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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.

Institution/Agency: Georgia Professional Standards Commission
Program Unit: Division of Educator Training

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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Classification</th>
<th>Last updated</th>
<th>Finished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture Education</td>
<td>Initial</td>
<td>2010-07-14</td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td>Initial</td>
<td>2010-07-14</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>Initial</td>
<td>2010-07-15</td>
<td></td>
</tr>
<tr>
<td>Middle Grades</td>
<td>Initial</td>
<td>2010-07-09</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>Initial</td>
<td>2010-07-07</td>
<td></td>
</tr>
<tr>
<td>Political Science</td>
<td>Initial</td>
<td>2010-07-07</td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>Initial</td>
<td>2010-07-06</td>
<td></td>
</tr>
<tr>
<td>Speech</td>
<td>Initial</td>
<td>2010-07-07</td>
<td></td>
</tr>
<tr>
<td>Teacher Support Specialist (TSS)</td>
<td>Endorsement</td>
<td>2010-07-14</td>
<td></td>
</tr>
<tr>
<td>Technology Education</td>
<td>Initial</td>
<td>2010-07-07</td>
<td></td>
</tr>
</tbody>
</table>

Program Completers
Please click the VIEW button to be redirected to Evaluation Systems' https://www.educationreports.net website to download or submit your 2011 Data Collection Worksheet (2009-2010 enrollment and completer data)

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.
PAAR is web-based and allows easy transfer of your information to the GaPSC office. It allows the program review "manager" at your institution 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](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) System Code—a four or five-digit code issued to all users associated with the institution or agency, (2) Username—unique to each individual and typically a combination of the user’s first initial and last name, (3) Password—unique to each individual and the only component which can be changed by the user, and (4) Authorization—a four-digit code 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, or contact the PAAR expert on your campus. Send all PAAR inquiries to PAAR@gapsc.com.

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.

While significant changes were not made to 2011 PAAR, the 2010 report (Version 3.0) contained several new features and in most report sections, instructional text was revised to provide more clarity. These changes (excluding instructional text changes) are described, by report section in Appendix C: Version 3.0 New Features and Changes (pages 51-52). V. 3.0 changes are also referenced in each applicable section of this manual.
## Data Requirements Illustration

<table>
<thead>
<tr>
<th>Initial Preparation Programs</th>
<th>Required Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report Component</td>
<td>Narrative(s) (copy and paste)</td>
</tr>
<tr>
<td><strong>I Institutional or Agency Information</strong></td>
<td></td>
</tr>
<tr>
<td>Descriptives, Mission, Enrollment, and Demographic Data</td>
<td>Narrative(s)</td>
</tr>
<tr>
<td><strong>II Professional Education Unit Information</strong></td>
<td></td>
</tr>
<tr>
<td>Descriptives, Conceptual Framework, Budget, Faculty Load Policies, and Support Personnel</td>
<td>Narrative(s)</td>
</tr>
<tr>
<td><strong>III Master Faculty List</strong></td>
<td></td>
</tr>
<tr>
<td>Demographic, Role, P-12 Experience, Scholarship and Service Data</td>
<td>Narrative</td>
</tr>
<tr>
<td><strong>IV Program Information</strong></td>
<td></td>
</tr>
<tr>
<td>Program Level and Delivery Options</td>
<td></td>
</tr>
<tr>
<td>Program Status</td>
<td></td>
</tr>
<tr>
<td>Approval Status</td>
<td></td>
</tr>
<tr>
<td><strong>Report Sections</strong></td>
<td></td>
</tr>
<tr>
<td>1 National Accreditation</td>
<td></td>
</tr>
<tr>
<td>Program Accreditations by Specialized Professional Associations or National Accrediting Agencies</td>
<td>Check Boxes Data Entry</td>
</tr>
<tr>
<td>2 Admissions Policies</td>
<td></td>
</tr>
<tr>
<td>Program Admission Policies</td>
<td>Optional Narrative(s)</td>
</tr>
<tr>
<td>3 Admissions Data</td>
<td></td>
</tr>
<tr>
<td>Program Admissions Data</td>
<td></td>
</tr>
<tr>
<td>4 Program Data</td>
<td></td>
</tr>
<tr>
<td>Aggregated Data regarding Field Experiences, Clinical Practice, Advisement and Supervision; Narrative regarding Advising system</td>
<td>Narrative(s)</td>
</tr>
<tr>
<td>5 Aggregated Candidate Data</td>
<td></td>
</tr>
<tr>
<td>Aggregated Data regarding Program Enrollment and Completions</td>
<td></td>
</tr>
<tr>
<td>6 Aggregated Assessment Data</td>
<td></td>
</tr>
<tr>
<td>Information on Key Program Assessments and Tables/Charts containing Aggregated Candidate Performance Data</td>
<td></td>
</tr>
<tr>
<td>7 Exit Requirements</td>
<td></td>
</tr>
<tr>
<td>Requirements for Program Completion</td>
<td>Optional Narrative(s)</td>
</tr>
<tr>
<td>8 Faculty</td>
<td></td>
</tr>
<tr>
<td>Select Faculty Assigned to the Program</td>
<td></td>
</tr>
<tr>
<td><strong>V Title II Data Collection and Reporting</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Log In Screen for [www.gapsc.org](http://www.gapsc.org)  
The GaPSC Secure Business Portal

