



Georgia Professional Standards Commission

Preparation Approval Annual Report

**NON-TRADITIONAL EDUCATOR PREPARATION
PROGRAMS**

PAAR
Version 3.0

2013 User Manual

Educator Preparation Division
Dr. David Hill, Director

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Overview

The Preparation Approval Annual Report (PAAR) collects information describing professional education units and educator preparation programs, and submits that information to the Georgia Professional Standards Commission (GaPSC). PAAR collects and stores descriptive information about the preparing institution or agency and professional education unit, and also about each preparation program. The information provided will be aggregated over multiple collection years and will contribute to the base of knowledge supporting the approval review process.

PAAR is web-based and allows easy transfer of your information to the GaPSC office. It allows the program review "manager" at your agency/LEA to monitor reporting progress using the built-in date and author displays. These displays show the parts of the report that are finished, who did the work, and when it was completed.

Accessing PAAR

PAAR is accessed through the GaPSC's secure web portal <http://www.gapsc.org>. Every "author" who will contribute report materials or operate the program must have unique login credentials. Each set of login credentials includes four components: (1 Username—unique to each individual and typically a combination of the user's first initial and last name, and (2 Password—unique to each individual. Login credentials will be issued to individuals by your GaPSC Education Specialist; they must be secured and used only by the individual to whom they are issued. Note that the system prompts users to change passwords periodically and if forgotten, passwords may be retrieved by clicking the "Forgot My Password" link on the login page. To obtain one or more new login credentials, request from your GaPSC Education Specialist the *GaPSC PAAR Login Credentials Request Form* (Appendix B, page 50). For each individual the form requires the following information:

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

Editing privilege in PAAR provides access to all report sections.

Hints for Efficient Operation

Once you have successfully logged in to www.gapsc.org, select the option labeled PAAR. For assistance, consult the online glossary, contact your Education Specialist at GaPSC, or contact the PAAR expert in your school system or agency. Send all PAAR inquiries to PAAR@gapsc.com. **Acceptable formats are MS Excel (.xls) or MS Word (.doc).**

You will save a significant amount of time if you view the components of PAAR and identify the information requirements for each section before you begin entering data. Some parts of PAAR (faculty roles, etc.) require narrative text, and it will be most efficient to compose and store that narrative text before you begin using PAAR to enter your responses.

Data Requirements Illustration

Initial Preparation Programs		Required Documentation	
Report Component		Narrative(s) (copy and paste)	Other
I	Institutional or Agency Information		
	Descriptives, Mission, Enrollment, and Demographic Data	Narrative(s)	Data Entry
II	Professional Education Unit Information		
	Descriptives, Conceptual Framework, Budget, Faculty Load Policies, and Support Personnel	Narrative(s)	Data Entry
III	Master Faculty List		
	Demographic, Role, P-12 Experience	Narrative	Data Entry Check Boxes
IV	Program Information		
	Program Level and Delivery Options		Check Boxes
	Program Status		Check Box
	Approval Status		Pick-list
	Report Sections		
1.	Admissions Policies		
	Program Admission Policies	Optional Narrative(s)	Check Boxes
2.	Admissions Data		
	Program Admissions Data		Data Entry
3.	Program Data		
	Aggregated Data regarding Field Experiences, Clinical Practice, Advisement and Supervision; Narrative regarding Advising system	Narrative(s)	Data Entry
4.	Aggregated Candidate Data		
	Aggregated Data regarding Program Enrollment and Completions		Data Entry
5.	Aggregated Assessment Data		
	Information on Key Program Assessments and Tables/Charts containing Aggregated Candidate Performance Data		Data Entry and Uploads
6.	Exit Requirements		
	Requirements for Program Completion	Optional Narrative(s)	Check Boxes
7.	Faculty		
	Select Faculty Assigned to the Program		Pick-list
V	Title II Data Collection and Reporting		Upload

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

Georgia Professional Standards Commission
Protecting Georgia's Higher Standard of Learning

Please Sign In

Due to budget and staff reductions...

- We no longer accept "walk-in" visitors.
- Our Call Center is closed on Tuesdays and Thursdays.

We can still help you!

- Use your [MyPSC](#) account to track the progress of your application and print your certificate.
- Our Call Center (800) 869-7775 is open from 7:00 am to 4:30 pm, Monday, Wednesday, and Friday except for state holidays.
- Email us at mail@gapsc.com

Username

[Forgot username](#)

Password

[Forgot password](#)

- Each person who is authorized to edit program information must have his or her own set of login credentials.
- PAAR 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

Georgia Professional Standards Commission
Protecting Georgia's Higher Standard of Learning

Home Change Password Logout

Welcome

Quick Lookup SSN Certification ID [Go](#)

A new DataBank report is now available that will allow school systems to generate a list of their educators (per CPI 1 2011) who have not registered for MyPSC.
Just click the **DataBank** button below to access this report.

PARAPRO	TECHKNOW	CAPSLOOKUP	PRACTICUM
Midpoint Survey	HIQ2	PAAR	PRS
CRPInfo	BOEInfo	PRO	PROBE
EPSC	ERP	File Cabinet	WebDMS Manager
Old Equity Data	Equity Data	MYSPA	

Message Center
If you need assistance...

Certification Update
Article Search...

Downloads
Certification Applications

Links
PSC Home Page
GATAPP Home Page
Georgia School Superintendents Association

After a successful login, select the **PAAR** button.

The PAAR Editing Management Screen

PAAR is actually many computer programs in one, because it allows data entry for your professional education unit and all your approved programs.

The PAAR Editing Management Screen should display all your institution's/agency's approved programs, initial preparation programs and endorsement programs. The classification should match the level of preparation for each program. If a program name is missing, or if the classification is not correct, please notify your GaPSC Education Specialist.

Select a Program Provider Metro RESA

Select the Reporting Year 2012

Institution/Agency: Metro RESA
Program Unit: Metro RESA

Institutional/Agency Information
 Review and update institutional/agency information. Click the EDIT button to proceed.

Professional Education Unit Information
 Review and update unit descriptive information. Click the EDIT button to proceed.

Master Faculty List
 Review and update faculty information. Click the EDIT button to proceed.

Program Information
 Provide information for each program listed below. Click the name of a program to proceed.

Program Name	Classification	Last updated	Finished
ESOL Endorsement	Endorsement (Developmental)		
Georgia Teacher Academy for Preparation & Pedagogy	Initial	2012-07-10	
K-5 Math Endorsement	Endorsement (Developmental)		
K-5 Science Endorsement	Endorsement (Developmental)		
Reading Endorsement	Endorsement (Developmental)		

- To begin data entry in the Institutional/Agency Information, Professional Education Unit Information, or Master Faculty List sections, 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 GaPSC, and that submission is a multi-step procedure which cannot be done accidentally. When that person performs the official and final "Finalize" procedure, all access to PAAR for all users at your institution will change to "view only".

Editing Institution/Agency Information

The Institution/Agency page collects basic information and descriptive data about the institution or agency.

- Data entry is required for any location where a red asterisk appears.
- Race/ethnicity categories in PAAR are matched to those required for federal reporting. It is understood that asking individuals to report on their race/ethnicity is optional in many places. Please report on the race/ethnicity data that you have available, though the data may not be complete.
- Congressional district location can be difficult to know for some locations. Here is a helpful web site to guide your choice: <http://georgiainfo.galileo.usg.edu/gacmap.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 on your keyboard.

The screenshot shows a web form titled "Institution/Agency: Metro RESA" with a "Back" button in the top right. Below the title is "Details for Report Year: 2012". A set of directions is provided: "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 (does NOT save changes - click the SAVE button to save your changes).". A red asterisk note states "* denotes required field". The form includes the following fields:

- Institution/Agency Name ***: A text input field containing "Metro RESA".
- Institutional Mission Statement**: A large text area with a rich text editor toolbar above it.
- Institution/Agency Main Mailing Address**: A section with four fields:
 - Address line 1**: "1870 Teasley Drive"
 - Address line 2**: (empty)
 - City ***: "Smyma"
 - County**: (empty)

Controls for Saving Data and for Navigating Among PAAR 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 Professional Education Unit Information

Chief Executive Officer	
Title	<input type="text"/>
First Name *	<input type="text"/>
Middle Name	<input type="text"/>
Last Name *	<input type="text"/>
Telephone *	<input type="text"/>
Fax *	<input type="text"/>
Email *	<input type="text"/>

Contact for Report	
Title	<input type="text"/>
First Name *	<input type="text"/>
Middle Name	<input type="text"/>
Last Name *	<input type="text"/>
Telephone *	<input type="text"/>
Fax *	<input type="text"/>
Email *	<input type="text"/>

- Data entry is required for any location where a red asterisk appears.
- Fields related to faculty employment status and the data entry fields related to budget are shown in the illustration below. Mentors can be classified as Faculty – adjunct.

