

Department of Early Childhood Education



Specialist in Education (Ed.S.) Program

Welcome to the Department of Early Childhood Education at Georgia State University. This program manual provides an overview and description of the **Specialist in Education program**, which includes an introduction to the Department of Early Childhood Education faculty and detailed information about the components of the EDS program.



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**DEPARTMENT OF EARLY CHILDHOOD EDUCATION
FACULTY**

The faculty members in the Department of Early Childhood Education and their teaching and research areas are listed below. Their offices are located on the fifth floor of the College of Education Building.

Suzanne Anastasi, Ph.D. **ESOL Coordinator**
Georgia State University
English as a Second Language teacher preparation, Diversity/Multicultural Education, Feminist/Critical Theory

Gary Bingham, Ph. D......**Assistant Professor**
Purdue University
Child Development and Family Studies

Joya Anastasia Carter, Ph.D. **Assistant Professor**
Syracuse University
Inclusive/Special Education, Cross-cultural Education, Qualitative Methodology, and Africana Feminist Theory

Caitlin McMunn Dooley, Ph.D......**Assistant Professor**
University of Texas at Austin
Literacy Development and Learning, Teacher Education, Cultural & Linguistic Diversity

Sue Duncan, Ph.D...... **Administrative Director**
University of Auckland
Director, Reading Recovery Program, Teacher Leader Trainer

Lynn C. Hart, Ph.D...... **Professor**
Georgia State University
Math Education, Reflective Practice, Teacher Beliefs Teacher Change

Teri Holbrook, Ph.D......**Assistant Professor**
University of Georgia
Language and Literacy

Olga Jarrett, Ph.D......**Associate Professor**
Georgia State University
Child Development, Science Education, Bullying and Violence Prevention, Recess, Role of Play in Development & Learning

Lynne Q. Jordan, Ed.S.**Clinical Instructor**
Georgia State University
Reading/Language Arts, Classroom Management, Supervision, Teacher Induction & Reflection

John E. Kesner, Ph.D.**Associate Professor**
Ohio State University
Child Development, Family Violence, Social Relationships

Susan King, M.Ed.**Associate Project Director**
Literacy Collaborative

Shonda Lemons-Smith, Ph.D.**Assistant Professor**
Indiana University
Mathematics Education, Urban Education, Equity in Schooling

Lou E. Matthews, Ph.D.**Assistant Professor**
Illinois State University
Middle Secondary Education

Ramona W. Matthews, Ph.D.**Associate Professor**
University of Georgia
Literacy Development, Research, Social Dimensions of Literacy Development

Susan Crim McClendon, Ph.D.**Assistant Professor**
Georgia State University
Urban Education, Cross-Cultural Training and Education, Culturally Relevant Pedagogy
Associate Director of the Alonzo A. Crim Center for Urban Educational Excellence

Barbara Meyers, Ed.D.**Chair**
Temple University
Teacher Development, School Reform, Qualitative Research

Laura Meyers, Ph.D.,**Assistant Professor**
Purdue University
Social Studies Education, Literacy and Language Arts Education

Julie Rainer Dangel, Ph.D.**Associate Professor**
Georgia State University
Constructivist Education, Teacher Education, Mathematics Education

Donna Robertson, Ed.S.,**Temporary Faculty**
University of Georgia

ESOL

Ruth Saxton, Ph.D. **Clinical Assistant Professor**
University of California, Berkeley
Multicultural/Anti-bias Education, Pre-K Education, Administration

Nancy Jo Schafer, Ph.D. **Director, UACM**
Georgia State University
Classroom Management, Socio-Cultural Theory, Urban Education, Child Development, Mathematics, and Assessment

Laura Smith, Ph.D. **Clinical Assistant Professor**
University of South Carolina
Program Coordination, Mathematics Education, Pre-K Education, Clinical Supervision

Stephanie Z. Smith, Ph.D. **Assistant Professor**
University of Wisconsin-Madison
Mathematics Education, Learning and Teaching Mathematics with Understanding, Children's and Teacher's Conceptions of Mathematics, Teacher Education and Professional Development

Susan Swars, Ph.D. **Assistant Professor**
University of Alabama, Tuscaloosa
Science Education, Mathematics Education, Assessment

