PIEDMONT COLLEGE SCHOOL OF EDUCATION

Specialist Degree Candidate Handbook

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Coordinator, Education Specialist Program

Welcome to Specialist Degree Candidates

Congratulations! We in the School of Education at Piedmont College are proud to welcome you as a degree candidate in our Education Specialist Program in Curriculum and Instruction. The Specialist Program in Curriculum and Instruction is obviously filling an important need for teachers who desire to become distinguished educators and leaders in their schools and communities as we have graduated over 2000 since the program began.

This handbook is designed to supply you with important information to facilitate your journey to success as a Specialist Degree candidate and should provide answers to your questions as you begin your participation in the program. Please keep this handbook for future reference throughout your program.

We hope that this handbook will be useful to you, and we invite you to let us know how we can improve it for future candidates. Good luck, and enjoy the experience that lies ahead.

A Brief Look at Foundational Items

Piedmont College Mission

Piedmont College dedicates itself to the transformative power of education through reciprocal learning, the development of compassionate leaders and the stewardship of our local and global communities.

School of Education Mission

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 reflective, scholarly, proactive educators. These practitioners effectively educate their own students to become knowledgeable, inquisitive, and collaborative learners in diverse, democratic learning communities.

School of Education Philosophy

Specific ideals undergird our conceptual framework. Those ideals that we advocate include the democratic ideals of: 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 constantly 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).

School of Education Conceptual Framework

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.

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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.

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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.

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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.

Student Outcomes
Core Candidate Learning Outcomes

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.

School of Education Specialist Program in Curriculum and Instruction

Rationale

The program goal of the Specialist Program in Curriculum and Instruction is designed to develop distinguished contributing teachers as leaders, mentors, and models across schools and systems. The primary purpose of schooling is instruction; therefore, all teachers, staff and administrators must focus through habits of mind on the ultimate goal of providing students with the best and most appropriate education possible through continuing school improvement. Regular classroom teachers, teachers in pull-out areas, lead teachers, department heads, building level administrators, as well as staff and administrators at the district levels need to view themselves as instructional leaders and through proactive, scholarly and reflective professional and pedagogical development provide instructional expertise and leadership to students and peers both formally and informally.

Program of Study

The specialist program in Curriculum and Instruction offers components that address the qualities necessary for preparing distinguished teaching and leadership. The program will provide a rigorous and scholarly pragmatic approach that will meet the needs of candidates in various geographic and educational contexts. To that end, participants are required to complete coursework in the core which consists of 30 semester hours. A detailed outline of the required and elective courses can be found in the course sequence section of this handbook. These courses form a holistic approach to the 30 hour program of study as continuous themes and curricula to guide, instruct, and develop the professional educator to attain distinguished levels of both theory and practice and become contributing members in the professional discourse of improving schooling. **The courses meet the requirements of the Georgia Professional Standards Commission standards for graduate programs in Curriculum and Instruction leading to an S-6 certificate as well as addressing the Piedmont College Special Program Core Learning Outcomes.**

Program Entrance Requirements

Master's Degree and Certification

The applicant must :

- Possess a master's degree from a regionally accredited institution.
- Have two years of documented successful teaching experience
- Submit a copy of a current and valid teaching certificate.
- Submit official, final, and sealed transcripts from the accredited institution awarding the Masters degree. These must be submitted in the sealed envelope sent from the registrar's office.
- Have a minimum 3.5 GPA on the master's level.
- Report a score on the GRE (Graduate Record Exam) or MAT (Millers Analogy Test)

Reference Forms
- The applicant must submit three reference forms from professionals in the field of education that include information about the candidate's competence and effectiveness as a successful educator for a minimum of three years.
- One of these letters must be from a school system supervisor.
- One of these letters must be from a previous college professor or staff development instructor.
- One of these letters can be from either of the above categories or any professional in the field of education.

Technology Skills

The program is technology-intensive and candidates must possess appropriate skills in order to be successful.

Letter of intent
The applicants will be required to submit a concise, grammatically correct letter stating his/her purpose(s) for applying to the Education Specialist degree. The letter should address the following topics and should be between 1 and 21 pages in length.
- Purpose for pursuing EDS degree
- Past experiences that qualify you to pursue the EDS degree
- Goals for your career that will be enhanced by the EDS degree

***Note:** Acceptance to the Specialist Program will be based on the strength of the applicant's admissions packet and essay. A Specialist Program Committee will evaluate the essays.