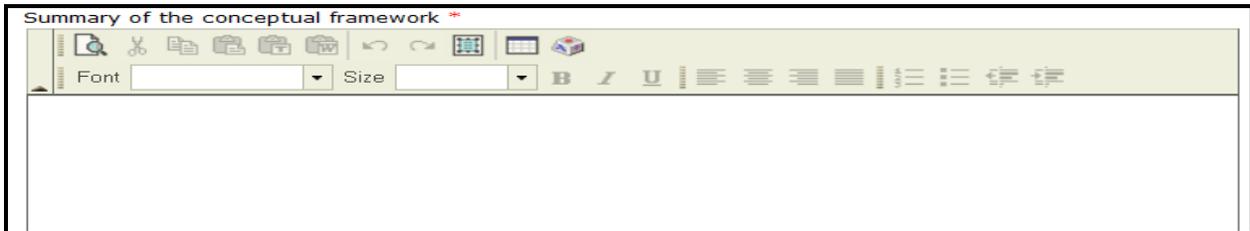
Descriptives	
Total Budget of Institution/Agency *	<input type="text" value="0"/>
Institutional control *	<input type="text" value="Public"/>
Faculty - full time *	<input type="text" value="0"/>
Faculty - part time *	<input type="text" value="0"/>
Faculty - adjunct *	<input type="text" value="0"/>

Descriptives	
Does the unit receive sufficient budgetary allocations to provide programs that prepare candidates to meet standards and does the budget adequately support on-campus and clinical work essential for preparation of professional educators? *	<input type="text"/>
Provide any additional information that will support your answer	
	
<input type="text"/>	

Editing Professional Education Unit Information Continued

Four additional text boxes allow copying/pasting from an existing document. (.xls or .doc) Remember the information is regarding the only approved initial or endorsement programs leading to certification.

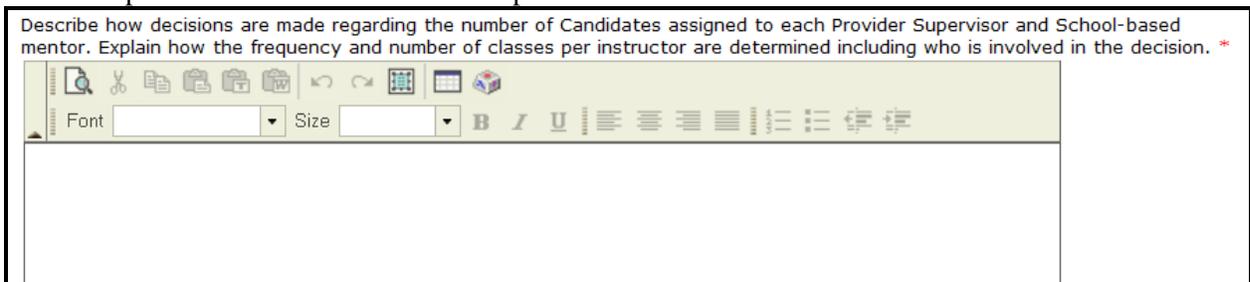
- Enter a brief summary of the professional education unit's conceptual framework. Be sure to include the theme and candidate outcomes. It is not necessary to provide an extensive description of the research base.



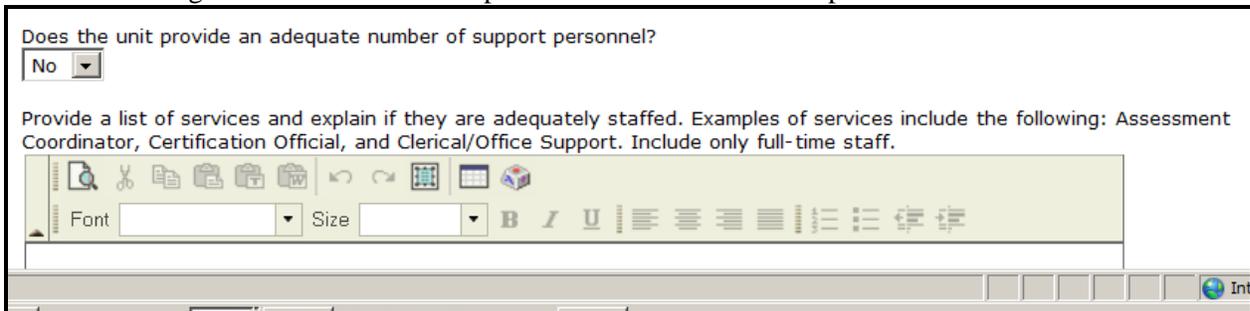
- In the text box shown below, enter information relevant only to the 2012-13 reporting year. Examples may include personnel changes, grant awards leading to new program initiatives, or substantive changes in existing programs.



- Briefly describe agency or school system policies regarding instructors, coaching, and supervision loads in the text box depicted below.



- Describe the adequacy of the professional education unit's staffing of support personnel by selecting Yes or No from the drop-down list and include an explanation in the text box.



Editing the Master Faculty List Main Faculty List Screen

- All full-time and part-time faculty responsible for initial and endorsement programs only will be entered one time at the professional education unit level.
- In each program report section, you will simply select the faculty members who participate in that program.
- To add faculty, from the Main Faculty List screen, click the **ADD** button.
- You may also delete faculty no longer associated with the professional education unit by clicking the **DELETE** link to the right of each entry. Before deleting a faculty member from the Master Faculty list you must first delete her/him from all programs (see program faculty section instructions on page 32).

Institution/Agency: Metro RESA

Professional Education Unit: Metro RESA

Faculty

Directions: enter information about the faculty responsible for professional coursework, clinical supervision, or administration. 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 link at the end of each row in the table. Click the BACK button to return to the main page.

Name	Highest Degree	
Denise		DELETE
Linda		DELETE
Linda		DELETE
Nancy		DELETE
Phyllis		DELETE
Sharon M. Grahn		DELETE

Controls for Saving Data and for Navigating Among PAAR Pages

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SAVE
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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 the Master Faculty List Individual Faculty Data Entry Screen

- Enter data in all required fields (indicated by a red asterisk).
- Advance from one entry field to another by using the **Tab** key on your keyboard.
- If a faculty member has achieved Tenure, select "Tenured" for the Tenure Status field option.
- If a faculty member has more than one "highest level" degree, enter the details of the one most relevant to his/her program assignment.

Institution/Agency: Metro RESA Back

Professional Education Unit: Metro RESA

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 *

Gender *

Hispanic/Latino of any race

Race

American Indian or Alaska Native

Asian

Black or African American

Race/Ethnicity Note: It is understood that asking individuals to report on their race/ethnicity is optional in many places. Please report on the race/ethnicity data that you have available, though the data may not be complete.

Highest Degree *

Highest Degree field or explanation if "Other" was selected above

Job Title or Position

Status *

Primary Role(s) in the Professional Education Unit (administration, teaching, supervising, advising, etc.) *

Check STATUS

- For more information on Status refer to the term Faculty in the Glossary. [Appendix A, pages 36-50]

* Status

Full-time in Institution, full-time in Education Unit

Full-time in Institution, part-time in Education Unit

Part-time in Institution, part-time in Education Unit

Editing the Master Faculty List Individual Faculty Data Entry Screen Continued

- Data fields in the "Professional Experience at the P-12 level", "Scholarly Work" and "Presentations" sections accept numerical data.

