



College of Education and Health Professions

Educator Preparation Glossary

COEHP Assessment Council

Ability

Competence in an activity or occupation because of one's skill, training, or other qualification. For CAEP purposes, "ability to be hired" is the demonstrated competence to be hired in one's field of preparation as determined by the Educator Preparation Provider (EPP) in making its recommendation for licensure or professional certification. (CAEP)

Academic Year

(1) An *academic year* includes data from fall, spring, and summer semesters / terms. (2) A period of 12 consecutive months, starting September 1 and ending August 31. (Title II)

Accountability

In higher education, being answerable to the public, e. g., students, parents, policy makers, employers. Historically, accountability has focused on financial resources; emphasis now extends to an educator preparation provider's candidates' academic progress, including retention, acquisition of knowledge and skills, and degree completion (adapted from the Western Association of Schools and Colleges glossary). (CAEP)

Accreditation

(1) A process for assessing and enhancing academic and educational quality through voluntary peer review that an Educator Preparation Provider (EPP) has met standards of quality in educator preparation. (2) The decision awarded and process certified by the CAEP Accreditation Council based on the accreditation review process and documentation. (CAEP)

Columbus State University's Accreditations, College of Education and Health Professions

Commission on Colleges of the Southern Association of Colleges and Schools (SACS)

Commission on Collegiate Nursing Education

Georgia Professional Standards Commission (Approves all Educator Preparation Programs)

Council for the Accreditation of Counseling and Related Education Programs (CACREP)

Council for the Accreditation of Educator Preparation (CAEP)

National Association of School of Art and Design (NASAD)

National Association of Schools of Theatre (NAST)

National Association of Schools of Music (NASM) and Registre International des Conservatoires de Musique

Accreditation Council

The governance body that grants or withholds accreditation of an educator preparation provider (EPP) based on the review findings of a CAEP Commission and a joint review team. The Council also certifies whether or not the accreditation process followed CAEP's policies and procedures. (CAEP)

Accreditation Cycle

Sometimes known as the *term* of accreditation, the length of time, generally two to seven years, awarded by the Accreditation Council based on the accreditation review process. (CAEP)

Accreditation Eligible

One of the two statuses of an Educator Preparation Provider (EPP) upon completion of the CAEP application process. Accreditation eligible indicates that an EPP is seeking accreditation for the first time and will submit its self-study and engage in its accreditation review within a five year period. (CAEP)

Accreditation Information Management System (AIMS)

CAEP's data collection and management system used by (1) Educator Preparation Providers (EPPs) to submit and access reports and forms; (2) CAEP staff to monitor the accreditation process, site visitor assignments and reports, program reviews, annual reports, and state partnership agreements; and (3) CAEP site visitors, Commissioners, and Accreditation Council members as a workspace to review and complete assignments related to accreditation and/or governance. (CAEP)

Accreditation Pathways

The three approaches to the accreditation process available to Educator Preparation Providers (EPPs) that guide the format of the self-study, the process of formative evaluation, and the emphasis of a site visit. The three pathways available under CAEP are: Continuous Improvement (CI), Inquiry Brief (IB), and Transformation Initiative (TI). (CAEP)

Accreditation Plan

An Educator Preparation Provider's (EPP's) identification of sites outside of the main campus or administrative headquarters and the programs offered at each site that will be included in the EPP's accreditation review. This information is used by CAEP staff and site visit team chairs/leads to plan the site visit, including the sites that will be visited by team members in-person or via technology. (CAEP)

Accreditation Report

The final report completed by the Accreditation Council and sent to an Educator Preparation Provider (EPP) in which the EPP is informed of the decision of the Accreditation Council, including the EPP's accreditation status, standards met or unmet, any cited areas for improvement and/or stipulations, and the Accreditation Council's rationale for its decisions. (CAEP)

Accreditation Status

The public recognition that CAEP grants to an Educator Preparation Provider (EPP) to indicate the outcome of (1) an EPP's application to CAEP, or (2) the accreditation review. The outcome of an application to CAEP can be either accreditation eligible or candidate for accreditation. The outcome of an accreditation review can be accreditation for five or seven years, probation, denial, or revocation. (CAEP)

Accredited

The accreditation status of an Educator Preparation Provider (EPP) that meets all of CAEP's standards and other requirements. (CAEP)

Actionable

Good measures should provide programs with specific guidance for improvement. Many promising measures fail simply because they are too expensive, too complex, too time consuming, or too politically costly to implement. Often, the simplest are best, even if they seem less technically attractive. This principle also suggests that any measure should be able to be disaggregated to reveal underlying patterns of strength and weakness or to uncover populations who could be served more effectively. Finally, the measures provided should be reflectively analyzed and interpreted to reveal specific implications for the program. (CAEP)

Adjunct Faculty

IHE and preK-12 staff (whether teachers or other educational leaders) who are engaged significantly with the teacher-candidates during their supervised clinical experience, in terms of spending significant amounts of time working with them. Any of the following three criteria would imply inclusion in the count of adjunct faculty:

- If they spend a number of hours each week observing, supervising or discussing the clinical experience with the teacher-candidates or other teacher preparation program faculty;
- If they receive a stipend from the teacher preparation program for their participation;
- If they are considered part of the teacher preparation program, in terms of recognition in brochures or other program descriptions provided to the state or the general public. (Title II)

Administrative Outcomes / Mission Statement

Operational and specific statements derived from a unit's core functions that describe the desired quality of key services within an administrative unit and define exactly what the services should promote. (Nichols)

Administrative Unit Operations / Strategic Initiatives

Refers to the assessments based on objectives within administrative units that enhance areas of the university in support of student programs and services.

Administrative Unit Strategic Goal (AUSG) / Vision Statement

The AUSG is a broad and generalized statement of action that assists in meeting the mission of the administrative unit and university. Often refers to a long-term time frame.

Administrative Unit Strategic Objective

Specific statement referring to a short-term time frame and that aligns to the goal.

Administrative Unit Strategic Outcome (AUSO)

The AUSO describes a change in students that results from a provided learning experience.

Advanced Preparation Program

An educator preparation program at the post-baccalaureate level for the continuing education of educators who have previously completed initial preparation. Advanced preparation programs commonly award graduate credit and include masters, specialist, and doctoral degree programs as well as non-degree certification programs offered at the post- baccalaureate level. (GaPSC Rule Book 505-3-.01)

Adverse Action

The revocation or denial of accreditation following a special review process when it is confirmed that an Educator Preparation Provider's (EPP's): (1) fails to continue to meet one or more CAEP standards; (2) fails to continue to meet CAEP's application requirements; (3) falsely reports data and/or plagiarizes information submitted for accreditation purposes; (4) fails to submit annual reports, annual dues, or other documents required for accreditation; and/or (5) results from an investigation into a valid complaint in which it is determined that the CAEP standards are no longer being met. (CAEP)

Aggregation

A process of grouping distinct or varied data together and considering them as a whole. See *disaggregation* (adapted from the Western Association of Schools and Colleges glossary). (CAEP)

Alignment

The process of assuring that student learning outcomes, curriculum and instruction, and assessments all support each. A rationale statement is used to document the alignment.

All P-12 students

Defined as children or youth attending P-12 schools including, but not limited to, students with disabilities or exceptionalities, students who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, sexual identification, and/or geographic origin. (CAEP)

Alternative route to a teaching credential

A teacher preparation pathway that primarily serves candidates that are the teacher of record in a classroom while participating in the route. Alternative routes to a teaching credential are defined as such by the state. (Title II)

Anchors

Samples of student work collected to provide examples that indicate different levels from a scoring rubric.

Annual Fees

The yearly financial assessment paid by an Educator Preparation Provider (EPP) to maintain its accreditation status. (CAEP)

Annual Report

(1) A yearly update submitted through AIMS by an Educator Preparation Provider (EPP) in which, the EPP provides CAEP with a summary of: (a) progress on removing any areas for improvement/stipulations, (b) substantive changes, (c) links to candidate performance data on its website, (d) eight annual measures of program outcomes and impact; and pathway specific progress, as requested. (2) CAEP's yearly report to the public on the state/progress of accreditation. (CAEP)

Appeal

CAEP's process of reconsideration of denial or revocation of accreditation upon request by an Educator Preparation Provider (EPP). (CAEP)

Appeals Committee

A committee of the Accreditation Council from which a panel of reviewers are drawn to review an appeal. (CAEP)

Appeals Panel

The five-member group appointed from the Appeals Committee by the CAEP President to review an appeal. (CAEP)

Appendix E

A table included as part of the accreditation self-study for the Inquiry Brief pathway in which an inventory of the evidence available to demonstrate candidate achievement is recorded and is audited during the site visit. (CAEP)

Applicant

The status of an Educator Preparation Provider (EPP) while its application to CAEP is being completed or is under review. (CAEP)

Approval

A process for assessing and enhancing academic and education quality through peer review and annual reporting, to assure the public that an educator preparation provider and/or program has met institutional, state, and national standards of educational quality; also, a Georgia Professional Standards Commission (GaPSC) decision rendered when an Educator Preparation Provider (EPP) or program meets GaPSC standards and required annual reporting. (GaPSC Rule Book 505-3-.01)

Approval Review

Examination of evidence and interviews of stakeholders conducted by the GaPSC Board of Examiners (BOE) either on-site at an institution/agency, or electronically through the use of web and telephone conferencing systems as part of a Developmental, Initial Performance, Continuing, Focused, or Probationary Review. (GaPSC Rule Book 505-3-.01)

Area for Improvement (AFI)

A statement written by a site visit team or commission that identifies a weakness in the evidence for a component or a standard. An AFI is not of sufficient severity that it leads to an unmet standard. Areas for improvement should be remediated by the next accreditation cycle and progress toward improvement is reported annually in the annual report. (CAEP)

