



Georgia Professional Standards Commission

**Program Reporting System (PRS)
User Manual**

**Educator Preparation Division
Dr. David Hill, Director**

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Overview

The Program Reporting System (PRS) collects information describing educator preparation programs for which you are requesting approval and submits that information to the Professional Standards Commission (PSC). It replaces the paper and pencil program review format used previously. PRS stores contextual information about each type of preparation program as well as performance data that define how well the program meets the PSC Georgia 2000 standards for educator preparation. The information provided will be used for the approval review process.

PRS will ask you to provide descriptive information about your program as well as candidate assessment information and data tables. PRS is web-based and allows easy transfer of your program information to the PSC office. It allows the program review "manager" at your institution to monitor reporting progress using the built-in date and author display. This display shows the parts of the report that are finished, who did the work, and when it was completed.

Hints for Efficient Operation

PRS is accessed through the PSC's secure web portal <http://www.gapsc.org>. Every "author" who will be contributing report materials or operating the program must have a unique login ID. To obtain one or more login IDs, request them from your PSC staff consultant by sending a list containing the following information for each individual:

- First and last name
- E-mail address
- User privilege level (read-only or edit)

Editing privilege in PAAR provides access to all report sections.

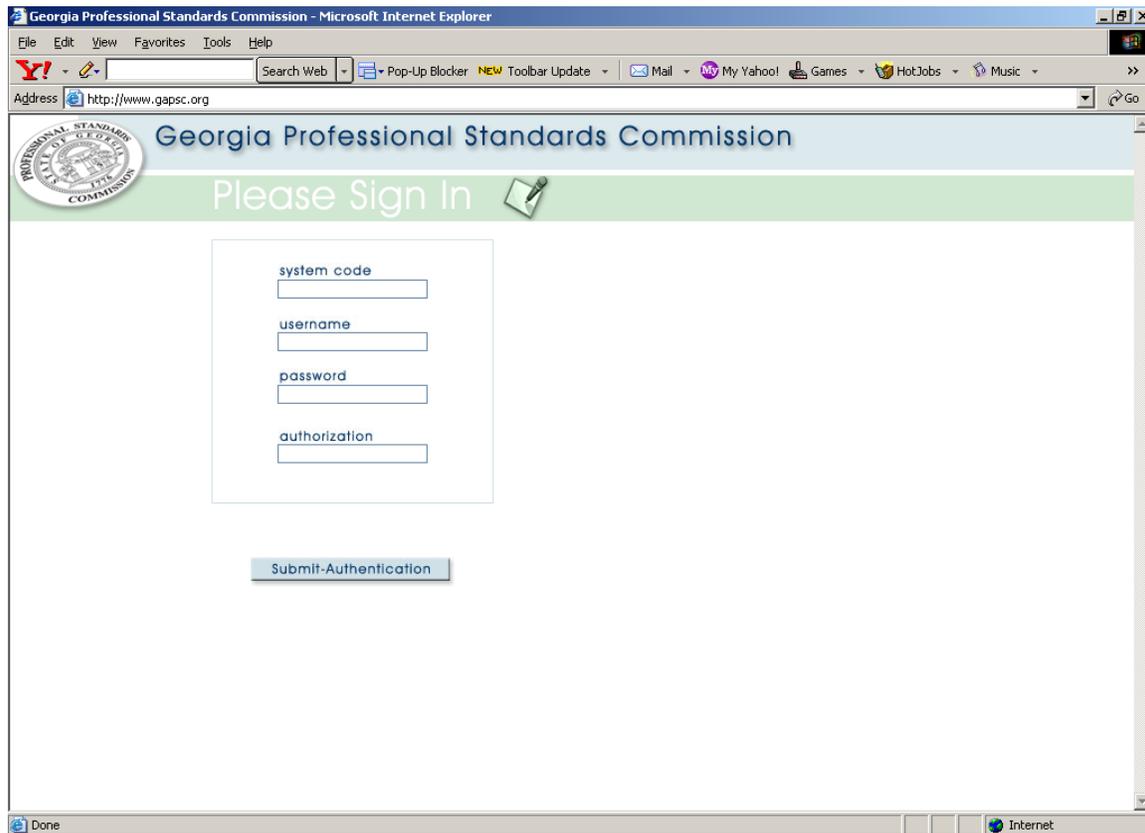
Once you have successfully logged in to www.gapsc.org, select the option labeled PRS. For assistance, consult the online glossary and help functions, or contact your PSC staff consultant.

You will save a significant amount of time if you view the components of PRS and identify the information requirements for each section before you begin to use it to report your program narrative text and files. It will be most efficient to compose and store the descriptive narrative text, advisement sheet files, etc. before you begin using PRS to enter your responses.

Data Requirements Illustration

Initial Preparation Programs, Initial or Continuing Review		Required Documentation		
Report Component		Narrative(s) (copy and paste)	File Uploads	Other
I	Institutional or Agency Information			Data Entry
II	Professional Education Unit Information			Data Entry
III	Program Information			
	Program Options			Check Boxes
1	Context			
	The Program's Relation to the Conceptual Framework	2 pages max		
	Programs of Study (Advisement Sheets or Catalog Extracts)		Advisement Sheets (one for each program offering "style")	
	Transition Points	3 pages max		
	Field Experiences	2 pages max for student teaching, 2 pages max for prior to student teaching		
	Admissions Requirements and Program Completers			Data Entry (for each of 3 years)
	Faculty Expertise and Experience			Data Entry for each faculty member
2	List of Assessments		Assessment, Usage, Scoring Guide, Results Data Table	Data Entry
3	Relationship of Assessments to Standards			Check Boxes
4	Evidence for Meeting Standards	2 pages max for each narrative, one narrative for each assessment		
5	Use of Assessment Results to Improve Candidate and Program Performance	2 pages max		
6	Georgia Requirements			
	Knowledge of Methods of Teaching Reading (Early Childhood, English, Middle Grades, and Special Education fields only)	2 pages max		
	Identification and Education of Children with Special Needs	2 pages max		
	Proficiency in the Use, Application, and Integration of Instructional Technology	2 pages max		
	Knowledge of Relevant Sections of Georgia QCC or Performance Standards	2 pages max		
	Knowledge of Professional Ethical Standards and Requirements for Certification and Employment	2 pages max		

Log In Screen for www.gapsc.org The PSC Secure Business Portal



The screenshot shows a Microsoft Internet Explorer browser window displaying the login page for the Georgia Professional Standards Commission. The browser's address bar shows the URL <http://www.gapsc.org>. The page features the commission's logo on the left and the text "Georgia Professional Standards Commission" at the top. Below this, a green banner reads "Please Sign In" with a key icon. The main content area contains a white box with four input fields labeled "system code", "username", "password", and "authorization". A "Submit-Authentication" button is positioned below these fields. The browser's status bar at the bottom indicates "Done" and "Internet".

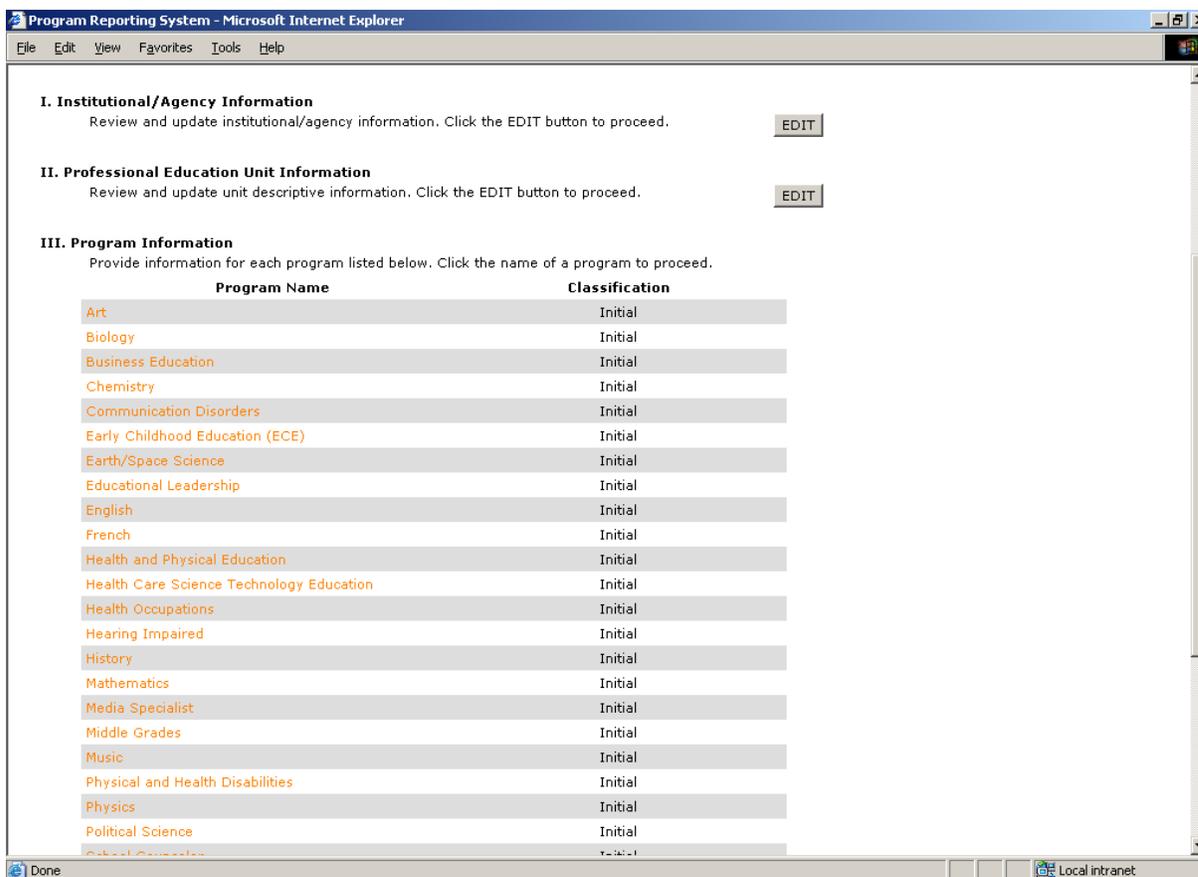
- Contact your PSC consultant to receive your login IDs and passwords to use PRS.
- Each person who is authorized to edit program information must have his or her own account.
- The Program Reporting System allows a user to edit information for more than one preparation program, but not for more than one institution or agency.

Program Selection Screen for www.gapsc.org

The screenshot shows the Georgia Professional Standards Commission (PSC) website interface. At the top, the browser title is "Georgia Professional Standards Commission - Microsoft Internet Explorer". The address bar shows "http://devorg/portal/portal.asp". The website header includes the PSC logo and navigation links: "Home | Update Info | Change Password | Logout | Help |". A green banner says "Welcome," followed by a user name field. Below this is a "Quick Lookup" section with input fields for "SSN" and "Certification ID", and a "Go" button. The main content area is a grid of colored buttons for various services: ACRES, PARAPRO, CERT, MYCERTS, UNSAT, LOOKUP, PPSNOTICE, HIQ2, TECHKNOW, CAPSLOOKUP, COMPLAINT, GBTA, PAYONLINE, APRS, PRS, and ExpressLane. Below the grid are four columns: "Message Center" (with "Ethics Notices last updated on 1/19/2006"), "Certification Update" (with "Reciprocity Notes" and a link "more..."), "Downloads" (with "Certification Applications", "Code of Ethics", "Code of Ethics Overview (.pps 3.6 MB)", "Parapro Certification Application", and "Acrobat Reader"), and "Links" (with "PSC Home Page", "GATAPP Home Page", "Georgia School Superintendents Association", and "Georgia Department of Education"). A black arrow points to the "Certification Update" column. At the bottom, a note states: "This page is best viewed using Internet Explorer v5.0 or higher at 800 x 600 screen resolution or above." and a footer contains "Home | Contact | PSC Home Page | Help | Logout".