Previous experience at the P-12 level (enter 0 if no experience)...			
Teacher	<input style="width: 20px;" type="text" value="0"/>	years	
School Administrator	<input style="width: 20px;" type="text" value="0"/>	years	
System Administrator	<input style="width: 20px;" type="text" value="0"/>	years	
Other scholarly work (including works published in non peer-reviewed journals)	<input style="width: 20px;" type="text" value="0"/>		
			School Counselor <input style="width: 20px;" type="text" value="0"/> years
			School Psychologist <input style="width: 20px;" type="text" value="0"/> years
			Other School Personnel <input style="width: 20px;" type="text" value="0"/> years

- Enter the number of years the faculty member was employed at the P-12 level in one or more categories. This section is comprehensive; it does not relate to only the reporting year as the other sections on this page do.
- In the Scholarly Work, Presentations, Participation in External Funding Initiatives, Service to P-12 Schools, and Community Service sections simply enter the number of applicable experiences, publications, or presentations during the reporting year.

Enter the number of presentations made during the reporting period July 1 - June 30 in each category or leave the fields blank			
Local	<input style="width: 20px;" type="text" value="0"/>		State/Regional <input style="width: 20px;" type="text" value="0"/>
National	<input style="width: 20px;" type="text" value="0"/>		International <input style="width: 20px;" type="text" value="0"/>
Other role	<input style="width: 20px;" type="text" value="0"/>		Applications submitted by you this year <input style="width: 20px;" type="text" value="0"/>

Check all categories in which you provided service to the professional education unit during the reporting period July 1 - June 30 (include ongoing work started in previous reporting year if applicable)

Program coordination
 New faculty mentoring
 Advisory or planning board

Enter a number to represent the service provided to the agency/organization during the reporting period July 1 - June 30 (include ongoing work started in previous report year if applicable) in each category or leave the fields blank.

Committees
 Offices held (on committees, advisory boards, etc.)

Enter a number to represent service to P-12 schools during the reporting period July 1 -June 30 (include ongoing work started in previous reporting year if applicable) in each category or leave the fields blank

Professional Learning Workshops Conducted
 Professional Learning Courses Taught

Committees
 Advisory Boards/Councils

Consultations
 Other Service

Enter a number to represent service to the community or the profession during the reporting period July 1 - June 30 (include ongoing work started in previous reporting year if applicable) in each category or leave the fields blank

Participation in education-related service projects
 Participation in education-related projects in professional organizations

GaPSC BOE Team
 NCATE BOE Team

SPA Program Review Panel

- Click the **Save** button to save your work and exit this screen.
- Be sure to save frequently as you work on this long page.

Program Information Reporting 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.

- If the proper rule does not appear in the GaPSC rule field, make the appropriate selection from the drop-down list.
- Program level and delivery options are shown below. You will indicate if the program is delivered in one or more of three delivery modes:
 - Face-to-Face, defined as mostly face-to-face course delivery with some online instruction but less than 50% overall.
 - Online, defined as program in which all courses are delivered online.
 - Hybrid (often referred to as Blended), defined as a program with a combination of face-to-face and online course delivery with 50% or more of program coursework delivered online.

Institution/Agency: [Metro RESA](#) [Back](#)

Report Year: 2012

Professional Education Unit Name: [Metro RESA](#)

Preparation Program Area: [Georgia Teacher Academy for Preparation & Pedagogy](#)

Program Classification: [Initial](#)

Program Operating under GAPSC rule:

Program Delivery Options:
Directions: check all program delivery option that apply.
Nontraditional, Non-degree, certification-only program leading to initial certification (GaTAPP)

Face-to-Face Delivery: mostly face-to-face course delivery with some online instruction but less than 50% overall

Online Delivery: all courses conducted online

Hybrid/Blended: combination of face-to-face and online delivery with 50% or more of program coursework delivered online

GATAPP Approved for OYSP Only

Program Status: Not offered, new candidates no longer accepted

Approval Status:

[Click here to SAVE Program Options](#)

Saving program options will open program report sections for editing

Program Information Reporting Main Program Edit Menu Screen Continued

Your selections in the Program Level and Delivery Options section are critical, as the choices you make here determine how data will be entered in each program report section.

- You may select more than one delivery mode for each program level.
- The following chart may help you determine your program delivery options.

Delivery Mode	Course	Program
Face-to-Face	A course in which 50% or less of student contact hours are online	A program in which 50% or fewer courses are defined as hybrid or online
Hybrid (Blended)	A course in which greater than 50% but less than 100% of student contact hours are online	A program in which greater than 50% but less than 100% of courses are defined as online
Online	A course in which 100% of student contact hours are online	A program in which all courses are defined as online

- For the purposes of determining program delivery options, student contact hours are meant to include instructional or professor/student engagement activities related to the curriculum. For instance if all courses are conducted online but students attend an orientation session on campus, the program should be considered online. Conversely, if all class meetings are held on campus but students often access curricular materials or submit work via a website, the course should be considered face-to-face.

Non-degree, certification-only program leading to initial certification (post-baccalaureate)

Face-to-Face Delivery: mostly face-to-face course delivery with some online instruction but less than 50% overall

Online Delivery: all courses conducted online

Hybrid: combination of face-to-face and online delivery with 50% or more of program coursework delivered online

Program Status: Not offered, new candidates no longer accepted

Approval Status: Continuing

Approval Status: Continuing

Developmental

Continuing

Click here to SAVE Program Options

Saving program options will open program report sections for editing

- If you have discontinued this program, check the box that indicates you no longer accept candidates. If candidates were enrolled in the program during the reporting year complete all the program reporting sections. If candidates were not enrolled in the program during the reporting year make no further data entries and request that it be removed from your report.
- Select the current approval status from the drop-down list.
- Click on the **Click here to SAVE Program Options** button after checking the appropriate option boxes. **You must SAVE in order to edit the Program Report Sections.**

Program Information Reporting Main Program Edit Menu Screen Continued

- If your screen looks similar to the sample shown below, in which the Edit buttons are inactive, you have not saved program options.

Report Sections			Last editor	Last edited	Finished
Admissions Policies	<input type="button" value="Edit"/>	<input type="button" value="View"/>
Admissions Data	<input type="button" value="Edit"/>	<input type="button" value="View"/>
Program Data	<input type="button" value="Edit"/>	<input type="button" value="View"/>
Aggregated Candidate Data	<input type="button" value="Edit"/>	<input type="button" value="View"/>
Aggregated Assessment Data	<input type="button" value="Edit"/>	<input type="button" value="View"/>
Exit Requirements	<input type="button" value="Edit"/>	<input type="button" value="View"/>
Faculty	<input type="button" value="Edit"/>	<input type="button" value="View"/>

- PAAR uses two methods of entering report information: ordinary "windows form entry" (typing and selecting from drop-down menus) and "copy and paste" for simple narrative.
- 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).
- 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 complete and ready for submission.

Note: If the program you have selected for reporting is classified as an endorsement, reporting components will be reduced. The particular components omitted will vary among these program styles.

Controls for Saving Data and for Navigating Among PAAR Pages

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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 - Admissions Policy

The appearance of this page is determined by the selections made under the Program Level and Delivery Options section (see pages 19 and 20).

Beginning with this program report section and continuing through Section 7 – Exit Requirements, you will enter data for each program level and each program delivery mode within each level. As shown below, this program is offered via two delivery modes at the Master’s degree level: Online and Hybrid.

Admissions Policies	
Directions: Enter information about program admissions policies applicable to the reporting period. 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 (does NOT save changes - click the SAVE button to save your changes).	
	RESA
	F-t-F Hybrid/ Blended
Applicants must pass or exempt basic skills assessment	<input type="checkbox"/> <input type="checkbox"/>
Applicants must pass content area assessment	<input type="checkbox"/> <input type="checkbox"/>
Applicants must have a major or equivalent in the content area or related field	<input type="checkbox"/> <input type="checkbox"/>
Applicants must have a passing score on the professional pedagogy assessment	<input type="checkbox"/> <input type="checkbox"/>
Applicants must meet the GaTAPP path-specific state approved content assessment requirements	<input type="checkbox"/> <input type="checkbox"/>
Describe all program admission requirements that vary from PSC minimums	
Describe other requirements	

ENDORSEMENTS:

Admissions Policies
Directions: Enter information about program admissions policies applicable to the reporting period. 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 (does NOT save changes - click the SAVE button to save your changes).