- 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.

Due to budget and staff reductions, the Professional Standards Commission must modify its standard operating procedures. From this point forward, we will no longer be able to assist "walk-in" visitors.

Our Call Center will be closed on Tuesdays and Thursdays. Please direct questions to cerhelp@gapsc.com. We regret any inconvenience.
Program Selection Screen for www.gapsc.org

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, including advanced 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.

- 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".

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Classification</th>
<th>Last updated</th>
<th>Finished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accomplished Teaching</td>
<td>Advanced</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agriculture Education</td>
<td>Initial</td>
<td>2011-08-09</td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td>Initial</td>
<td>2011-06-22</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>Initial</td>
<td>2011-03-23</td>
<td></td>
</tr>
<tr>
<td>Broad Field Science</td>
<td>Initial</td>
<td>2010-07-08</td>
<td></td>
</tr>
</tbody>
</table>
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.
- Version 3.0 additions to the Institution/Agency page include faculty counts and demographics and revised race/ethnicity categories 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.
- You will also notice that the Carnegie Classification pick-list has been updated with new classification options.
- 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/gacdmap.htm.
- Note that some data entry locations allow free form typing and others restrict choices with drop-down menus. After you have typed information into a free-form window, advance to the next location by pressing the Tab key on your keyboard.

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

<table>
<thead>
<tr>
<th>Professional Education Unit Name *</th>
<th>Division of Educator Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Education Unit Head</td>
<td></td>
</tr>
<tr>
<td>Title</td>
<td>Director</td>
</tr>
<tr>
<td>First Name *</td>
<td></td>
</tr>
<tr>
<td>Middle Name</td>
<td></td>
</tr>
<tr>
<td>Last Name *</td>
<td></td>
</tr>
<tr>
<td>Telephone *</td>
<td>4042322640</td>
</tr>
<tr>
<td>Fax</td>
<td>4042322670</td>
</tr>
<tr>
<td>Email *</td>
<td></td>
</tr>
<tr>
<td>Date Began (mm/dd/yyyy) *</td>
<td>01/01/1991</td>
</tr>
</tbody>
</table>

- Data entry is required for any location where a red asterisk appears.
- New fields related to teaching load expectations and the data entry fields related to budget are shown in the illustration below.

![Descriptives]

Undergraduate Teaching Load Expectations (≠ of semester hours that constitute a full load)
Graduate Teaching Load Expectations (≠ of semester hours that constitute a full load)
Enrollment in distance learning programs
NCATE Accredited
TEAC Accredited
Regional Accreditation *
School/Department/College of Education budget
% of total IHE budget

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? *

Provide any additional information that will support your answer
Editing Professional Education Unit Information
Continued

Four additional text boxes allow coping/pasting from an existing document.

- 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.

  ![Summary of the conceptual framework](image)

- In the text box shown below, enter information relevant only to the 2010-11 reporting year. Examples may include personnel changes, grant awards leading to new program initiatives, or substantive changes in existing programs.

  ![Narrative about significant changes made during the reporting year, innovative programs, and other important information not submitted in prior years](image)

- Briefly describe the institutional policies regarding faculty teaching, advising and supervision loads in the text box depicted below.

  ![Describe the Institution's faculty load policy](image)

- 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.