The Education Specialist Program

An Overview

Before going any further, you might find it helpful to take a look at how the EDS Program may unfold for you as a candidate:

You will begin in the EDS 8800 course by refreshing and further developing your scholarly writing skills. A review of the program, program expectations, and skills needed for reading interpreting and reporting scholarly writings will be provided. You will be introduced to the SPCLO writing logs, flagship writing assignments, and documentation of learning outcomes.

Each candidate will be required to maintain a notebook or electronic file of all SPCLO writing logs with professor comments, flagship writing assignments reviewed by the course professor and any supporting documentation. The SPCLO logs and flagship assignments will be reviewed by the course professor using the rubric provided by the Teaching and Learning Department. The candidate is expected to show progress throughout the program. Program outcomes, student outcomes, APA writing requirements, and scholarly writing and presentation requirements will be provided to assist the candidate in meeting all program expectations. A final synthesis of the program will be required at the end of the program. In this presentation you will provide a synthesis of your learning and growth over the course of the program..

Although you will assuredly face other obstacles and challenges as you seek your EDS degree, this brief overview should at least give you some awareness of how you may progress through the Educational Specialist program. In the following pages you will find more detailed descriptions of the various items discussed above, as well as other pertinent information you may need along the way. Also included in this handbook are some of the forms you will need throughout your program. that you will encounter from time to time.

Program Candidate Outcomes

11. Specialist Candidates will demonstrate advanced ability to plan, implement, and evaluate instruction to facilitate student learning. Standard 2 (INTASC 1,2,7,8)

12. Specialist Candidates will demonstrate advanced knowledge of the student as influenced by cognitive, physical, emotional, social, cultural, environmental, and economic factors. Standard 4 (INTASC 1.2)

13. Specialist Candidates will demonstrate advanced ability to design, implement, and evaluate curriculum that promotes student learning including knowledge of resources, technology and best teaching practices. Standard 1 (INTASC 1, 3, 7, 8)

14. Specialist Candidates will demonstrate advanced depth and breadth of knowledge and skills in academic discipline and pedagogy. Standard 3 (INTASC 4, 5)

15. Specialist Candidates will demonstrate the ability to use research to promote student learning and to contribute to the teaching profession. Standard 5(INTASC 9)

16. Specialist Candidates will demonstrate the ability to create learning communities that incorporate advanced knowledge and understanding of cultural and linguistic contexts of learning. Standard 4 (INTASC 2. 10)

17. Specialist Candidates will demonstrate advanced ability to differentiate instruction through the use of best practices in a democratic learning environment. Standard 2 (INTASC 1, 2)

18. Specialist Candidates will demonstrate high standards for professional practice through continual self - assessment and reflection. Standard 7 (INTASC 4, 9, 10)

19. Specialist Candidates will demonstrate high standards for academic rigor, intellectual inquiry, and professional integrity. Standard 7 (INTASC 4, 5, 9, 10)

20. Specialist candidates will demonstrate advanced knowledge of assessment and the ability to use multiple sources of assessment for maximizing student learning. Standard 6 (INTASC 6)

Program Course Descriptions

During the year, you will work through each course as described below. There are 10 courses, three semester hours each, for a total of 30 semester hours for your program. The focus of the program is designed to prepare the candidate for distinguished practice in the classroom as an instructional leader and to provide the foundational understanding of the content knowledge expected for the GACE test in Curriculum and Instruction.

Courses (required of all degree candidates)

EDS 8800 Program Orientation and Scholarly Writing
EDS 8815 Curriculum Design for a Changing World
EDS 8823 Representation and Analysis of Quantitative Data
EDS 8824 Analysis and Evaluation of Research
EDS 8880 Instructional Leadership in 21st Century Schools
EDS 8845 Theory and Practice of Differentiated Instruction
EDS 8846 Principles of Assessment Design and Application
EDS 8851 School Resource Utilization
EDS 8860 School Law and Ethics
EDS 8877 Communication for Professional Practice
EDS 8860 School Law and Ethics

