

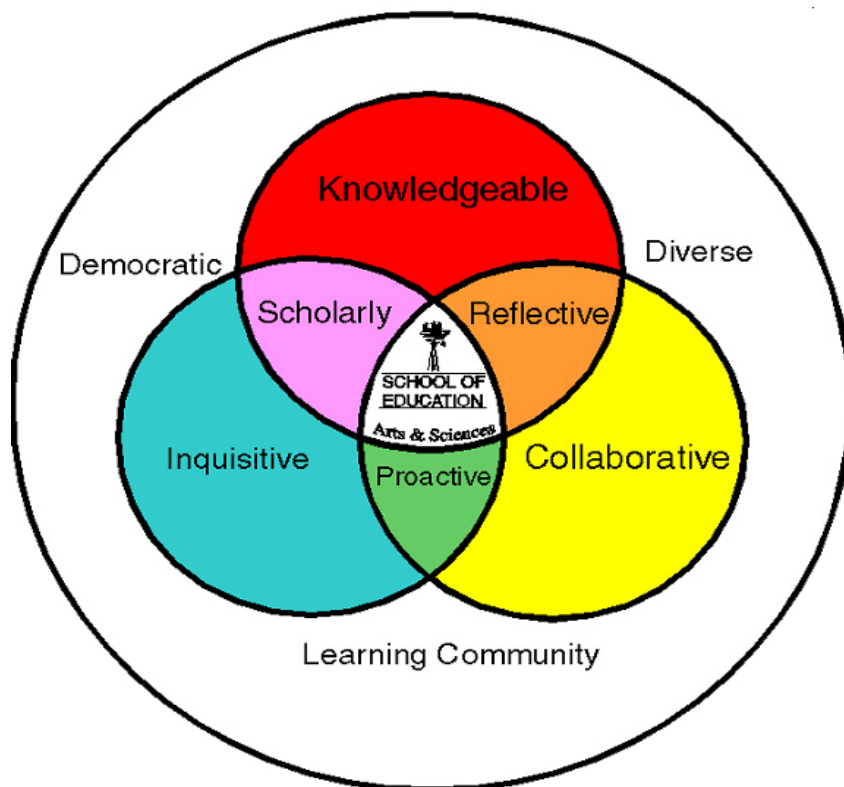
Piedmont College

School of Education

Conceptual Framework

Approved by School of Education Faculty on March 23, 2011

*Mastering the Art of Teaching and Learning:
Preparing proactive educators to improve the lives of all children.*



As a nation we need a strong and vibrant public education system. As we seek to reform our schools, we must take care to do no harm. In fact, we must take care to make our public schools once again the pride of our nation. Our public education system is a fundamental element of our democratic society. Our public schools have been the pathway to opportunity and a better life for generations of Americans, giving them the tools to fashion their own life and to improve the commonweal. To the extent we strengthen them, we strengthen our democracy. ... We must turn our attention to improving the schools, infusing them with the substance of genuine learning and reviving the conditions that make learning possible.

Ravitch, D. (2010) *Death and Life of the Great American School System*. New York: Basic Books

Conceptual Framework (2012)

Table of Contents

Section One – Overview

- Institutional setting
 - Piedmont College History Summary
 - Piedmont College Mission and Vision Statements
- School of Education Mission Statement
- Description of the Conceptual Framework
- Four Continuing Commitments
- Core Candidate Learning Outcomes

Section Two – Developing the 2012 edition of the Conceptual Framework

- Process
- Charge for the 2012 edition

Section Three – Challenges

- Levine quote
- Changes since the 2005 PSC visit

Section Four – Knowledge base and research

- Gleanings from research about teacher education programs
- Four areas to focus on: An operational vision

Section Five – Fulfilling the vision and mission

- Candidate Skills and dispositions (Standard 1)
- Assessment system and unit evaluation (Standard 2)
- Field experiences and clinical practice (Standard 3)
- Response to Diversities (Standard 4)
- Technology for instruction and learning, a new feature of the Conceptual Framework
- Faculty Qualifications, Performance, and Development (Standard 5)
- Professional Education Unit Governance and Resources (Standard 6)
- Meets requirements and standards in Rule 505-3-.01 (Standard 7)
- Meets program content standards in Rule 505.3, sections 04-88 (Standard 8)

Attachment: Sources Cited

The 2012 Edition of the Conceptual Framework

Section One – Overview

Piedmont College History Summary

Opening in 1897 as the J.S. Green Collegiate Institute, this institution brought higher education to what was essentially a frontier area of Georgia. From its inception it attracted young people eager to acquire the skills associated with higher learning. In 1901, facing financial duress, the Institute turned to the Congregational Church, which had a history of support for colleges and universities. That led to a commitment of support which continues to this day. In 1903, the name was changed to Piedmont College, acknowledging the rich culture of the foothills of the Appalachians.