	F-t-F	Hybrid/ Blenden
Describe all program admission requirements that vary from PSC minimums	<input type="text"/>	
Describe other requirements	<input type="text"/>	

Save Cancel Finished

- Make the appropriate admissions policy selections for each program level and delivery mode.
- If program admission requirements vary from PSC minimum requirements, use the text boxes and additional fields to explain.
- Click the **Save** button to save your work. Use the **Back** button to exit this screen.

Controls for Saving Data and for Navigating Among PAAR Pages

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Section 2 - Admissions Data

The Admissions Data page focuses only on candidates admitted to the program during the reporting year.

- First, enter data related to admission criteria for each program level and delivery mode.

	RESA	
	F-t-F	Hybrid/ Blended
Number admitted to this program	<input type="text" value="9"/>	<input type="text" value="0"/>
Average GPA at entry to program	<input type="text" value="4"/>	<input type="text" value="0"/>
Number denied admission because of not meeting requirements	<input type="text" value="9"/>	<input type="text" value="0"/>
Number of admitted candidates exempting the Basic Skills Test Requirement with a qualifying score on the ACT, SAT, GRE OR MAT	<input type="text" value="9"/>	<input type="text" value="0"/>
Number of admitted candidates exempting the Basic Skills Test Requirement with Master's degree	<input type="text" value="9"/>	<input type="text" value="0"/>

Next, enter ethnicity and gender data for candidates admitted during the reporting year.

Candidates admitted - Hispanic/Latino of any race	<input type="text" value="9"/>	<input type="text" value="0"/>
Candidates admitted - American Indian/Alaskan Native	<input type="text" value="9"/>	<input type="text" value="0"/>
Candidates admitted - Asian	<input type="text" value="9"/>	<input type="text" value="0"/>
Candidates admitted - Black or African American	<input type="text" value="9"/>	<input type="text" value="0"/>
Candidates admitted - Native Hawaiian or Other Pacific Islander	<input type="text" value="9"/>	<input type="text" value="0"/>
Candidates admitted - White	<input type="text" value="9"/>	<input type="text" value="0"/>
Candidates admitted - Two or more races	<input type="text" value="9"/>	<input type="text" value="0"/>
Candidates admitted - Female	<input type="text" value="9"/>	<input type="text" value="0"/>
Candidates admitted - Male	<input type="text" value="9"/>	<input type="text" value="0"/>
<input type="button" value="Save"/> <input type="button" value="Cancel"/> <input type="button" value="Finished"/>		

It is understood that asking individuals to report on their race/ethnicity is optional in many places. Please report on the race/ethnicity data that you have available, though the data may not be complete.

- Click the **Save** button to save your work. Use the **Back** button to exit this screen.

ENDORSEMENTS:

	F-t-F	Hybrid/ Blended
Number admitted to this program	<input type="text"/>	<input type="text"/>
Candidates admitted - Hispanic/Latino of any race	<input type="text"/>	<input type="text"/>
Candidates admitted - American Indian/Alaskan Native	<input type="text"/>	<input type="text"/>
Candidates admitted - Asian	<input type="text"/>	<input type="text"/>
Candidates admitted - Black or African American	<input type="text"/>	<input type="text"/>
Candidates admitted - Native Hawaiian or Other Pacific Islander	<input type="text"/>	<input type="text"/>
Candidates admitted - White	<input type="text"/>	<input type="text"/>
Candidates admitted - Two or more races	<input type="text"/>	<input type="text"/>
Candidates admitted - Female	<input type="text"/>	<input type="text"/>
Candidates admitted - Male	<input type="text"/>	<input type="text"/>

- Click the **Save** button to save your work. Use the **Back** button to exit this screen.

Section 3 - Program Data

Data entries in this section are for all candidates in the program, not just those admitted during the reporting year.

Program Data
 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 (does NOT save changes - click the SAVE button to save your changes).

RESA		
	F-t-F	Hybrid/ Blended
Number of field experience hours required outside candidate's classrooms (clock hours)	<input style="width: 50px;" type="text" value="9"/>	<input style="width: 50px;" type="text" value="0"/>
Number of school-based mentors holding the TSS endorsement or the Coaching endorsement	<input style="width: 50px;" type="text" value="9"/>	<input style="width: 50px;" type="text" value="0"/>
Percentage of program coursework contact hours offered via distance learning	<input style="width: 50px;" type="text" value="9"/>	<input style="width: 50px;" type="text" value="0"/>

ENDORSEMENTS

Program Data
 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 (does NOT save changes - click the SAVE button to save your changes).

	F-t-F	Hybrid/ Blended
Number of hours required in field, internship, or residency experiences (clock hours)	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>

- Click the **Save** button to save your work. Use the **Back** button to exit this screen.

Controls for Saving Data and for Navigating Among PAAR 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 4 - Aggregated Candidate Data

Data entries in this section are for all candidates in the program, not just those admitted this reporting year.

Aggregated Candidate Information		
Directions: Enter information about program aggregated candidate data applicable to the reporting period. 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 (does NOT save changes - click the SAVE button to save your changes).		
	RESA	
	F-t-F	Hybrid/ Blended
Number of candidates who completed program this reporting year	<input type="text" value="9"/>	<input type="text" value="0"/>
Number of completers recommended for certification	<input type="text" value="9"/>	<input type="text" value="0"/>
Number of candidates in the comprehensive path	<input type="text" value="9"/>	<input type="text" value="0"/>
Number of candidates in the ADAC path	<input type="text" value="9"/>	<input type="text" value="0"/>
Number of candidates in the Core Academic path	<input type="text" value="9"/>	<input type="text" value="0"/>
Number of candidates in the Clinical Practice path	<input type="text" value="9"/>	<input type="text" value="0"/>
Number of candidates in the OYSP	<input type="text" value="9"/>	<input type="text" value="0"/>
Number of candidates moved to the comprehensive path from another path	<input type="text" value="9"/>	<input type="text" value="0"/>

ENDORSEMENTS

Aggregated Candidate Information		
Directions: Enter information about program aggregated candidate data applicable to the reporting period. 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 (does NOT save changes - click the SAVE button to save your changes).		
	F-t-F	Hybrid/ Blended
Number of candidates who completed program this reporting year	<input type="text"/>	<input type="text"/>
Number of completers recommended for the endorsement	<input type="text"/>	<input type="text"/>

- Click the **Save** button to save your work. Use the **Back** button to exit this screen.

Describe the advisement policy and/or system	
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Controls for Saving Data and for Navigating Among PAAR 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 5 - Aggregated Assessment Data

In the Aggregated Assessment Data section you will upload for each of the program's key assessments, data tables or charts containing aggregated candidate performance data generated during the report year.

Since assessment types and therefore the resulting data vary, you must determine the appropriate method for reporting candidate performance data. Be sure to upload only aggregated data; do not upload individual level data.

First, add the key assessments used in the program. The assessments you enter here should match those entered in the Program Report (PRS) for this program.

- To add an assessment click the **ADD** button

Aggregated Assessment Data

Directions: Click the Add or Edit button to enter information on the six to eight key assessments used in this program. The assessments you name here should match those identified in your program report (PRS) for this program. Click the Finished button when you have completed this section. Click BACK button to return to the main page.

No records found!

- The screen shown below appears. Enter the name of the assessment instrument in the Title field.
- Select one type of assessment; the type options are aligned with the elements of Standard 1.
- The minimum number of assessments you must upload depends upon the program classification. For initial preparation programs you must upload a minimum of five key assessments; one for each element of Standard 1 (type). Institutional Assessments 1 and 2 are optional. GACE Content Assessment data is no longer required in this section.