Carla Tanguay, Ed.S. **Clinical Instructor**
Georgia State University **BSE Program Coordinator**
Program Coordination, Teacher Development, Constructivist Education, Classroom Management, Pre-K Education, Clinical Supervision

Susan Taylor, Ed.D. **Associate Project Director**
University of Georgia
Literacy Collaborative

Floretta Thornton-Reid, Ed.D. **Executive Director**
Valdosta State University **Assistant Professor**
Reading Recovery Program, Literacy Collaborative Program

Diane Truscott, Ph.D. **Associate Professor**
University of Buffalo

Literacy Education, Urban Teacher Education, Professional Development Schools

Brian A. Williams, Ph.D......**Assistant Professor**

Emory University

Science and Math Education, Urban Teacher Education, Multicultural Education.

Rhina Fernandes Williams, Ph.D......**Clinical Instructor**

Emory University

Multicultural Education, Teacher Education, Urban Education, Schooling of biracial students

Yali Zhao, Ph.D......**Assistant Professor**

University of Georgia

Social Science Education, Multicultural Education, Instructional Technology, International and Comparative Education, ESOL

Connie Zimmerman-Parrish, M.Ed.**Associate Project Director**

Georgia State University

Literacy Collaborative

COLLEGE OF EDUCATION

Georgia State University's College of Education is one of the states major instructional centers for teachers and educational administration at all levels. It confers more education degrees than most colleges in the Southeast, on both the undergraduate and graduate levels. Successful graduates find employment with all levels of schools; community, rehabilitation and media centers; social and recreational agencies; and private, industrial and governmental entities.

"Creating effective contexts for learning" defines the approach of the professional education faculty at Georgia State University in preparing educators. Graduates will have learned the conceptual and practical aspects of teaching, counseling or instructional leadership. The research and expertise of the faculty provides support to schools and agencies both locally and nationally. Faculty scholarship also enriches university classroom instruction.

Coursework leading to teacher certification is offered through six academic departments: Counseling and Psychological Services, Early Childhood Education, Educational Policy Studies, Kinesiology and Health, Educational Psychology and Special Education, Middle-Secondary Education and Instructional Technology. For more information, consult the website at: <http://education.gsu.edu/main/>

Department of Early Childhood Education

The Department of Early Childhood Education offers several outstanding fully accredited degree programs including the Bachelor of Science in Education: Major in Early Childhood Education. The cornerstone of this program is early and continuous field experiences. Each year students are placed in Metropolitan Atlanta public schools for field based experiences. Among the unique features of the Department of Early Childhood Education is a premier child development center for GSU students and staff, Saturday School for Young Scholars and Leaders, and collaborative programs with Metro area schools. For more information on unique features of programs and special projects, visit our website at: <http://education.gsu.edu/ece/>

The Ed.S. Program

The Ed.S. program in the Department of Early Childhood Education will prepare teachers who can support the academic and social achievement of young children and serve as change agents for their schools and communities through collaborative inquiry and action research (see for example, Fullan, 1993). The program theme is Research in Practice (see for example, Cochran Smith & Lythe, 1993 and Smith & Smith, 2006) with a concentration on training teachers to become teacher researchers who use data to inform their policies, procedures, practices and epistemologies. Coursework and experiences are designed around three conceptual identity strands: teacher as researcher, child-centered practitioner, and professional learner and grounded in constructivist theory.

Theory Base and Philosophy

The Ed.S. program is grounded in constructivist theory which suggests that learning is created through student's prior knowledge and social interactions (Fosnot, 1996; Lambert, et al. 1995; Vygotsky, 1978). The teacher's role is vital in making more explicit the student's current knowledge and facilitating their opportunities for dialogue with peers. Constructivism complements the view that the purpose of schooling is the fulfillment of the democratic ideal (Dewey, 1938; Glickman, 1996) and promotion of inclusion and equity in diverse settings (Ladson-Billings, 1994; Delpit, 1995).