After a successful login, select the option for PRS.

The PRS Editing Management Screen



The Program Reporting System is actually many computer programs in one, because it allows data entry for all your approved programs. PRS collects approval review information and submits it to the PSC. It replaces the paper-pencil program review format used previously. PRS will collect contextual information about each type of preparation program as well as performance data that define how well the program meets the PSC Georgia 2000 standards for educator preparation.

During the operation of PRS you will be asked to supply narrative text you have already composed and to "upload" files stored on your computer locally. To understand the scope of files and data you will need, it may be helpful to look through the PowerPoint tutorial presentation supplied with PRS and to study the sample program data detail chart on Page 5.

The PRS Editing Management Screen should display all your institution's approved programs, including endorsement programs. The **classification** should match approval status for each program. If some program name is missing, or if the classification is not correct, please contact your PSC consultant.

To begin data entry in category I or II, click the Edit button shown at the right side of the screen.

To begin data entry for a particular program in the list, click on the program name.

Note: One person at your institution will be empowered to submit the complete and finalized report to the PSC, and that procedure is a multi-step procedure which cannot be done accidentally. When that person performs the official and final "Finalize" procedure, all access to PRS for all users at your institution will change to "view only".

Editing Institution/Agency Information

Approved Program Reporting System - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Directions: enter and/or edit the information below. At the bottom of the page, click the SAVE button to save your work. Click the CANCEL button to discard your changes and refresh the page with prior information. Click the BACK button to return to the main page.

When the information below is complete and accurate, proceed to the bottom of this page and follow the directions to "finalize" your work.

* denotes required field

Institution/Agency Name * Valdosta State University

Institution/Agency Main Mailing Address

Address line 1
Address line 2
City *
County
State * GA
Zip code *
Phone *
Congressional District * Select a district

Chief Executive Officer

Title
First Name *
Middle Name
Last Name *
Telephone *
Fax
Email *

Contact for Report

Title
First Name *

Done Local intranet

- Data entry is required for any location where a red asterisk appears.
- Congressional district location can be difficult to know for some locations. Here is a helpful web site to guide your choice: <http://www.cviog.uga.edu/Projects/gainfo/gacdmap.htm> .
- Note that some data entry locations allow free-form typing, and others restrict choices with drop-down menus. After you have typed information into a free-form window, advance to the next location by pressing the TAB key.

Controls for Saving Data and for Navigating Among PRS Pages

CANCEL

Clicking the CANCEL button will reload the page with data from the database. The focus will remain on the page.

SAVE

Clicking the SAVE button will commit the data on the page to the database. The focus will remain on the page.

BACK

Clicking the BACK button will NOT commit the data on the page to the database. The "previous" page will be displayed (the page from which the user came.)

FINISHED

Clicking the FINISHED button will commit the data on the page to the database and populate a "finished" date column and operator column on the program report screen. The "previous" page will be displayed (the page from which the user came.)

If you click on FINISHED and find later that you are not really finished, enter the corrective data and click FINISHED again to post a new date on the program report screen.

Editing Unit Information

Approved Program Reporting System - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Professional Education Unit: College of Education Back

Details for Reporting Year: 2006

Directions: enter and/or edit the information below. At the bottom of the page, click the SAVE button to save your work. Click the CANCEL button to discard your changes and refresh the page with prior information. Click the BACK button to return to the main page.

When the information below is complete and accurate, proceed to the bottom of this page and follow the directions to "finalize" your work.

** denotes required field*

Professional Education Unit Name *

Professional Education Unit Head

Title

First Name *

Middle Name

Last Name *

Telephone *

Fax

Email *

This page is best viewed using Internet Explorer v5.0 or higher at 800 x 600 screen resolution or above.

[Home](#) | [Contact](#) | [PSC Home Page](#) | [Help](#) | [Logout](#)

Done Local intranet

- Data entry is required for any location where a red asterisk appears.

Controls for Saving Data and for Navigating Among PRS Pages

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FINISHED

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If you click on FINISHED and find later that you are not really finished, enter the corrective data and click FINISHED again to post a new date on the program report screen.

Program Information Reporting

Professional Education Unit Name: Education Division					
Preparation Program Area: Broad Field Science					
Program Classification: Initial					
Operating under GAPSC rule: 505-3-.28, Science Education Program (effective Nov 15, 2005) ▼					
Program Options: (check all that apply)					
<input checked="" type="checkbox"/>	Baccalaureate degree	<input type="checkbox"/>	Master's degree		
<input type="checkbox"/>	MAT degree	<input type="checkbox"/>	Ed Specialist degree		
<input checked="" type="checkbox"/>	Certification only	<input type="checkbox"/>	Doctoral degree		
<input type="checkbox"/>	Georgia TAPP				
<input type="checkbox"/>	Not offered, new candidates no longer accepted				
<input type="button" value="Update program details"/>					
Program Report Sections					
Last editor Last edited Finished					
Section 1 - Context					
	The Program's Relation to the Conceptual Framework	<input type="button" value="Edit"/>	<input type="button" value="View"/>
	The Program of Study - Course Catalog Extract or Advisement Sheet	<input type="button" value="Edit"/>	<input type="button" value="View"/>
	Transition Points	<input type="button" value="Edit"/>	<input type="button" value="View"/>
	Field Experiences	<input type="button" value="Edit"/>	<input type="button" value="View"/>
	Admission Requirements and Program Completers	<input type="button" value="Edit"/>	<input type="button" value="View"/>
	Faculty Expertise and Experience	<input type="button" value="Edit"/>	<input type="button" value="View"/>	John Smith	02/21/06
	Section 2 - List of Assessments	<input type="button" value="Edit"/>	<input type="button" value="View"/>	John Smith	02/08/06
	Section 3 - Relationship of Assessments to Standards	<input type="button" value="Edit"/>	<input type="button" value="View"/>
	Section 4 - Evidence for Meeting Standards	<input type="button" value="Edit"/>	<input type="button" value="View"/>

Main Program Edit Menu Screen

Before you begin any data entry on this page make certain the “Preparation Program Area” matches the data you are prepared to enter.

- Complete the top section on Program Options first.
- Select the appropriate rule under which you wish to submit the review. In some cases differences in this choice result in slightly different sets of standards used later in the program.
- Check offering "style" boxes for all program options that apply to this program. If you have dropped this program, check the box that indicates you no longer accept candidates for this program, and make no further data entries for this program.
- Click on the "Update program details" button after checking the appropriate option boxes, and before going on to any edits in the Program Report Sections.
- Approximately fifteen separate program report components must be completed, and only the components labeled Section 2, Section 3, and Section 4 must be done in sequential order.
- Some components will require “copy and paste” procedures which allow you to copy text from documents you have already prepared (e.g. from Microsoft Word documents). These “copy and paste” techniques will not maintain tables and special formatting characteristics such as bold font, italics and underlining.
- Some components will require “file upload” procedures in which PRS guides you through copying a file from your computer to the PRS server. More detailed help will be provided on the pages where uploads are required.
- The columns to the right of the choice list maintain records of who edited each part last and when that was done, as well as whether the component editing is finished.
- To begin report data entry for a component, click on the appropriate Edit button.
- You may Edit a component as often as you wish until your report is completely ready for submission.

Notes:

1. If the program you have selected for reporting is either developmental, advanced, or an endorsement, your reporting components will be reduced. The particular components omitted will vary among these three program styles.
2. If you enter data in a section after selecting program offering options and rule set, those options and rule choice cannot be changed without deleting the "section" data already entered.

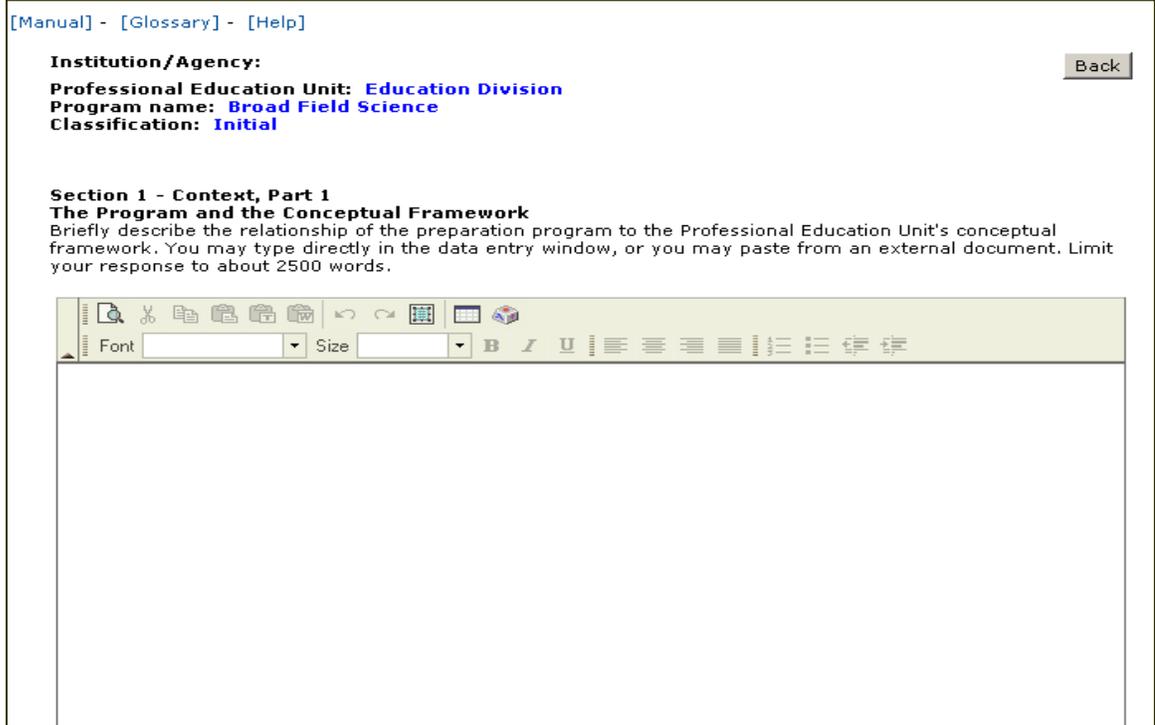
Section 1 - Context, Part 1

The Relation of the Program to the Conceptual Framework

[Manual] - [Glossary] - [Help]

Institution/Agency: Back
Professional Education Unit: Education Division
Program name: Broad Field Science
Classification: Initial

Section 1 - Context, Part 1
The Program and the Conceptual Framework
Briefly describe the relationship of the preparation program to the Professional Education Unit's conceptual framework. You may type directly in the data entry window, or you may paste from an external document. Limit your response to about 2500 words.



- PRS uses three methods of entering report information: ordinary "windows form entry" (typing and selecting from drop-down menus), "copy and paste" for simple narrative, and "file upload" for report information which is potentially complex. This component of PRS illustrates the "copy and paste" for narrative text about the program's relation to the unit's conceptual framework.
- Although you may type directly into this "window", that's not the most efficient way to enter the data. It is recommended that you prepare your text in advance using Microsoft Word or a similar word processing program, then "copy" and "paste" the text into this "window". This methodology is used several times throughout PRS.
- Although you may need to refer to your unit's Conceptual Framework in this section, it is preferable not to state the Framework in full in this section. Instead use this narrative opportunity to describe this program's relation to the Conceptual Framework.