Add or Edit an Assessment

Directions: Enter the information required below to describe each of the six to eight key assessments used in the program. The assessments you name here should match those identified in your Program Report (PRS) for this program. For each assessment named, you will upload a data table containing aggregated candidate performance data generated from the assessment during the reporting period. 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*

Title *

Type *

<input type="radio"/> Content Knowledge	<input type="radio"/> Clinical Practice
<input type="radio"/> Planning	<input type="radio"/> Dispositions
<input type="radio"/> Effects on Student Learning	<input type="radio"/> Institutional Assessment 1
<input type="radio"/> Institutional Assessment 2	

Section 5 - Aggregated Assessment Data Continued

After entering assessments, the Aggregated Assessment Data screen may look something like this:

Aggregated Assessment Data

Directions: Click the Add or Edit button to enter information on the five to seven key assessments used in this program. The assessments you name here should match those identified in your program report (PRS) for this program. Click the Finished button when you have completed this section. Click BACK button to return to the main page.

test3 (Content Knowledge)	[UPLOADS]	[del]
test2 (Effects on Student Learning)	[UPLOADS]	[del]
test1 (Instruction)	[UPLOADS]	[del]
test4 (Instruction)	[UPLOADS]	[del]
test5 (Environment)	[UPLOADS]	[del]

Next, upload the data tables for each assessment.

- Click on the **[Uploads]** link to the right of one assessment and the page shown below will appear.

For this assessment upload a file containing aggregated candidate performance data generated by the use of the assessment during the reporting year July 1 - June 30. Do not include individual candidate performance data or personal information. Acceptable file formats are: MS Excel (.xls) or MS Word (.doc).

***Only one upload is allowed per assessment**
Title of the Assessment: test3

[Refresh]

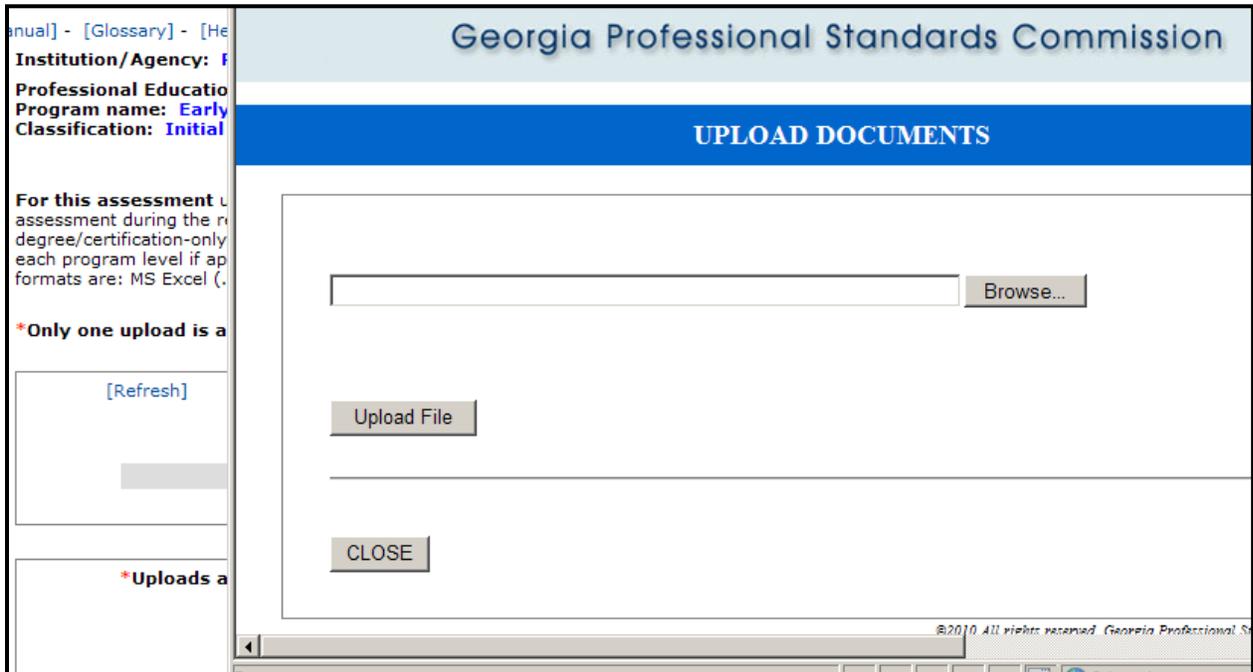
Filename (click to open)	Date uploaded	
PSC_Applications.xls	08/14/2011	[Delete]

***Uploads are restricted to 1 document per assessment**

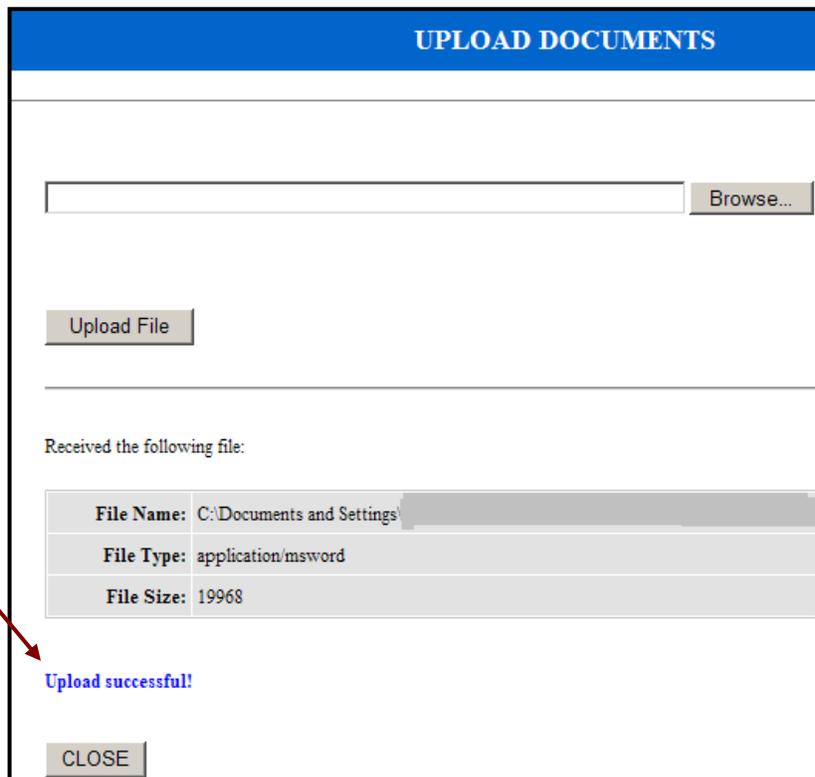
- Follow the on-screen instructions to upload one file/document for each assessment.

Section 5 - Aggregated Assessment Data Continued

- Click on the **Upload File** button and a new window will appear, as shown below.



- Click the **Browse** button to locate the data table on your network or local drive.
- After locating the data table, click the **Upload File** button and a confirmation screen similar to the one shown here will appear. Look for the "Upload successful!" notation to confirm your upload worked.
- After confirming your upload was successful, click the **Close** button



Section 5 - Aggregated Assessment Data Continued

Assessments and uploaded documents may be deleted. However, uploads must be deleted before the assessment information can be removed. Follow the steps listed below to delete uploads and assessments.

- Click on the orange **[Uploads]** link next to the assessment you plan to delete. The screen shown below will appear.

For this assessment upload a file containing aggregated candidate performance data generated by the use of the assessment during the reporting year July 1 - June 30. Do not include individual candidate performance data or personal information. Acceptable file formats are: MS Excel (.xls) or MS Word (.doc).

***Only one upload is allowed per assessment**

Title of the Assessment: test3

[\[Refresh\]](#)

Filename (click to open)	Date uploaded	
PSC_Applications.xls	08/14/2011	[Delete]

***Uploads are restricted to 1 document per assessment**



- To delete a file, click the **[Delete]** link appearing to the right of Date uploaded indicator.
- A delete confirmation screen will appear. Click the **Delete the File** button, the document will be deleted and a confirmation message will appear as shown below.

For this assessment upload a file containing aggregated candidate performance data generated by the use of the assessment during the reporting year July 1 - June 30. Disaggregate data by program level (bachelor's, non-degree/certification-only, graduate degree) and by program delivery mode (face-to-face, distance learning or hibrid) within each program level if applicable. Do not include individual candidate performance data or personal information. Acceptable file formats are: MS Excel (.xls) or MS Word (.doc).

***Only one upload is allowed per assessment**

[Refresh]

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

***Uploads are restricted to 1 document per assessment**

Upload File

[File deleted: ECE Instructional Planning Data Table.doc](#)

- After deleting the upload, you may now remove the assessment instrument by clicking the **[del]** link to the right of the assessment name and the **[Uploads]** link.
- After clicking the delete link, the screen below will appear and you will have to confirm the deletion by clicking the **Yes** button.