The College survived two world wars, the depression, and the turbulent 1960s with determination and sacrifices by faculty and support by the surrounding community. The campus grew from a cluster of old homes to its current 100+ acre site.

Currently, the College consists of four schools – Arts and Sciences, Business, Nursing and Education – offering twenty-nine bachelors degree programs and three masters level programs. The School of Education offers Masters of Arts in Teaching and Masters in Education programs in early childhood, middle grades, and secondary education, as well as an Education Specialist program and, beginning in 2009, a Doctorate in Education program. Current enrollment at the College is approximately 2550 students, with over 1300 of those students enrolled in School of Education advanced degree programs.

Beginning in 1992, the College began an ambitious facilities project, producing the 38,000-square-foot library with well over 100,000 volumes, new residence halls, Mize Athletic Center, renovation of the chapel, and the Swanson Center to house state-of-art studios for theater and mass communication.

In 1995, the College opened a campus in Athens for students who preferred a small college atmosphere, but with the amenities of a larger city. Current enrollment at the Athens campus is almost 700 undergraduate and graduate students, pursuing five undergraduate degrees as well as graduate degrees in business and education.

The entire institutional history is available at www.piedmont.edu. Click on *About Piedmont* then *History of PC*.

Institutional Vision and Mission

Vision Statement

Piedmont College will be recognized as an exemplary liberal arts and professional institution through its commitment to high academic and ethical standards, respect for diversity, extracurricular activities, and community outreach. The College will continue to reflect a vibrant Congregational heritage.

Mission Statement

Piedmont College educates students to become successful and responsible citizens through rigorous academic instruction in the liberal arts and professional disciplines. The College provides educational opportunities through a wide range of undergraduate and graduate

programs. The institution emphasizes critical thinking, high ethical standards, and respect for diversity.

The **Goals and Strategies** section of the Piedmont College Mission Statement includes the following goals which are particularly relevant to the School of Education's vision and mission statements:

Goal One: To provide exemplary student programs that support the mission of the college by:

- *Offering challenging opportunities for professional studies in designated fields.*
- *Optimizing the use of technologies.*

Goal Two: To offer major fields of study that support the mission of the College and meet the needs of its constituents by:

- *Encouraging ongoing program development.*

Goal Three: To foster a college community that respects personal values and encourages leadership and service by:

- *Recognizing and respecting individual and cultural differences.*

Goal Four: To maximize student retention, enrollment, and completion of degree programs by:

- *Developing and maintaining challenging, relevant programs of study.*
- *Providing resources necessary for student success.*

Goal Five: To sustain and strengthen the College by:

- *Assessing institutional effectiveness*

The complete version of the Goals and Strategies section of the Mission Statement is available at www.piedmont.edu. Click on *About Piedmont*, then select *Mission* on the left column.

School of Education Mission statement:

The theme of the School of Education is “Mastering the art of teaching: Preparing proactive educators to improve the lives of all children.”

The School of Education strives to prepare scholarly, reflective, proactive educators in a caring environment with challenging and meaningful learning experiences. These practitioners effectively educate their own students to become knowledgeable, inquisitive, and collaborative learners in diverse, democratic learning communities.

Specific ideals undergird our conceptual framework. We advocate these democratic ideals: equal rights and opportunities; individual freedom and responsibility; responsibility for the greater good; respect for diversity; openness to possibilities; and open, informed discourse.

We endorse the following processes as a means of striving for our democratic ideals: engaging in participatory decision-making; collaborating in teaching and learning; collecting information from all constituencies; examining options and projecting consequences; nurturing open discourse; providing for field experiences; assessing processes as well as products; modeling democratic ideals in the classroom; forming communities of learners; and continuously revising the curriculum to reflect new insights and understandings. Further, we endorse the

development of a sense of personal integrity and of strong habits of mind (e.g., reflectiveness, persistence, clarity, accuracy, and responsiveness to feedback). (From “Syllabus A”)

Description of the Conceptual Framework

The quote from Diane Ravitch on page two sets the perspective for this edition of our Conceptual Framework. This document presents our views for preparing teachers who can help steer our schools toward the vision Ravitch offers.

This edition of the Conceptual Framework builds on previous versions, while addressing what we considered to be changes in the contexts of schooling in the U.S.