  ![Does the unit provide an adequate number of support personnel?](image)
Editing the Master Faculty List
Main Faculty List Screen

- All full-time and part-time faculty 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:** Professional Standards University

**Professional Education Unit:** Division of Educator Training

**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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Department(s)</th>
<th>Rank</th>
<th>Highest Degree</th>
<th>DELETE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janet</td>
<td>Music</td>
<td>Full Professor</td>
<td>Ph.D.</td>
<td>DELETE</td>
</tr>
<tr>
<td>Mary</td>
<td>Early Childhood</td>
<td>Instructor</td>
<td>Ed.D.</td>
<td>DELETE</td>
</tr>
<tr>
<td>Phillip</td>
<td>Music</td>
<td>Full Professor</td>
<td>Ph.D.</td>
<td>DELETE</td>
</tr>
<tr>
<td>Richard</td>
<td>Psychology</td>
<td>Associate Professor</td>
<td>PhD</td>
<td>DELETE</td>
</tr>
<tr>
<td>William</td>
<td>English</td>
<td>Instructor</td>
<td>BA</td>
<td>DELETE</td>
</tr>
</tbody>
</table>

**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 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. In previous years’ reports the pick-list options for this field included Yes, No or N/A. A selection of Yes in the 2009 report was translated to a selection of Tenure Track in the 2010 report. Be sure to check this field for accuracy for all existing faculty records.
- If a faculty member has more than one "highest level" degree, enter the details of the one most relevant to his/her program assignment.

For more information on Status refer to the term Faculty in the Glossary. [Appendix A, pages 39-54]
Data fields in the "Professional Experience at the P-12 level", "Scholarly Work" and "Presentations" sections accept numerical data.

- 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.
Editing the Master Faculty List
Individual Faculty Data Entry Screen
Continued

- You will notice clearer instructions and new categories in Version 3.0.

<table>
<thead>
<tr>
<th>Program coordination</th>
<th>□</th>
</tr>
</thead>
<tbody>
<tr>
<td>New faculty mentoring</td>
<td>□</td>
</tr>
<tr>
<td>Advisory or planning board</td>
<td>□</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Committees</th>
<th>□</th>
<th>Offices held (on committees, advisory boards, etc.)</th>
<th>□</th>
</tr>
</thead>
</table>

| Professional Learning Courses Taught | □ |
| Professional Learning Workshops Conducted | □ |
| Committees | □ | Advisory Boards/Councils | □ |
| Consultations | □ | Other Service | □ |

| Participation in education-related service projects | □ |
| Participation in education-related projects in professional organizations | □ |
| GePSC 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 new in Version 3.0. As shown below, for each program level (Baccalaureate, Master’s, etc.) 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.

| Program Classification: Initial |
| Program Operating under GAPSC rule: |
| 505-3-.16, Early Childhood Education Program (effective Dec 15, 2006) |

**Program Level and Delivery Options:**
Directions: check all program levels that apply and for each program level, check all program delivery options that apply:

**Associate Degree**
- [ ] 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

**Baccalaureate degree**
- [ ] 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

**Master’s degree leading to initial certification (M.A.T. or equivalent)**
- [ ] 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

**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
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.

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

- 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.

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

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 advanced or an endorsement, reporting components will be reduced. The particular components omitted will vary among these program styles.
Section 1 – Program National Accreditation or Recognition Status

New in Version 3.0, the Program National Accreditation or Recognition Status page allows you to indicate if a program is nationally recognized or accredited by a specialized professional association (SPA) or accrediting agency.

- If the program is nationally recognized or accredited, your work in this section will include check boxes and two data entry fields.
  - Click the box next to the appropriate recognition or accreditation level. The fourth check box option is for accrediting agencies not associated with NCATE or TEAC, such as CACREP, NASAD, or NASM.
  - Enter the name of the SPA or accrediting agency
  - Enter the recognition or accreditation validity end date

- If the program is not nationally recognized or accredited, check the first box (Not applicable…) and click the Finished button.