Assessment

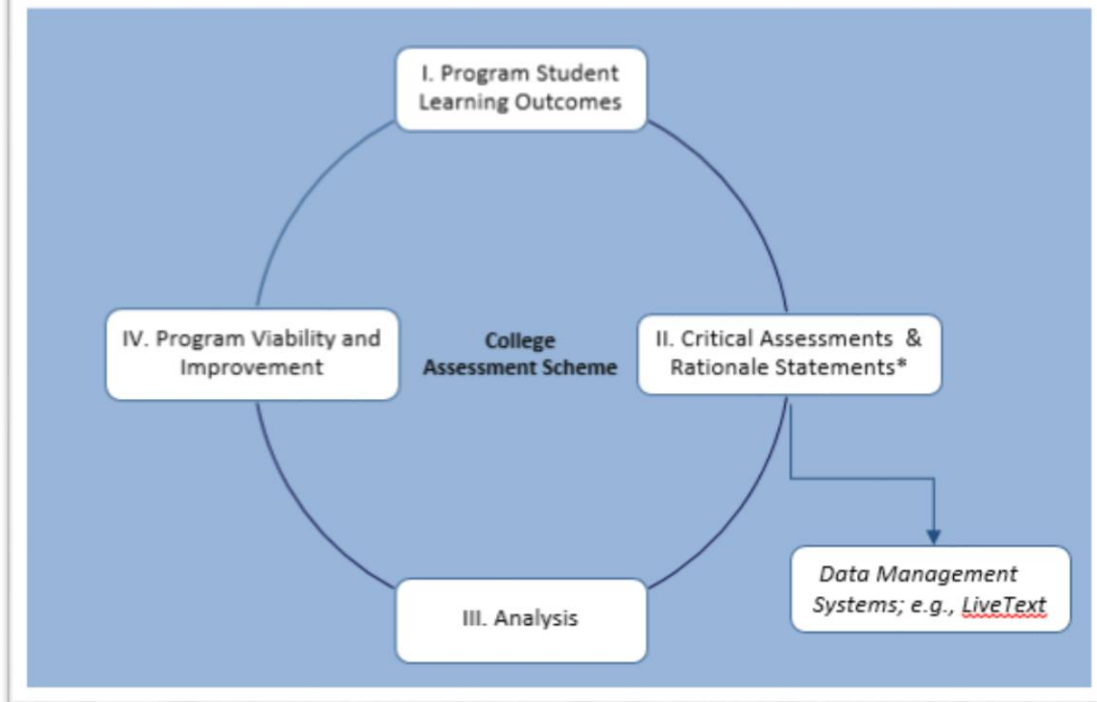
An ongoing, iterative process consisting of four basic steps: 1. Defining learning outcomes; 2. Choosing a method or approach and then using it to gather evidence of learning; 3. Analyzing and interpreting the evidence; and 4. Using this information to improve student learning (adapted from the Western Association of Schools and Colleges glossary). (CAEP)

Assessment Scheme and Mission Alignment

This assessment scheme supports the College of Education and Health Professions (COEHP) mission in preparing professionals based on program learning outcomes and state, regional, and national standards.

The COEHP prepares highly qualified and sought-after professionals who lead with respect, integrity, and compassion and possess the knowledge, skills, and dispositions to improve P-12 student learning, professional health care, and the overall quality of life in our local and global communities.

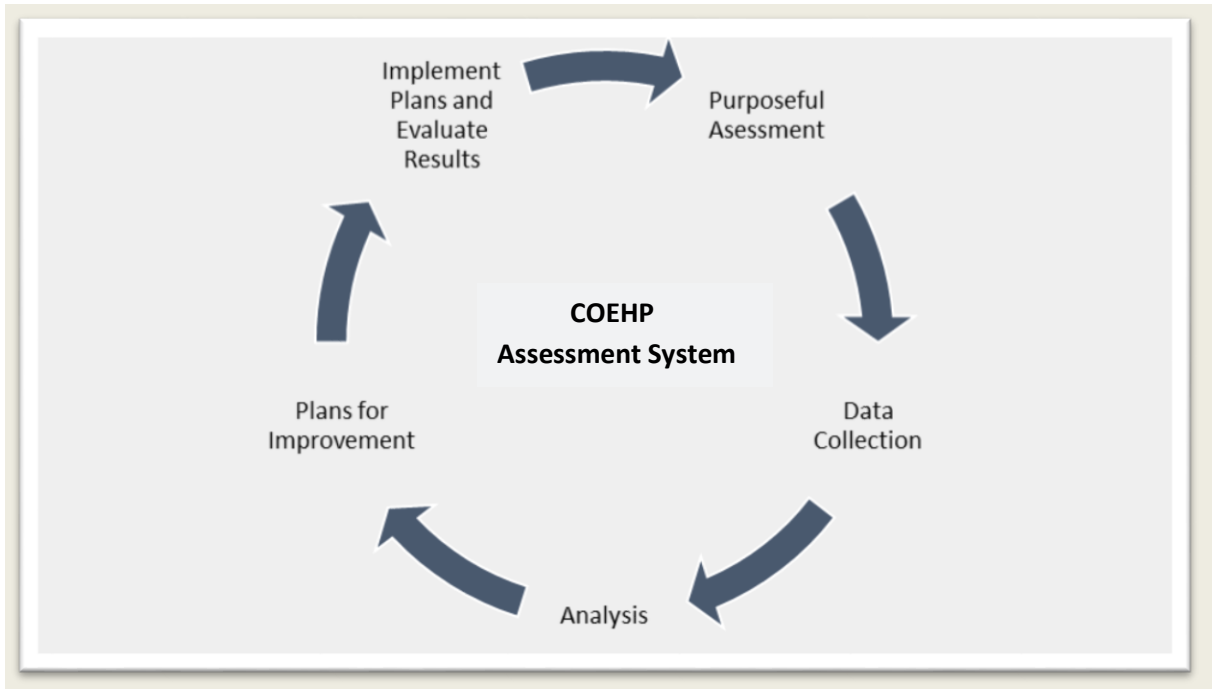
College of Education and Health Professions Assessment Scheme



*Critical assessments are supported by Rationale Statements which document that the assessments are aligned with PSLOs and state, regional, and national accreditation standards.

Assessment System

An assessment system is an ongoing process that provides evidence for the achievement of (or lack thereof) program student learning outcomes. Thus, program expectations are documented and made public; the expectations (learning outcomes) are aligned with standards for learning quality; data are systematically gathered, analyzed, and interpreted to determine how well performance matches those expectations and standards; and assessment results are used to document, explain, and improve performance and programs.



Attributes

Qualitative characteristics of an educator candidate (such as credentials, knowledge, beliefs, attitudes, etc.) (CAEP)

Audit

A site visitor team’s examination and verification of the Inquiry Brief self-study/supporting evidence presented by the Educator Preparation Provider (EPP) to make its case for accreditation. (CAEP)

Audit Task

One of a series of activities related to a CAEP standard that is undertaken by site visitors. An audit task is composed of a *target* statement or table from the self-study report and a *probe*. (CAEP)

Authentic Assessments

Authentic assessments are real-world activities that professionals in the discipline may encounter. Assessment can be conducted during field placement, student teaching, clinical, etc.

Benchmark

A point of reference or standard of excellence in relation to which something can be compared and judged. A specific level of student performance may serve as the benchmark that candidates are expected to meet at a particular point in time or developmental progression. Retention and graduation rates may also be benchmarked against those of peer institutions or national norms (adapted from the Western Association of Schools and Colleges glossary). (CAEP)

Benchmarking

The process of comparing institutions' information and assessment results with other institutions, often their peers.

Board of Directors

The governance body responsible for policy development; the financial affairs of CAEP; and the election of CAEP's board members, committee members, and co-chairs of the Council. (CAEP)

Branch Campus

A campus that is physically detached from the parent university or college. A branch campus generally has full student and administrative services with a chief executive officer and may be regionally accredited separately from the parent campus. (GaPSC Rule Book 505-3-.01)

Bylaws

The standing rules governing the regulation of CAEP's internal affairs. (CAEP)

CAEP (Council for the Accreditation of Educator Preparation)

A nonprofit and nongovernmental agency that accredits Educator Preparation Providers (EPPs). CAEP was created with the October 2010 adoption of a motion to consolidate the National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC) by the boards of the two organizations. CAEP became operational on July 1, 2013. (CAEP)

CAEP Coordinator

A role identified by some Educator Preparation Providers (EPPs) for an individual to coordinate the activities, reports and preparations for an accreditation review. (CAEP)

Candidates/Teacher Candidate

An individual engaged in the preparation process for professional education licensure/certification with an Educator Preparation Provider (EPP). (CAEP)

Candidate for Accreditation

An accreditation status achieved after completion of an application to CAEP during which an Educator Preparation Provider (EPP) engages in a developmental/diagnostic evaluation of its readiness to engage in an accreditation review. (CAEP)

Candidate Learning

The development of effective teaching performance in individuals preparing for professional educator roles in P-12 settings. (CAEP)

Capacity

An Educator Preparation Provider's (EPP's) stated, reviewed and evaluated ability to deliver and maintain its obligations related to (1) the high quality preparation of candidates for professional roles/licensure/certification; (2) continuous improvement; and/or (3) transformation. (CAEP)

Capstone

A culminating project or experience that generally takes place in a candidate's final year of study and requires review, synthesis, and application of what has been learned over the course of the candidate's preparation program. The result may be a product (e.g., original research) or a performance (e.g., a teaching sequence). The capstone can provide evidence for assessment of a range of outcomes, (e.g., proficiencies) (adapted from the Western Association of Schools and Colleges glossary). (CAEP)

Case Analysis

An analysis included in the Inquiry Brief site visit review that is focused on the CAEP standards of the educator preparation provider's (EPP) case for accreditation. The analysis cites evidence in the record that is consistent or inconsistent with CAEP's requirements and standards, including whether or not there are credible rival hypotheses for evidence put forward in the EPP's self-study. The case analysis is prepared by the lead site visitor and the Commissioner responsible for presenting the case for use by IB Commissioners as they develop recommendations about standards being met. (CAEP)

Case Study

For CAEP, a case study is a systematic study of some aspect of preparation that posits a problem of practice, identifies a means to address it, frames appropriate measures, gathers data, and analyzes results for the purposes of preparation improvement and/or accreditation evidence. (CAEP)

Ceiling/Floor

In assessment of learning, a ceiling effect occurs when the assessment activity is not challenging enough, or the scoring rubric is not ambitious enough, to accommodate higher levels of candidate performance. A floor effect occurs when data cannot represent a value lower than what the assessment activity or rating scale allows (adapted from the Western Association of Schools and Colleges glossary). (CAEP)

Certificate

An official document issued by a state agency that an individual meets state requirements to (1) teach at a specific level or for a specialized discipline/population of students (e.g. middle grades, biology, English Language Learners, etc.); or (2) serve in a specific education role in a school (e.g. principal, reading specialist, etc.). (CAEP)