EDS 8800 Program Orientation and Scholarly Writing   3 hours

This course is designed to orient candidates to the Ed.S. program, the Specialist Candidate Learning Outcomes Log, the complexities of the extended GSTEP framework and the expectations for scholarly writing during the program. Scholarly writing is defined as writing which occurs in a scholarly context for a specialized audience. This style of writing is often written by experts in a subject area and is usually supported by some level of empirical research. This course will address scholarly writing from three perspectives: reading, writing and thinking. An explanation of the Flagship Writing Assignment which is a requirement for each course in the Ed.S. program is a major theme of the course content. The purpose of the course is to strengthen communication and consistency across the candidate's program by preparing him or her to conceptualize the entire program of study early on and continue to build on themes across the graduate experience. Candidates will explore policies and procedures of the State of Georgia and support agencies related to their program of study. Issues and concerns will be discussed about paradigms in educational research writing guidelines, requirements for graduation including the Specialist Program Candidate Learning Outcomes Log, advisement issues, professional development, programmatic themes, resources and services of the college, and library facilities. The goal of this course is to bring together a student's graduate experience, culminating in a research project (end of program), which demonstrates the individual's mastery of conceptual, content, and pedagogical skills and illustrated through a scholarly research project meeting all APA rules for publication. In other words, students will demonstrate the integration of theory and practice related to content knowledge, pedagogical strategies, and scholarly writing.

EDS 8815 Curriculum Design for a Changing World   3 hours

This hands –on course will examine the historical and theoretical underpinnings of curriculum and instruction and their connection to school reform and school improvement initiatives across the nation. Completers will be able to demonstrate advanced ability to design, implement and evaluate viable curricula through an understanding of curriculum alignment, assessment, and instructional design. An examination of state and national curricula, the media, professional journals, and recommendations from various sources, i.e. think tanks, foundations, colleges and school systems will be the basis of the study. By relating experiences of others to the setting in which the class candidates are working, there will be realistic opportunities to consider and synthesize old and new knowledge of practices that will assist the candidate in becoming a more effective teacher, student advocate, and change agent in the area of curriculum development and implementation.

EDS 8860 School Law and Ethics   3 hours

This course explores legal and ethical issues that arise in schools. It provides educators with the knowledge necessary to understand and prevent legal problems in professional practice and helps candidates reflect on questions of educational policy and ethics. Candidates should gain an understanding of legal principles and interpretations of constitutional and statutory laws. Additionally they work to model effective collaboration, leadership, and professionalism in decision-making. There is a focus on the school-based decision-making process at the local school level.

EDS 8851 School Resource Utilization   3 hours

This course explores the characteristics of school organizations and their reactions to change. In times of economic challenge, schools and school districts must be equipped to make use of all available resources and effectively reallocate and manage all available resources. All school system resources will be analyzed through the lens of school improvement and improved student performance. Candidates make use of existing research to evaluate school resource needs and modify school environments to promote learning. Candidates will gain understanding of school finance in Georgia as well as their own school districts.

EDS 8877 Communication for Professional Practice   3 hours

Communication involves that which is written, spoken, or implied and involves both receptive and expressive skills. Effective communication with all stakeholders is essential to the success of any organization or group. This course examines the fundamentals of communication theory. It is designed to assess communication processes, determine problems, successes, and roadblocks in communications, and improve the candidate's ability to communicate in both individual and large organizational settings. Specifically, issues of communications within the school setting are examined.

EDS 8845 Theory and Practice of Differentiated Instruction   3 hours

This course focuses on the theories, principles, and practices, which lead candidates to an understanding of ways to create strong and relevant curriculum as well as ways to deliver instruction in flexible ways intended to meet the needs of all learners. Candidates will explore the principles of Understanding by Design (UbD) and Differentiated Instruction (DI) and the application of these principles to the development of fully differentiated lessons.

EDS 8846 Principles of Assessment Design and Application   3 hours

Data driven instruction is the latest catch phrase in education. Candidates will be able to utilize valid and reliable data to modify instruction on a day-to-day basis. In this course, candidates will learn to design valid and reliable selected response, essay and performance assessments and rubrics for diagnostic, summative, and formative purposes. Data from those types of assessments as well as standardized tests will become the basis for analysis of student learning with the aim of modifying instruction and improving achievement. Candidates will demonstrate the ability to conduct program evaluations to determine the effectiveness of curriculum and instructional practice.