Controls for Saving Data and for Navigating Among PRS Pages

CANCEL

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SAVE

Clicking the SAVE button will commit the data on the page to the database. The focus will remain on the page.

BACK

Clicking the BACK button will NOT commit the data on the page to the database. The "previous" page will be displayed (the page from which the user came.)

FINISHED

Clicking the FINISHED button will commit the data on the page to the database and populate a "finished" date column and operator column on the program report screen. The "previous" page will be displayed (the page from which the user came.)

If you click on FINISHED and find later that you are not really finished, enter the corrective data and click FINISHED again to post a new date on the program report screen.

Section 1 - Context, Part 2

Programs of Study: Advisement Sheets or Catalog Extracts

Institution/Agency:

Professional Education Unit: **College of Education**

Program name: **History**

Classification: **Initial**

Section 1 - Context, Part 2
Programs of Study

Upload a program of study or advisement sheet that outlines the courses and experiences required for candidates to complete the preparation program. (If the preparation program includes different options (e.g. post-baccalaureate non-degree, master's) attach a program of study or advisement sheet for each option.)

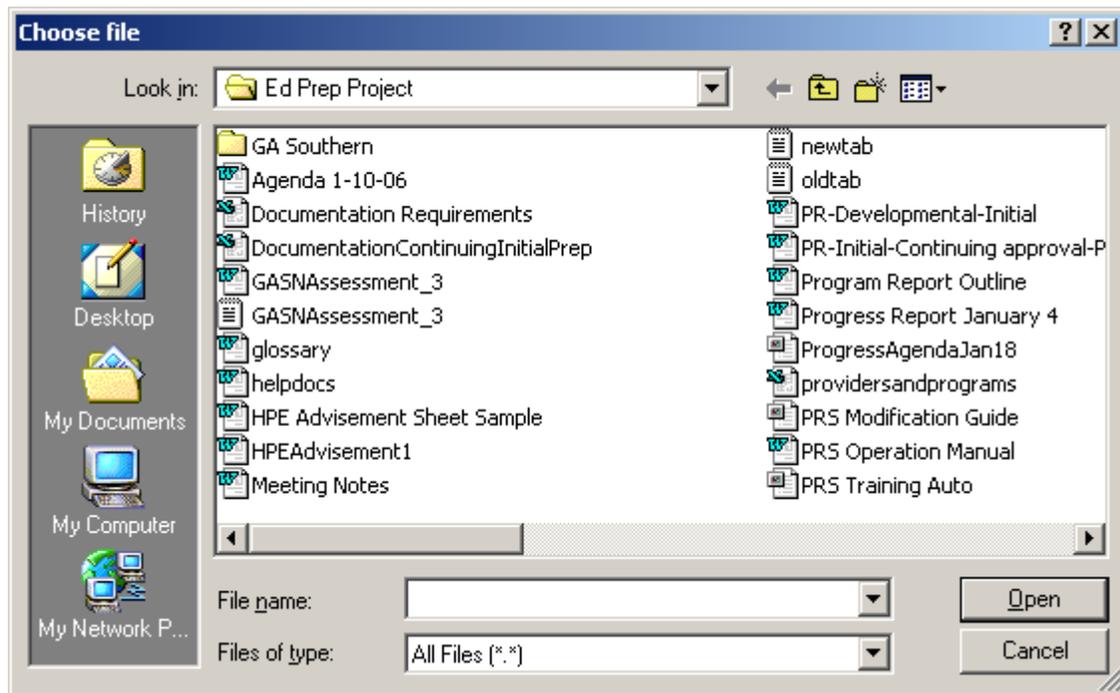
Click the Browser button to find a file on your computer:

Files uploaded by you... [\[Refresh\]](#)

Filename (click to open)	Date uploaded
No files have been uploaded	

- "Upload" means to transmit a file from your computer to the PRS server. To prepare for this upload, place the file in a directory on your computer or network in a location you can easily find. The "Browse" button will assist you in your search; it will allow you to look in all local and network drives your computer can reach.
- If the program of study is summarized by a catalog extract instead of an advisement sheet, it would be helpful to save the extract in a "PDF" format prior to uploading. The PDF (Portable Document Format) is easy for most readers to view. If your submissions here are in Word documents, upload them as they are. It is expected that Word format will be among the most common upload styles.
- Allowable file types include Word (.doc), Excel (.xls and .csv), Portable Document Format (.pdf), Rich Text Format (.rtf), PowerPoint (.ppt), and ordinary text (.txt). When you save your files prior to upload, do not use your own custom suffixes; allow the native software suffixes to be used. For example it is possible to save a Word document as March06.studentteaching, but PRS will not recognize that format. Instead you should save it as March06studentteaching and let Word add the suffix .doc.
- You may have more than one advisement sheet if you have more than one program offering option. You should submit all advisement sheets, but submit them in separate "upload" transactions.
- After the first upload, your submitted document names will appear near the bottom of this screen. If you find you have uploaded an incorrect document, you may delete it and upload a replacement.
- After a successful upload there is no further need to "Save" your work, for it is automatically saved after such a success.
- After you have uploaded all advisement sheets, click on "Finished" to indicate no more work is needed on this part of the report.

Browsing for a Filename During Uploads



Immediately after you click the "Browse" button on the upload screen, a window similar to the one above will appear. The "Look in" directory that appears will depend on your computer, and the file listing you see on your computer will be different from the one above. Use the "Look in" directory selector and the file folder icon to the right of it to locate the drive and directory that hold the file you wish to upload.

Select a filename either by double-clicking the title or by highlighting the title and clicking on the Open button. You won't really be opening the file, but that's the way the Browse routine selects the filename. After the selection is accomplished, the file selection will disappear, and the file title will appear in the window to the left of "Browse". In some cases the title may be so long that its full name is hidden from view to the right side of the window.

After the filename appears in the window, click on the "Upload" button to transmit the file to the PRS server. After a successful transfer the filename will appear on the list.

Section 1 - Context, Part 3 Transition Points

[\[Manual\]](#) - [\[Glossary\]](#) - [\[Help\]](#)

Institution/Agency:

[Back](#)

Professional Education Unit: Education Division

Program name: Broad Field Science

Classification: Initial

Section 1 - Context, Part 3

Description of Transition Points

Your program may include some or all of the following transition points: Program Entry, Student Teaching Entry, Student Teaching Exit, Program Exit, and Employment (or Induction after Hire). In this part of the report, describe the transition points used in your program, relate or align them with these transitions and the requirements your candidates have to satisfy to accomplish each of the transitions. Also summarize deliberative processes used by your faculty to determine which candidates are able to transition successfully at each point. (IF the preparation program includes different options (e.g. Baccalaureate, Master's) please include descriptions for each option.)



- PRS uses three methods of entering report information: ordinary "windows form entry" (typing and selecting from drop-down menus), "copy and paste" for simple narrative, and "file upload" for report information which is potentially complex. This component of PRS illustrates the "copy and paste" for narrative text about the program's relation to the unit's conceptual framework.
- Although you may type directly into this "window", that's not the most efficient way to enter data. It is recommended that you prepare your text in advance using Microsoft Word or a similar word processing program, then "copy" and "paste" the text into this "window".
- Although you may need to refer to program assessments in this section, it is preferable not to attempt full descriptions of assessments in this section. Instead use this narrative opportunity to describe this program's transition points and the requirements for successful transition.

Controls for Saving Data and for Navigating Among PRS Pages

CANCEL

Clicking the CANCEL button will reload the page with data from the database. The focus will remain on the page.

SAVE

Clicking the SAVE button will commit the data on the page to the database. The focus will remain on the page.

BACK

Clicking the BACK button will NOT commit the data on the page to the database. The "previous" page will be displayed (the page from which the user came.)

FINISHED

Clicking the FINISHED button will commit the data on the page to the database and populate a "finished" date column and operator column on the program report screen. The "previous" page will be displayed (the page from which the user came.)

If you click on FINISHED and find later that you are not really finished, enter the corrective data and click FINISHED again to post a new date on the program report screen.

Section 1 - Context, Part 4 Field Experiences

Section 1 - Context, Part 4
Field Experiences
Describe how the preparation program ensures that candidates complete field experiences in early childhood, middle grades, and secondary settings. Include all program options. You may type directly in the data entry window, or you may paste from an external document. Limit your response to about 2500 words for each window. Note: if your program has field experience categories in addition to these two, include descriptions in the most appropriate text box.

Field Experiences Prior to Clinical Practice

Clinical Practice

Save Cancel Finished

Field experiences are reported in two categories: clinical practice and field experiences prior to clinical practice. Include all your observations, practice teaching, etc. which occur before student teaching (before clinical practice) in the narrative labeled "Field Experiences Prior to Clinical Practice", the first "paste" window. Restrict narrative in the second paste window to a description of your candidates' student teaching experiences (clinical practice). For each of the two windows, include field experiences for all offering options which apply to this program. For example, if your program is offered in a GaTAPP version and also in a traditional version, describe both styles of "student teaching" in the same clinical practice paste window.

Controls for Saving Data and for Navigating Among PRS Pages

CANCEL

Clicking the CANCEL button will reload the page with data from the database. The focus will remain on the page.

SAVE

Clicking the SAVE button will commit the data on the page to the database. The focus will remain on the page.

BACK

Clicking the BACK button will NOT commit the data on the page to the database. The "previous" page will be displayed (the page from which the user came.)

FINISHED

Clicking the FINISHED button will commit the data on the page to the database and populate a "finished" date column and operator column on the program report screen. The "previous" page will be displayed (the page from which the user came.)

If you click on FINISHED and find later that you are not really finished, enter the corrective data and click FINISHED again to post a new date on the program report screen.

Section 1 - Context, Part 5 Admissions Requirements and Program Completers (List Management)

Approved Program Reporting System - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Search Web Pop-Up Blocker NEW Toolbar Update Mail My Yahoo! Games HotJobs Music

Georgia Professional Standards Commission
Home | Update Info | Change Password | Logout | Help |

[Return to Home Page]

Institution/Agency: [Professional Standards University](#) Back
 Professional Education Unit: [Division of Educator Training](#)
 Program name: [Agriculture Education](#)
 Classification: [Initial](#)

Section 1 - Context, Part 5
Admissions Requirements and Program Completers

Directions: enter and/or edit admissions data on candidates for the past three years. New records can be added by clicking the ADD button located above the table. Records can be edited by clicking the "year" in the Year column. Records can be deleted by clicking the DELETE button at the far right end of each row in the table. Click the BACK button to return to the main page.

Academic Year	Program Option	Candidates Admitted	Mean GPA	High GPA	Low GPA	% Admitted Candidates with GPA >=2.5	% Admitted Candidates Passing or Exempting Paxis I	Completers
No records found!								

This page is best viewed using Internet Explorer v5.0 or higher at 800 x 600 screen resolution or above.

[Home](#) | [Contact](#) | [PSC Home Page](#) | [Help](#) | [Logout](#)

Done Local intranet

- Click the ADD button to enter admission and completion data for each of the last three years.
- To edit a row of data already entered, click on the year number for which the data was saved.
- Click on the Finished button after all your candidate data has been entered.
- Details of data entry are described on the next page.

Section 1 - Context, Part 5 Admissions Requirements and Program Completers (Data Entry)

- Enter data in all required fields (indicated by a red asterisk). For the academic year, enter only the ending year. For example, the academic year 2007-08 should be entered as 2008 even if your counts include admissions in the calendar year 2007 (Summer or Fall).
- For a given year, the admissions and completers are totally different groups, since admissions are incoming students and completers are outgoing students. They are both included in the same entry screen for simplicity.