Certificate Level

A professional educator preparation program that provides the courses for a specific certificate or license, but does not lead to an academic degree. (CAEP)

Certification

The process by which a governmental agency or nongovernmental organization grants professional recognition to an individual who meets specified qualifications/requirements. (See *Certificate* and/or *Certification/Licensure Level*.) (CAEP)

Challenging Academic Content Standards

Standards that specify what children are expected to know and be able to do; contain coherent and rigorous content; and encourage the teaching of advanced skills. (Title II)

Claims

The statements in the *Inquiry Brief* self-study report to describe how an Educator Preparation Provider (EPP) meets CAEP standards in preparing competent, caring, and qualified educators (i.e., teachers, administrators, and other school professionals). (CAEP)

Clarification Questions

A set of questions about the *Inquiry Brief* self-study report that are prepared as part of the formative evaluation that need clarification in writing before the site visit begins. These questions are included, with the Educator Preparation Provider's (EPP's) answers, in the site visit report and may lead to follow-up tasks during the visit. (CAEP)

Clinical Educators

All Educator Preparation Provider (EPP) and P-12-school-based individuals, including classroom teachers, who assess, support, and develop a candidate's knowledge, skills, or professional dispositions at some stage in the clinical experiences. (CAEP)

Clinical Experiences

Guided, hands-on, practical applications and demonstrations of professional knowledge of theory to practice, skills, and dispositions through collaborative and facilitated learning in field-based assignments, tasks, activities, and assessments across a variety of settings. (CAEP)

Clinical Practice

Student teaching or internship opportunities that provide candidates with an intensive and extensive culminating field-based set of responsibilities, assignments, tasks, activities, and assessments that demonstrate candidates' progressive development of the professional knowledge, skills, and dispositions to be effective educators. (CAEP)

Coherence

Logical interconnection; overall sense or understandability. (CAEP)

Cohort

A group of candidates or program completers admitted, enrolled, or graduated at the same time, e.g., a class entering in a fall semester or a class graduating in the spring semester. (CAEP)

Cohort of Program Completers

Individuals who met all requirements of a state-approved teacher preparation program in a given academic year. (See definition of "program completer"). (Title II)

Commission

The accreditation body specific to an accreditation pathway that reviews the accreditation documents from the Educator Preparation Provider (EPP) and site visit team to (1) confirm, revise, or assign areas for improvement and/or stipulations, (2) recommend whether or not the CAEP standards were met by the EPP, and (3) verify whether or not the accreditation process followed CAEP's policies and procedures. (CAEP)

Complaint Review Committee

A committee of the Accreditation Council with responsibility for reviewing and taking action on valid complaints against an Educator Preparation Provider (EPP) or CAEP. (CAEP)

Complaints

The formal submission of documents and other materials to support an allegation (1) that an Educator Preparation Provider (EPP) no longer meets one or more of the CAEP standards; (2) that CAEP did not follow its established policies and procedures; or (3) that a member of CAEP's staff violated CAEP policies or procedures, including but not limited to its code of conduct. (CAEP)

Completer

Any candidate who exited a preparation program by successfully satisfying the requirements of the Educator Preparation Provider (EPP). (CAEP)

Compliance

Presenting sufficient evidence of meeting the standards or requirements of a regulatory or accrediting body. (CAEP)

Component

Sub-indicators of a standard that elaborate upon and further define a standard. CAEP uses its components as evidence categories that are summarized by the Educator Preparation Provider (EPP) and reviewed by the site visit team in order to assign areas for improvement or stipulations that lead to a peer judgment of whether or not a standard is met. (CAEP)

Confidentiality

A policy statement to which site visitors, Commissioners, Councilors and staff are required to adhere. The policy includes expectations that individuals will not to disclose or discuss information from an educator preparation provider's (EPP) self-study, related evidence, interviews, or CAEP's decision-making process outside of the formal accreditation process meetings. (CAEP)

Conflict of Interest

A policy statement and process that identifies the prior or existing relationships by which an individual is disqualified from participating in the accreditation process of an Educator Preparation Provider (EPP). (CAEP)

Consumer Information

Information about the status and trends of outcomes for completers that should be available for prospective candidates, parents of applicants, employers of completers, parents of P-12 students and generally for the public. (CAEP)

Constructive Response

An assessment method that requires students to construct a tangible product or perform a demonstration to show what they know and are able to do; e.g., an open-ended question that demonstrates cognitive knowledge and reasoning.

Content Knowledge

The central concepts, tools of inquiry, and structures of a discipline. (CAEP)

Continuing Accreditation

The accreditation process for an Educator Preparation Provider (EPP) to renew its accredited status. (CAEP)

Continuous Improvement

A process of gathering information about all aspects of preparation activities and experiences, analyzing that information (looking for patterns, trends, making comparisons with peers), identifying what works and what seems to be troubled, making adjustments, and repeating the cycle. (CAEP)

Continuous Improvement (CI) Pathway

The CAEP approach to accreditation review in which the Educator Preparation Provider's (EPP's) self-study includes a specific plan for, or evidence of, continuous improvement in an EPP-selected focal area. (CAEP)

Council for the Accreditation of Educator Preparation (CAEP)

A nonprofit and nongovernmental agency that accredits Educator Preparation Providers (EPPs). CAEP was created with the October 2010 adoption of a motion to consolidate the National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC) by the boards of the two organizations. CAEP became operational on July 1, 2013. (CAEP)

Course Embedded Assessments

Assessments generated from assignments already in place in the classroom.

Course Objectives

Course objectives describe what a course will cover. They are generally less broad than goals and broader than student learning outcomes.

Credibility

The quality of being believable or worthy of trust. For CAEP purposes, the evidence-based practices of an EPP that the data gathering and analysis process is objective, has integrity, and is free of preconceived ideas or bias. (CAEP)

Criterion

A characteristic mark or trait on the basis of which a judgment may be made (adapted from the Western Association of Schools and Colleges glossary). (CAEP)

Criterion-referenced

Testing or assessment in which candidate performance is judged in relation to pre-established standards and not in relation to the performance of other students. See *norm-referenced* (adapted from the Western Association of Schools and Colleges glossary). (CAEP)

Critical Assignment

The Critical Assignment is a course assignment that is aligned with program learning outcomes and is to be included in the course every time it is offered. It is also to be uploaded to LiveText and assessed with the provided rubric. The results of the evaluation of the critical assignment may be used for candidate and/or program evaluation. The associated assignment rubric may or may not be a Key Assessment.

Critical Assessments

These assessments are supported by their respective rationale statements. Thus, these assessments result in defensible data with a thread of consistency with the same course over the years regardless of who teaches the course and what venue is used. In addition, they provide evidence that students are, or are not, accomplishing the program student learning outcomes.

The critical assessments must be aligned with the standards as well as the program student learning outcomes. According to SACS 3.3.1.1., programs are held accountable for providing evidence to the extent to which the Program SLOs are achieved.

Note: Critical assessment data are entered and housed in the LiveText system.

CSU Reference

An excellent resource for developing the critical assignments and assessments with the supporting rationale statements are the Annual Program Review and Improvement Reports (IR Major Field Assessment) located at <http://ir.columbusstate.edu/assess/apr20122013/ENGL%20APR%202012-2013.pdf>.

Critical shortage area

See Teacher shortage area. (Title II)

Cross-cutting themes

Overarching emphases on diversity and technology that are threaded throughout the standards and reflect the Commission's perspective that they need to be integrated *throughout* preparation experiences. (CAEP)

Culture of Evidence

A habit of using evidence in assessment, decision making, planning, re-resource allocation, and other processes that is embedded in and characteristic of an Educator Preparation Provider's (EPP's) actions and practices (adapted from the Western Association of Schools and Colleges glossary). (CAEP)

Cumulative

For CAEP purposes, measures of candidate performance that increase or grow across successive administrations. Measures gain credibility as additional sources or methods for generating them are employed. The resulting triangulation helps guard against the inevitable flaws associated with any one approach. The same principle applies to qualitative evidence whose "weight" is enhanced as new cases or testimonies are added and when such additions are drawn from different sources. In sum, the entire set of measures used under a given Standard should be mutually reinforcing. (CAEP)

Curriculum

Courses, experiences, and assessments for preparing and evaluating educator candidates to teach students at a specific age level, to teach a specific subject area, or to work as another school professional such as a principal, school library media specialist, or superintendent. (CAEP)

Curriculum Mapping

A matrix used to indicate where student learning outcomes are covered in each course. The level of instructional emphasis or assessment of where the student learning outcomes takes place may be indicated.

Cut Score

A score or rating that is designated as the minimally acceptable level of performance on an assessment. (CAEP)

Cut score

The minimum score required by the state to pass a teacher certification or licensure assessment. (Title II)

Data

Information with a user and a use that may include individual facts, statistics, or items of information. For CAEP purposes, data include results of assessment or information from statistical or numerical descriptions of phenomena, status, achievement, or trends. (CAEP)

Deep understanding

Knowledge of a particular thing to such a degree that it implies skill in dealing with or handling something, comprehension, and personal interpretation. (CAEP)

Denial

The accreditation decision when an EPP's case for initial accreditation fails to meet one or more CAEP standards. (CAEP)

Dependability

Worthy of trust; reliable. (CAEP)

Direct Measures

The assessment requires students to demonstrate their achievement directly from their work.