Controls for Saving Data and for Navigating Among PAAR Pages

<table>
<thead>
<tr>
<th>Button</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CANCEL</td>
<td>Clicking the CANCEL button will reload the page with data from the database. The focus will remain on the page.</td>
</tr>
<tr>
<td>SAVE</td>
<td>Clicking the SAVE button will commit the data on the page to the database. The focus will remain on the page.</td>
</tr>
<tr>
<td>BACK</td>
<td>Clicking the BACK button will NOT commit the data on the page to the database. The &quot;previous&quot; page will be displayed (the page from which the user came.).</td>
</tr>
<tr>
<td>FINISHED</td>
<td>Clicking the FINISHED button will commit the data on the page to the database and populate a &quot;finished&quot; date column and operator column on the program report screen. The &quot;previous&quot; page will be displayed (the page from which the user came.).</td>
</tr>
</tbody>
</table>

If you click on FINISHED and find later that you are not really finished, enter the corrective data and click FINISHED again to post a new date on the program report screen.
Section 2 - Admissions Policy

Note the new design of this page and the program delivery options shown under each program level column. 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.

- 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

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 3 - 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.

<table>
<thead>
<tr>
<th>Admissions Data</th>
<th>Baccalaureate</th>
<th>Master's</th>
<th>Non-degree / Certification-only</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F-T-F</td>
<td>Online</td>
<td>Online</td>
</tr>
<tr>
<td>Number admitted to this program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average GPA at entry to program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number provisionally admitted to this program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number fully admitted this year and taking classes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number denied admission because of not meeting requirements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of admitted candidates who did not meet program minimum test score requirements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of admitted candidates exempting the Basic Skills Test Requirement with a qualifying score on the ACT, SAT, GRE OR MAT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of admitted candidates exempting the Basic Skills Test Requirement with Master's degree</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section 3 - Admissions Data
Continued

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

<table>
<thead>
<tr>
<th>Baccalaureate</th>
<th>Master's</th>
<th>Non-degree / Certification-only</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F-T-F</td>
<td>Online</td>
</tr>
<tr>
<td>Candidates admitted - Hispanic/Latino of any race</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidates admitted - American Indian/Alaskan Native</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidates admitted - Asian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidates admitted - Black or African American</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidates admitted - Native Hawaiian or Other Pacific Islander</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidates admitted - White</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidates admitted - Two or more races</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidates admitted - Female</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidates admitted - Male</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of candidates admitted residing outside the state of Georgia</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Finally, enter the number of candidates admitted who reside outside the state of Georgia (a new field).
- Click the **Save** button to save your work. Use the **Back** button to exit this screen.
## Section 4 - Program Data

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

- Enter data in the fields shown below for each applicable program level and delivery mode.

<table>
<thead>
<tr>
<th>Program Data</th>
<th>Baccalaureate</th>
<th>Master’s</th>
<th>Non-degree / Certification-only</th>
</tr>
</thead>
<tbody>
<tr>
<td>F-1-F</td>
<td>Online</td>
<td>Hybrid</td>
<td>Online</td>
</tr>
<tr>
<td>Number of field experience hours required (clock hours)</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Number of clinical practice hours required for program completion (clock hours)</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Number of candidates in supervised clinical practice (student teaching, internships, or practice)</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Number of cooperating teachers (P-12 employees who supervise teaching field program candidates in student teaching)</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Number of clinical supervisors (P-12 employees who supervise service or leadership program candidates in internships equivalent to student teaching)</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Number of candidates participating in supervised field or clinical experience in P-12 schools located outside the state of Georgia</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Number of cooperating teachers holding TSS endorsement or the coaching endorsement</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Number of clinical supervisors holding TSS endorsement or the coaching endorsement</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Number of full-time faculty supervising candidates in clinical practice (IHE/Agency employees who supervise candidates in student teaching, internships or practice)</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Number of part-time faculty supervising candidates in clinical practice (IHE/Agency employees who supervise candidates in student teaching, internships or practice)</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Number of candidates advised by faculty members (include candidates in supervised clinical practice and those who are not)</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>
Section 4 - Program Data
Continued

Two new fields were added to the Program Data page in Version 3.0:

- Number of candidates participating in supervised field or clinical experiences in P-12 schools located outside the state of Georgia

and

- Percentage of program coursework contact hours offered via distance learning

Describe the candidate advisement policy in the text box shown below. You may type directly into the box or copy/paste from an existing document.
Section 4 - Program Data
Continued

- Describe how the advising load is distributed among faculty in the text box shown below. You may type directly into the box or copy/paste from an existing document.