In Section One, we follow the institutional setting (the college’s history, mission and vision) with our current mission statement, followed in turn with four continuing commitments at the core of our work. The current version of our Core Candidate Learning Outcomes (January 2010) completes this section.

Section Two focuses on the process we used to develop this edition of the Conceptual Framework, including what we deemed to be our charge for that development.

Section Three includes a list of the conditions and changes we realize we must prepare our candidates to address.

Section Four describes the research and theories which guide our efforts to continue the four commitments stated in Section Two and respond to conditions and changes listed in Section Three. We identified four major concepts to serve as an “operational vision,” a departure from the usual vision statements.

Section Five – Fulfilling the Mission and Vision – is intended to connect (and complete) what we provide in the first four sections with the work of our standards committees. It consists of summary points from the reports compiled by the standards committees designed to provide some substantive illustrations of how we currently try to bring to life the concepts in this framework.

Four continuing commitments:

Though this is a new edition of our conceptual framework, we agreed that the following four components contained in the previous edition warranted specific inclusion in this edition.

First, we re-affirm our commitment to the pursuit of the democratic classroom.

Surely it is an obligation of education in a democracy to empower the young to become members of the public, to participate, and play articulate roles in the public space.

Greene, M. (2000). The role of education in democracy. *Educational Horizons*, 63-73.

The issues confronting our nation make the case clearer than ever that we must have citizens who have the capacities to grasp the issues and the dispositions to participate actively in resolving them.

Numerous research studies confirm what many of us recognize intuitively: That “...the vast majority of Americans are willfully ignorant about the issues, policies, politicians, history, and structure of government needed for informed participation in democracy, especially in these trying times.” (Knight Foundation, 2005) That serves as an indictment of schooling in the U.S.,

where students are exposed to curricula about government, economics and history – passing tests and receiving passing grades – then forget most of what they have learned.

We strive to prepare teachers who will, in turn, prepare their students for their roles and responsibilities as citizens in a democracy. The experiences of democracy in schools are the most promising ways to enable every student to develop the skills and dispositions necessary for effective participation in the processes of a democracy.

The commitments outlined below guide our efforts to fulfill our role toward this vision.

Second, we re-affirm our commitment to provide programs that enable our candidates to become scholarly, reflective, proactive practitioners. Furthermore, we affirm that each of us has to model those attributes.

[W]hat rules us is less the material world of goods and services than the immaterial one of whims, assumptions, delusions and lies; that only by studying this world can we hope to shape how it shapes us; that only by attempting to understand what used to be called “the human condition” can we hope to make our condition more human, not less.

Slouka, M. (2009). Dehumanized. *Harpers Magazine*. September, 32-40.

We intend to equip our teachers “to assess the effects of their teaching and to refine and improve instruction, to continuously evaluate what students are thinking and understanding, [then] reshape their plans to take account of what they have discovered” (Darling-Hammond, 1998).

We affirm that instruction in each academic discipline and the arts, at every grade level, must communicate the fact that these fields (a) contribute to our understanding of the human and natural phenomena we experience, (b) are dynamic fields of inquiry, not static repositories of information, and (c) are connected to the larger goals of decision-making and participation in a democracy.

Third, part of our mission is to serve as an agent of constructive change that enables the schools in our region to rethink instructional practices so they truly do not leave any child behind.

Teachers are always traveling toward complete knowledge but never arriving. Of course, every person follows the same road, whether he notices or not. It’s a good road to travel though, always fresh and challenging. Every day we can stretch again to reach a noble goal.

Steele, C.F. (2009). *The inspired teacher*. Alexandria: Association for Supervision and Curriculum Development

This sense of mission is especially vital in the current context of accountability standards. Our challenge is to show teachers that they can meet those standards, and, with their students, transcend them to higher levels of understanding. If we do that well, those teachers will assume the responsibility for their own professional growth, moving from unaware to aware, to capable, and perhaps even to inspired teaching.

Fourth, we reaffirm the challenge to equip our candidates with understandings and skills that enable them to address the diversities in their classrooms.

By examining risk at different levels (e.g., individuals, families, and institutions) and through different lenses, experiences and identities (e.g., race, gender, class, and sexual orientation), our goal has been to provide a critical look at both the issues and the venues that allow us to understand the problem as well as the opportunities and places for change. At this point in our history, these issues do not simply represent social designations for our thinking but are increasingly urgent sites to (re)conceptualize risk, equity, and schooling and to commit to positive change.

Gadsden, V.L., Davis, J.D., Artiles, A.J. (2009) Risk, equity, and schooling: transforming the discourse. *Review of research in education*. Washington, DC: American Educational Research Association. Vol.33. x-xi.