Disaggregation

A process of breaking out aggregated data according to specific criteria in order to reveal patterns, trends and other information. Data such as retention and graduates rates are commonly disaggregated according to demographic characteristics such as race/ethnicity and gender. Data from assessment of candidate learning can be disaggregated to derive information about the needs of different subgroups and ways to improve their performance (adapted from the Western Association of Schools and Colleges glossary). (CAEP)

Discipline

A branch of knowledge, typically studied in higher education, that becomes the specific subject area in which a teacher specializes (such as history), or the professional field in which an educator practices (such as educational administration). (CAEP)

Dispositions

The habits of professional action and moral commitments that underlie an educator's performance (InTASC Model Core Teaching Standards, p. 6.) (CAEP)

Distance Education

A formal educational process in which instruction occurs when the learning and the instructor are not in the same place at the same time. Distance learning can occur through virtually any media and include asynchronous or synchronous modes as well as electronic or printed communications. (CAEP)

Distance Learning

Formal educational process in which instruction occurs when candidates 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. (GaPSC Rule Book 505-3-.01)

Distance Learning Program

A program delivered primarily (50% or more contact hours) through distance technology in which the instructor of record and candidates lack face-to-face contact and instruction is delivered asynchronously or synchronously (see definition of Distance Learning). These preparation programs include those offered by the educator preparation Provider through a contract with an outside vendor or in a consortium arrangement with other educator Preparation providers, as well as those offered solely by the provider. (Ga PSC Rule Book 505-3-.01)

Diverse

Showing a great deal of variety; very different, as in diverse clinical placements (See *diversity*). (CAEP)

Diversity

(1) Individual differences (e.g., personality, interests, learning modalities, and life experiences), and (2) group differences (e.g., race, ethnicity, ability, gender identity, gender expression, sexual orientation, nationality, language, religion, political affiliation, and socio-economic background) (InTASC Model Core Teaching Standards, p. 21). (CAEP)

Dues

The yearly financial assessment paid by a member to maintain its partnership agreement and/or collaborative representation in CAEP's governance system. (CAEP)

Early childhood education program

A Head Start program or an Early Head Start program carried out under the Head Start Act (42 U.S.C. 9831 et seq.), including a migrant or seasonal Head Start program, an Indian Head Start program, or a Head Start program or an Early Head Start program that also receives State funding; a State licensed or regulated child care program; or a program that serves children from birth through age six that addresses the children's cognitive (including language, early literacy, and early mathematics), social, emotional, and physical development; and is a State prekindergarten program; a program authorized under section 619 or part C of the Individuals with Disabilities Education Act; or a program operated by a local educational agency. (Title II)

Educator

Anyone who directly provides instruction or support services in P-12 or higher education settings. (CAEP)

Educator Preparation Program

A planned sequence of courses and experiences for preparing P-12 teachers and other professional school personnel. These courses and experiences may lead to a recommendation for a state certification to work in schools. (GaPSC Rule Book 505-3-.01)

Educator Preparation Provider (EPP)

The entity responsible for the preparation of educators including a nonprofit or for-profit institution of higher education, a school district, an organization, a corporation, or a governmental agency. (CAEP)

Effectiveness

Adequacy to accomplish a purpose; producing the intended or expected result. For CAEP purposes effectiveness includes the impact that a candidate or program completer has on P-12 student learning. (CAEP)

Elementary school

[A] day or residential school which provides elementary education, as determined under State law. (See section 14101(14) of the Elementary and Secondary Education Act.) (Title II)

Elements

A component or constituent of a whole or one of the parts into which a whole may be resolved by analysis. For CAEP purposes these are the components of a program including academic, pedagogical, clinical and other elements that constitute the total preparation program. (CAEP)

Endorsement

An addition to an educator's license or certification that officially sanctions an educator's fulfillment of preparation requirements to teach a subject different from that specified on the original license/certificate, to work with another group or age level of students, or to provide professional services in schools. (CAEP)

Enrolled student

A student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and not an enrolled student. (Title II)

Ethics

The moral principles that govern a person's or group's behaviors. (CAEP)

Evaluation

A process for measuring and judging the quality of performance of a program, a process, or individuals (e.g., candidates, clinical faculty). While assessment of student learning and evaluation processes are related they do differ and it is best not to use the terms interchangeably (adapted from the Western Association of Schools and Colleges glossary). (CAEP)

Evaluation of Program Viability and Opportunities for Improvement

Because of the changing environment and publicity about student loans and student debt, the US Department of Education (which manages the Title IV student loans) is demanding more, new data about what the students and their parents are getting for their money, the return on investment. On-going negative publicity is creating significant "common talk" about the value of higher education and raises some serious questions about program viability at the national, state, and local levels.

Colleges of education organize and display data that verify *student learning outcomes* as required and reviewed by accrediting agencies and I3PEs. Thus, critical assessments and the rationale statements support program improvement and help to defend its viability.

We have to be vigilant, professionally, to make very sure we are achieving what we think we are (student learning outcomes). We must take advantage of every opportunity to improve what we do. If a deficiency is recognized in a program, the department chair, program coordinator, and assessment director should be able to identify where in the curriculum the students should have been better prepared and make immediate plans for improvement.

Evidence

The intentional use of documentation, multiple and valid measures, and analysis provided as support for and proof of an educator preparation provider's (EPP) claims related to CAEP's standards. (CAEP)

Extension

A change in the term of accreditation that results because of a good cause delay or postponement of an Educator Preparation Providers' (EPP's) site visit. (CAEP)

Faculty

The personnel, including both employees and partners of the EPP, who assess, support, and develop a candidate's knowledge, skills, and/or professional dispositions within the scope of the educator preparation program. Note that this includes academic as well as clinical faculty, and EPP-based educators as well as P-12 partner educators. EPPs may include personnel referred to as coaches, mentors, or development team members. (CAEP)

Fees

The yearly financial assessment paid by (1) an Educator Preparation Provider (EPP) to maintain its accreditation status; (2) a state to maintain its partnership agreement; or (3) an affiliated organization/agency to maintain its collaborative representation in CAEP's governance system. (CAEP)

Field Experiences

Early and ongoing practice opportunities to apply content and pedagogical knowledge in P-12 settings to progressively develop and demonstrate their knowledge, skills, and dispositions. (CAEP)

Fiscal Year

A *fiscal year* includes data from summer, fall, and spring semesters / terms.

Formative Assessment

Assessment intended to provide feedback and support for improved performance as part of an ongoing learning process, whether at the candidate, program or EPP level. See *summative assessment* (adapted from the Western Association of Schools and Colleges glossary). (CAEP)

Franchise Program

An endorsement program developed by and approved for one GaPSC- approved educator preparation provider (the franchise manager) and consequently shared with other GaPSC-approved educator preparation providers operating as franchisees. (GaPSC Rule Book 505-3-.01)

Georgia Teacher Academy for Preparation and Pedagogy (GaTAPP)

Georgia's non-traditional preparation program for preparing career changers for certification as P-12 teachers. See GaPSC Rule 505-3-.05, GEORGIA TEACHER ACADEMY FOR PREPARATION AND PEDAGOGY (GaTAPP). (GaPSC Rule Book 505-3-.01)

Good Cause

Reasons that are beyond the control of an Educator Preparation Provider (EPP) such as a change in state regulations or a natural disaster. (CAEP)

Good Faith Effort

In philosophy, the concept of good faith (Latin: *bona fides*, or *bona fide* for "in good faith") denotes sincere, honest intention or belief, regardless of the outcome of an action. (CAEP)

Governance

The system of management that defines policy, provides leadership, guides oversight of the accreditation and administrative policies, procedures and resources of CAEP. (CAEP)

Grade Point Average (GPA): A quantitative indicator of candidate achievement. Letter grades are converted to numbers and averaged over a period of time. Commonly used but controversial due to grade inflation and lack of alignment between grades and specific learning outcomes (adapted from the Western Association of Schools and Colleges glossary). (CAEP)

Group average

The GPA and standardized test scores are averaged for all members of a cohort or class of admitted candidates. Averaging does not require that every candidate meet the specified score. Thus, there may be a range of candidates' grades and scores on standardized tests. (CAEP)

High Quality Candidates

The rigorous qualifications of candidates at admission, exit and throughout a preparation program as judged through selective criteria on a recurring basis by EPPs. (CAEP)

Highly qualified teacher

A teacher that has a bachelor's degree, full state certification and has demonstrated competency in all subjects in which he or she teaches. A highly qualified teacher has not had any credential requirements waived on an emergency, temporary or provisional basis. (Title II)

Highly qualified teachers in alternative routes

A teacher in an alternative route to a teaching credential may be considered highly qualified if the teacher holds at least a bachelor's degree, has already demonstrated subject-matter competency in the core academic subject(s) the teacher will be teaching, and is participating in an alternative route to certification program in which the teacher: (1) receives, before and while teaching, high-quality professional development that is sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction; (2) participates in a program of intensive supervision that consists of structured guidance and regular ongoing support for teachers or in a teacher mentoring program; (3) assumes functions as a teacher for a period not to exceed three years; and (4) demonstrates satisfactory progress toward full certification as prescribed by the state. The state must ensure, through its certification and licensure process, that these provisions are met. If the teacher does not complete the alternative certification program within the three-year period, the teacher is no longer considered to be highly qualified. (Title II)

Holistic

For CAEP purposes, a judgment of overall performance on a CAEP standard that reflects the understanding that the standard has a meaning or interpretation that is more than the sum of its components. (CAEP)

IB

Inquiry Brief, the accreditation pathway undertaken by an educator preparation provider (EPP) to evaluate itself against the CAEP standards with a research monograph style self-study that focuses on broad-based faculty engagement in investigation of candidate performance with an emphasis on the quality of the evidence used to evaluate candidate performance and to improve program quality. (CAEP)

Independent Third Party Evaluation (I3P-Evaluation)⁶

State Assessment: Education Teacher Performance Assessment (edTPA)

Georgia Assessment for the Certification of Educators (GACE)

National Council Licensure Examination (NCLEX)

Georgia School Systems and the Induction Process-Educator preparation programs are graded during their graduates first three years of employment in P-12 classrooms.

Independent Third Party Evaluator (I3P-Evaluator)⁷

Southern Association of Colleges and Schools (SACS) Principle 3.3.1.1 Institutional Effectiveness

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement bases on analysis of the results. 3.3.1.1 Educational programs, to include student learning outcomes.

Commission on Collegiate Nursing Education (CCNE)

Council for Accreditation of Counseling and Related Educational Programs (CACREP)

Council for the Accreditation of Educator Preparation (CAEP)

Note

Since the above entities are comprised of member schools and/or members of the profession, some consider these as only semi-independent and /or a peer review.

Columbus State University, College of Education and Health Professions, Associate Dean for Assessment and Accreditation

Indicator

A trend or fact that indicates the state or level of something. (CAEP)

Indirect Assessment

Assessment of student learning based on opinions or perceptions obtained from students or faculty, often collected through the use of supplemental surveys, student evaluations or focus groups.

Indirect Measures

Assessments of student learning that are based on opinion, often the students.