Delete the assessment and associated file upload shown below? Yes No

Assessment Name

Type of Assessment

<input type="checkbox"/> Planning	<input type="checkbox"/> Content Knowledge
<input type="checkbox"/> Effects on Student Learning	<input type="checkbox"/> Clinical Practice
<input checked="" type="checkbox"/> Institutional Assessment	<input type="checkbox"/> Dispositions
	<input type="checkbox"/> Institutional Assessment

- When you have entered all the assessment instruments and uploaded all associated data tables, click the **Finished** button to complete this portion of the report.

ENDORSEMENTS (SAME)

Section 6 - Exit Requirements

- You may enter one or more exit requirements.
- Click the box corresponding to each exit requirement applicable to this program.
- Use “Other” to enter requirements not reflected in the choices listed.

Exit Requirements
Directions: Indicate below the exit requirements for this program. 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 (does NOT save changes - click the SAVE button to save your changes).

	RESA	
	F-t-F	Hybrid/ Blended
Exit exam	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Portfolio review/evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
State Content Knowledge Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Technology requirement	<input checked="" type="checkbox"/>	<input type="checkbox"/>
- Embedded	<input checked="" type="radio"/>	<input type="radio"/>
- Course	<input type="radio"/>	<input type="radio"/>
Other exit requirement(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Georgia Specific Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
24 Competencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12 Dispositions	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other exit requirement explanation	<input type="text" value="test"/>	

- Click the **Save** button to save your work. Use the **Back** button to exit this screen.

ENDORSEMENTS

Exit Requirements
Directions: Indicate below the exit requirements for this program. 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 (does NOT save changes - click the SAVE button to save your changes).

	F-t-F	Hybrid/ Blended
Exit exam	<input type="checkbox"/>	<input type="checkbox"/>
Portfolio review/evaluation	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="text"/>	

Save Cancel Finished

- Click the **Save** button to save your work. Use the **Back** button to exit this screen.

Section 7 - Program Faculty Section

Because all faculty data are entered at the professional education unit level, program faculty data entry is reduced to simply selecting the faculty involved in each program.

Faculty
Directions: choose faculty responsible for professional coursework, clinical supervision or administration in this program. Records can be viewed by clicking the name of a faculty member. Records can be removed from the current program by clicking the DELETE link at the far right end of each row in the table. (This action does not delete the record from the master list.) Click the BACK button to return to the main page.

Name	Highest Degree	
Test Fac	Doctorate	DELETE

FINISHED

ENDORSEMENTS (SAME)

- Click on the **FINISHED** button after all faculty have been entered.

Title II Data Collection and Reporting – FY XX Current fiscal year)

The Title II Data Collection and Reporting Worksheet will be accessible at <https://www.educationreports.net>. Providers will also submit the worksheet at this site.

Before starting, please review the worksheet manual and published Data Collection and Reporting Process also available at <https://www.educationreports.net>.

For technical issues or questions about how to navigate the Title II Data Collection and Reporting Worksheet, please contact Larry Peters with Evaluation Systems at Larry.Peters@pearson.com.

For questions regarding Title II requirements, please email Title-II-PSC@gapsc.com.

Finalizing PAAR

The head of the professional education unit or her/his designee must finalize PAAR before 5:00 p.m. on Tuesday, November 15 of the current year unless otherwise notified.

- Finalizing PAAR is a deliberative process and the Finalize section only appears for unit heads who have been granted finalize permission level by GaPSC staff.
- For those with finalize privileges, the Finalize section will appear at the bottom of the PAAR main page, as shown below.

Finalize the Report

After all data entry is complete and all programs are "finished", you may declare the report complete and final. Click the FINALIZE button to proceed.

- Click the **FINALIZE** button and the screen depicted below will appear.

Institution/Agency: Professional Standards University

Professional Education Unit Name: Division of Educator Training

When the report has been declared "final", it can no longer be edited. If you wish to proceed, type your name in the space provided and click the Finalize button.

Name:

- Be sure the report is complete and that no further edits are needed.
- To proceed with the Finalize process, the unit head must type her/his name in the Name field and click the **Finalize** button.
- Confirmation that the report has indeed been Finalized will appear, as shown below.

Institution/Agency: Professional Standards University

Professional Education Unit Name: Division of Educator Training

This report has been declared "final". Editing is now prohibited.

- Click the **Back** button to return to the main screen, where you will see the notation depicted below.

Finalize the Report

This program report has been declared "final". The report may only be viewed and not edited.

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 an educator preparation provider that has met state, professional, and institutional standards of educational quality. (2) The decision rendered by a national accrediting body when an institution's educator preparation provider meets its standards and requirements.

Accreditation Action Report. The report issued by CAEP that indicates the educator preparation provider's accreditation status, standards met and the areas for improvement to which the educator preparation provider must respond in its annual reports.

Accreditation with Conditions. A CAEP accreditation decision rendered following a continuing review that indicates that the educator preparation provider has not met one or more of the CAEP standards. When CAEP renders this decision, the educator preparation provider maintains its accredited status but must satisfy conditions by meeting the unmet standard(s) within 18 months.

Accreditation with Probation. A CAEP accreditation decision rendered following a continuing review that indicates the educator preparation provider does not meet one or more of the CAEP 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 educator preparation provider 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 educator program provider who are not full-time employees of the educator preparation provider. *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 GaPSC no longer reviews/approves advanced preparation programs. Note: the CAEP definition of advanced preparation programs differs from the GaPSC definition in that it includes programs that prepare individuals for certification in service or leadership fields (other school professionals). Examples include programs for school counselors, school psychologists, educational administrators, and reading specialists. Georgia considers all programs leading to initial, or first, certification in a field as initial preparation despite the degree level at which they are offered.*

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

Aggregated Cohort. A group of candidates completing a defined, state-approved program during the Georgia Professional Standards Commission reporting year, July 1st through June 30th. When the number of candidates is equal to or less than nine (9) in any one year, multiple years, up to three, will be combined to create a cohort of at least 10 candidates.

AIMS. CAEP's *Accreditation Information Management System* used by institutions to submit documentation for accreditation reviews including the Institutional Report (IR)/Self Study and evidence. Georgia BOE members serving on Joint GaPSC/CAEP BOE Teams, use this system to review the Educator Preparation Provider's documentation and to assist in writing the Educator Preparation Provider BOE Report.

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

Approval Action Report. Official report from the Executive Secretary of the Georgia Professional Standards Commission (GaPSC) to an institution or agency communicating the Commission's decision concerning the institution's or agency's educator preparation provider and preparation program approval status.

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

Approval Review. Examination of evidence and interviews of stakeholders conducted by the GaPSC Board of Examiners (BOE) either on-site at an institution/agency, or electronically through the use of web and telephone conferencing systems as part of a developmental, initial performance, continuing, focused, or probationary review.

Area for Improvement (AFI). A statement cited by Board of Examiners (BOE) or the Georgia Professional Standards Commission indicating an educator preparation provider 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 a standard is met.

Assessment. An evaluated activity or task used by a preparation program or educator preparation provider 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 educator preparation provider operations and programs for the preparation of professional educators.

Avoidance of Bias in Assessment. The assurance that the educator preparation provider 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. (*Educational Leadership*) 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), local education agencies, and other organizations who are trained to apply the Georgia 2008 Standards for the Approval of Educator Preparation Providers and Preparation Programs as part of the peer review system for the approval of educator preparation providers 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 an educator preparation provider and/or preparation program(s). The report describes the BOE team's determination of whether or not the educator preparation provider and/or programs meet the Georgia 2008 standards with or without areas for improvement.

BOE Report Rejoinder. The written response an educator preparation provider is required to submit following receipt of the BOE report. The rejoinder may indicate that the educator preparation provider agrees with the findings of the BOE team or that the educator preparation provider 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.

CAEP. See *Council for the Accreditation of Educator Preparation*.

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.

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.

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

Certified Personnel Information (CPI). A system-level summary of data provided to the Georgia Department of Education of every active certified and classified employee at a school/district location. The data tabulates titles, average FTE salary, and certificate information, years of experience, employment basis, and job codes for each certified employee.