If we can sustain the vision and mission set forth in this Conceptual Framework, our candidates will model the kind of dispositions and practices which will inform practices and policies that build on diversities, more than merely serve them. Limited resources resulting from the downturn in the economy make this effort especially challenging.

Core Candidate Learning Outcomes (January 2010)

We first developed CCLOs in 2000 to synthesize the concepts and values of our Conceptual Framework into readily accessible language for instructors and candidates. We revised them in 2005 as part of our preparation for the PSC review of programs.

In fall 2009, we conducted another systematic review of the CCLOs, resulting in substantive revisions, especially regarding subject matter, instructional strategies, and communications. Those revisions appear in the version approved by the faculty in January 2010.

These CCLOs serve as a continually evolving guide to teacher development, practice, assessments, and decision-making. For these CCLOs to guide our development as educators and become the habits of mind that drive what we do, faculty and candidates must engage them in recurring dialogue, application, and reflection.

1. *Learning environment*: The teacher uses an understanding of individual and group motivation to create a community of learners that encourages positive social interaction, active engagement in the subject matter, and the development of a sense of responsibility for their own learning.
2. *Subject matter*: The scholarly teacher understands and models the central concepts and modes of inquiry of his or her discipline(s), thereby engaging students in learning experiences that encourage critical thinking and stimulate continuing interest in the subject.
3. *Student learning*: Based on an understanding of how students develop and learn, the teacher provides learning opportunities that support students' intellectual, social and personal growth.
4. *Diversity*: Understanding that each learner is unique, the teacher of a democratic classroom adapts and differentiates instruction to meet diverse needs of all students.

5. *Instructional strategies:* The teacher implements instructional strategies, including appropriate use of instructional technologies, designed to encourage students to develop critical thinking, performance skills, and content knowledge, while meeting required curriculum and program evaluation standards.
6. *Assessment strategies:* To foster knowledgeable and inquisitive learners, the teacher uses a variety of formative and summative assessments to evaluate student achievement and inform instructional decision-making.
7. *Communication:* The teacher uses verbal and non-verbal communication strategies along with complementary technologies to foster active inquiry, collaboration, and supportive interaction in the classroom.
8. *Research:* The teacher's professional practices reflect discerning uses of relevant research, as well as the ability to initiate systematic inquiry into instructional practices and school-wide issues.
9. *Reflection and professional development:* The teacher is a reflective, critical, open-minded practitioner who continually evaluates his/her practices, beliefs, and the effects of those decisions, thereby refining a personal pedagogy to guide professional practices.
10. *Collaboration:* The teacher communicates and collaborates democratically with other teachers, families, and members of the school's communities to support student learning and well-being.

Section Two – Developing the 2012 edition of the Conceptual Framework

Process

We began in Fall 2009 by reviewing the timeline for creating documentation for the PSC peer review scheduled for Fall 2012 and considering what needed to be included in light of the most recent standards. As an initial step in that process, we all participated in a sequence of meetings to revise the Core Candidate Learning Outcomes (CCLOs), as presented in the previous section.

In light of changes in the contexts in which we work, especially the accountability movement with *No Child Left Behind* and incentives like *Race to the Top*, and considering the more demanding standards we are to meet, we agreed that this edition of the Conceptual Framework required substantive additions.

In Spring 2010, faculty teams contributed suggestions for research and concepts to be considered for the Conceptual Framework. Work continued in Fall 2010 by a systematic review of the literature by the School of Education faculty to identify sources which seemed most relevant for our programs – as both affirmations and challenges.

In Spring 2011, as our standards committees assembled information for their reports, the faculty as a whole reviewed the first draft of the proposed Conceptual Framework at the February 23, 2011, School of Education meeting. In addition, we solicited suggestions to be provided on-line. An ad hoc team, consisting of faculty members who have served on Board of Examiners review teams, met on March 14, 2011, to provide guidance for substantive revisions.

On March 18, 2011, we disseminated a revised version to the faculty for suggestions at a SOE meeting on March 23, 2011. That version, with suggestions for minor editing, was approved by the faculty.

The charge for the 2012 Edition

We offer this Conceptual Framework as a dynamic framework of goals, concepts, and principles (a) to provide architecture for the development, implementation and assessment of programs, (b) to serve as a reference for designing courses, and (c) to guide each of us in our professional practices, especially teaching and learning.

We intend for our candidates to be guided and challenged by this Conceptual Framework as they make their way through their programs.