Individualized education program (IEP) team

The term 'individualized education program team' or 'IEP Team' means a group of individuals composed of the parents of a child with a disability; not less than 1 regular education teacher of such child (if the child is, or may be, participating in the regular education environment); not less than 1 special education teacher, or where appropriate, not less than 1 special education provider of such child; a representative of the local educational agency who is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities; is knowledgeable about the general education curriculum; and is knowledgeable about the availability of resources of the local educational agency; an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described above; at the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and whenever appropriate, the child with a disability. (Title II)

Initial credential

The first teaching credential issued to an individual. The specific credentials classified as initial credentials in each state are defined by the state. States are to provide information on degree, coursework, assessment, supervised clinical experiences and other requirements. (Title II)

Initial Preparation Program

A program designed to prepare candidates for their initial, professional certificate in a teaching, leadership, or service field. Examples include degree programs at the baccalaureate, master's, or higher levels: or post-baccalaureate programs, non-degree certification-only programs, and non-traditional programs such as the GaTAPP program. (GaPSC Rule Book 505-3-.01)

Innovation

Implementation of something new or different in the preparation of educators that leads to the improvement of teaching and support of student learning. (CAEP)

Institution of Higher Education

Section 101(a) of the Higher Education Act provides a general definition of "institution of higher education," as follows: "For purposes of this Act, other than Title IV [Student Financial Assistance], the term 'institution of higher education' means an educational institution in any State that —

- 1.) admits as regular students only persons having a certificate of graduation from a school providing secondary education, or the recognized equivalent of such a certificate, or persons who meet the requirements of section 484(d)(3);
- 2.) is legally authorized within such State to provide a program of education beyond secondary education;
- 3.) provides an educational program for which the institution awards a bachelor's degree or provides not less than a 2-year program that is acceptable for full credit toward such a degree, or awards a degree that is acceptable for admission to a graduate or professional degree program, subject to review and approval by the Secretary;
- 4.) is a public or other nonprofit institution; and
- 5.) is accredited by a nationally recognized accrediting agency or association, or if not so accredited, is an institution that has been granted preaccreditation status by such an agency or association that has been recognized by the Secretary for the granting of preaccreditation status, and the Secretary has

determined that there is a satisfactory assurance that the institution will meet the accreditation standards of such an agency or association within a reasonable time.”

Section 101(b) defines additional institutions that are included: “For purposes of this Act, other than Title IV, the term ‘institution of higher education’ also includes —

- 1.) any school that provides not less than a 1-year program of training to prepare students for gainful employment in a recognized occupation and that meets the provision of paragraphs (1), (2), (4), and (5) of subsection (a); and
- 2.) a public or nonprofit private educational institution in any State that, in lieu of the requirements in subsection (a)(1), admits as regular students individuals—
 - (A) who are beyond the age of compulsory school attendance in the State in which the institution is located; or
 - (B) who will be dually or concurrently enrolled in the institution and a secondary school.” (Title II)

Institutional Accreditation

The summative evaluation of a college or university against the standards of an institutional or regional accreditor such as the Higher Learning Commission. (CAEP)

Institutional Effectiveness

Documented process of measuring how well an institution is achieving its mission and addressing its strategic plan for the purpose of continuous improvement of *student learning, student development, and administrative unit operations*.

Institutional Standards

Standards set by an Educator Preparation Provider (EPP) that reflect its mission and identify important expectations for educator candidate learning that may be unique to the EPP. (CAEP)

Inquiry

An approach to self-study or research that involves a process of exploration that leads to asking questions and making discoveries in the search for new understandings. (CAEP)

Internal Academic Audit

A verification of the processes used by an educator preparation provider (EPP) to ensure the quality of candidates, its educators, and curricular and other program requirements. An academic audit is reported in Appendix A of the Inquiry Brief self-study report. (CAEP)

International Accreditation

Educator Preparation Providers incorporated in or primarily operating in countries outside of the United States may seek CAEP accreditation. International institutions must meet all of CAEP's standards and policies; however, in some cases adaptation may be made to accommodate national or cultural differences while preserving the integrity of the CAEP process (adapted from the Western Association of Schools and Colleges glossary). (CAEP)

Internship

Full-time or part-time supervised clinical practice experience in P-12 settings where candidates progressively develop and demonstrate their knowledge, skills, and dispositions. (CAEP)

Job Placement Rates

The number and percentage of a cohort of admitted candidates or program completers who accepted jobs as teachers or other school professionals in a school after completing of a preparation program. (CAEP)

Joint Review Team

The working group of the Accreditation Council comprised of two Review Panels from two distinct Commissions that reviews the accreditation materials and the Review Panels' reports to develop recommendations for accreditation status of their assigned EPP cases for presentation to the Accreditation Council. (CAEP)

Key Assessment

An assessment used by all program and/or unit faculty to evaluate candidates' performance related to a particular program and/or unit outcomes. Some key assessments will be common to all programs and are, thus, unit key assessments (e.g. MAP, Dispositions). Others may only be associated with individual programs.

Knowledge Base

The empirical research, disciplined inquiry, informed theory, and wisdom of practice that serves as the basis for requirements, decisions, and actions of an educator preparation provider (EPP). (CAEP)

Lapse

A term used to refer to the accreditation status of an Educator Preparation Provider (EPP) when the site visit is not hosted on schedule and no request for an extension or withdrawal from accreditation have been filed. (CAEP)

Lead Site Visitor

The head of the site visit team, appointed by CAEP staff, who manages the accreditation review process of the Educator Preparation Provider (EPP) from the point of the formative review/audit through the site visit and up to the point of review by the Commission and Accreditation Council. (CAEP)

Legacy Visits

The final accreditation reviews of educator preparation providers (EPPs) under the NCATE standards or TEAC quality principles between fall 2012 and spring 2016 onsite visits. (CAEP)

License

An official document issued by a state agency that an individual meets state requirements to (1) teach at a specific level or for a specialized discipline/population of students (e.g. middle grades, biology, English Language Learners, etc.); or (2) serve in a specific education role in a school (e.g. principal, reading specialist, etc.). (See *Licensure* or *Licensure Level*). (CAEP)

Licensure

The process by which a governmental agency or nongovernmental organization grants professional recognition to an individual who meets specified qualifications/requirements. (See *Licensure Level*.) (CAEP)

Licensure Level

A professional educator preparation program that provides the courses for a specific certificate or license but that does not lead to an academic degree. (CAEP)

Limited English Proficient Student

A student who is aged 3 through 21; who is enrolled or preparing to enroll in an elementary school or secondary school; who was not born in the United States or whose native language is a language other than English; who is a Native American or Alaska Native, or a native resident of the outlying areas; and who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet the State's proficient level of achievement on state assessments described in section 1111(b)(3) of the Elementary and Secondary Education Act; the ability to successfully achieve in classrooms where the language of instruction is English; or the opportunity to participate fully in society. (Title II)

Local Unit of Administration (LUA)

A local education agency or a regional educational service agency, including but not limited to public, waiver, investing in Educational Excellence (IE2), charter schools and private schools (i.e., faith-based schools, early learning centers, hospitals, juvenile detention centers, etc.). (GaPSC Rule Book 505-3-.01)

Measures

The variety of observation and assessment tools and methods that are collected as part of a research effort. (CAEP)

Members of CAEP

Stakeholders that are educational organizations, states, and other agencies or parties committed to CAEP's mission and strategic plan. (CAEP)

Mentoring/induction support

The coaching and instruction that a candidate receives as part of the teacher preparation program while serving as the teacher of record in a classroom. This type of clinical experience is most often found in alternative route programs in which candidates are the teacher of record in a classroom while participating in the program. (Title II)

Metric

A method of measuring something, or the results obtained from this. (CAEP)

Misleading or Incorrect Statements

Misrepresentation of an Educator Preparation Provider's (EPP's) accreditation status or the use of accreditation reports or materials in a false or misleading manner. (CAEP)

Mission

An important goal or purpose accompanied by strong conviction that underlies the work of an educator preparation provider. (CAEP)

National Council for Accreditation of Teacher Education (NCATE)

An affiliate of the Council for the Accreditation of Educator Preparation (CAEP) that has accredited professional education units or programs since it was founded in 1954. NCATE consolidated with TEAC in 2013 to form CAEP. (CAEP)

National Recognition

The status granted specific educator preparation programs that meet the standards of a specialized professional association (SPA) that is a member of CAEP. (CAEP)

Nationally Recognized Program

A program that has met the standards of a national specialized professional organization (SPA) that is a constituent member of CAEP. (GaPSC Rule Book 505-3-.01)

Nonclinical coursework

Any course in the teacher preparation program curriculum that focuses on content, such as academic subject matter, and does not require students to participate in the activities of supervised clinical experience as described in the glossary definition may be counted as nonclinical coursework. The curriculum policies of each state and its institutions will identify coursework that is nonclinical or clinical. See Supervised clinical experience (Title II)

Non-traditional Preparation Program

A program designed to prepare individuals holding an appropriate degree in the content field or a field closely related to the field of certification sought. Non-traditional preparation programs do not lead to a degree or college credit and:

- 1.) Feature a flexible timeframe for completion;
- 2.) Are job-embedded allowing candidates to complete requirements while employed by a regionally accredited local education agency (school district) or regionally accredited private school as a classroom teacher full-time or part-time for at least a half day;
- 3.) Require that candidates are supported by a Candidate Support Team;
- 4.) Require an induction component that includes coaching and supervision;
- 5.) Provide curriculum, performance-based instruction and assessment focused on the pedagogical knowledge and skills necessary for the candidate to teach his/her validated academic content knowledge; and
- 6.) Are Individualized based on the needs of each candidate with respect to content knowledge, pedagogical skills, learning modalities, learning styles, interests, and readiness to teach. See Rule 505-3-.05, GEORGIA TEACHER ACADEMY FOR PREPARATION AND PEDAGOGY (GaTAPP). (GaPSC Rule Book 505-3-.01)

Norming

In assessment of candidate learning, a process of training raters to evaluate products and performances consistently, typically using criterion-referenced standards and rubrics (adapted from the Western Association of Schools and Colleges glossary). (CAEP)

Norm-referenced

Testing or assessment in which candidate performance is judged in relation to the performance of a larger group of candidates, not measured against a pre-established standard. See *criterion-referenced* (adapted from the Western Association of Schools and Colleges glossary). (CAEP)

Objective

Planned or intended outcome.