Controls for Saving Data and for Navigating Among PRS Pages

CANCEL

Clicking the CANCEL button will reload the page with data from the database. The focus will remain on the page.

SAVE

Clicking the SAVE button will commit the data on the page to the database. The focus will remain on the page.

BACK

Clicking the BACK button will NOT commit the data on the page to the database. The "previous" page will be displayed (the page from which the user came.)

FINISHED (not on the detail entry page)

Clicking the FINISHED button will commit the data on the page to the database and populate a "finished" date column and operator column on the program report screen. The "previous" page will be displayed (the page from which the user came.)

If you click on FINISHED and find later that you are not really finished, enter the corrective data and click FINISHED again to post a new date on the program report screen.

Section 1 - Context, Part 6 Faculty Expertise and Experience (List Management)

The screenshot shows a web browser window titled "Approved Program Reporting System - Microsoft Internet Explorer". The page header includes the Georgia Professional Standards Commission logo and navigation links: Home | Update Info | Change Password | Logout | Help |. Below the header, there is a link to "[Return to Home Page]".

The main content area displays the following information:

- Institution/Agency:** Professional Standards University (with a "Back" button)
- Professional Education Unit:** Division of Educator Training
- Program name:** Agriculture Education
- Classification:** Initial

Faculty
Directions: enter information about the faculty responsible for professional coursework, clinical supervision, or administration in this program. New records can be added by clicking the ADD button located above the table. Records can be edited by clicking the name of a faculty member. Records can be deleted by clicking the DELETE button at the far right end of each row in the table. Click the BACK button to return to the main page.

There is an "ADD" button above a table. The table has the following columns: Name, Department(s), Rank, Status, and Teaching or Other P-12 Experience in P-12 Schools. A message "No records found!" is displayed in a red box within the table area. Below the table is a "FINISHED" button.

At the bottom of the page, there is a note: "This page is best viewed using Internet Explorer v5.0 or higher at 800 x 600 screen resolution or above." and a navigation bar with links: Home | Contact | PSC Home Page | Help | Logout.

- Click the ADD button to enter data for each faculty member in the program.
- To edit a row of data already entered, click on the faculty member's name.
- Click on the Finished button after all faculty have been entered.
- Details of data entry are described on the following page.

Section 1 - Context, Part 6 Faculty Expertise and Experience (Data Entry)

Approved Program Reporting System - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Enter faculty data below. When finished click the SAVE button located at the bottom of the page. Click the CANCEL button to quit without saving your work. Click the BACK button to return to the main page.

* denotes required field

* Name

* Department

* Rank

* Tenure Track

* Highest Degree

* Degree Field

* University

* Status

* Role

Professional Experience in P-12 Schools

Font Size

Done Internet

- Enter data in all required fields (indicated by a red asterisk).
- For more information on Status refer to the term Faculty in the PRS Glossary. [Appendix A]
- For "Professional Experience in P-12 Schools", "Role" and "Scholarship and Leadership Information", you may "paste" paragraphs of text from saved sources, just as in any other "paste" window. You may also simply type text into those windows.
- Advance from one text entry screen to another by using the Tab key.
- If a faculty member has achieved Tenure, select Yes for the Tenure Track option.
- If a faculty member has more than one "highest level" degree, enter the details of the one most relevant to this program.

Controls for Saving Data and for Navigating Among PRS Pages

CANCEL

Clicking the CANCEL button will reload the page with data from the database. The focus will remain on the page.

SAVE

Clicking the SAVE button will commit the data on the page to the database. The focus will remain on the page.

BACK

Clicking the BACK button will NOT commit the data on the page to the database. The "previous" page will be displayed (the page from which the user came.)

FINISHED (not on the detail entry page)

Clicking the FINISHED button will commit the data on the page to the database and populate a "finished" date column and operator column on the program report screen. The "previous" page will be displayed (the page from which the user came.)

If you click on FINISHED and find later that you are not really finished, enter the corrective data and click FINISHED again to post a new date on the program report screen.

Section 2 - List of Assessments (List Management)

Institution/Agency: Back

Professional Education Unit: College of Education

Program name: Early Childhood Education (ECE)

Classification: Initial

Section 2

List Assessments

Directions: List the six to eight assessments that are being submitted as evidence for meeting the relevant program content standards. All preparation programs must **provide a minimum of six assessments**. For each assessment, indicate the type or form of the assessment and the transition point at which it is administered in the program. For each assessment listed, upload the following:

1. The assessment, including the instructions to candidates about the assigned task (not required for Praxis, GACE, or other standardized tests)
2. A brief description of how the assessment is used in this program
3. Scoring guides or criteria used to score candidate responses on the assessment (not required for Praxis, GACE, or other standardized tests)
4. Data tables showing results of this assessment for the last three years and a brief analysis of the data findings

Directions: enter and/or edit the information below. New records can be added by clicking the ADD button located above the list of assessment. Records can be edited by clicking the assessment name. Records can be deleted by clicking the DELETE button at the far right end of each row in the list. Click the BACK button to return to the main page.

ADD

Assessment Name

No records found!

FINISHED

- Programs for initial certification typically utilize six to eight assessments, and six are required. The required six are

1. Content Knowledge, State Content Assessment (GACE)	4. Clinical Practice
2. Content Knowledge, Other	5. Effects on Student Learning
3. Planning	6. Dispositions
- Two more optional assessments are allowed. In PRS these are generally categorized as Institutional Assessment 7 and Institutional Assessment 8.
- Click on the Add button to enter assessment descriptions.
- To edit an assessment's description, click on the assessment name.
- FOR EACH LISTED ASSESSMENT other than the GACE Content Assessment, use the UPLOADS hyperlink to submit the assessment instrument, a brief description of how the assessment is used in this program, the scoring guide, any documentation used by evaluators to score it, and any instructions distributed to candidates to assist in taking the assessment. Also for each assessment, upload a data table showing three years of aggregated candidate results (not for developmental reports) **and a brief analysis of the data findings**.
- "Upload" means to transmit a file from your computer to the PRS server. To prepare for this upload, place the file in a directory on your computer or network in a location you can easily find. For a fuller description of the upload procedure, see pages 11 and 12.
- Click on the Finished button **ONLY AFTER ALL INFORMATION HAS BEEN ENTERED** for all your assessments and **AFTER ALL DOCUMENTATION HAS BEEN UPLOADED** for each assessment.

Notes:

1. You may not enter data showing assessment relationships to standards (Section 3) unless assessments have already been entered in this section. It is recommended that you enter ALL your assessments in Section 2 before proceeding to Section 3.
2. PRS displays the assessments in alphabetical order, and this order may not be suitable for your work and future presentations in View Mode. You may control the display order by using numbers as part of the assessment name. For example, you might use "1. GACE" instead of "GACE", and "2. National Content Test" instead of "National Content Test".

Section 2 - List of Assessments (Data Entry)

Approved Program Reporting System - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Professional Education Unit: College of Education
Program name: Early Childhood Education (ECE)
Classification: Initial

Describe an assessment below. When finished click the SAVE button located at the bottom of the page. Click the CANCEL button to quit without saving your work. Click the BACK button to return to the main page.

* denotes required field

* Assessment Name

* Type of Assessment

Content Knowledge, Statewide Test
 Content Knowledge, Other
 Planning
 Clinical Practice
 Effects on Student Learning
 Dispositions for Practice
 Institutional Assessment 7
 Institutional Assessment 8

* Transition points when assessment is administered

Program Entry (PGE)
 Clinical Practice Entry (CPE)
 Clinical Practice Exit (CPX)
 Program Exit (PGX)
 Employment/Induction After Hire (EMP)

* Aggregate Pass Rate

Save Cancel

Done Local intranet

- Enter data in all fields.
- Advance from one text entry screen to another by using the Tab key.
- Check all particular types of assessment which constitute this named assessment.
- Check all the Transition Points which apply to the assessment.
- Wherever appropriate, express the program's aggregate pass rate for an assessment in percentage terms, e.g. 87%.

Controls for Saving Data and for Navigating Among PRS Pages

CANCEL

Clicking the CANCEL button will reload the page with data from the database. The focus will remain on the page.

SAVE

Clicking the SAVE button will commit the data on the page to the database. The focus will remain on the page.

BACK

Clicking the BACK button will NOT commit the data on the page to the database. The "previous" page will be displayed (the page from which the user came.)

FINISHED (not on the detail entry page)

Clicking the FINISHED button will commit the data on the page to the database and populate a "finished" date column and operator column on the program report screen. The "previous" page will be displayed (the page from which the user came.)

If you click on FINISHED and find later that you are not really finished, enter the corrective data and click FINISHED again to post a new date on the program report screen.

Section 2 - List of Assessments (File Upload)

Institution/Agency: Back

Professional Education Unit: College of Education
Program name: Early Childhood Education (ECE)
Classification: Initial

For this assessment upload all of the following:

1. The assessment itself
2. A brief description of how the assessment is used in this program
3. Scoring guides, criteria used to score candidate responses on the assessment (not required for Praxis II tests), and materials distributed to candidates explaining how the assessment will be administered and scored
4. Data tables showing results of this assessment for the last three years and a brief analysis of the data findings

Hit the Browser button to find the file on your computer:

Files uploaded by you... [\[Refresh\]](#)

Filename (click to open)	Date uploaded
No files have been uploaded	

- "Upload" means to transmit a file from your computer to the PRS server. To prepare for this upload, place the file in a directory on your computer or network in a location you can easily find. The "Browse" button will assist you in your search; it will allow you to look in all local and network drives your computer can reach. For a fuller description of the upload procedure, see pages 11 and 12.
- FOR EACH ASSESSMENT other than the GACE Content Assessment, use the UPLOADS hyperlink to submit the following:
 1. the assessment instrument
 2. a brief description of how the assessment is used in this program
 3. the scoring guide, any documentation used by evaluators to score it, and any instructions distributed to candidates to assist in taking the assessment
 4. a data table showing three years of aggregated candidate results (not for developmental reports) **and a brief analysis of the data findings.**
- After the first upload, your submitted document names will appear near the bottom of this page. **All files for all assessments** for this program will appear in this "uploaded" list window.

Section 3 - Relationship of Assessments to Standards (Standard Choice Screen)

Professional Education Unit: College of Education
Program name: Business Education
Classification: Initial

Section 3 - Relationship of Standards to Assessments

Using the chart below indicate which of the assessments described in Section 2 provide evidence of meeting specific program standards.

Standards	Assessments
1.0000 The program shall prepare candidates who demonstrate knowledge of business organization structure and function.	Praxs II in Business [edit assessments]
10.0000 The program shall prepare candidates who can operate student organizations.	None [edit assessments]
11.0000 The program shall prepare candidates who can implement business education delivery systems and methods of teaching business education.	None [edit assessments]
2.0000 The program shall prepare candidates who demonstrate knowledge of the philosophy and purposes of vocational education.	None [edit assessments]
3.0000 The program shall prepare candidates who demonstrate knowledge of theories and skills of accounting.	None [edit assessments]
4.0000 The program shall prepare candidates who can apply problem solving skills in business.	None [edit assessments]
5.0000 The program shall prepare candidates who are competent in basic business computer applications (word processing, spreadsheet, database, graphics) and information management systems.	None [edit assessments]
6.0000 The program shall prepare candidates who demonstrate competence in keyboarding, business communication skills, and office systems and technologies.	None [edit assessments]
7.0000 The program shall prepare candidates who know principles of business mathematics and business law.	None [edit assessments]
8.0000 The program shall prepare candidates who are knowledgeable about economic theories and	None [edit assessments]

- For each standard, show its relationship to one or more assessments by clicking on the highlighted text [edit assessment]. The following page shows the resulting screen where the relationship is precisely defined.
- After all assessment relationships have been defined for all standards, click FINISHED to signal this task is completed for this program. After clicking on FINISHED, if you later make some check box changes re-defining the relationships, you can click on FINISHED again to display the later date.