In addition to the evaluations conducted by designated agencies, we plan to assess our overall effectiveness by how well we fulfill the vision we have developed for this Conceptual Framework. Specifics for how we will do that are provided in the report for Standard Two.

We also decided that this version should serve as a recursive vehicle for the reports by our standards committees, rather than as stand-alone documents, apart from those reports. Key items from the committees' reports appear in Section Five of the Conceptual Framework. Committee reports, in turn, weave concepts from the Conceptual Framework into their reports.

Section Three – Challenges

The simple fact is that our world is being transformed by profound demographic, economic, technological, and global changes. Change of this magnitude is rare, last occurring during the Industrial Revolution... Today's institutions – government, health care, media, banks, and schools – were created for a different time, for a predigital, national, industrial economy. They appear to be broken and need to be refitted for a new world.

Even if the nation's teacher education programs had been perfect, the best in the world, they would still need to change today. In this new environment, our needs and expectations for schools have changed. The job of teacher has changed. And the preparation of the next generation of teachers and the professional development of current teachers will have to change if our children and schools are to succeed in this new world. These are the realities we're facing.

Levine, A. (2010). Teacher education. *Phi Delta Kappan*, 92 (2), 19-24.

Since the last revision of the Conceptual Framework in 2007 several elements in “this new environment” inform what it now means for our candidates to become “scholarly, reflective, proactive practitioners”:

- Standards-based reform initiatives and test-based accountability requirements combined to challenge us to equip our candidates to contribute to their respective schools' ability to meet expected performance levels, while seeking ways to engage their students in more authentic learning. The “proactive” element of our mantra has never been as important as it is now.
- Technology, especially digital technologies, has expanded into virtually every aspect of our professional and private lives, providing another challenge: How to provide the skills needed for effective uses of technology in instruction, making them complementary to conventional modes of communication, while avoiding the unproductive tendencies inherent in some applications of digital technologies.

- Responses by state governments to the current economic downturn include sharp reductions in funding for schools, resulting in reductions in staffing, larger class sizes, and reduced resources for instruction and professional learning, to list some of the more obvious impacts.
- The School of Education has grown from a fulltime faculty of 20 to 39 at two campuses. During that same time, growth in both campus-based and cohort-based programs required substantial increases in the number of part-time instructors.
- Our undergraduate majors now constitute 32% of Piedmont's undergraduate population. Graduate-level participants now constitute 93% of graduate students at Piedmont, and 58.5% of the entire student body.
- We now have 20 MA and 34 EdS cohort programs in nineteen school districts, enrolling 980 teachers pursuing advanced certification.
- In 2009, we began our EdD program at both our Demorest and Athens campuses with initial enrollment of 60 candidates. In Fall 2011, we anticipate 30 more candidates to enter that program.

Three challenges come with those changes:

(a) *Communicating effectively with everyone involved*, including schools, school districts, and units of the college other than the School of Education.

(b) *Maintaining quality control of our programs* with so many additional faculty and students – on two campuses and in the cohorts.

(c) Keeping the sense of *democratic community* alive, modeling democratic decision making in our own work as a faculty

➔ Those challenges mean that we have to be *more diligent than ever in maintaining the integrity of our programs*. We intend for this Conceptual Framework to guide us in that effort.

Section Four – Theory, research and experience

Gleanings from research

As John Dewey (1929) noted in his Sources of a Science of Education, the better prepared teachers are the more their practice becomes differentiated in response to the needs of individual students, rather than routinized: “Command of scientific methods and systemized subject matter liberates individuals; it enables them to see new problems, devise new procedures, and, in general, makes for diversification rather than for set uniformity... This knowledge and understanding render [the teacher’s] practice more intelligent, more flexible, and better adapted to deal effectively with concrete phenomena of practice.” (page 11)

Darling-Hammond, L. (2006). Why teachers must become adaptive experts.
Powerful Teacher Education. San Francisco: John Wiley and Sons.

The series of research reports initiated by American Education Research Association (AERA) and the National Academy of Education beginning in 2005 affirmed the directions we pursued in developing our programs, while at the same time stimulating our efforts to improve those programs.

The initial report in that series, *Studying Teacher Education: The Report of the AERA Panel on Research and Teacher Education* (Cochran-Smith and Zeichner, editors), was notable for its awareness that “many important questions cannot be answered by empirical research alone.” (p.2) That statement serves as both a caution regarding reliance on research for every initiative, and as encouragement to be creative in our efforts to provide better prepared teachers for K-12 classrooms.

That report also noted that “Teacher preparation is also affected by local and state political conditions, which create their own accountability demands and other constraints and possibilities.” (p.3) That statement concisely summarizes one dominant element in the contexts in which Georgia educators work.