Operating Procedures

The document that outlines the step-by step implementation of the CAEP policies that guide CAEP's day-to-day activities. (CAEP)

Out-of-State Institution

An institution of higher education that is administratively based in a state within the United States other than Georgia. (GaPSC Rule Book 505-3-.01)

Parity

The equity of an educator preparation provider's (EPP) budget, facilities, equipment, faculty and candidate support, supplies, and other elements of the EPP compared to the resources available to similar programs at the institution or organization that houses the EPP. (CAEP)

Parsimony

Measures or metrics that are limited in number but powerful in information. For CAEP purposes, the fewest number of measures or metrics that make a compelling case for meeting a standard. (CAEP)

Partner

Organizations, businesses, community groups, agencies, schools, districts, and/or EPPs specifically involved in designing, implementing, and assessing the clinical experience. (CAEP)

Partnership

Mutually beneficial agreement among various partners in which all participating members engage in and contribute to goals for the preparation of education professionals. This may include examples such as pipeline initiatives, Professional Development Schools, and partner networks. (CAEP)

Pass rate

The percentage of students who passed assessment(s) taken for initial certification or licensure in the field of preparation.

Single assessment pass rate: The percentage of students who passed the assessment among all who took the assessment.

Summary pass rate: The percentage of students who passed all tests they took for their area of specialization among those who took one or more tests in their specialization areas. (Title II)

Pedagogical Content Knowledge

A core part of content knowledge for teaching that includes: core activities of teaching, such as figuring out what students know; choosing and managing representations of ideas; appraising, selecting and modifying textbooks; . . . deciding among alternative courses of action and analyze(ing) the subject matter knowledge and insight entailed in these activities.” (CAEP)

Pedagogical Knowledge

The broad principles and strategies of classroom instruction, management, and organization that transcend subject matter knowledge. (CAEP)

Pedagogical Skills

An educator’s abilities or expertise to impart the specialized knowledge/content of their subject area(s). (CAEP)

Peer Review

A self-regulation process by which the quality of an institution, organization, Educator Preparation Provider (EPP), school, or other entity is evaluated by individuals who are active participants in the profession. (CAEP)

Performance Assessment

Product- and behavior-based measurements based on settings designed to emulate real-life contexts or conditions in which specific knowledge or skills are actually applied. (CAEP)

Performance Criteria

Can be defined in terms of “learning outcomes statements” which describe, using action verbs, student learning or behavior rather than teacher behavior; and describe an intended outcome rather than subject matter coverage.

Performance Data

Information, both quantitative and qualitative, derived from assessments of educator candidate proficiencies as demonstrated in practice. (CAEP)

Petition

The document prepared by an Educator Preparation Provider (EPP) to explain the grounds for requesting reconsideration of denial or revocation of accreditation. (CAEP)

Preconditions

Fundamental requirements that undergird the GaPSC standards that must be met before an educator preparation provider is permitted to schedule a Developmental Approval Review. (GaPSC Rule Book 505-3-.01)

Preparation Program Effectiveness Measures (PPEMs)

A collection of common measures applied to all teacher and leader preparation programs leading to initial certification in either field. Teacher Preparation Program Effectiveness Measures (TPPEMs) and Leader Preparation Program Effectiveness Measures (LPPEMs) are further defined in GaPSC Rule 505-3-.02, EDUCATOR PREPARATION PROVIDER ANNUAL REPORTING AND EVALUATION. (GaPSC Rule Book 505-3-.01)

Preponderance of Evidence

The weightiness of the facts and claims presented by the EPP along with people interviewed and observations made by site visitors that convincingly make the case that a standard or component is being met or not met. This preponderance is based on the convincing evidence and its probable truth or accuracy, and not simply on the amount of evidence. (See *evidence*). (CAEP)

Probationary Accreditation

The continuing accreditation decision rendered by the Accreditation Council when an Educator preparation Provider (EPP) fails to meet one of CAEP’s standards. (CAEP)

Probationary Visit

The site visit that occurs within two years after the Accreditation Council puts an EPP on probation for failing to meet one of CAEP's standards. (CAEP)

Probes

A specific action taken by a site visitor during an inquiry brief site visit to establish whether a statement, table, or figure in the self-study is accurate. In cases in which the outcomes of a probe are variable or uncertain with regard to the accuracy of the item, the site visitors continue to investigate until a stable pattern is uncovered or until a probe's result is unambiguous. (CAEP)

Professional Community

Educators engaged in practice within the Educator Preparation Provider (EPP), other educators at the institution/organization, P-12 practitioners, candidates, and other school professionals involved in the preparation of in-service and pre-service educators. (CAEP)

Professional Development

Opportunities for educators to develop new knowledge and skills through professional learning activities and events such as in-service education, conference attendance, sabbatical leave, summer leave, intra- and inter-institutional visitations, fellowships, and work in P-12 schools. (CAEP)

Professional Development School (PDS)

A specially structured school in which Educator Preparation Provider (EPP) and P-12 school clinical educators collaborate to (1) provide practicum, field experience, clinical practice, and internship experiences; (2) support and enable the professional development of the Educator Preparation Provider (EPP) and P-12 school clinical educators; (3) support and enable inquiry directed at the improvement of practice; and (4) support and enhance P-12 student achievement. (CAEP)

Proficiencies

Demonstrated abilities to perform some part of what is described by standards. (CAEP)

Program

A planned sequence of academic courses and experiences leading to a degree, a recommendation for a state license, or some other credential that entitles the holder to perform professional education services in schools. Educator Preparation Providers (EPPs) may offer a number of program options (for example, elementary education, special education, secondary education in specific subject areas, etc.). (CAEP)

Program Approval: The distinction granted by a state governmental agency when an Educator Preparation Provider's (EPP) program meets the state's standards and/or requirements. (CAEP)

Program Assessment

Program assessment does not focus on an individual student. Rather, the emphasis is on what and how an educational program is contributing to the learning, growth and development of students as a group.

Program Completer

Any candidate who exited an educator preparation program by successfully satisfying the requirements of the Educator Preparation Provider (EPP). (See *Completer*.) (CAEP)

Program completer

A person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer. (Title II)

Program Goals

Broad statements that describe the long-term program targets or directions of development. Stated in broad terms what the program wants to accomplish (in student learning outcomes) or desires to become over the next several years.

Program Review with Feedback

The process by which CAEP assesses the quality of programs offered by an educator preparation provider (EPP). Specialty program areas are reviewed individually in clusters (cross-grade programs, secondary programs, and other school professionals) against state-selected standards. This review results in feedback for states, EPPs, and site visitors as the accreditation visit is conducted. (CAEP)

Program Review with National Recognition

The process by which CAEP, in collaboration with its specialized professional associations (SPAs), assesses the quality of programs offered by educator preparation providers (EPPs). EPPs that select this program review option are required to submit their programs for review by SPAs as part of the accreditation process unless otherwise specified by the state partnership agreement with CAEP. (CAEP)

Program Reviewers: Peer volunteers who review specialized educator programs against the standards of Specialized Professional Associations (SPAs), state standards, or other standards identified by the state as part of the accreditation process for CAEP. (CAEP)

Program Student Learning Outcomes (PSLOs)

PSLOs identify what the student should know and be able to do at program completion. The PSLOs should be verified yearly by program faculty in terms of:

- a. Relevancy in today's environment
Outcomes must be measurable and aligned with independent third party evaluations and evaluators (I3PEs).¹
- b. Valid in terms of Construct Validity²
To what extent does the evaluation measure what it claims to measure?
- c. Valid in terms of Content Validity³
Are the right attributes being measured in the right balance?
- d. Valid in terms of Predictive Validity

Is there evidence that teachers and leaders graduating from highly rated teacher and leader preparation programs are more effective and employable in their field for which they were trained?

Progressions/Progressive development

Descriptions of increasingly sophisticated ways of thinking about and enacting teaching practice that suggest trajectories of growth that both depend upon learning from experience and are influenced by support from mentors, interaction with colleagues, and engagement in ongoing professional learning. ((InTASC Model Core Teaching Standards, p. 50) (CAEP)

Protocol

Expectations for actions, behaviors, or reports, similar to etiquette (for example, CAEP protocol dictates that at the end of a site visit the lead site visitor meeting with the head of the educator preparation provider to share team findings) (adapted from the Western Association of Schools and Colleges glossary). (CAEP)

Provider

An inclusive term referring to the Educator Preparation Provider (EPP) that is the sponsoring organization for preparation, whether it is an institution of higher education, a district- or state-sponsored program, or an alternative pathway organization. (CAEP)

Public Disclosure

(1) A CAEP policy to ensure that an Educator Preparation Provider (EPP) maintains its accreditation status, candidate performance data, and accreditation information available on the EPP's website for access by current and prospective candidates, parents, faculty, school professionals, and others. (2) A CAEP policy to ensure that CAEP maintains the accreditation status of EPPs and other accreditation information on its website. (CAEP)

Qualitative Measures

Assessments or analyses that can be reported narratively and numerically to provide in-depth study of an individual, classroom, or school. Qualitative assessments include, but are not limited to, in-depth interviews, focus groups, observations, case studies, and ethnographic studies. (CAEP)

Quality Assurance System

A system that ensures continuous improvement by relying on a variety of measures, establishing performance benchmarks for those measures (with reference to external standards where possible), seeking the views of all relevant stakeholders, sharing evidence widely with both internal and external audiences, and using results to improve policies and practices in consultation with partners and stakeholders. (CAEP)

Quantitative Measures

Assessments or analyses that can be reported numerically and sometimes generalized to a larger population. Common quantitative measures include surveys (online, phone, paper), observation and other evaluative forms, and tests. (CAEP)

Rationale

A statement or argument that provides a justification for a selection, decision, or recommendation. (CAEP)

Rational Statement

The Rationale Statements specify the reasoning behind the critical assessments and how they contribute to measuring the program or course student learning outcomes. The statements also provide evidence that the assessments are aligned with state, regional, and national standards.

Many educator preparation programs require Critical Assessments. Here, each assessment includes a *rationale statement*.

The rationale statement addresses the following:

1. What does the assessment purport to measure?
2. Are the purpose and measure aligned with the rubric? Standards?
3. Indicate to what extent the course assessment directly supports program student learning outcomes and alignment with InTASC.

The rationale statement will create a thread of consistency with the same course over the years regardless of who teaches the course and what venue (e.g., online and on-campus) is used.