Note: You may not enter data showing assessment relationships to standards unless assessments have already been entered.

Section 3 - Relationship of Assessments to Standards (Assessment Choice Screen)

Institution/Agency: Back

Professional Education Unit: College of Education
Program name: Business Education
Classification: Initial

Select assessments applicable to the given standard. When finished click the SAVE button located at the bottom of the page. Click the CANCEL button to quit without saving your work. Click the BACK button to return to the main page.

Selected standard:

1.0000 The program shall prepare candidates who demonstrate knowledge of business organization structure and function.

Assessments:

- Assessment name:** BTAI - Beginning Teacher Assessment Instrument
Assessment type(s): Student Teaching; Institutional Assessment 8
Transition point(s): Student Teaching Exit; Employment/Induction After Hire
- Assessment name:** Content GPA
Assessment type(s): Content Knowledge, Other; Institutional Assessment 7;
Transition point(s): Program Entry; Program Exit;
- Assessment name:** Instructional Design Proficiency
Assessment type(s): Planning; Student Teaching; Effects on Student Learning;
Transition point(s): Student Teaching Entry;
- Assessment name:** GACE Content Assessment in Business Education
Assessment type(s): Content Knowledge, Statewide Test;
Transition point(s): Program Exit;
- Assessment name:** SAD - Survey of the Affective Domain
Assessment type(s): Dispositions for Teaching;
Transition point(s): Program Exit;
- Assessment name:** Student Progress Portfolio
Assessment type(s): Effects on Student Learning;
Transition point(s): Student Teaching Exit;

- For the standard displayed in the top half of the page, check each assessment which provides evidence that candidates are meeting that standard.
- In Section 4 you will be asked to provide a narrative explaining how each assessment aligns with this standard and others with which you "check" a "relationship" here.
- As an example, suppose the **GACE Content Assessment in Business Education** is checked here as related to "demonstrate knowledge of business organization structure and function", and later the same GACE Content Assessment is also claimed to be related to another standard, "know principles of business mathematics and business law. " In section 4 you will be asked to provide a narrative explaining how the GACE Content Assessment aligns with these two standards, and how the GACE Content Assessment results provide evidence that candidates are meeting these two standards.

Note: You may not enter data showing assessment relationships to standards unless assessments have already been entered.

Section 4 - Evidence for Meeting Standards

[\[Manual\]](#) - [\[Glossary\]](#) - [\[Help\]](#)

Institution/Agency: Back
Professional Education Unit: Education Division
Program name: Broad Field Science
Classification: Initial

Section 4
Evidence for Meeting Standards
Directions: The 6-8 key assessments listed in Section 2 must be documented and discussed here. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards.
For each assessment, the evidence for meeting standards should include the following information:

1. A brief description of how the assessment is used in the program (one sentence may be sufficient)
2. A description of how this assessment specifically aligns with the standards it is cited for in Section 3
3. A brief analysis of the data findings
4. An interpretation of how that data provides evidence for meeting standards

You may type directly in the data entry window, or you may paste from an external document. Limit your response to about 2500 words in window.

Assessment 1: Content Knowledge, Statewide Licensure Test



The screenshot shows a text entry window with a rich text editor toolbar. The toolbar includes icons for undo, redo, bold, italic, underline, bulleted list, numbered list, indent, outdent, link, unlink, and other text formatting options. Below the toolbar is a large text area for entering data.

- For each assessment window on this page, paste (or type) the narrative requested to provide evidence for meeting standards:
 1. A description of how this assessment specifically aligns with the standards for which it is cited in Section 3
 2. A brief analysis of how the data findings for this assessment show evidence for meeting cited standards
- If you did not use an optional institutional assessment (7 or 8), do not type or paste text into those windows.

Controls for Saving Data and for Navigating Among PRS Pages

CANCEL

Clicking the CANCEL button will reload the page with data from the database. The focus will remain on the page.

SAVE

Clicking the SAVE button will commit the data on the page to the database. The focus will remain on the page.

BACK

Clicking the BACK button will NOT commit the data on the page to the database. The "previous" page will be displayed (the page from which the user came.)

FINISHED

Clicking the FINISHED button for an assessment window will commit the data for that assessment window to the database (and only for that window). WHEN ALL ASSESSMENT WINDOWS HAVE BEEN MARKED AS "FINISHED" the program will display a "finished" date and author name on the program report screen for all of section 4.

If you click on FINISHED and find later that you are not really finished, enter the corrective data and click FINISHED again to post a new date on the program report screen.

Section 5 - Use of Assessment Results to Improve Candidate and Program Performance

[\[Manual\]](#) - [\[Glossary\]](#) - [\[Help\]](#)

Institution/Agency:

[Back](#)

Professional Education Unit: [Education Division](#)
Program name: [Broad Field Science](#)
Classification: [Initial](#)

Section 5

Use of Assessment Results to Improve Candidate and Program Performance

Directions: In this section, discuss evidence that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the preparation program. The description should not list improvements to individual assessments but, rather, it should summarize the principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the preparation program as a result. Describe the steps the preparation program faculty has taken to use information from assessments for improvement of both candidate performance and the preparation program.

This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skills and dispositions, and (3) student learning.

You may type directly in the data entry window, or you may paste from an external document. Limit your response to about 2500 words.



This data entry page is a typical "copy and paste" window. The most efficient entry method is to copy text from a previously constructed document in Word or similar word processor.

Controls for Saving Data and for Navigating Among PRS Pages

CANCEL

Clicking the CANCEL button will reload the page with data from the database. The focus will remain on the page.

SAVE

Clicking the SAVE button will commit the data on the page to the database. The focus will remain on the page.

BACK

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FINISHED

Clicking the FINISHED button will commit the data for the text entry window to the database and cause the program to display a "finished" date and author name on the program report screen for this section.

If you click on FINISHED and find later that you are not really finished, enter the corrective data and click FINISHED again to post a new date on the program report screen.

Section 6 - Georgia Requirements Part 1, Knowledge of Methods of Teaching Reading

[\[Manual\]](#) - [\[Glossary\]](#) - [\[Help\]](#)

Institution/Agency: Back
Professional Education Unit: **Education Division**
Program name: **Broad Field Science**
Classification: **Initial**

Section 6, Part 1
Knowledge of Methods of Teaching Reading (Early Childhood, English, Middle Grades, and Special Education fields only)

Directions: Indicate what courses and experiences assure that candidates in this program receive adequate preparation in the teaching of reading.

You may type directly in the data entry window, or you may paste from an external document. Limit your response to about 2500 words.



- **Do not make an entry into this screen unless your program is either Early Childhood, English, Middle Grades, or Special Education.**
- This data entry page is a typical "copy and paste" window. The most efficient entry method is to copy text from a previously constructed document in Word or similar word processor.

Controls for Saving Data and for Navigating Among PRS Pages

CANCEL
Clicking the CANCEL button will reload the page with data from the database. The focus will remain on the page.

SAVE
Clicking the SAVE button will commit the data on the page to the database. The focus will remain on the page.

BACK
Clicking the BACK button will NOT commit the data on the page to the database. The "previous" page will be displayed (the page from which the user came.)

FINISHED
Clicking the FINISHED button will commit the data for the text entry window to the database and cause the program to display a "finished" date and author name on the program report screen for this section.

If you click on FINISHED and find later that you are not really finished, enter the corrective data and click FINISHED again to post a new date on the program report screen.

Section 6 - Georgia Requirements Part 2, Identification and Instruction for Children with Special Needs

[Manual] - [Glossary] - [Help]

Institution/Agency: Back
Professional Education Unit: Education Division
Program name: Broad Field Science
Classification: Initial

**Section 6, Part 2
Identification and Instruction for Children with Special Needs**

Directions: Describe how candidates in this program acquire and demonstrate the knowledge, skills and dispositions required for meeting the educational needs of children and youth with special needs.

You may type directly in the data entry window, or you may paste from an external document. Limit your response to about 2500 words.



- This data entry page is a typical "copy and paste" window. The most efficient entry method is to copy text from a previously constructed document in Word or similar word processor.

Controls for Saving Data and for Navigating Among PRS Pages

CANCEL
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SAVE
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BACK
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FINISHED
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If you click on FINISHED and find later that you are not really finished, enter the corrective data and click FINISHED again to post a new date on the program report screen.

Section 6 - Georgia Requirements

Part 3, Knowledge and Integration of Technology in Instructional Settings

[\[Manual\]](#) - [\[Glossary\]](#) - [\[Help\]](#)

Institution/Agency: Back
Professional Education Unit: Education Division
Program name: Broad Field Science
Classification: Initial

Section 6, Part 3
Knowledge and Integration of Technology in Instructional Settings

Directions: Describe how candidates in this program acquire and demonstrate the knowledge, skills and dispositions required for integrating technology into effective instructional practice.

You may type directly in the data entry window, or you may paste from an external document. Limit your response to about 2500 words.



- This data entry page is a typical "copy and paste" window. The most efficient entry method is to copy text from a previously constructed document in Word or similar word processor.

Controls for Saving Data and for Navigating Among PRS Pages

CANCEL
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SAVE
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BACK
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FINISHED
Clicking the FINISHED button will commit the data for the text entry window to the database and cause the program to display a "finished" date and author name on the program report screen for this section.

If you click on FINISHED and find later that you are not really finished, enter the corrective data and click FINISHED again to post a new date on the program report screen.

Section 6 - Georgia Requirements

Part 4, Knowledge of the Relevant Sections of the Georgia Performance Standards

[\[Manual\]](#) - [\[Glossary\]](#) - [\[Help\]](#)

Institution/Agency: Back
Professional Education Unit: Education Division
Program name: Broad Field Science
Classification: Initial

Section 6, Part 4
Knowledge of the Relevant Sections of the Georgia QCC or Georgia Performance Standards

Directions: Describe how this program aligns with State standards for P-12 curriculum (QCC or GPS as appropriate).

You may type directly in the data entry window, or you may paste from an external document. Limit your response to about 2500 words.



- This data entry page is a typical "copy and paste" window. The most efficient entry method is to copy text from a previously constructed document in Word or similar word processor.

Controls for Saving Data and for Navigating Among PRS Pages

CANCEL

Clicking the CANCEL button will reload the page with data from the database. The focus will remain on the page.

SAVE

Clicking the SAVE button will commit the data on the page to the database. The focus will remain on the page.

BACK

Clicking the BACK button will NOT commit the data on the page to the database. The "previous" page will be displayed (the page from which the user came.)

FINISHED

Clicking the FINISHED button will commit the data for the text entry window to the database and cause the program to display a "finished" date and author name on the program report screen for this section.

If you click on FINISHED and find later that you are not really finished, enter the corrective data and click FINISHED again to post a new date on the program report screen.

Section 6 - Georgia Requirements Part 5, Knowledge of the Rules and Regulations for Holding a Georgia Educator Certificate

[\[Manual\]](#) - [\[Glossary\]](#) - [\[Help\]](#)

Institution/Agency: Back
Professional Education Unit: Education Division
Program name: Broad Field Science
Classification: Initial

**Section 6, Part 5
Knowledge of the Rules and Regulations for Holding a Georgia Educator Certificate**

Directions: Describe how this program assures that candidates receive knowledge of professional ethical standards and regulatory requirements for certification and employment.

You may type directly in the data entry window, or you may paste from an external document. Limit your response to about 2500 words.