EDS 8823 Representation and Analysis of Quantitative Data 3 hours

This course focuses on: (1) describing and summarizing data; (2) creating and interpreting standard scores, and; (3) using inferential statistics to make decisions. Students will be introduced to these quantitative procedures using the SPSS software. The skills developed in this course are a prerequisite to understanding educational research
.

EDS 8824: Analysis and Evaluation of Research   3hours

This course is designed to enable students to become critical consumers and evaluators of current educational research. Students will develop skills necessary to identify, understand, and assess the strengths and weaknesses of educational research. Throughout the course, students will locate and evaluate a collection of educational research publications and write a critical, scholarly literature review focused in a specific area of education.

EDS 8880: Instructional Leadership in 21st Century Schools   3 hours

The purpose of this course is the study and refinement of exemplary practices and theories of instructional leadership in 21st century schools. The emphasis of this course is to aid in the process of school improvement. Included in this emphasis will be the assessment of differentiation of instruction, assessment of students, reflection on student learning, examination of one's own teaching/learning, processes of the democratic classroom, supporting and embracing diversity, and the infusion of technology in classroom instruction. The focus of the course is a synthesis of the knowledge, skills, and practice of instructional leadership in the context of school improvement in the 21st century.

Other Program Requirements:

Specialist Candidate Learning Log
All candidates in Piedmont's Education Specialist Program will complete an entry log which assesses their mastery of the Specialist Program outcomes against content, scholarly work and course experiences. Each candidate will select program outcomes applicable to each specific course. Upon completion of the 10 required courses, candidates should have identified new knowledge attained and the professional impact and professional goals resulting from that knowledge for all SPCLOs. The SPCLO log allows the candidate to address each course outcome through a triple entry format which is submitted to the course professor and at the end of the program to the 800 Orientation professors. The candidate's entries will be assessed for:

• Mastery of course outcomes through a triple entry method of recording newly acquired knowledge, the impact of that knowledge, and establishing goals as a teacher leader for using the new knowledge to improve teaching and learning in P-12 schools

- • Quality of writing, research, and reporting
- • Scholarship
- • Intellectual reflection with an emphasis on teacher leadership
- • Application to school and community

Flagship Papers

Each course in the Ed.S. program requires a scholarly paper which will be evaluated using the Scholarly Writing Rubric. Individual assignments for the course are identified as Flagship Assignments and the paper should be written to the standards established in the Scholarly Writing Rubric. Cummulative data related to advanced graduate writing skills will be maintained on each candidate throughout their program of study.

Final Project:

All candidates for the Ed. S. degree are required to design and present a formal project synthesizing their journey through the program. A professional conference is held where candidates present their work and share with the professional community. A rubric is utilized to evaluate the candidate's presentation and results are used for both candidate and program evaluation.

Advisement Checklist

PIEDMONT COLLEGE – EDUCATION SPECIALIST DEGREE (Ed. S.)
ADVISEMENT SHEET
Curriculum and Instruction

PROGRAM REQUIREMENTS: Each total program: = 30 hours.

STUDENT NAME:_____

I. D. NUMBER_____

SITE:_____

DATE ENTERED_____

Course No.	Course Name	Hours	Semester Taken	Grade
EDS 8800	Program Orientation and Scholarly Writing	3		
EDS 8815	Curriculum Design for a Changing World	3		
EDS 8860	School Law and Ethics	3		
EDS8 8851	School Resource Utilization	3		
EDS 8877	Communication for Professional Practice	3		
EDS 8845	Theory and Practice of Differentiated Instruction	3		
EDS 8846	Principles of Assessment Design and Application	3		
EDS 8823	Research I Analysis and Evaluation of Research	3		
EDS8 824	(Prerequisite EDS 823) Research II Data Analysis	3		
EDS 8880	Leadership in 21st Century Schools	3		

*NOTE: The candidate MUST complete and submit a SPCLO Log for each course, approved by the course professor, and a review and recommendation of the <u>complete program</u> log from the EDS 8801/8800 professor in order to satisfy graduation requirements.

TOTAL MINIMUM NUMBER OF HOURS: 30

My advisor and I have discussed my program of study. I am fully aware of the requirements for graduation. (To be signed at initial advising session.)

  Student Signature_____   Date_____

ADVISOR: A semester before the end of the student's program, this advisement form must accompany the Application for Graduation and be sent to the Registrar, with your signature below, for verification of program requirements. Your signature also certifies the candidate has completed at least 20 hours of field experience in a variety of P-12 settings as documented by the Candidate Field Experience Form.