Relevance

A principle of evidence quality that implies validity, but goes beyond it by also calling for clear explanation of what any information put forward is supposed to be evidence of and why it was chosen. This principle also implies that there is a clear and explicable link between what a particular measure is established to gauge and the substantive content of the Standard under which it is listed. (CAEP)

Reliability

The degree to which test scores for a group of test takers are consistent over repeated applications of a measurement procedure and hence are inferred to be dependable and repeatable for an individual test taker. A measure is said to have a high reliability if it produces consistent results under consistent conditions. (CAEP)

Reliability

Reliability is the consistency of your measurement, or the degree to which an instrument measures the same way each time it is used under the same condition with the same subjects. In short, it is the repeatability of your measurement. A measure is considered reliable if a person's score on the same test given twice is similar. It is important to remember that reliability is not measured, it is estimated. There are two ways that reliability is usually estimated: test/retest and internal consistency. (CAEP)

Reliable, Valid Model

For CAEP purposes (p. 17 of the Commission report), a case study that is presented to meet one or more of CAEP's standards in which key outcomes and processes are gauged, changes and supporting judgments are tracked, and the changes presented are actually improvements. To be reliable and valid as a model, the case study should have followed CAEP's guidelines in identifying a worthwhile topic to study, generated ideas for change, defined the measurements, tested solutions, transformed promising ideas into sustainable solutions that achieve effectiveness reliably at scale, and shared knowledge. (CAEP)

Remand

Returning a case for accreditation to a new team for a second full review when there is no consensus on the recommendations of the joint review team by the Accreditation Council. (CAEP)

Reporting to the General Public

Making the information in institutional and state reports available widely and publicly to members of the public interested in the performance of the institution's teacher preparation program. For institutions, this can include providing the required information in publications such as school catalogues and promotional materials sent to potential applicants, secondary guidance counselors, and prospective employers of the institution's graduates. (Title II)

Reporting to the Secretary

Submitting annual state reports to the Office of Postsecondary Education in the U.S. Department of Education. (Title II)

Reporting to the State

Submitting annual institutional reports to the state agency, commission, or board, in the state in which the institution is located, that is responsible for preparing the state report under section 205. (Title II)

Representative

The extent to which a measure or result is typical of an underlying situation or condition, not an isolated case. If statistics are presented based on a sample, evidence of the extent to which the sample is representative of the overall population ought to be provided, such as the relative characteristics of the sample and the parent population. If the evidence presented is qualitative—for example, case studies or narratives, multiple instances should be given or additional data shown to indicate the typicality of the chosen examples. CAEP holds that sampling is generally useful and desirable in generating measures efficiently. But in both sampling and re-reporting, care must be taken to ensure that what is claimed is typical and the evidence of representativeness must be subject to audit by a third party. (CAEP)

Requirements

CAEP's expectations other than those contained in the standards, including criteria for eligibility or candidacy, paying annual fees, submitting annual reports, publishing educator candidate performance data on websites, etc. (CAEP)

Retention Rates

Comparison of the number of candidates who entered a program against the number who completed the program and were recommended for certification or licensure. Retention rates may also be collected for the number of new teachers who begin work in schools and who are still working in specified subsequent years. (CAEP)

Review Panel

A 3-4 person group selected from an Accreditation Commission that examines the self-study, site visitors' report, and other accreditation documents related to an Educator Preparation Provider's (EPP) case for accreditation. The Review Panel makes a recommendation to the Joint Review Team of the Accreditation Council on the standards that are met and confirms or revises areas for improvement and/or stipulations. (CAEP)

Revocation

The continuing accreditation decision made by the Accreditation Council to revoke an accredited status when the Accreditation Council has determined that the Educator Preparation Provider (EPP) no longer meets two or more CAEP standards. (CAEP)

Rigor

In education, refers both to a challenging curriculum and to the consistency or stringency with which high standard for learning and performance are upheld (adapted from the Western Association of Schools and Colleges glossary). (CAEP)

Rubric

A tool for scoring candidate work or performances, typically in the form of a table or matrix, with criteria that describe the dimensions of the outcomes down the left-hand vertical axis, and levels of performance across the horizontal axis. The work of performance may be given an overall score (holistic scoring) or criteria may be scored individually (analytic scoring). Rubrics are also used for communicating expectations (adapted from the Western Association of Schools and Colleges glossary). (CAEP)

Satisfaction

For CAEP purposes, the degree of confidence and acceptance that a preparation program was satisfactory, dependable, and true to its purpose by an employer or candidate. (CAEP)

Scaled score

A scaled score is a conversion of a student's raw score on a test or a version of the test to a common scale that allows for a numerical comparison between students. Because most major testing programs use multiple versions of a test, the scale is used to control slight variations from one version of a test to the next. Scaled scores are particularly useful for comparing test scores over time, such as measuring semester-to-semester and year-to-year growth of individual students or groups of students in a content area. However, within the same test, different

content areas are typically on different scales, so a scaled score of 24 in Mathematics may not mean the same as a scaled score of 24 in Reading. (Title II)

Secondary school

“[A] day or residential school which provides secondary education, as determined under State law, except that it does not include any education provided beyond grade 12.” (See section 14101(25) of the Elementary and Secondary Education Act.) (Title II)

Selected-Response

Assessment method that requires students to select a response from a provided list or supply a brief answer. Examples: multiple choice, true/false, matching, or essay tests.

Self-Study

The process and document that an Educator Preparation Provider (EPP) creates/undergoes to evaluate its practices against CAEP standards. (CAEP)

Shared Accountability

A policy for holding Educator Preparation Providers (EPPs), P-12 schools and teachers mutually responsible for students' and candidates' learning and academic progress. (CAEP)

Signature Assessment

An embedded assessment method using an assignment—either the identical assignment or multiple assignments all constructed according to a common template—across multiple courses or sections of courses. A sample of candidates' work products is then examined using a rubric to arrive at judgments about the quality of candidate learning across the course or program (adapted from the Western Association of Schools and Colleges glossary). (CAEP)

Site Visit

The two-to-three days in which site visitors conduct their summative review of an Educator Preparation Provider's (EPP) self-study report and evidence on location at the EPP's campus or organizational headquarters. (CAEP)

Site Visitors

Evaluators who review educator preparation providers (EPPs) that submit a self-study for one of CAEP's accreditation pathways. Site visitors examine the EPP against the evidence presented to make the case for meeting the CAEP standards. Site visitors are selected from nominations by CAEP members, EPPs, states, and others; they must successfully complete training. (CAEP)

Specialized Professional Association (SPA)

A member of CAEP that is a national organization of teachers, professional education faculty, and/or other school professionals who teach a specific content area (e.g., mathematics or social studies), teach students at a specific developmental level (i.e., early childhood, elementary, middle level, or secondary), teach students with specific needs (e.g., special education teachers), or provide services to students (e.g., school counselors, school psychologists, or principals). (CAEP)

Stakeholder

Partners, organizations, businesses, community groups, agencies, schools, districts, and/or EPPs interested in candidate preparation or education. (CAEP)

Standardized Test

Assessment where conditions of administration and scoring are constant. A well-designed standardized test will have a set of procedures for administration that can be implemented by all users. A standard set of introductory comments and directions are developed and used by all test takers.

Standardized Test Scores

The numerical expression of a student's or educator candidate's performance on an examination that was administered and scored consistently across all of the test takers who took the same examination. This consistency permits a more reliable comparison of student or educator candidate performance across test takers. (CAEP)

Standards

Normative statements about Educator Preparation Providers (EPPs) and educator candidate practices, performances, and outcomes that are the basis for an accreditation review. Standards are written in broad terms with components that further explicate their meaning. (See *Professional Standards*)(CAEP)

State

Any of the states of the United States, as well as the Commonwealth of Puerto Rico, the District of Columbia, Guam, American Samoa, the United States Virgin Islands, the Commonwealth of the Northern Mariana Islands, and the Freely Associated States (the Republic of the Marshall Islands, the Federated States of Micronesia and the Republic of Palau). (Title II)

State Partnership Agreement

A formal agreement between a state and CAEP that defines the state's recognition of accreditation decisions, the program review options available to Educator Preparation Providers (EPPs) within the state, and the relationship between CAEP accreditation and state program approval. The agreement outlines the state's presence and role in accreditation visits. (CAEP)

State Program Review

The process by which a state governmental agency reviews a professional education program to determine if it meets the state's standards for the preparation of school personnel. (CAEP)

STEM

Science, technology, engineering and mathematics. (CAEP)

Stewardship

The responsible oversight and protection of something considered worth caring for and preserving. (CAEP)

Stipulation

A statement written by a site visit team or Commission which is confirmed by the Accreditation Council as a deficiency related to one or more components or a CAEP standard. A stipulation is of sufficient severity that a standard may be determined to be unmet. A stipulation must be corrected within two years to retain accreditation and is only assigned in cases for continuing accreditation. A stipulation, leading to an unmet standard, cannot be assigned in cases of initial or first accreditation. (CAEP)

Strategic Evaluation

A component of CAEP Standard 5 (Provider Quality, Continuous Improvement, and Capacity) that refers to an educator preparation provider's (EPP's) use of a variety of methods and processes to provide timely, credible, and useful information that can be acted upon to increase its organizational effectiveness and its impact on its completers' ability to support and improve P-12 student learning. (CAEP)

Structured

A quantitative research method commonly employed in survey research to ensure that each interview is presented with exactly the same questions in the same order; that answers can be reliably aggregated; and that comparisons can be made with confidence between sample subgroups or between different survey periods. For CAEP purposes the term is used in the context of structured observation instruments and structured student surveys. (CAEP)

Student

A learner in a P-12 school setting or other structured learning environment but not a learner in an educator preparation program. (CAEP)

Student

An individual enrolled in a teacher preparation program leading to an initial state teaching credential. (Title II)

Student Development

The physical, psychological and emotional changes that occur in P-12 students as they progress from dependency to increasing autonomy facilitated by the educational process. (CAEP)

Student Growth

The change for an individual in educational outcome(s) between two or more points in time as measured against state or national standards, in academic learning, or in “whole child” development. (CAEP)

Student Learning

The educational outcome(s) mastered by P-12 students as set forth in the academic curriculum during a given time period by the school or school system and as provided by the classroom teacher. (CAEP)

Student Learning Outcomes

Measurable statements of what students should know and be able to do as a result of their course work and educational experiences at an institution or in a program of study.