- This data entry page is a typical "copy and paste" window. The most efficient entry method is to copy text from a previously constructed document in Word or similar word processor.

Controls for Saving Data and for Navigating Among PRS Pages

CANCEL
Clicking the CANCEL button will reload the page with data from the database. The focus will remain on the page.

SAVE
Clicking the SAVE button will commit the data on the page to the database. The focus will remain on the page.

BACK
Clicking the BACK button will NOT commit the data on the page to the database. The "previous" page will be displayed (the page from which the user came.)

FINISHED
Clicking the FINISHED button will commit the data for the text entry window to the database and cause the program to display a "finished" date and author name on the program report screen for this section.

If you click on FINISHED and find later that you are not really finished, enter the corrective data and click FINISHED again to post a new date on the program report screen.

Appendix A

GLOSSARY

Accreditation. (1) A process for assessing and enhancing academic and educational quality through voluntary peer review. National accreditation informs the public that an institution has a professional education unit that has met state, professional, and institutional standards of educational quality. (2) The decision rendered by a national accrediting body when an institution's professional education unit meets its standards and requirements.

Accreditation Action Report. The report issued by the Unit Accreditation Board (UAB) of NCATE which indicates the professional education unit's accreditation status, standards met and the areas for improvement to which the professional education unit must respond in its annual reports.

Accreditation with Conditions. An NCATE accreditation decision rendered by the UAB following a continuing on-site review that indicates that the professional education unit has not met one or more of the NCATE standards. When the UAB renders this decision, the professional education unit maintains its accredited status but must satisfy conditions by meeting the unmet standard(s) within 18 months.

Accreditation with Probation. An NCATE accreditation decision rendered by the UAB following a continuing on-site review that indicates that the professional education unit does not meet one or more of the NCATE standards and has pervasive problems across standards that limit its capacity to offer quality preparation programs that adequately prepare candidates. If the accreditation with probation is granted, the professional education unit must schedule an on-site visit within 18 months of the semester in which the probationary decision was rendered.

Accuracy in assessment. The assurance that key assessments are of the appropriate type and content such that they measure what they purport to measure. To this end, the assessments should be aligned with the standards and/or learning proficiencies that they are designed to measure.

ACT®. An assessment designed to assess high school students' general educational development and their ability to complete college-level work. The tests cover four skill areas: English, mathematics, reading, and science reasoning.

Adjunct Faculty. Part-time faculty in the professional education unit who are not full-time employees of the professional education unit. *See Part-time Faculty and Professional Education Faculty.*

Advanced Preparation Programs: Educator preparation programs at post-baccalaureate levels for the continuing education of educators who have previously completed initial preparation. Advanced preparation programs commonly award graduate credit and include master's, specialist, and doctoral degree programs. Examples of these preparation programs include preparation programs for teachers who are seeking a master's degree in the field in which they teach; and preparation programs not tied to certification, such as programs in curriculum and instruction. *As of January 1, 2008, the PSC no longer reviews/approves advanced preparation programs.*

Advisement Sheet. A document showing a planned sequence of courses and experiences for preparing candidates in an educator preparation program.

Alternative Preparation Program. Post-baccalaureate program designed for individuals who did not prepare as educators during their undergraduate studies. These preparation programs, which usually lead to a professional education unit's recommendation for certification, often accommodate the schedules of adults and recognize their earlier academic preparation and life experiences. In some instances, candidates may be employed as educators while enrolled. Examples are the Advanced Degree Alternative Certification program (ADAC), the Georgia Teacher Alternative Preparation Program (GaTAPP) and the One-Year Supervised Practicum (OYSP).

Annual Report. *See Preparation Approval Annual Report (PAAR).*

Approval Action Report. Official report from the Executive Secretary of the Georgia Professional Standards Commission to an institution or agency communicating the Commission's decision concerning the institution's or agency's professional education unit and preparation program approval status.

Approval. The process for assessing and enhancing academic and educational quality through peer review, to assure the public that a professional education unit and/or educator preparation program has met state standards of educational quality; also, a Georgia Professional Standards Commission decision rendered when a professional education unit or preparation program meets state standards. In Georgia, professional education unit approval allows an institution of higher education, RESA, or local education agency to offer educator preparation programs. Educator preparation program approval allows a professional education unit to recommend its preparation program completers for Georgia educator certification.

Area for Improvement (AFI). A statement cited by Board of Examiners (BOE) or the Georgia Professional Standards Commission indicating that a professional education unit and/or preparation program has not met expected levels of achievement in one or more elements of a standard. The BOE may cite one or more areas for improvement and still recommend that a standard is Met.

Assessment. An evaluated activity or task used by a preparation program or professional education unit to determine the extent to which specific learning proficiencies, outcomes, or standards have been mastered by candidates. Assessments usually include an instrument that details the task or activity and a scoring guide used to evaluate the task or activity.

Assessment Data. Quantified information communicating the results of an evaluative activity or task designed to determine the extent to which candidates meet specific learning proficiencies, outcomes, or standards.

Assessment System. A comprehensive and integrated set of evaluation measures that provides information for use in monitoring candidate performance and managing and improving professional education unit operations and programs for the preparation of professional educators.

Avoidance of Bias in Assessment. The assurance that the professional education unit has addressed any contextual distractions and/or problems with key assessment instruments that introduce sources of bias and thus adversely influence candidate performance. Contextual distractions include inappropriate noise, poor lighting, discomfort, and the lack of proper equipment. Problems with assessments include missing or vague instructions, poorly worded questions, and poorly reproduced copies that make reading difficult.

Beginning Leader Candidate Support Team. Composed of the Beginning leader Candidate, institutional personnel, and the supervisor or system administrator or system designee.

Benchmark. A description or example of candidate or institutional performance that serves as a standard of comparison for evaluation or judging quality.

Best Practices. Techniques or methodologies that, through experience and research, have proven to lead reliably to a desired result.

Board of Examiners (BOE): A panel of education professionals from institutions of higher education, Regional Education Service Agencies (RESAs), and local education agencies who are trained to apply the Georgia 2000 Standards for the Approval of Professional Education Units and Preparation Programs as part of the peer review system for the approval of professional education units and preparation programs.

Board of Examiners Report: The report prepared by the Board of Examiners team that conducts an electronic or on-site approval review of a professional education unit and/or preparation program(s). The report describes the BOE team’s determination of whether or not the professional education unit and/or programs meet the Georgia 2000 standards with or without areas for improvement.

BOE Report Rejoinder: The written response a professional education unit is required to submit following receipt of the BOE report. The rejoinder may indicate that the professional education unit agrees with the findings of the BOE team or that the unit disagrees with the findings and if so includes a document that substantively responds to the BOE Report or the conduct of the BOE team during the review.

Candidates. Individuals admitted to, or enrolled in, programs for the initial or advanced preparation of educators, programs for the continuing professional development of educators or programs for the preparation of other professional school personnel. Candidates are distinguished from “students” in P-12 schools.

Candidate Performance Data. Information derived from assessments of candidate proficiencies, in areas of teaching and effects on student learning, candidate knowledge, and professional dispositions. Candidate performance data may be derived from a wide variety of sources, such as projects, essays or tests demonstrating subject content mastery; employer evaluations; state certification tests; and mentoring year “portfolios” including assessments, projects, reflections, clinical observations, and other evidence of pedagogical and professional teaching proficiencies.

Certification. The process by which the Georgia Professional Standards Commission grants professional recognition to an individual who has met certain predetermined qualifications.

Clinical Faculty. P-12 school personnel and professional education faculty responsible for instruction, supervision, and/or assessment of candidates during field experiences and clinical practice.

Clinical Practice. Student teaching or internships that provide candidates with an intensive and extensive culminating activity. Candidates are immersed in the learning community and provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing.

Coaching. (*Educational Leadership*) Assisting the Beginning Leader Candidates in transferring knowledge, skills, and understandings about Leadership Standards/Elements 1-6 into professional practice.

Collaborative Educational Efforts. Projects or programs that are conducted by colleges/universities, Regional Education Service Agencies and/or local school systems. They may involve action and/or instruction. Georgia TAPP is an example of such a collaborative effort.

Conceptual Framework. An underlying structure in a professional education unit that gives conceptual meanings through an articulated rationale to the unit’s operation, and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability.

Conferencing. (*Educational Leadership*) Meeting for the purpose of consulting and discussing requirements of residency.

Consistency in Assessment. The assurance that key assessments produce dependable results or results that would remain constant on repeated trials. Institutions can document consistency through providing training for raters that promote similar scoring patterns, using multiple raters, conducting simple studies of inter-rater reliability, and/or by comparing results to other internal or to external assessments that measure comparable knowledge, skills and/or professional dispositions.

Contemporary Professional Experiences. Meaningful and structured activities in a P-12 school setting within the last five years. Examples include structured observation, working in schools as a teacher or other school professional, action research, research projects that are school-based, and participating in professional development school activities.

Content. The subject matter or disciplines that teachers are being prepared to teach at the elementary, middle levels, and/or secondary levels. Content also refers to the professional field of study (e.g., special education, early childhood education, school psychology, reading, or school administration).

Continuing Approval. The approval decision rendered by the Georgia PSC following a successful continuing approval review. Approval is continued for a seven-year cycle, or as long as the professional education unit's Annual Report (PAAR) indicates that the unit continues to satisfy the Georgia PSC's standards and requirements.

Continuing Approval Review: A periodic review of a professional education unit and preparation programs conducted for the purpose of verifying that the unit and preparation programs continue to meet the Georgia 2000 Standards.

Cultural Background. The context of one's life experience as shaped by membership in groups based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

Curriculum. Courses, experiences, and assessments necessary to prepare candidates to teach or work with students at a specific age level and/or to teach a specific subject area.

Developmental Approval. An approval decision rendered by the Georgia PSC that indicates that a professional education unit and/or preparation program is ready to begin to admit students, recommend them for certification, and prepare for an initial professional education unit/preparation program approval review. Developmental approval indicates that the professional education unit or preparation program(s) have presented convincing evidence that it has the potential to meet performance standards during a future on-site review.

Developmental Approval Review. A review of a new professional education unit and/or proposed educator preparation programs conducted for the purpose of verifying that the unit and/or programs have the capacity to meet the Georgia 2000 Standards, and is ready to admit students and recommend them for certification.

Disabilities. As defined by the Americans with Disabilities Act and the Rehabilitation Act, a disability is a physical or mental impairment that substantially limits one or more major life activities. Such conditions include mental retardation, hearing impairments, speech or language impairments, visual impairments, serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments or specific learning disabilities that require special education or related services.

Dispositions. *See professional dispositions.*

Distance Learning. A formal educational process in which 50 percent or more of the instruction occurs when the learner and the instructor are not in the same place at the same time. Distance learning can occur through virtually any media including asynchronous or synchronous, electronic or printed communications.

Distance Learning Program. A program delivered primarily (50% or more contact hours) thru distance technology in which the instructor of record and the candidates lack face-to-face contact and instruction is delivered asynchronously or synchronously. *See definition of distance learning.* These preparation programs include those offered by the professional education unit through a contract with an outside vendor or in a consortium arrangement with other higher education institutions.

Diversity. Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. The types of diversity necessary for addressing the elements on candidate interactions with diverse faculty, candidates, and P-12 students are stated in the rubrics for those elements.

Elements of Standards. The major components of each standard that are described in the rubrics and explanations that accompany the standards. Board of Examiners teams look for evidence that the professional education unit and its preparation programs address the elements of the standards.

Endorsement. Endorsement programs recognize additional expertise in a specific content area. These preparation programs are offered to individuals currently holding clear renewable teaching, service, or leadership certificates. Georgia PSC approval is required for all endorsement programs. Any approved professional education unit may offer endorsement programs.