- 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 5 - Aggregated Candidate Data

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

- No new fields were added to this page.
- 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 6 - Aggregated Assessment Data

The Aggregated Assessment Data section is significantly different in Version 3.0. Rather than entering the number of candidates who took an assessment and the number who passed it, you will instead upload for each assessment, 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

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.
Section 6 - Aggregated Assessment Data
Continued

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

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. Disaggregate data by program level (bachelor's, non-degree/certification-only, graduate degree) and by program delivery mode (face-to-face, distance learning or hybrid) 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

- Follow the on-screen instructions to upload one file/document for each assessment.
Section 6 - Aggregated Assessment Data
Continued

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

![Screenshot of the upload process]

- 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 6 - Aggregated Assessment Data
Continued

If multiple program delivery modes are offered for this program, disaggregate the data by program delivery mode within one file. For instance, your data table may look something like the sample shown below. Another option is to upload a spreadsheet file containing multiple worksheets, or tabs, for each program delivery level or mode. Note: The example shown here is merely a sample and is not meant to imply that average ratings are the most appropriate method for representing assessment data.

<table>
<thead>
<tr>
<th>Assessment: Planning Instruction for P-5 Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type: Rubric</td>
</tr>
<tr>
<td>Scale: 1 – 5 with 5 being the highest score</td>
</tr>
<tr>
<td>Data: Average Ratings from Administrations in Spring 2011</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>B.S. Program (Face-to-Face) N=20</th>
<th>M.A.T. Program Online Delivery N=12</th>
<th>M.A.T. Program Hybrid Delivery N=10</th>
<th>Non-degree/Cert-only Program Online Delivery N=18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Plans</td>
<td>Average Ratings: 4.5</td>
<td>Average Ratings: 4.0</td>
<td>Average Ratings: 4.0</td>
<td>Average Ratings: 4.5</td>
</tr>
<tr>
<td>Unit Plans</td>
<td>Average Ratings: 4.5</td>
<td>Average Ratings: 4.0</td>
<td>Average Ratings: 4.0</td>
<td>Average Ratings: 4.0</td>
</tr>
<tr>
<td>Assessing Student Learning</td>
<td>3.5</td>
<td>3.0</td>
<td>3.5</td>
<td>3.0</td>
</tr>
<tr>
<td>Differentiating Instructional Plans</td>
<td>4.0</td>
<td>4.0</td>
<td>3.5</td>
<td>4.0</td>
</tr>
</tbody>
</table>

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. Disaggregate data by program level (bachelor's, non-degree/certification-only, graduate degree) and by program delivery mode (face-to-face, distance learning or hybrid) 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*

- Click the [Delete] link appearing to the right of Date uploaded indicator.
Section 6 - Aggregated Assessment Data
Continued

- 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.

<table>
<thead>
<tr>
<th>Filename (click to open)</th>
<th>Date uploaded</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No files have been uploaded</td>
</tr>
</tbody>
</table>

*Only one upload is allowed per assessment

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.

- 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.
Section 7 - 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.

<table>
<thead>
<tr>
<th>Exit Requirements</th>
<th>Baccalaureate</th>
<th>Master's</th>
<th>Non-Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exit exam</td>
<td>F-t-F</td>
<td>Online</td>
<td>Online</td>
</tr>
<tr>
<td>Exit interview</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portfolio review/evaluation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Content Knowledge Assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology requirement</td>
<td>F-t-F</td>
<td>Online</td>
<td>Hybrid</td>
</tr>
<tr>
<td>- Embedded</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Course</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other exit requirement(s)</td>
<td>F-t-F</td>
<td>Online</td>
<td>Hybrid</td>
</tr>
<tr>
<td>Other exit requirement explanation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Click the **Save** button to save your work. Use the **Back** button to exit this screen.
Section 8 - 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.

- Click the drop-down arrow, click on the appropriate name, and click the **ADD** button. Note that unlike the sample screen shown below, both first and last names will appear in the list in PAAR.

- Click on the **FINISHED** button after all faculty have been entered.
Title II Data Collection and Reporting – FY12

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, 2011.

