

PAAR GLOSSARY

January 24, 2017

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.

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, EPP approval allows an institution of higher education, RESA, local education agency, or other organization to offer educator preparation programs. Educator preparation program approval allows candidates, upon completion of the program, to be eligible for Georgia educator certification.

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

Candidates. Individuals 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.

Clinical Practice. Student teaching/residency (sometimes referred to as internship) experience that provides candidates with an intensive and extensive culminating field-based set of responsibilities, assignments, tasks, activities, and assessments that demonstrate candidates' progressive development of the professional knowledge, skills, and dispositions to be effective educators.

Clinical Preparation. Clinical, or clinically based, preparation fully integrates content, pedagogy, and professional coursework around a core of clinical experiences. Taken from *Transforming Teacher Education Through Clinical Practice: A National Strategy to Prepare Effective Teachers* (the 2010 Report of the Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning).

Co-teaching Options: (Taken from *Co-Teaching Connection*, Copyright 2007. Marilyn Friend, Inc.)

One Teach, One Actively Observe. A form of co-teaching allowing a more detailed observation of students' engagement in the learning process in which one teacher provides instruction while the other gathers data. Decisions should be made in advance as to what types of specific observational data will be gathered during instruction. Teachers should take turns teaching and gathering data.

One Teach, One Assist (not Drift). One teacher keeps primary responsibility for teaching while the other circulates through the room providing unobtrusive assistance to students as needed.

Station Teaching. In Station Teaching, teachers divide content and students, each teaching the content to one group of students then repeating the instruction for the other group.

Parallel Teaching. Both teachers teach the same information, but do so to a divided class group. Parallel teaching may also be used to vary learning experiences, for example, by providing manipulatives to one group but not the other or by having the groups read about the same topic but at different levels of difficulty.

Alternative (Differentiated) Teaching. In Alternative Teaching, one teacher takes responsibility for the large group while the other works with a smaller group. These smaller groups could be used for remediation, pre-teaching, to help students who have been absent catch up on key instruction, assessment, and so on.

Team Teaching. In Team Teaching, or Teaming, both teachers share delivery of the same instruction to a whole student group.

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.

Degree-only (Advanced) 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 (e.g., Master of Education in secondary math). *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.*

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.

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 eligibility 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 professionals who work in pre-kindergarten through twelfth grade settings.

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 or may be embedded into an approved program. GaPSC approval is required for all endorsement programs. Any approved educator preparation provider may offer endorsement programs.

EPP 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.

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.

Faculty. Those individuals employed by an institution/agency, 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 EPP. Those employed by P-12 schools (who are not also employed by the institution/agency), such as cooperating teachers, are not considered *faculty*.

Full-time in institution/agency, full-time in EPP. Employees with full-time assignments in the EPP as instructors, professors at different ranks, and administrators or other professional support personnel (e.g., clinical practice supervisor, advisor).

Full-time in institution/agency, part-time in EPP. Professional education faculty who have less than a full-time assignment in the EPP. Some part-time faculty are full-time employees of the college or university with a portion of their assignments in the EPP. Examples include those who teach one or two courses to candidates, such as arts/sciences faculty.

Part-time in institution/agency, part-time in EPP. Part-time employees of the institution/agency who are not full-time employees of the institution and are commonly considered adjunct faculty.

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.

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/LUA/other organization involved in the educator preparation provider/educator preparation program approval process. The specialist also serves as a resource to the Site Visitor Team during approval reviews, providing clarification of state conditions and policies.

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).

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 bachelor's degree programs, five-year programs, master's programs, certification-only programs, and other post-baccalaureate and non-traditional programs that prepare individuals for their first certificate in a specific field.

Institutions (IHE). Colleges and universities.

LUA. Local Unit of Administration, i.e. school system.

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. *NCATE merged with TEAC to form CAEP.*

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 PAAR:

- a. **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. **National Recognition.** The decision made when a preparation program has met professional standards.
- c. **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."

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

Non-Traditional Preparation Program. Post-baccalaureate program designed for individuals who did not prepare as educators during their undergraduate studies. Upon completion of these preparation programs, candidates are usually eligible for certification but not a degree. These programs often accommodate the schedules of adults and recognize their earlier academic preparation and life experiences. Georgia's non-traditional preparation for teachers, the Georgia Teacher Academy for Preparation and Pedagogy (GaTAPP), requires that candidates are employed as educators while enrolled.

Other School Professional. Educators who provide professional services 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.

P-12 Partner Schools. P-12 schools that collaborate with the educator preparation provider in designing, developing, and implementing field experiences, clinical practice, delivery of instruction, and research. For the purposes of reporting in the PAAR Partnerships and Clinical Experiences section, P-12 Partner Schools are those in which education candidates are placed for field and clinical experiences.

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.

Preparation Approval Annual Report (PAAR). The annual report submitted electronically to the Georgia Professional Standards Commission by all approved educator preparation providers addressing elements of the Georgia 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, curriculum and instruction and library media specialist.
- **Leadership Field:** Field in which preparation program completers administer or supervise a school system, school or school program.

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.

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, eligibility 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 Completer (Georgia Definition). A person who has completed all EPP requirements for a state-approved preparation program, including an attempt of the appropriate GACE content assessment, an attempt of the appropriate content pedagogy assessment, and attempt of the Ethics Exit assessment.”

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.

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

Service. Faculty contributions to college or university activities, P-12 schools, communities, and professional associations in ways that are consistent with the institution/agency and the educator preparation provider’s mission.

Site Visitors. A panel of education professionals from institutions of higher education, Regional Education Service Agencies (RESAs), local education agencies, and other organizations trained to apply the Georgia 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.

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 educator preparation providers and/or preparation programs meet standards of quality so that their completers will be eligible for state certification.

Students. Children and youth attending P-12 schools.

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.

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