Through an integrated approach that provides choices and opportunities for decision making and dynamic group interactions, the program is designed around academic givens so that content areas have blurred edges, and participants partner with faculty to shape the paths by which content is learned. Certain beliefs characterize this program:

- ❖ All teachers can lead and contribute to accomplishing the work of the school.
- ❖ Constructivism is the primary basis of learning for children, adults, and organizations.
- ❖ Learning is facilitated by student choice.
- ❖ Instructors use instructional methods that are linked to and that model the way students learn.
- ❖ Instructors' roles facilitate learning.
- ❖ Multiple continuous assessment procedures are necessary.
- ❖ The university involves faculty and students in developing the teacher education program based on the needs of the students and the professional judgment of the faculty.
- ❖ Learning and teacher education curriculum must be fundamentally connected to the school and classroom.
- ❖ Teacher educators promote classroom/school research as a way for teachers to explore the effects of changes made in their classrooms/schools.
- ❖ Patterns of relationships form the primary bases for human growth and development.
- ❖ Schools should be organized to foster shared responsibility for school governance, for professional growth, and for achievement of agreed upon goals.

With these beliefs as the core, this program provides opportunities for teachers to reflect upon and refine their understanding about being a teacher using data-based decision-making and shared inquiries. Graduates of the Ed.S. program are viewed as educational leaders and decision makers in their schools and communities. Their primary professional responsibilities are to become researchers and leaders who use data to inform their policies, practices, procedures and epistemologies.

Conceptual Strands

1. Teacher as Researcher

Participants study current research and methods and their application to early childhood, leadership and classroom practice. They develop inquiry questions and techniques and conduct an intensive study of a self-initiated topic(s) within an early childhood context. Topics of study include:

- Action research
- Research methodology
- Current research in constructivism and early childhood education
- Standards for Elementary teachers

2. Child-centered Practitioner:

Participants conduct an in-depth analysis of constructivist theories and their implications for classroom practice, curriculum development, teacher development and research. This analysis provides a knowledge

base for discussing trends, issues and perspectives connecting constructivism and early childhood education. As participants reflect on the insights of constructivist learning, they begin to build a personal construction of learning, teaching and gaining insights through inquiry. Topics for study include:

- Curriculum theory and models
- Trends, issues and perspectives
- Classroom practice
- Teacher development
- School culture
- Cultural and linguistic diversity

3. Professional Learner

Participants commit to their own ongoing professional development by applying and reflecting upon new information in the daily context of their classrooms and schools. The collaborative model and numerous opportunities to work, reflect and discuss ongoing learning encourages teachers to develop the habits of mind as a professional learner. Participants receive coaching and mentoring from the Ed.S. faculty team as they engage in ongoing professional learning specific to their professional goals. Topics include:

- Reflective thinking
- Using various forms of data to inform decisions
- Collaborative learning communities
- School culture

Key Features of Program:

- **Cohort of learners** - The Educational Specialist program begins with a new cohort of learners each year. Participants must commit to four semesters of continuous study (summer, fall, spring, summer). Due to the special nature of this program, candidates who drop out will not be able to complete the program until the next cohort.
- **Initial retreat experience** - Participants must be willing to attend a two-day retreat, scheduled during the first summer, as a course requirement. Additional cost will be required, not to exceed \$150 per candidate.
- **Learning community** - The program structure, faculty roles and democratic practices are foundations for building a community of learners and researchers. The COE residency requirement is partially fulfilled through the community environment of this program. Each candidate will complete a residency for two semesters during their program. The residency enables participants to maintain close and continuous involvement with faculty and colleagues. A residency plan will be formulated and reported as a requirement for graduation.
- **Collaborative program development** - Participants will be expected to actively participate in the design of the program structure, content and assessments. Participants may satisfy program requirements in a variety of settings and through a variety of experiences, e.g., seminars, class meetings, action research, group and/or individual projects, workshops, etc.
- **Internships in schools** - The relationship of theory to practice is strengthened through application of the program strands to participants' professional experience.

- **Continuous assessment** - Participants will participate in benchmarks and design a capstone experience that will demonstrate the accumulated knowledge, skills and attitudes acquired throughout the program.