Advisor Signature_____   Date_____

Guidelines for the SPCLO Log

The SPCLO log is designed to enable the EDS candidate to synthesize each course individually and to build toward a complete synthesize of the entire EDS program and its applicability to practical usage in curriculum and instruction.

1. The EDS candidate will access the appropriate SPCLO log from the School of Education website for each course in the EDS program.
2. The log will complete at the end of each appropriate course and turned in to the course professor.
3. The professor will review the log and provide appropriate feedback..
4. The student will complete an online survey for each course indicating which SPCLO's were addressed.
5. The Log and comments by the professor will be returned to the candidate.
6. The candidate will maintain a notebook (hard copy or electronic) of all SPCLO logs and professor comments to be reviewed at the end of the program.

Guidelines for the Flagship Assignment

The Flagship Assignment is designed to immerse the candidate into approved professional writing and to enhance the mechanics, APA usage and professional language usage by the candidate.

1. Each course in the EDS program will include a Flagship assignment assigned by the course professor.
2. The assignment will be assessed by the course professor using the SOE rubric.
3. The rubric scores for the final flagship paper(EDS 8880) will be entered into the Piedmont College database.
4. The assignment, with corrections, comments and scoring rubric, will be returned to the candidate for each class.

Guidelines for Field Experience

Each candidate is expected to complete a minimum of <u>20 clock hours</u> of field experience including experience <u>at all levels of P-12 education</u>.

1. In the beginning of the program, access Field Experience form at SOE website.
2. As each criterion is met, record experience and obtain proper documentation and signatures.
3. Maintain a hard copy with all documentation, signatures, etc. to be submitted to and reviewed by the advisor or designee who will verify the experience and certify for the benchmark to graduation.

Professional Presentation for the Education Specialist Program

Overview

Planning and implementing a professional presentation by teachers for teachers provide the following
:

1. Opportunities to complete and analyze educational research related to the improvement of instruction in the candidate's content field
2. Insights on the improvement of instruction in a collegial, organized context, shared among the teachers;
3. Opportunities to sharpen skills in presenting to professional audiences-- an important, but seldom provided, aspect of professional development; and
4. Models for the improvement of schooling which break away from conventional modes that tend to use hired "experts" from lofty ivory towers

.

For Piedmont's School of Education, this presentation is a vehicle for our proactive work in promoting improvement in schooling in this region. It could be the key ingredient for building a community of learner-educators. Creating this event and fulfilling its possibilities provide challenges, opportunities, and occasions for celebration.

Planning the presentation

1. The presentations are planned under the direction of the cohort instructor of Ed.S. 8880.

2. In the third semester, the program plans are set, invitations are sent out to the incoming cohort for the campus program, any P-12 teachers or administrators in the region (and other educators the cohort considers important), and arrangements are finalized.
3. In the final semester, individuals and groups refine their parts of the program, programs are printed, and presentation details reviewed.

The Presentation

This gathering of teachers features presentations, panel discussions, displays, seminars, workshops, interactive events, focused conversations led by cohort members, hallway theater, and events not yet imagined -- all by cohort members. The faculty is invited and attends presentations randomly.
The presentations must model best practices. This event is not to be the usual mundane sequence of room-to-room presentations. Candidates will present research results in a professional and timely manner so that attendees will benefit from the research results.

Program Assessment

As part of the planning for the next presentation, cohort members and faculty provide for assessment of the presentations in order to document its effectiveness both as a component in the Specialist Program and as a factor in pedagogical behavior.

Processes for Evaluation

Components

Program assessment will include the following components:

1. Performance Outcomes Assessment- to be completed by the candidate early in the first semester
2. SPCLO Logs-ongoing with final evaluation at the end of program
3. Flagship Assignment—ongoing with final evaluation at the end of the program
4. Presentation-candidate professional presentation to be completed in the last semester
5. As a final summative assessment, all students will present to their faculty and invited guests on an approved topic. To accomplish this task the candidates will prepare and present an academic conference for teachers and educators in the region as part of the final summative project. The project will require the students to synthesize their journey through the program and demonstrate their resulting transformation. This project will be developed as a requirement in the student's final semester.
6. Completion of Teacher Self-Efficacy form-beginning and end of program

.