Ethnicity. Physical and cultural characteristics that make a social group distinctive. These may include, but are not limited to national origin, ancestry, language, shared history, traditions, values, and symbols—all of which contribute to a sense of distinctiveness among members of the group.

Evaluation Review Panel. (ERP) A fourteen-member panel appointed by the Georgia PSC that reviews Board of Examiners Reports, Rejoinders to BOE Reports, and Progress Reports for professional education units and preparation programs and makes approval recommendations to the Educator Preparation Standing Committee of the Commission.

Exception. A professional education unit's response to an adverse approval recommendation made by the Evaluation Review Panel. Exceptions to ERP Recommendations are submitted on paper and may also be presented in person to the Educator Preparation Standing Committee.

Exceptional Expertise. Skill or knowledge surpassing what is common, usual, or expected, as a result of experience or training. Refers to professional education faculty who may not have a doctorate but who possess outstanding knowledge and skills that bring conceptual understanding and real-world sensitivities to teaching in the professional education unit. Examples include teachers certified by the National Board for Professional Teaching Standards and former school superintendents who have been recognized for outstanding service.

Exceptionalities. Physical, mental, or emotional conditions, including gifted/talented abilities that require individualized instruction and/or other educational support or services.

Faculty. *See professional education faculty.*

Fairness (professional disposition). The commitment demonstrated in striving to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner.

Fairness in Assessment. The assurance that candidates have been exposed to the knowledge, skills, and dispositions that are being evaluated in key assessments and understand what is expected of them to complete the assessments. To this end, instructions and timing of the assessments should be clearly stated and shared with candidates. In addition, candidates should be given information on how the assessments are scored and how they count toward completion of preparation programs.

Field Experiences. Various early and ongoing field-based opportunities in which candidates may observe, assist, tutor, instruct, and/or conduct research. Field experiences may occur in off-campus settings such as schools, community centers, or homeless shelters.

Focused Review: An on-site approval review of a professional education unit and/or educator preparation programs involving an examination of one or more unmet standards; occurs within two years after a Developmental, Initial, or Continuing Approval Review resulting in unmet standards and a PSC decision of Provisional Approval, Approval with Conditions, or Approval with Probation.

Full-time. (*Educational Leadership*) Beginning Leader candidates will apply the knowledge and skills (Leadership Standards/Elements 1-6) during the entire course of the program, including an extended period of time near the conclusion of the program as agreed upon by the Beginning Leader Candidate Support Team.

Full-time Faculty. Employees with full-time assignments in the professional education unit as instructors, professors at different ranks, and administrators or other professional support personnel (e.g. student teaching supervisor or advisor. *See professional education faculty.*

General Education Knowledge. Theoretical and practical understanding generally expected of a liberally educated person. General education includes developing knowledge related to the arts, communications, history, literature, mathematics, philosophy, sciences, and the social studies, from multicultural and global perspectives.

Georgia Assessments for the Certification of Educators (GACE®). The tests developed by Evaluation Systems of Pearson required of all applicants for educator certification in the state of Georgia. For more information please see www.gace.nesinc.com.

Global Perspective. An understanding of the interdependency of nations and peoples, and the political, economic, ecological, and social concepts and values that affect lives within and across national boundaries. It allows for the exploration of multiple perspectives on events and issues.

Good Faith Efforts. Specific actions that professional education units take, which, given their scope, intensity, and appropriateness, could reasonably be expected to increase or maintain candidate opportunities to interact with diverse faculty, peers, or P-12 students over an agreed upon length of time.

Governance. The system and structure for defining policy, providing leadership, and managing and coordinating the procedures and resources that ensure the quality of all school personnel prepared at the professional education unit.

Grade Point Average (GPA). The total number of grade points earned divided by the number of letter-graded units (courses) attempted.

Higher Education Faculty. Full-time or part-time employees of an institution of higher education.

Individualized Induction Plan. (*Educational Leadership*) A plan developed by the Beginning Leader Candidate Support Team that defines which artifacts and performance will be used as evidence to address Leadership Standards/Elements 1-6.

Information Technology. Computer hardware and software; voice, data, network, satellite, and other telecommunications technologies; and multimedia and application development tools. These technologies are used for the input, storage, processing, and communication of information.

Initial Approval. A PSC approval decision rendered by the Georgia PSC following a successful Initial Performance Review of a professional education unit and preparation programs.

Initial Performance Review: An approval review conducted within three years of a professional education unit or preparation program's developmental approval review to determine whether performance data indicate that candidates in the preparation program are meeting performance expectations delineated in standards.

Initial Preparation Programs: Programs at the baccalaureate or post-baccalaureate level that prepare candidates for the initial certification in teaching, leadership, or service fields. They include five-year programs, master's programs, and other post-baccalaureate and alternate route programs that prepare individuals for their first educator certificate.

Institutions. Colleges and universities.

Institutional Report (IR): A report that provides the institution or agency and professional education unit contexts, a description of the professional education unit's conceptual framework, and evidence that the professional education unit and programs are meeting the Georgia 2000 standards. The IR serves as primary documentation for Board of Examiners conducting on-site reviews.

Institutional Standards. Standards set by the institution that reflect its mission and identify important expectations for candidate learning that may be unique to the institution's professional education unit.

Internship. Generally, a post-licensure and/or graduate clinical practice under the supervision of clinical faculty; sometimes refers to the pre-service clinical experience.

INTASC. The Interstate New Teacher Assessment and Support Consortium, a project of the Council of Chief State School Officers (CCSSO) that has developed model performance-based standards and assessments for the licensure of teachers.

Knowledge Bases. Empirical research, disciplined inquiry, informed theory, and the wisdom of practice.

LEA. Local education agency.

Leadership Position. Positions requiring a Leadership certificate are those in which an individual has the authority and/or responsibility, in a supervisory role, for Board-approved educational programs and/or personnel required to hold certification for their assigned job as determined by the Professional Standards Commission.

Licensure. The official recognition by some state governmental agencies that an individual has met certain qualifications specified by the state and is, therefore, approved to practice in an occupation as a professional. In Georgia, the term certificate is used.

Multicultural Perspective. An understanding of the social, political, economic, academic, and historical constructs of ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and the geographical area.

NBPTS. The National Board for Professional Teaching Standards, an organization of teachers and other educators, which has developed both standards and a system for assessing the performance of experienced teachers seeking national certification.

Observing. (*Educational Leadership*) On-site, informal assessment of the Beginning Leader candidates engaged in real work.

National Council for the Accreditation of Teacher Education (NCATE): An association governed by the education profession and by others who have a stake in the outcomes of professional teacher education programs. NCATE is recognized by the United States Department of Education to accredit professional education units at colleges and universities and to encourage continuous improvement of such units.

National Program Review. The process by which NCATE, in collaboration with the specialized professional associations (SPAs), assesses the quality of teacher preparation programs offered by an institution. Georgia institutions are not required to submit their preparation programs for review by SPAs. The following terms are used in the preparation program review process:

- a. **Continued National Recognition with Probation.** This decision is applied to Preparation programs that received National Recognition during the previous review cycle. The decision denotes that the preparation program has not met SPA criteria for National Recognition or National Recognition with Conditions. The preparation program will have two opportunities within the 12 to 14 months after the first decision to attain National Recognition or National Recognition with Conditions. If the program is unsuccessful after two attempts, the preparation program status will be changed to Not Recognized.
- b. **Further Development Required.** This decision is applied to preparation programs that are undergoing program review for the very first time. The decision denotes that the preparation program has not met SPA criteria for National Recognition or National Recognition with Conditions. The preparation program will have two opportunities within the 12 to 14 months after the first decision to attain National Recognition or National Recognition with Conditions. If the preparation program is unsuccessful after two attempts, the preparation program status will be changed to Not Recognized.
- c. **Key Program Assessments.** The six to eight required assessments used by a program to demonstrate candidate mastery of the professional standards.
- d. **National Recognition.** The decision made when a preparation program has met professional standards. A preparation program receiving this decision is recognized for five or seven years.
- e. **National Recognition Report.** The written findings by a specialized professional association of an institution's programs for the preparation of teachers or other school professionals.
- f. **National Recognition with Conditions.** The decision made when a preparation program has substantially met the standards of a specialized professional association but there remain sufficient weaknesses or issues to prevent the preparation program from receiving full national recognition. A preparation program receiving this decision is considered nationally recognized for the subsequent 18 months. If the preparation program does not submit acceptable information within the designated timeframe, the decision reverts to "Not Nationally Recognized."
- g. **NCATE/SPA Standards.** See Professional Standards. Also see: <http://www.nacte.org/institutions/process.asp>

- h. **Not Nationally Recognized.** The preparation program has not met SPA criteria for National Recognition or National Recognition with Conditions with the 18 months following its first submission. If the preparation program chooses to continue to seek national recognition, it must submit a completely new report.
- i. **Program Report.** The report prepared by faculty responsible for a preparation program responding to specialized professional association (SPA) standards.
- j. **Response to Conditions Report.** A preparation program's written response to a specialized professional association's review of the teacher preparation programs when the decision from the review was that the preparation program was "Nationally Recognized with Conditions."
- k. **Revised Program Report.** A preparation program's written response to a specialized professional association's review of the teacher preparation programs when the decision from that review was "Further Development Required" or "Recognized with Probation."
- l. **Scoring Guide.** The tool used by faculty to evaluate as assessment such as a rubric, evaluation form, etc.

Nationally Recognized Program. A preparation program that has met the standards of a specialized professional association (SPA) that is a member organization of NCATE.

Off-campus Programs. Programs offered by a professional education unit on sites other than the main campus. Off-campus programs may be offered in the same state, in other states, or in countries other than the United States.

Other School Professional. Educators who provide professional service other than teaching in schools. They include, but are not limited to, principals, reading specialists and supervisors, school library media specialists, school psychologists, school superintendents, and instructional technology specialists.

P-12 School Personnel. Certified practitioners in P-12 schools who provide instruction, supervision, and direction for candidates during field-based assignments.

Part-time faculty. Professional education faculty who have less than a full-time assignment in the professional education unit. Some part-time faculty are full-time employees of the college or university with a portion of their assignments in the professional education unit. Other part-time faculty are not full-time employees of the institution and are commonly considered adjunct faculty. *See adjunct faculty and professional education faculty.*

Pedagogical Content Knowledge: The interaction of the subject matter and effective teaching strategies to help students learn the subject matter. It requires a thorough understanding of the content to teach it in multiple ways, drawing on the cultural backgrounds and prior knowledge and experiences of students.

Pedagogical Knowledge. The general concepts, theories, and research about effective teaching, regardless of content areas.

Performance Assessment. A comprehensive assessment through which candidates demonstrate their proficiencies in subject, professional and pedagogical knowledge, skills, and professional dispositions, including their abilities to have positive effects on student learning.

Performance Criteria. Qualities or levels of candidate proficiency that are used to evaluate candidate performance, as specified in scoring guides such as rubrics.

Performance Data. Information that describes the qualities and levels of candidates' proficiency , especially in application of their knowledge to classroom teaching and other professional situations.

Performance-based Leadership (PL) Certificate. *Available after September 30, 2009.* The professional educator certificate issued to individuals who have completed a PSC-approved performance-based Educational Leadership program at the Specialist (Level 6) or Doctoral (Level 7) and have been recommended for certification by a PSC-approved program provider.

Performance-based Program. A professional preparation program that systematically gathers, analyzes, and uses data for self-improvement and candidate advisement, especially data that demonstrate candidate proficiencies, including positive effects on student learning.