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.

Completion of Induction Period. The result of novice teachers attaining state-defined standards to earn clear-renewable certification. The Georgia Professional Standards Commission, in consultation with educator preparation programs and school districts, will determine the standards for completion.

Conceptual Framework (CF). An underlying structure in an educator preparation provider that gives conceptual meaning to the educator preparation provider's operations through an articulated rationale and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and program and provider 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 comparing results to other internal or 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, 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 GaPSC following a successful continuing approval review. Approval is continued for a seven-year cycle, or as long as the educator preparation provider's Annual Report (PAAR) indicates that the educator preparation provider continues to satisfy the GaPSC standards and requirements.

Continuing Approval Review. A periodic review of an educator preparation provider and preparation programs conducted for the purpose of verifying that the educator preparation provider and preparation programs continue to meet the Georgia 2008 Standards.

Continuous Improvement. The educator preparation provider is expected to engage regularly in self-evaluation to improve its operations and its programs. In this process, the educator preparation provider should systematically assess how well it continues to meet GaPSC standards.

Council for Accreditation of Educator Preparation (CAEP). The organization created and approved by the consolidation of NCATE and TEAC, CAEP will serve as a single accreditor for reform, innovation, and research in educator preparation.

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 GaPSC that indicates an educator preparation provider and/or preparation program is ready to begin to admit students, recommend them for certification, and prepare for an initial educator preparation provider/preparation program approval review. Developmental approval indicates the educator preparation provider and/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 educator preparation provider and/or proposed educator preparation programs conducted for the purpose of verifying that the educator preparation provider and/or preparation programs have the capacity to meet the Georgia 2008 Standards, and are 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 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) through 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 educator preparation provider through a contract with an outside vendor or in a consortium arrangement with other higher education institutions, as well as those offered solely by the educator preparation provider.

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.

Educator Preparation Standing Committee (EPSC). A sub-committee of the Georgia Professional Standards Commission (GaPSC) that considers the findings of Board of Examiner (BOE) Reports and/or the Evaluation Review Panel (ERP) to make final recommendations to the GaPSC for educator preparation provider and preparation program decisions.

Educator Preparation Program. A planned sequence of courses and experiences for preparing P-12 teachers and other professional school personnel. These courses and experiences sometimes lead to recommendation for a state certification to work in schools

Educator Preparation Provider (EPP). 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 educator preparation provider must include in its accreditation/approval review all preparation programs offered by the institution/agency for the purpose of preparing teachers and other school professional work in pre-kindergarten through twelfth grade settings.

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 educator preparation provider 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. GaPSC approval is required for all endorsement programs. Any approved educator preparation provider 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 GaPSC that reviews Board of Examiners Reports and evidence, Rejoinders to BOE Reports, and Progress Reports for educator preparation providers and preparation programs. The ERP makes approval recommendations to the Educator Preparation Standing Committee (EPSC) of the Commission.

Exception. An educator preparation provider's response to an adverse approval recommendation made by the Evaluation Review Panel (ERP). Exceptions to ERP Recommendations are submitted in a written report 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 educator preparation provider. Examples include teachers certified by the National Board for Professional Teaching Standards (NBPTS) 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. Field experiences are those activities that include organized and sequenced engagement of candidates in settings that provide opportunities to observe, practice, and demonstrate the knowledge, skills, and dispositions delineated in institutional, state, and national standards. The experiences must be systematically designed and sequenced to increase the complexity and levels of engagement with which candidates apply, reflect upon, and expand their knowledge and skills. Since observation is a less rigorous method of learning, emphasis should be on field experience sequences that require active professional practice or demonstration, and that include substantive work with P-12 students or P-12 personnel as appropriate depending upon the preparation program.

Focused Visit. An onsite approval review of an educator preparation provider 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 GaPSC 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 educator preparation provider as instructors, professors at different ranks, and administrators or other professional support personnel (e.g., student teaching supervisor or advisor). *See Professional Education Faculty.*

GaPSC. The Georgia Professional Standards Commission.

GaPSC Education Specialist. An employee of the Georgia Professional Standards Commission, Educator Preparation Division who is assigned to provide technical assistance to an institution/RESA/LEA/other organization involved in the educator preparation provider/educator preparation program approval process. The specialist also serves as a resource to the BOE team during approval reviews, providing clarification of state conditions and policies.

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®). State-approved admissions and content assessments developed by Educational Testing Service (ETS) required of all applicants for educator certification in the state of Georgia. For more information, please see [GaPSC - Educator Assessment - GACE®](#).

Georgia Teacher Academy for Preparation and Pedagogy (GaTAPP). Georgia's non-traditional preparation program for preparing career changers for certification as P-12 teachers. See Rule 505-3-.05, Georgia Teacher Academy for Preparation and Pedagogy (GaTAPP)

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 educator preparation providers 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 educator preparation provider.

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. *See Professional Education Faculty.*

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.

Induction. Support received by novice teachers and new school leaders during their first years in their new position. The State Induction Guidance Documents provide a framework for how school districts and their partners will structure the induction system.

Infield. (*Certificate Upgrade*) As used in the context of GaPSC Certification Rule 505-2-.41, the term infield refers to the requirement that an advanced degree used to upgrade a certified educators certificate level must be in a Georgia certificate field already held by the educator.

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 Performance Review. An approval review conducted within three years of an educator preparation provider or preparation program's developmental approval review to determine whether performance data indicate 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 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 (IHE). Colleges and universities.

Institution of Record. The institution ("program provider" in the case of non-IHE providers) recommending the candidate for initial certification in the appropriate field.

Institutional Report (IR)/Unit Report (UR). A report that provides the institution or agency and educator preparation provider contexts, a description of the educator preparation provider's conceptual framework, and evidence that the educator preparation provider and preparation programs are meeting the

Georgia 2008 standards. The IR/UR serves as primary documentation for Board of Examiners teams conducting on-site reviews.

IR Addendum. The addendum responds to areas of concern raised in the BOE Offsite Feedback Report that the BOE Team receives prior to the on-site review.

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 educator preparation provider.

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 Teacher Assessment and Support Consortium, a project of the Council of Chief State School Officers (CCSSO) that has developed model performance-based standards and learning progressions for the preparation and continued development of teachers.

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

LEA. Local education agency i.e. school system.

Leader Assessment on Performance Standards. A qualitative, rubrics-based evaluating method designed to measure leadership performance related to quality performance standards.

Leader Effectiveness Measure. A measurement of leader effectiveness based on three elements: Leader Assessment on Performance Standards (LAPS), Student Growth and Academic Achievement, and Governance and Leadership.

Leader Keys Effectiveness System. A common performance management and evaluation system allowing the state to ensure consistency and comparability across districts based on a common definition of leader effectiveness.

Leader Preparation Program Measurement. A system of determining the effectiveness of leader preparation programs consisting of three components: Leadership Effectiveness Measure scores, Content Knowledge, and Annual Program Performance Data

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 Georgia 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.)

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 Education Preparation Providers at colleges and universities and to encourage continuous improvement of such units.

National Program Review. The process by which CAEP, 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

but are encouraged to participate when possible. 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 seven years in Georgia.
- e. **National Recognition Report.** The written findings by a specialized professional association (SPA) 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 (SPA) 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. **CAEP/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* within 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 preparation programs when the decision from that review was “Further Development Required” or “Recognized with Probation.”
- l. **Scoring Guide.** A tool used by faculty to evaluate an assessment such as a *rubric*, evaluation form, etc.
Scoring guides should differentiate varying levels of proficiency on *performance criteria*.

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

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.

New Field. (*Certificate Upgrade*) As used in the context of GaPSC Educator Certification Rule 505-2-.41, the term *new field* refers to the requirement that an advanced degree used to upgrade a certified educator’s certificate level must result (with completion of the GaPSC content assessment) in the addition of a new Georgia certificate field.

Non-Traditional 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 an Education Preparation Provider’s recommendation for certification but not a degree, often accommodate the schedules of adults and recognize their earlier academic preparation and life experiences. In most instances, candidates are employed as educators while enrolled. The Georgia Teacher Academy for Preparation and Pedagogy (GaTAPP) is an example.