- 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:

Finalize  Cancel

- 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 a professional education unit that has met state, professional, and institutional standards of educational quality. (2) The decision rendered by a national accrediting body when an institution’s professional education unit meets its standards and requirements.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Best Practices.** Techniques or methodologies that, through experience and research, have proven to lead reliably to a desired result.
Board of Examiners (BOE): A panel of education professionals from institutions of higher education, Regional Education Service Agencies (RESAs), and local education agencies who are trained to apply the Georgia 2000 Standards for the Approval of Professional Education Units and Preparation Programs as part of the peer review system for the approval of professional education units and preparation programs.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Faculty.** *See professional education faculty.*

**Fairness (professional disposition).** The commitment demonstrated in striving to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner.
**Fairness in Assessment.** The assurance that candidates have been exposed to the knowledge, skills, and dispositions that are being evaluated in key assessments and understand what is expected of them to complete the assessments. To this end, instructions and timing of the assessments should be clearly stated and shared with candidates. In addition, candidates should be given information on how the assessments are scored and how they count toward completion of preparation programs.

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

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

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

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

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

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

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

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

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

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

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

**Individualized Induction Plan. (Educational Leadership)** A plan developed by the Beginning Leader Candidate Support Team that defines which artifacts and performance will be used as evidence to address Leadership Standards/Elements 1-6.
Information Technology. Computer hardware and software; voice, data, network, satellite, and other telecommunications technologies; and multimedia and application development tools. These technologies are used for the input, storage, processing, and communication of information.

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

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

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

Institutions. Colleges and universities.

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

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

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

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


LEA. Local education agency.

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

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

Multicultural Perspective. An understanding of the social, political, economic, academic, and historical constructs of ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and the geographical area.
CBPTS. The National Board for Professional Teaching Standards, an organization of teachers and other educators, which has developed both standards and a system for assessing the performance of experienced teachers seeking national certification.

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

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

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

a. **Continued National Recognition with Probation.** This decision is applied to Preparation programs that received National Recognition during the previous review cycle. The decision denotes that the preparation program has not met SPA criteria for National Recognition or National Recognition with Conditions. The preparation program will have two opportunities with the 12 to 14 months after the first decision to attain National Recognition or National Recognition with Conditions. If the program is unsuccessful after two attempts, the preparation program status will be changed to Not Recognized.

b. **Further Development Required.** This decision is applied to preparation programs that are undergoing program review for the very first time. The decision denotes that the preparation program has not met SPA criteria for National Recognition or National Recognition with Conditions. The preparation program will have two opportunities within the 12 to 14 months after the first decision to attain National Recognition or National Recognition with Conditions. If the preparation program is unsuccessful after two attempts, the preparation program status will be changed to Not Recognized.

c. **Key Program Assessments.** The six to eight required assessments used by a program to demonstrate candidate mastery of the professional standards.

d. **National Recognition.** The decision made when a preparation program has met professional standards. A preparation program receiving this decision is recognized for five or seven years.

e. **National Recognition Report.** The written findings by a specialized professional association of an institution’s programs for the preparation of teachers or other school professionals.

f. **National Recognition with Conditions.** The decision made when a preparation program has substantially met the standards of a specialized professional association but there remain sufficient weaknesses or issues to prevent the preparation program from receiving full national recognition. A preparation program receiving this decision is considered nationally recognized for the subsequent 18 months. If the preparation program does not submit acceptable information within the designated timeframe, the decision reverts to “Not Nationally Recognized.”

g. **NCATE/SPA Standards.** See Professional Standards. Also see: [http://www.nacte.org/institutions/process.asp](http://www.nacte.org/institutions/process.asp)
h. **Not Nationally Recognized.** The preparation program has not met SPA criteria for National Recognition or National Recognition with Conditions with the 18 months following its first submission. If the preparation program chooses to continue to seek national recognition, it must submit a completely new report.

i. **Program Report.** The report prepared by faculty responsible for a preparation program responding to specialized professional association (SPA) standards.

j. **Response to Conditions Report.** A preparation program’s written response to a specialized professional association’s review of the teacher preparation programs when the decision from the review was that the preparation program was “Nationally Recognized with Conditions.”

k. **Revised Program Report.** A preparation program’s written response to a specialized professional association’s review of the teacher preparation programs when the decision from that review was “Further Development Required” or “Recognized with Probation.”

l. **Scoring Guide.** The tool used by faculty to evaluate as assessment such as a rubric, evaluation form, etc.