Three key results summarized in the executive summary of this huge body of research seemed particularly instructive as we reviewed our programs.

First, we realized that one problem we face is that “...prospective teachers’ knowledge of subject matter indicates that a majority of those studied have only a ‘mechanical’ understanding of the subject they teach.” (p. 12) The K-12 experiences of our candidates incline them toward exactly that disposition. One primary task we have, then, is to guide our candidates to understand the dynamic nature of the disciplines of the arts and sciences – that they are not static repositories of factoids, even if the present regime of high-stakes testing assumes the latter position.

Beyond that, we intend for our candidates to grasp the significance of the *pedagogical possibilities of subject matter* as essential for their students to acquire durable learning and positive attitudes toward those fields of learning.

Second, another insight from that research illuminated a significant change in direction for teacher education programs: “...teacher education came to be understood as a ‘learning problem’ rather than as a training problem.” (p. 84) The “training” mindset is so deeply engrained in the profession and policy-makers and college instructors that achieving this change of direction will require continuous effort, more than merely avoiding the use of “training” to describe our programs.

Finally, the following synthesis statement seems like a distillation of our efforts over the past ten years: “...one important way policy makers can meet the challenge in providing a well-prepared teaching force is by manipulating those broad aspects of teacher preparation (e.g., teacher tests, subject matter requirements, and entry routes) *most likely to affect pupil achievement.*” (Emphasis added.) (p. 77) That sets the challenge for us: To use our experiences and assessments of programs to identify the “broad aspects” of our programs for revision, perhaps even an overhaul.

Four areas on which to focus: An “operational vision”

Other reports provided substantive guidance for those efforts. Linda Darling-Hammond and Joan Baratz-Snowden mined the research reports, including *Studying Teacher Education*, for a concise set of guidelines for teacher education programs, presented for the National Academy

of Education in *A Good Teacher in Every Classroom* (2005). In turn, we gleaned the following concepts from those guidelines as the most constructive for us to keep in mind for refining programs and assessing those programs against both the criteria by which we will be evaluated and our own expectations for success.

- “Beginning teachers need to have a sense of where they are going, why they want students to go there, and how they and their students are going to get there. They must be able to create a coherent curriculum that is responsive to the needs of students and construct a classroom community in which the ‘hidden curriculum’ fosters respectful relationships and equitable opportunities to learn.” (p. 16)

While that point addresses beginning teachers, our view is that it applies equally to our candidates in advanced level programs, all the way to our doctoral programs. In those programs much of our work involves deconstructing previously held, unchallenged ideas about learning and instruction.

- Constructing an effective teacher education program “means finding ways for teachers to learn about practice *in* practice, so that concrete applications can be made and problems of practice can be raised, analyzed, and addressed. ... They need to engage in inquiry and reflection about learning, teaching, and curriculum, as well as direct instruction in specific areas of content.” (p. 31)

The evidence provided in the reports for Standards 1, 2, and 3 confirms that the way we manage and assess our programs keeps this concept clearly in focus in each program.

- “Researchers have found that the process of learning to enact new skills is best supported by skilled coaching in peer support groups that allow teachers to develop, strengthen, and refine teaching skills together. Teachers hone their skills when they go through a process of learning, experimenting, and reflecting on their practice with feedback from peers and more expert practitioners.” (p. 34)

We have infused this concept throughout our undergraduate and masters-level initial certification programs. Our EDS and EdD programs, in fact, aim to provide just those kinds of expert practitioners to the schools in the regions we service. Through this kind of approach we intend to provide our graduates with the dispositions which keep them renewed and creative.

- One feature characteristic of the most effective teacher education programs is the “use of case study methods, teacher research, performance assessments, and portfolio examinations that relate teachers’ learning to classroom practice.” (p. 38)

We embrace that characteristic in every program, from undergraduate to EdD. Because the contexts in which our candidates operate are dynamic, we continuously review and refine each of the elements described in that characteristic.

- ➔ The preceding four bullets, along with our continuing and new commitments, constitute an *operational vision* to steer our efforts to prepare teachers with the understandings,

skills and dispositions through which they enable their students to perform active roles as citizens in a democracy.

Section Five - Fulfilling the Vision

Standard 1 - Candidate skills, knowledge and dispositions:

Assuring that our candidates acquire that combination of skills, knowledge and dispositions involves weaving together courses on learning, classroom management, content, and pedagogy with field experiences and clinical practice.