Viewed holistically, coursework for the total thirty hour Specialist Program is continually evaluated and adjustments made as needed. Individual students are evaluated, as well, as they move toward the goal of becoming teacher leaders. Individual courses will be evaluated, and the progress of student growth will be assessed on a personalized basis.

Graduation Requirements
A student must earn an overall grade point average of 3.0 ("B") calculated on all graduate work attempted. A student may earn no more than one "C" in the program. Grades of a second "C" or a grade of "D" or "F" or a GPA below 3.0 will result in academic probation. In order to be removed from probation, a student is required to retake the course(s) in which he or she received the probationary grade the first time the course is offered again and must achieve a grade of "B" or better and an overall GPA of 3.0 or better. If a student remains on academic probation two semesters without successful completion of all course work, the student will be on academic exclusion and will not be allowed to return to Piedmont College for a period of one semester. Subsequently, the student may apply for readmission. There is a $100.00 graduation fee required of all candidates that should accompany the graduation application.

Journey's End
Hopefully, the information contained in this handbook will prove helpful, as you become a candidate and work to complete the requirements for the Education Specialist Degree at Piedmont College. If this handbook does not specifically answer a question you have about the program, it should at least serve as a good place to start. This handbook concludes with a final section that contains various forms, documents, resources, and other information to help illuminate your journey

Resources

Piedmont College

165 Central Avenue
P. O. Box 10

Demorest, GA 30535

Homepage: http://library.piedmont.edu/
Email: refdept@piedmont.edu
Telephone: 706-776-0111 or 800-277-7020 x1111
FAX: 706/776-2811

All students enrolled at Piedmont College as well as all faculty members have full library privileges at the Arrendale Library in Demorest and at the library facility in Athens . These privileges include online sources, book borrowing, reference assistance, interlibrary loan, computer lab use, borrowing privileges from other university libraries, and other related library services. Additionally, all of the services described above can be accessed through the Library's web site, **http://library.piedmont.edu**.

EDS Presentation Rubric

EDS Presentation Rubric   **Name:**

Objectives	Unsatisfactory Competencies	Basic Competencies	Proficient Competencies	Distinguished Competencies	Earned Points
Overall, Candidate Attained goal of presentation	**1 point** Goal unclear, Weak overall.	**2 points** Goal stated Clearly. Minimum standard of effort present.	**3 points** Goal stated clearly and evidenced throughout presentation. Strong, no major errors	**4 points** Goal obvious & imbedded throughout. Creative, professional delivery. No errors	
Candidate Demonstrated conceptual knowledge of topic	**1 point** Did not appear knowledgeable of topic. Gross errors in material	**2 points** Knowledgeable of topic. Somewhat supported with data & research.	**3 points** Obvious knowledge of topic. Supported with data & research. Drew conclusions from sound foundational knowledge.	**4 points** Very knowledgeable of topic. Strongly supported w/ data & research. Able to apply content to practical situations.	
Candidate demonstrated professional demeanour.	**1 point** Poor behavior including inappropriate comments, body language & audience engagement	**2 points** Appropriate behavior. No gross errors. Audience respected and engaged.	**3 points** Professional speech, body language & interaction with audience. Conference level performance.	**4 points** Extremely professional behavior. Speech, body & audience engagement demonstrated respect, leadership & professional growth.	
Synthesis and Evaluation of	**1 point** No apparent	**2 points** Synthesis of topic	**3 points** Strong synthesis	**4 points** Synthesis of topic	

Topic	synthesis of topic. Lacks consistency of topic throughout. No conclusions drawn.	present in overall presentation. Offered sound conclusions from findings.	of topic throughout. Conclusions strongly supported & applicability apparent.	demonstrates great thought & reflection. Conclusions strongly supported. Connection to overall goal very apparent.	
Communication Skills	**1 point** Poor communication. Many grammatical errors. Audience not engaged. Lacks planning & organization	**2 points** Communication skills appropriate with few to no grammatical errors. Eye contact, voice quality & pace all appropriate.	**3 points** Excellent communication. No grammatical errors. Eye contact, voice quality & pace all exceptional. Candidate comfortable with material.	**4 points** Highly effective communication. Audience remained engaged. Body language, eye contact, voice quality & pace exemplary. Presented as expert on topic.	
Overall	**1 point**	**2 points**	**3 points**	**4 points**	
				Score:	

Comments:

Comments: