in character. In this perspective teacher and student are separate roles. The expert teacher transfers knowledge to the student.

**either/or thinking** — A tendency to see choices or concepts as mutually exclusive alternatives. This reflects a preference for differentiation over integration.

**emergent learning** — A form of discovery that can occur when one engages a new situation with an open and inquisitive mind. This type of learning typically unfolds during social interactions.

**experiential learning** — Discovery that is derived from concrete action.

**facilitator/facilitative role** — A person who acts as a catalyst of collective learning. In this role, the teacher both challenges and supports students.

**Generative learning** — Learning that leads to more learning.

**highly effective teacher (HET)** — Highly effective teachers in the context of this book are teachers who produce significantly more than expected academic growth over multiple years.

**idealized influence** — A form of moral power associated with transformational leadership. This behavior is an enactment of values that attract and enlist others in a particular enterprise.

**incremental change** — Learning and change that occurs within an already established set of assumptions.

**inspirational motivation** — One kind of behavior that is associated with transformational leadership. The articulation of a vision that has the capacity to attract and enlist others in a particular enterprise

**internally directed** — The capacity to act authentically out of your own values.

**intrinsic motivation** — The desire to act in ways that align with your own values.

**lead learner** — A teacher in a professional learning team who models collaborative learning and continuous improvement.

**learning-centered practice** — Practice that is characterized by a focus on the process of acquiring knowledge.

**life jolt** — An experience that compels an individual to rethink and reframe how one lives his or her life.

**living beast** — A term coined by one teacher in our study that describes the holistic process of learning that occurs when learning becomes fully co-creative. A heightened state of collective learning.

**moral power** — Power that is derived from one's capacity to present a clear, coherent and compelling sense of self and life purpose.

**outlier** — With respect to people, an outlier refers to people whose performance is outside of the normal or expected range.

**paradoxical thinking** — The capacity to connect two concepts that are typically regarded as mutually exclusive alternatives. Paradoxical thinking is one way to tie together and integrate opposing ideas.

**personalized learning** — An approach to learning in which the learning targets, methods, and pace are tailored to the abilities, interests, and needs of individual students.

**positive organizations** — Systems that are performing at a high level with a culture that invites people to flourish in their work.

**powerful practice** — A practice that continuously integrates all four dimensions of the Connect Framework.

**professional confidence** — The capacity to do everything that is necessary to fulfill a job description.

**professional learning team (PLT)** — A team of teachers who gather on a regular basis to examine their work and to learn from one another.

**real-time learning** — The capacity to learn in the course of pursuing some enterprise.

**self-efficacy** — A personal sense of being effective in one's work.

**self-empowerment** — The capacity to create one's own sense of purpose and then do the work that is necessary to achieve that purpose.

**self-organization** — A kind of organization that emerges in response to the work that is being performed.

**shared mind** — A collective sense of purpose and how that purpose is to be pursued.

**slow death** — The loss of human energy at the personal or collective level.

**small wins** — Minor successes that may build confidence in the possibility of achieving larger successes.

**stance toward error** — Error in any task can be viewed as a step backward or a step forward. If error is viewed in terms of learning, it helps feed new learning and a sense of progress.

**student-centered practice** — Practice that is characterized by a focus on students' needs. At the heart of this kind of practice is the question, *What's best for kids?*

**teacher-centered practice** — Practice that is characterized by a focus on instructional methods and the teachers' needs.

**transformational influence** — The capacity to understand and bring out the best in others.

**transformational leadership** — The capacity to engage others in a purpose that is larger than themselves. In pursuing this purpose, the system and the people are transformed.

**transformational teaching** — The capacity to help students challenge their own assumptions, empower themselves, and enact their best selves.

**transformative learning** — A kind of learning that moves individuals toward a new understanding of self and context and enables the emergence of new capacities.

**value-added score** — A statistical estimate of the influence a teacher, a school, or a school district has on the academic growth of students.

**view of group membership** — One's understanding of what it means to be part of group.