Student Surveys

Questionnaires about the performance of teachers and other school professionals that are completed by P-12 students. Student surveys are one of the measures that an educator preparation provider (EPP) could use to demonstrate the teaching effectiveness of its candidates and completers. (CAEP)

Sub-Program

The individual programs offered within an institution’s traditional or alternative teacher preparation program. For example, an institution may offer an Elementary Education program, a Special Education program, and a Secondary English program within the traditional teacher preparation program. Each is considered to be a sub-program for the purposes of Title II reporting. Also may be referred to as “individual teacher preparation programs within the institution.” (Title II)

Substantive Change

Any change in the published mission or objectives of the organization or educator preparation provider (EPP); the addition of courses or programs that represent a significant departure in terms of either content or delivery from those that were offered when the EPP was most recently accredited; a change from contracting with other providers for direct instructional services, including any teach-out agreements. Substantive changes are reported by EPPs in their annual report to CAEP. (CAEP)

Summary of the Case

For the *Inquiry Brief* pathway, the site visitors’ explication of the case the educator preparation provider (EPP) has made for accreditation. (CAEP)

Summary Pass Rate

See definition of “pass rate.” (Title II)

Summative Assessment

Assessment that occurs at the conclusion or end point of a course or program to determine whether candidate learning outcomes have been achieved. See *formative assessment* (adapted from the Western Association of Schools and Colleges glossary). (CAEP)

Summative Report

The document prepared by site visitors during and/or following the site visit as a final evaluation and verification of the evidence presented in the self-study report by the Educator Preparation Provider (EPP). (CAEP)

Supervised Clinical Experience

A series of supervised field experiences (including student teaching) with PK-12 students that occur as a sequenced, integral part of the preparation program prior to the candidate becoming the teacher of record.

Please note that Title II, Section 202 (d)(2) describes features of clinical experience as follows. Courses in the curriculum that include the activities described in 202(d)(2) may be considered clinical coursework. The curriculum policies of each state and its institutions will identify coursework that is clinical and nonclinical.

“(2) CLINICAL EXPERIENCE AND INTERACTION.—Developing and improving a sustained and high-quality preservice clinical education program to further develop the teaching skills of all prospective teachers and, as applicable, early childhood educators, involved in the program. Such program shall do the following:

“(A) Incorporate year-long opportunities for enrichment, including—

“(i) clinical learning in classrooms in high-need schools served by the high-need local educational agency in the eligible partnership, and identified by the eligible partnership; and “(ii) closely supervised interaction between prospective teachers and faculty, experienced teachers, principals, other administrators, and school leaders at early childhood education programs (as applicable), elementary schools, or secondary schools, and providing support for such interaction.

“(B) Integrate pedagogy and classroom practice and promote effective teaching skills in academic content areas.

“(C) Provide high-quality teacher mentoring.

“(D) Be offered over the course of a program of teacher preparation.

“(E) Be tightly aligned with course work (and may be developed as a fifth year of a teacher preparation program).

“(F) Where feasible, allow prospective teachers to learn to teach in the same local educational agency in which the teachers will work, learning the instructional initiatives and curriculum of that local educational agency.

“(G) As applicable, provide training and experience to enhance the teaching skills of prospective teachers to better prepare such teachers to meet the unique needs of teaching in rural or urban communities.

“(H) Provide support and training for individuals participating in an activity for prospective or new teachers described in this paragraph or paragraph (1) or (3), and for individuals who serve as mentors for such teachers, based on each individual’s experience. Such support may include—

“(i) with respect to a prospective teacher or a mentor, release time for such individual’s participation;

“(ii) with respect to a faculty member, receiving course workload credit and compensation for time teaching in the eligible partnership’s activities; and

“(iii) with respect to a mentor, a stipend, which may include bonus, differential, incentive, or performance pay, based on the mentor’s extra skills and responsibilities. (Title II)

Supervising Faculty

All persons whom the institution regards as having faculty status, who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching and who have an administrative link or relationship to the teacher preparation program. (Title II)

Target Statement

(See *audit task*). (CAEP)

Taxonomic Schemes

Hierarchical structure of data arranged in a classification system.

Teacher

For the purpose of reporting, a teacher is a classroom teacher, including special education and early childhood education teachers. A teacher is not a principal, vice principal, school administrator, guidance counselor, school social worker, speech/language pathologist or other school support personnel. (Title II)

Teacher certification/licensure assessment

A test or other structured method that measures the qualifications of prospective teachers, has a pass-fail outcome and is used by the state for teacher credentialing. (Title II)

Teacher Education Accreditation Council (TEAC)

An affiliate of the Council for the Accreditation of Educator Preparation (CAEP) that has accredited professional education programs since it was founded in 1997. TEAC consolidated with NCATE in 2013 to form CAEP. (CAEP)

Teacher Performance Assessment

An ongoing process for measuring teacher candidates' performance. CAEP expects these assessments to be validated based on state and national professional standards, to be reliably scored by trained evaluators, and to be used for continuous improvement of educator preparation. (CAEP)

Teacher preparation program

A state-approved course of study, the completion of which signifies that an enrollee has met all the state's educational and/or training requirements for initial certification or licensure to teach in the state's elementary, middle or secondary schools. A teacher preparation program may be either a traditional program or an alternative route to a teaching credential, as defined by the state. Also, it may be within or outside an institution of higher education. For the purpose of reporting, all traditional teacher preparation programs at a single IHE are considered to be a single program. (Title II)

Teacher shortage area

As designated by the Secretary or by the State educational agency, including mathematics, science, special education, and instruction of limited English proficiency students (see Section 206(a)). (Title II)

Teaching candidate

A completer of a teacher preparation program who has taken one or more assessments used by the state in which the program is located for an initial teaching credential. (Title II)

Teaching skills

Skills that enable a teacher to increase student learning, achievement, and the ability to apply knowledge; effectively convey and explain academic subject matter; effectively teach higher-order analytical, evaluation, problem-solving, and communication skills; employ strategies grounded in the disciplines of teaching and learning that are based on empirically-based practice and scientifically valid research, where applicable, related to teaching and learning; are specific to academic subject matter; and focus on the identification of students' specific learning needs, particularly students with disabilities, students who are limited English proficient, students who are gifted and talented, and students with low literacy levels, and the tailoring of academic instruction to such needs.

Teach-Out Agreement

An agreement between accredited educator preparation providers (EPPs) and its candidates that will provide a reasonable opportunity for candidates to complete their program of study if the EPP stops offering its educational program before all enrolled candidates have completed the program. (CAEP)

Teach-Out Plan

A written document that describes the process for the equitable treatment of candidates when an educator preparation provider (EPP) ceases to operate a program before all candidates have completed their courses of study. (CAEP)

Technology

The tools and techniques available through computers, the Internet, telecommunications, and multimedia that are used by educator preparation providers (EPPs) for instruction and the input, storing, processing, and analyzing of data in quality assurance systems. Educator candidates should be able to demonstrate that they use technology to work effectively with students to support student learning. (CAEP)

Test Closure Date

The date, specified by the state, after which test results will not be included in pass rates for an academic year cohort. (Title II)

Third-Party Comment

Testimony from members of the professional community or the public about the quality of the Educator Preparation Provider (EPP) and its programs. (CAEP)

Title II

A requirement of the Higher Education Opportunity Act of 2008 that educator preparation providers (EPPs) report the performance of teacher candidates on state licensure tests along with other data. (CAEP)

Title IV

A requirement of the Higher Education Opportunity Act of 2008 and its predecessor that colleges and universities must be accredited by an institutional accrediting body recognized by the Secretary of the U.S. Department of Education for their students to be eligible for federal financial aid. (CAEP)

Traditional Preparation Program

A credit-bearing program designed for the preparation of educators typically offered by institutes of higher education. (GaPSC Rule Book 505-3-.01)

Traditional Teacher Preparation Program

A teacher preparation program that primarily serves undergraduate students without prior teaching or work experience and leads at least to a bachelor's degree. (Title II)

Traditional Program Management System

The Traditional Program Management System (TPMS) allows you to provide data to GaPSC about the participants in your programs, and allows GaPSC and the GACE assessment provider to provide data about those candidates to you. (TPMS User Manual)

Training

The formal and informal preparation of Board members, Council members, Commission members, site visitors, volunteers, consultants, and staff for their CAEP roles and responsibilities. (CAEP)

Transparency

(1) Openness in communications about the accreditation process, documents prepared for accreditation, and the outcomes of the accreditation review, and (2) an Educator Preparation Provider's (EPP's) public display of candidate performance data on the homepage of its website. (CAEP)

Triangulation

A technique that reinforces conclusions based on data from multiple sources. (CAEP)

Universal design for learning

A scientifically valid framework for guiding educational practice that provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient. (Title II)

Validity

Validity is the strength of our conclusions, inferences or propositions. Experts define it as the “best available approximation to the truth or falsity of a given inference, proposition or conclusion.” In short, were we right? Let's look at a simple example. Say we are studying the effect of strict attendance policies on class participation. In our case, we saw that class participation did increase after the policy was established. Each type of validity would highlight a different aspect of the relationship between our treatment (strict attendance policy) and our observed outcome (increased class participation). (Title II)

Validity

The extent to which a set of operations, test, or other assessment measures what it is supposed to measure. Validity is not a property of a data set but refers to the appropriateness of inferences from test scores or other forms of assessment and the credibility of the interpretations that are made concerning the findings of a measurement effort. (CAEP)

Value-Added Assessment Strategy

Assessment perspective that gathers longitudinal data, both quantitative and qualitative information, with the intent of examining the impact of the university of student learning.

Value-added Measures (VAM)

For CAEP purposes, assessments that provide evidence of P-12 students' intended educational outcomes as measured by standardized tests and other assessments. For CAEP purposes, VAM should demonstrate the change over time of intended educational outcomes that is attributable to teacher preparation programs. (CAEP)

Verifiable

The degree to which a measure or result is able to be independently confirmed or substantiated. This is partly a matter of whether the process of creating the current value of the measure is replicable, and if repeating the process would yield a similar result. This principle implies reliability, but goes beyond it to require transparency and full documentation—whether sufficient information is available to enable any third party to independently corroborate what was found. (CAEP)

The glossary is a “live document” which means that it is continually edited and/or updated as needed. Please contact one of the following COEHP Assessment Council Members if you wish to submit a new term or provide editing suggestions.

Dr. Dawn Frazier, Counseling, Foundations, and Leadership

Dr. Ekaterina Strelakova, Department of Teacher Education

Dr. Sallie Miller, Associate Dean for Assessment and Accreditation

Ms. Kim Coryell, Council Secretary