- Summative data from assessments of content knowledge confirm that candidates achieve the levels required for successful clinical experiences, with a significant number receiving ratings above minimum required levels.
- We assess candidates in their clinical experiences on their ability to provide multiple explanations and instructional strategies so that all students learn. The data from these assessments reflect a thorough understanding of pedagogical content knowledge.
- Although most of the School of Education programs are obtaining 80% or higher mastery on GACE Content Assessments, each department continues to work to improve test score by devising action plans.

Standard 2 - Assessment system and unit evaluation:

Since 2007, we have focused on building more reliable and constructive assessments of our programs, especially as a way to assure that we know to what extent each program fulfills its goals. An assessment system like that also provides data for reports to PSC and SACS.

- In Fall 2007, the School of Education created an Assessment Committee comprised of faculty from a cross-section of programs, plus an Assessment Coordinator as a part-time position.
- The annual faculty evaluation rubric includes categories and expectations in teaching, advising, capstone participation, professional development, involvement in P-12 schools, committee work in the College, and community service.
- An annual survey completed by our practicing graduates and their principals is an additional point of program assessment by the area's professional community.
- Individual and group performance assessments from peers and instructors are shared with candidates multiple times during their programs.

Standard 3 - Field experiences and clinical practice:

Each of our programs provides a rich set of these experiences as strands within the program, providing both the kinds of insights which come from focused observations and interactions, as well as the opportunities through which each candidate gains the insights and confidence necessary for development into an effective teacher.

- The School of Education maintains formal working relationships for placing candidates for field experiences and clinical practice with 31 school systems and alternative locations in the northeast Georgia region. These schools include a variety of urban,

suburban and rural demographics, providing a wide range of experiences for our candidates.

- Piedmont and local school districts have formed a Teacher Education Advisory Council (TEAC) at both our Demorest and Athens campuses. The purpose of the TEAC is to share views about how to best prepare candidates for their careers as teachers, as well as serving the schools where we place candidates for field experiences and clinical practice.
- Candidates in our M.A.T. and M.A. programs may take EDUC 770 *The Foxfire Approach to Instruction*. This summer experience involves prospective and experienced teachers in an in-depth exploration of the adaptations of Foxfire for all grades levels, subjects, and student populations. (Piedmont faculty also participate in these summer sessions.)
- One area of improvement under consideration is to design more ways for candidates to demonstrate that they have a positive effect on student learning. Candidates need more practice gathering student data, interpreting that data, and applying the results to improve instruction.
- Candidates need more experiences with English for Speakers of Other Languages (ESOL) and English Language Learners (ELL). Our programs need to provide more field experience requirements providing candidates with ample opportunities to work with ESOL and ELL students.

Standard 4 - Responses to diversities:

The School of Education faculty is committed to designing, implementing and evaluating curricula and experiences steeped in diversity. We emphasize the need for candidates to acquire and apply the knowledge, skills, and dispositions necessary to educate all students.

- Field experiences involve candidates interacting with students of various ethnic and cultural backgrounds, students who are English Language Learners, students of various socio-economic status, and students with learning exceptionalities.
- Each program ensures that candidates become aware of different learning styles shaped by cultural influences and respond with appropriate instructional practices.
- The School of Education faculty exhibits all elements of diversity and continues to seek individuals from diverse perspectives and backgrounds.

Standard 5 – Faculty qualifications, performance and development

Piedmont College School of Education ensures that qualified faculty instruct our candidates.

- The majority of the professional faculty of the School of Education holds earned doctorates and has substantial P-12 experience which qualifies them for their respective assignments.
- Criteria for host teachers for clinical practice and field experiences ensure that they are qualified for those roles.
- Faculty are active in community service and professional organizations.

Standard 6 – Leadership and Authority

The Unit has the leadership and authority to plan, deliver, and operate programs of study.

- The SOE has 38 full-time faculty members. Seven Arts & Science faculty have contractual responsibilities to serve as academic liaisons to the SOE. Ten Arts & Science faculty regularly teach graduate courses to meet the needs of Middle Grades and Secondary Education graduate programs.
- Since its opening in 1995, the Athens satellite campus has expanded four times. In 2006, the College purchased the entire campus of the Prince Avenue Baptist Church, a dramatic increase in the college's Athens presence. That facility includes 4.5 acres and six buildings with a total of about 90,000 square feet of classroom and office space.
- The Associate Dean of Education in Athens has release time to oversee continued development and improvement of the SOE assessment system. As of July 1, 2011, a new ¾ time database administrator coordinates all assessment platforms.
- The Department of Teaching and Learning was formed in 2008 to oversee the Ed.S. programs and begin the preliminary work on the college's first doctoral program. The Ed.S. program now provides an elective track for teachers interested in furthering their career in educational leadership. In 2009, the Southern Association of Colleges and Schools approved the SOE's proposal for an Ed.D. program, now offered at the Demorest and Athens campuses.