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

Off-campus Programs. Programs offered by an Education Preparation Provider 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.

Offsite BOE Review. Used with GaPSC and joint GaPSC/CAEP’s Continuing Approval reviews this process is designed to provide formative feedback to Education Preparation Providers before the on-site visit, an Offsite BOE Team will review the educator preparation provider’s institutional report (IR), exhibits, annual reports, Title II data, and appropriate state reports. The offsite review will be conducted electronically approximately 1-3 months after the IR has been submitted.

Offsite Feedback Report. As a result of the Offsite BOE Review, a BOE Feedback Report is written by the Offsite BOE Team that informs the educator preparation provider whether the evidence clearly indicates that CAEP standards continue to be met and identify any key evidence that was not available. The report also identifies any areas of concern related to the standards that should be addressed before the on-site visit, including whether previous areas for improvement have been corrected. In addition, the team may provide feedback on progress that the educator preparation provider is making toward moving to the target level on one or more standards. The fourth section of the report will be the identification of evidence that the Offsite BOE Team would like the On-site BOE Team to validate during the on-site visit.

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.

Out-of-State Institution. An institution of higher education administratively based in a state within the United States other than Georgia.

Overall GACE score. For teacher and leader candidates, the cohort pass rate in the field of preparation within a window of time prior to the completion of the program. This designated window of time is established by the educator preparation provider.

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

Part-time Faculty. Professional education faculty who have less than a full-time assignment in the Education Preparation Provider. Some part-time faculty are full-time employees of the college or university with a portion of their assignments in the Education Preparation Provider. 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 descriptions or *rubrics*.

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

Performance-based Leadership (PL) Certificate. The professional educator certificate issued to individuals who have completed a GaPSC-approved performance-based Educational Leadership program at the Specialist (Level 6) or Doctoral (Level 7) and have been recommended for certification by a GaPSC-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 GaPSC’s standards that must be met before an Education Preparation Provider is permitted to schedule a developmental approval review.

Preparation Approval Annual Report (PAAR). The annual report submitted electronically to the Georgia Professional Standards Commission by all approved Education Preparation Providers addressing elements of the Georgia 2008 Standards and GaPSC program approval requirements.

Preparation Field. Area designated by GaPSC 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 GaPSC decision of Approval with Probation has been granted for an Education Preparation Provider or preparation program(s), indicating that one or more standards are not met and pervasive problems limit the educator preparation provider or program’s capacity to meet standards. The probationary review process mirrors the developmental approval review process; all of the Georgia 2008 Standards are applied to the educator preparation provider and/or preparation programs on probation. Candidate performance data are not required.

Professional Community. Full- and part-time faculty (including clinical faculty) in the Education Preparation Provider, 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. CAEP and the GaPSC expect institutions to assess professional dispositions based on observable behaviors in educational settings. The two professional dispositions that CAEP and the GaPSC expect institutions to assess are *fairness* and the belief that all students can learn. Based on their mission and conceptual framework, Education Preparation Providers 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 Education Preparation Provider. *See Adjunct Faculty, Clinical Faculty, Full-time Faculty, Higher Education Faculty, Part-time Faculty.*

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 CAEP 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. (GaPSC) 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 degree, a recommendation for a state certificate, both, or neither.

Program Approval. The process by which the GaPSC 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 Completer (Higher Education Act, Title II). A person who has met all the requirements of a state-approved educator preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, 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 GaPSC 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 2008 Standards and the appropriate program content standards defined in GaPSC Rules 505-3-.04 - 505-3-.88. Program Reports are submitted through the Program Reporting System (PRS).

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 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 GaPSC following a developmental approval review that indicates that the Education Preparation Provider 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.

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 GaPSC 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.

Scoring Guide. A tool such as a *rubric*, evaluation form, etc. used by faculty to evaluate as assessment. Scoring guides should differentiate varying levels of proficiency on *performance criteria*.

Service. Faculty contributions to college or university activities, P-12 schools, communities, and professional associations in ways that are consistent with the institution and the Education Preparation Provider'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 CAEP 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 GaPSC affirms that Education Preparation Providers 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 CAEP, GaPSC, and the Education Preparation Provider for conducting joint GaPSC/CAEP Education Preparation Provider and preparation program approval reviews.

Student Learning Objectives. Content-specific, grade level learning objectives that are measureable, focused on growth in student learning, and aligned to curriculum 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.

Substantive change. Significant changes impacting aspects of Education Preparation Provider or educator preparation operations.

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 Education Preparation Provider. Support personnel can include professionals in non-faculty roles as well as individuals providing administrative support, including work-study students.

Teacher Assessment on Performance Standards (TAPS). A qualitative, rubrics-based evaluation method designed to measure teacher performance related to quality performance standards.

Teacher Education Accreditation Council (TEAC). Accredits undergraduate and graduate programs, including alternate route programs, based on (1) the evidence they have that they prepare competent, caring, and qualified professional educators and (2) their capacity to monitor and improve the program's quality.

Teacher Effectiveness Measure (TEM). A measurement of teacher performance comprised of three components within the Teacher Keys Evaluation system. The three components are Teacher Assessment on Performance Standards (TAPS), Student Growth and Academic Achievement, and Surveys of Instructional Practice.

Teacher Keys Effectiveness Systems (TKES). A common performance management and evaluation system allowing the state to ensure consistency and comparability across districts based on a common definition of teacher effectiveness.

Teacher Preparation Program Effectiveness Measure (TPPEM). A system of determining the effectiveness of teacher preparation program consisting of four components: TEM scores of Program Completers, Success Rates of Induction Certificate Teachers, Content Knowledge and Annual Program Performance Data.

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.

Traditional Preparation Program. A credit-bearing program designed for the preparation of educators typically offered by institutes of higher education

Transformation Initiative (TI) Option. CAEP continuing review option, the Transformation Initiative (TI) supports continuous improvement of educator preparation through specific efforts to improve not only the institution's own programs, but to exercise leadership for transforming educator preparation to improve P-12 student learning. The TI option is designed to encourage and support these research-based initiatives and then disseminate the Transformation Initiative institutional report (TIIR) results for the benefit of the field.

Transition Points. Key points in an approved preparation program when an Education Preparation Provider 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 Educator Preparation Provider*

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

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

Unit Review. The process by which the GaPSC applies state standards for the preparation of education personnel to the Education Preparation Provider.

Upgrading. The process of earning a higher academic degree and thereby raising the level of a Georgia educator certificate. GaPSC Certification Rule 505-2-.41 specifies requirements for certificate level upgrades.



Appendix B

2011 Preparation Approval Annual Report (PAAR)

Request for GaPSC.org Login Credentials

Your GaPSC Education Specialist will issue login credentials for individuals who have not previously been issued credentials.

In the table below, list only those individuals who were not previously issued credentials for accessing PAAR. If an individual has credentials for accessing PRS the credentials are the same; indicate that this individual be given access to PAAR by entering an X in the right-most column. In the Access Level column, identify the level of access requested (read-only (R) or edit (E)). This form must be completed and submitted electronically.

First and Last Name	E-mail Address	Access Level (R or E)	PAAR Access Only

Insert additional rows if necessary.

Those who were previously issued login credentials will use those same credentials to access 2013 PAAR. Note that the system prompts users to change passwords; therefore, it is likely that the original credentials issued by GaPSC include an invalid password. To retrieve a forgotten password, go to www.gapsc.org and click on the “I forgot My Password” link pictured below. The system code, username and authorization code are required for requesting a password reminder. These are the same as were originally assigned and the system code is the same for all login credentials issued to employees of your agency/LEA.

Georgia Professional Standards Commission
Protecting Georgia's Higher Standard of Learning

Please Sign In

Due to budget and staff reductions...

- We no longer accept "walk-in" visitors.
- Our Call Center is closed on Tuesdays and Thursdays.

We can still help you!

- Use your [MyPSC](#) account to track the progress of your application and print your certificate.
- Our Call Center (800) 869-7775 is open from 7:00 am to 4:30 pm, Monday, Wednesday, and Friday except for state holidays.
- Email us at mail@gapsc.com

Username

Forgot username

Password

Forgot password

Submit this form via E-mail to your Education Specialist (first name.last name@gapsc.com).