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

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

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

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

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

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

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

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

**Performance Criteria.** Qualities or levels of candidate proficiency that are used to evaluate candidate performance, as specified in scoring guides such as rubrics.
Performance Data. Information that describes the qualities and levels of candidates’ proficiency, especially in application of their knowledge to classroom teaching and other professional situations.

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

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

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

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

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

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

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

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

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

Professional Community. Full- and part-time faculty (including clinical faculty) in the professional education unit, faculty in other units of the institution, P-12 practitioners, candidates, and others involved in professional education.
**Professional Development.** Opportunities for professional education faculty to develop new knowledge and skills through activities such as in-service education, conference attendance, sabbatical leave, summer leave, intra and inter-institutional visitations, fellowships, work in P-12 schools.

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

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

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

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

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

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

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

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

**Program.** A planned sequence of courses and experiences for the purpose of preparing teachers and other school professionals to work in pre-kindergarten through twelfth grade settings. Preparation programs may lead to a recommendation for a state certificate, both, or neither.
Program Approval. The process by which the Georgia PSC reviews a preparation program to determine if it meets Georgia’s standards for the preparation of school personnel.

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

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

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

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

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

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

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

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

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

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

PSC Staff Consultant. An employee of the Georgia Professional Standards Commission, Educator Preparation Division who is assigned to provide technical assistance to an institution or agency involved in the professional education unit/educator preparation program approval process. The consultant also serves as a resource to the BOE team during approval reviews, providing clarification of state conditions and policies.
Regional Educational Service Agency (RESA). An education entity providing services to a group of member school systems in a particular region of Georgia.

Rejoinder. See BOE Report Rejoinder.

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

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

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

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

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

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

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

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

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

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

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

**Standards.** Written expectations for meeting specified levels of performance.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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Insert additional rows if necessary.

Those who were previously issued login credentials will use those same credentials to access 2011 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 institution.

Submit this form via E-mail to your Education Specialist (first name.last name@gapsc.com).
## Appendix C
### Version 3.0 New Features and Changes

### Institutional/Agency Information:

| Descriptives: Carnegie Classification | Drop-down options were updated to include the current classifications. |
| University Faculty Demographics | These fields were moved from the Professional Education Unit report section to the Institutional/Agency Information section. |
| Race/Ethnicity Categories | Faculty and student enrollment race/ethnicity fields were revised to match the categories used for federal reporting (Title II and HEOA). 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. |

### Professional Education Unit Information:

| Descriptives: Faculty Load Fields | Two fields were moved from the Master Faculty List/individual faculty pages to the unit information section. These fields represent the load expectations for undergraduate and graduate teaching (not individual faculty load data). |

### Master Faculty List:

| Add or Edit Faculty: Tenure Field | The previous field named Tenure Track with options Yes or No changed to Tenure Status with options Tenure track, Tenured, or N/A. 2009 data should have translated from a Yes in the Tenure Track field to Tenure track in the 2010 Tenure Status field. Be sure to check this field in the 2011 report and make changes if necessary to ensure the accuracy of the data. |
| Add or Edit Faculty: Highest Degree Field | This field was changed to a drop-down list with options: Bachelor’s, Master’s, Specialist, Doctorate, and Other. |
| Add or Edit Faculty: Community or Professional Service Fields | Three new categories were added: GaPSC BOE Team, NCATE BOE Team, and SPA Program Review Panel. |

### Program Report Sections:

| Program Level and Delivery Options | In previous reports, the applicable program levels were identified for each program (e.g. Bachelor’s, Master’s, or Certification-only). Now, for each program level you must also select the applicable delivery options; the choices are: Face-to-Face Delivery, Online Delivery, or Hybrid/Blended (each choice is defined in PAAR). The selections you make in this section impact subsequent program report sections (see below). |
### Version 3.0 New Features and Changes

**Continued**

<table>
<thead>
<tr>
<th>Program Report Sections:</th>
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<tbody>
<tr>
<td><strong>National Accreditation</strong></td>
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<td><strong>Admissions Policies</strong></td>
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<td><strong>Admissions Data</strong></td>
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<td><strong>Program Data</strong></td>
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<td><strong>Aggregated Candidate Data</strong></td>
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<td><strong>Aggregated Assessment Data</strong></td>
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<td><strong>Exit Requirements</strong></td>
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Only the report sections listed were changed.