Standard 7: Requirements and Standards Specified in Rule 505-3-.01

- Each candidate's progress is monitored by the adviser from admission to the college through graduation. This includes assuring that the candidate maintains the minimum GPA to remain in the program: 2.5 for undergraduates (2.75 for secondary education undergraduate candidates) and 3.0 for graduate candidates.
- Programs for undergraduate Early Childhood and Middle Grades include a sequence of courses which equips them to analyze and respond to students' reading skills. The Undergraduate Secondary Education program requires a course in Reading and Writing in the Content Areas. Each graduate initial certification program requires appropriate courses and field experiences in reading.
- All programs require Education of Exceptional Children (EDUC 355/655) in which candidates use case studies to acquire skills in identifying and teaching children with exceptionalities. Other courses include field experience requirements which involve candidates' engagement with exceptionalities.
- We intend for our candidates to learn how to integrate technologies into their instructional practices so they can help all K-12 students prepare to become effective digital citizens and to become successful 21st Century workers. We integrate technology throughout our curricula (a) as a presentation tool used in classes by professors and candidates, (b) as a research tool used by professors and candidates, and (c) as a study tool used by professors and candidates. During field experiences, practica, student teaching, apprenticeships and internships, our candidates observe and experiment with the application of educational technology in K-12 classrooms. In their programs, Piedmont College students explore the following:
 - Ways to help their students build a knowledge base of current technologies, ranging from interactive white boards to computers to cell phones and digital books.
 - Facilitating active student participation in instruction using technologies.

- Assessing the relative advantages of using technology in achieving the desired levels of understanding, versus other modes of instruction.
- Using technologies to support differentiated instruction.
- Awareness of the desired and undesired effects of technologies on classroom management.
- How to detect and adapt to the “digital divide” within student populations.
- The role local school resources and policies play in determining the uses of technologies for instruction.
- The concept of “digital citizenship,” including ways to prepare K-12 students to acquire the skills and dispositions to function as digital citizens.
- Guiding students to recognize the informal nature of computer communication versus formal communication.
- How to guide their students in understanding how the power of technological communications can be used for worthy purposes and invidious purposes.
- Enabling their students to assess the reliability and accuracy of internet sources; to be critical consumers.
- Candidates are required to include related GPS/CCGPS or other applicable standards in the lesson plans they design and teach throughout their program of study.
- All candidates receive an orientation to the Georgia Code of Ethics and must pass a criminal background check prior to completing any field experience in schools.
- Each program includes field experiences designed to provide an appropriate frame of reference for the candidates.

Standard 8: Alignment with PSC-Adopted Content Standards

To ensure that the teacher candidates in the programs offered by the Unit demonstrate competence on the appropriate program-specific content standards adopted by the Georgia Professional Standards Commission, the following procedures have been implemented:

- The “outcomes” section of each course syllabus in the School of Education as well as the syllabi for Arts and science coursework taken as part of MG or SEC program coursework are aligned with the appropriate PSC-adopted Program Content Standards.

Works Cited for Conceptual Framework

- Cochran-Smith, M., & Zeichner, K. M. (Eds.). (2005) *Studying Teacher Education: The Report of the AERA Panel on Research and Teacher Education*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Darling-Hammond, L. (2006). *Why teachers must become adaptive experts. Powerful Teacher Education*. San Francisco: John Wiley and Sons.
- Darling-Hammond, L., & Baratz-Snowden, J. (Eds.). (2005) *A Good Teacher in Every Classroom: Preparing The Highly Qualified Teachers our Children Deserve*. San Francisco: Jossey Bass
- Gadsden, V.L., Davis, J.D., Artiles, A.J. (2009) Risk, equity, and schooling: transforming the discourse. *Review of research in education*. Washington, DC: American Educational Research Association. Vol.33. x-xi.
- Greene, M. (2000). The role of education in democracy. *Educational Horizons*, 63-73.
- Levine, A. (2010). Teacher Education. *Phi Delta Kappan*, 92 (2), 19-24.
- Ravitch, D. (2010) *Death and Life of the Great American School System*. New York: Basic Books
- Slouka, M. (2009). Dehumanized. *Harpers Magazine*. September, 32-40.
- Steele, C.F. (2009). *The inspired teacher*. Alexandria: Association for Supervision and Curriculum Development