Portfolio. An accumulation of evidence about individual proficiencies, especially in relation to explicit standards and rubrics, used in evaluation of competency as a teacher or other school professional. Contents might include end-of-course evaluations and tasks used for instructional or clinical experience purposes such as projects, journals, and observations by faculty, videos, comments by cooperating teachers or internship supervisors, and samples of student work.

Portfolio. (Educational Leadership) A collection of the Beginning Leader Candidates' work that consists of representative artifacts as well as the candidates' self-reflection and self-evaluations of his/her formative and summative progress relative to leadership Standards/Element 1-6.

Preconditions: A specified number of fundamental requirements that undergird the Georgia PSC's standards that must be met before a professional education unit is permitted to schedule a developmental on-site approval review.

Preparation Approval Annual Report (PAAR): The annual report submitted electronically to the Georgia Professional Standards Commission by all approved professional education units addressing elements of the Georgia 2000 Standards and PSC program approval requirements.

Preparation Field. Area designated by Georgia PSC educator preparation and certification rules and requirements in which educators are prepared to teach or provide service or leadership.

- **Teaching Field:** Field in which preparation program completers provide instruction to a particular group of students or in a particular content area.
- **Service Field:** Field in which preparation program completers provide support services to students, school personnel and school operations. Examples are school counselor, school psychologist, and library media specialist.
- **Leadership Field:** Field in which preparation program completers administer or supervise a school system, school or school program.

Probationary Review. A probationary approval review is conducted after a PSC decision of Approval with Probation has been granted for a professional education unit or preparation program(s), indicating that one or more standards are not met and pervasive problems limit the unit or program's capacity to meet standards. The probationary review process mirrors the developmental approval review process; all of the Georgia 2000 Standards are applied to the unit and/or programs on probation. Candidate performance data are not required.

Professional Community. Full- and part-time faculty (including clinical faculty) in the professional education unit, faculty in other units of the institution, P-12 practitioners, candidates, and others involved in professional education.

Professional Development. Opportunities for professional education faculty to develop new knowledge and skills through activities such as in-service education, conference attendance, sabbatical leave, summer leave, intra and inter-institutional visitations, fellowships, work in P-12 schools.

Professional Development Schools. Specially structured schools in which the P-12 school and higher education faculty collaborate to (1) provide practicum, student teaching, and internship experiences; (2) support and enable the professional development of school and higher education faculty; (3) support and enable inquiry directed at the improvement of practice; and (4) support and enhance student achievement. Professional Development Schools require the institutional commitment of colleges and universities, school districts, and teachers' organizations.

Professional Dispositions. Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development. NCATE and the PSC expect institutions to assess professional dispositions based on observable behaviors in educational settings. The two professional dispositions that NCATE and the PSC expect institutions to assess are fairness and the belief that all students can learn. Based on their mission and conceptual framework, professional education units can identify, define, and operationalize additional professional dispositions.

Professional Education Faculty. Those individuals employed by an institution, including graduate teaching assistants, who teach one or more courses in education, provide services to candidates (e.g. advising), supervise clinical experiences, or administer some portion of the professional education unit. *See adjunct faculty, clinical faculty, full-time faculty, higher education faculty, part-time faculty.*

Professional Education Unit (Unit): The institution, college, school, department, agency, or other administrative body with the responsibility for managing or coordinating all programs offered for the initial and continuing preparation of teachers and other school personnel, regardless of where these preparation programs are administratively housed. The professional education unit must include in its accreditation/approval review all programs offered by the institution for the purpose of preparing teachers and other school professional work in pre-kindergarten through twelfth grade settings.

Professional Knowledge. The historical, economic, sociological, philosophical, and psychological understandings of schooling and education. It also includes knowledge about learning, diversity, technology, professional ethics, legal and policy issues, pedagogy, and the roles and responsibilities of the profession of teaching.

Professional Standards. Standards set by the specialized professional associations (SPAs) and adopted by NCATE for use in its approval review. Professional standards also refer to standards set by other recognized national organizations/accrediting agencies that evaluate professional education programs (e.g. National Association of Schools of Music).

Professional Standards Commission. (PSC) An eighteen-member body appointed by the Governor of Georgia with responsibility for the preparation, certification, and conduct of certified, licensed, or permitted personnel employed in the P-12 schools of Georgia.

Proficiencies. Required knowledge, skills, and professional dispositions identified in professional, state, or institutional standards.

Program. A planned sequence of courses and experiences for the purpose of preparing teachers and other school professionals to work in pre-kindergarten through twelfth grade settings. Preparation programs may lead to a recommendation for a state certificate, both, or neither.

Program Approval. The process by which the Georgia PSC reviews a preparation program to determine if it meets Georgia's standards for the preparation of school personnel.

Program Completers (Georgia Definition). A person who has completed all requirements for a state-approved teacher preparation program except taking the appropriate GACE exam(s).

Program Completers (USDOE Definition). A person who has met all of the requirements of a state approved educator preparation program. Program completers include those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, transcript or other written proof of having met the preparation program's requirements.

Program Content Standards. Performance expectations for candidates in educator preparation programs that are required by the Georgia PSC and are delineated in Educator Preparation rules.

Program Report: The report prepared by faculty responsible for preparation programs responding to a sub-set of the Georgia 2000 Standards and the appropriate program content standards defined in PSC Rules 505-3-.02 – 505-3-.87. Program Reports are submitted through the Program Reporting System (PRS).

Program Report Review Team. A group of educators (higher education, RESA and local school system faculty) trained to conduct preparation program reviews for the purpose of determining whether candidates in preparation programs under approval review meet the performance expectations of national and/or state program content standards, or whether new preparation programs have the capacity to prepare candidates to meet standards.

Program Review Online (PRO). Online system used by Program Report Review Team members to access preparation program reports.

Program Review Online for the Board of Examiners (PROBE). Online system used by Board of Examiners members to view preparation program reports in advance of an approval review.

Program Review Report. A report completed by Program Report Review Team members and shared with the professional education unit prior to an approval review. The Program Review Report includes advisory feedback specifically related to an educator preparation program's compliance with the applicable elements of the Georgia 2000 Standards.

Program Reporting System (PRS). Online system used by institutions and agencies for submitting preparation program reports as part of the approval review process.

Provisional Approval. An approval decision rendered by the Georgia PSC following a developmental approval review that indicates that the professional education unit and/or educator preparation programs are approved, but have unmet standards and/or significant areas for improvement that must be addressed in subsequent progress reports or in the Preparation Approval Annual Report (PAAR). A Provisional Approval decision may also result in a Focused Visit on the unmet standards within two years of the date of the approval decision.

PSC Staff Consultant. An employee of the Georgia Professional Standards Commission, Educator Preparation Division who is assigned to provide technical assistance to an institution or agency involved in the professional education unit/educator preparation program approval process. The consultant also serves as a resource to the BOE team during approval reviews, providing clarification of state conditions and policies.

Regional Educational Service Agency (RESA). An education entity providing services to a group of member school systems in a particular region of Georgia.

Rejoinder. See **BOE Report Rejoinder.**

Residency. (*Educational Leadership*) an internship that provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in PSC Educational Leadership Standards 1-6 through substantial, sustained, and standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

Rubrics. Written and shared criteria for judging performance that indicate the qualities by which levels of performance can be differentiated, and that anchor judgments about the degree of success on a candidate assessment.

Scholarship. Systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school professionals. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy and the application of current research findings in new settings. Scholarship further presupposes submission to one's work for professional review and evaluation.

Scholastic Aptitude Test (SAT®). Test administered by the College Board and designed to measure verbal and quantitative reasoning skills that are related to academic performance in college. SAT scores are intended to help forecast the college academic performance of individual students.

School Faculty. Licensed practitioners in P-12 schools who provide instruction, supervision, and direction for candidates during field-based assignments.

School Partners. P-12 schools that collaborate with the higher education institution in designing, developing, and implementing field experiences, clinical practice, delivery of instruction, and research.

Service. Faculty contributions to college or university activities, P-12 schools, communities, and professional associations in ways which are consistent with the institution and the professional education unit's mission.

Service Learning. A teaching/learning method that integrates community service into academic courses, using structured reflective thinking to enhance learning of course content. Through meaningful service, candidates are engaged in problem solving to create improved schools and communities while developing their academic skills, their sense of civic responsibility, and their understanding of social problems affecting children and families. When used as a pedagogical strategy, service learning can help candidates understand the culture, community, and families of students, as well as the connections between the school and the community.

Skills. The ability to use content, professional, and pedagogical knowledge effectively and readily in diverse teaching settings in a manner that ensures that all students are learning.

Southern Association for Colleges and Schools (SACS). The association which accredits K-12 schools, colleges and universities in the southern states.

Specialized Professional Associations (SPAs). The national organizations that represent teachers, professional education faculty, and other school personnel who teach specific subject matter (e.g. mathematics or social studies) or teach students at a specific developmental level (e.g. early childhood, elementary, middle level, or secondary), teach student with specific needs (e.g. bilingual education or special education), administer schools (e.g. principals, superintendents), or provide services to students (e.g. school psychologists, school counselors). Many of these associations are member organizations of NCATE and have standards for both students and candidates preparing to work in schools.

Standards. Written expectations for meeting specified levels of performance.

State Approval. Process through which the Georgia PSC affirms that professional education units and/or preparation programs meet standards of quality so that their completers will be eligible for state certification.

State Protocol. Rules, procedures and expectations for NCATE, the Georgia PSC, and the professional education unit for conducting joint NCATE/PSC on-site professional education unit and preparation program approval reviews.

Structured Field Experiences. Activities designed to introduce candidates to increasingly greater levels of responsibility in the roles for which they are preparing. These activities are specifically designed to help candidates attain identified knowledge, skills, and professional dispositions outlined in professional, state, and institutional standards.

Student Teaching. Pre-service clinical practice in P-12 schools for candidates preparing to teach.

Students. Children and youth attending P-12 schools, as distinguished from teacher candidates.

Supervised Student Teaching. Practice teaching or internship in a P-12 school. Supervised student teaching is required by the state as a condition for completion of a teacher education program.

Support Personnel. Individuals other than faculty employed by an institution of higher education to ensure the functioning of the professional education unit. Support personnel can include professionals in non-faculty roles as well as individuals providing administrative support, including work-study students.

Technology Education. The study of technology, which provides an opportunity for students to learn about the processes and knowledge related to technology that are needed to solve problems and extend human capabilities.

Technology, Use of. What candidates must know and understand about information technology in order to use it in working effectively with students and professional colleagues in (1) the delivery, development, prescription, and assessment of instruction; (2) problem solving; (3) school and classroom administration; (4) educational research; (5) electronic information access and exchange; and (6) personal and professional productivity.

Test Code. The unique identification code assigned to each GACE assessment.

Test Passers. The total number of all individuals whose test scores met or exceeded the minimum passing score for the specified GACE Assessments.

Test Takers. The total number of all individuals who took the specified GACE assessment.

Transition Points. Key points in an approved preparation program when a professional education unit assesses candidate knowledge, skills, and professional dispositions to determine if candidates are ready to proceed to the next stage in a preparation program. Standard 2 requires transition points upon program entry, at appropriate point(s) during program, and upon program completion.

Unit. *See Professional Education Unit.*

Unit Head. The individual designated to provide leadership for the professional education unit (e.g. dean, director, or chair), with the authority and responsibility for its overall administration and operation.

Unit Operations. Activities undertaken pertaining to governance, planning, budget, personnel, facilities, services and procedures such as advising and admission, and resources that support the professional education unit's mission in preparing candidates.

Unit Review. Process by which the Georgia PSC applies state standards for the preparation of education personnel to the professional education unit.