Program Framework

This Ed.S. program in Early Childhood Education is an advanced degree program planned to develop teacher researchers and is guided by the standards of the Professional Association: National Association for the Education of Young Children (NAEYC). The program's primary purpose is to extend the academic and teaching skills of experienced classroom teachers to foster application of these skills in their classrooms and schools. As a cohort group, participants will collaborate with university faculty and each other in the design and implementation of this program along with a framework for defining content and developing authentic assessment conducted in classroom and school settings. Participants will earn a **Specialist in Education** (Ed.S.) degree in Early Childhood Education, the **Instructional Supervision Endorsement**, and the **Teacher Support Specialist** endorsement. Participants may choose to incorporate **National Board for Professional Teaching Standards** certification into program requirements and submit the NBPTS portfolio to meet program capstone requirements. Successful graduates may also apply 18 credit hours toward Ph.D. program in ECE after admission to doctoral program.

POLICY ON T-6 CERTIFICATION IN EARLY CHILDHOOD FOR APPLICANTS WHO HOLD T-5 CERTIFICATION IN ANOTHER AREA

Students who are admitted to the Educational Specialist Program in Early Childhood Education **without** Early Childhood Education certification will receive an upgrade in their certification level in the **same area in which they already hold certification**. In accordance with the College of Education policy, all students recommended by the College of Education for teacher certification at the specialist level, except for students majoring in school counseling and school psychology, shall have completed at least one 3-semester-hour course in each of the following areas: humanistic studies, behavioral studies, and research methods and findings. A grade of "C" or higher must be earned in each of these three courses. Once you have satisfied coursework to add early childhood as a field, the Professional Standards Commission requires a passing score on PRAXIS II in early childhood for Georgia State University's recommendation for certification (effective July 1, 1993).

ED.S. PROGRAM OF STUDY

The Ed.S. program comprises 30 semester hours of coursework spread over 13 months (summer-summer). This program theme is Research in Practice with work designed around three conceptual identity strands: teacher as researcher, child-centered practitioner, and professional learner.

A. Teacher Development Major (15 required credits)

- ECE 8400 Teacher Development (3)
- ECE 8410 Curriculum theory, Design, and Application (3)
- ECE 8100 Accomplished Teaching (3)
- ECE 8200 Critical Pedagogy in Practice (3)
- ECE 8680 Internship in Early Childhood Education (3)

B. Research (15 required credits)

- ECE 8920 Constructivist Theories and Research in Early Childhood Education (6)
- ECE 8800 Research Capstone (6)
- Select one:
 - ECE 8300 Reading Recovery Theory and Research I (3); or
 - ECE 9850 Research Seminar (3)

Program total: minimum of 30 semester hours

Participant Expectations

- ❖ Choose an area of interest upon which to focus developing knowledge, skills, and attitudes.
- ❖ Study some area of interest in depth through both survey and analysis of professional literature.
- ❖ Conduct and report classroom/school-based action research.
- ❖ Document, interpret, synthesize, and present insights, discoveries, and benchmarks of their professional development during the program in written format.
- ❖ Facilitate and promote the professional development of others in the cohort through ongoing performance assessment activities.
- ❖ Use a variety of communication skills.
- ❖ Work with other professionals in their schools in collegial and leadership positions.

- ❖ Use technology in carrying out other program requirements.
- ❖ Reflect regularly in writing and discussions on professional readings, thoughts, and practice.

College of Education Minimum Requirements for All Specialist Degrees

1. Only courses taken after admission to the Specialist in Education degree program may be used to fulfill program requirements for the Ed.S. degree.
2. Students must earn an overall grade point average of 3.00 calculated on all graduate coursework attempted while admitted to the Ed.S. program. Some departments require a grade of “B” or higher in specific courses and program areas. Students are responsible for contacting their departments regarding specific academic requirements that exceed college-wide minimums.
3. Students must complete a minimum of 27 semester hours of program coursework at Georgia State University.
4. Students seeking specialist-level teacher certification must have completed three years of appropriate school experience prior to completion of the Specialist in Education degree.
5. All students recommended by the College of Education for teacher certification at the specialist level, except for students majoring in school counseling and school psychology, shall have completed at least one 3-semester-hour course in each of the following areas: humanistic studies, behavioral studies, and research methods and findings. A grade of “C” or higher must be earned in each of these three courses.
6. No coursework may be more than six calendar years old at the time of graduation.
7. Residency requirement. Specialist residency requires each Ed.S. student to maintain close and continuous involvement with faculty, professional colleagues, and other graduate students in the field. It also provides time for reading, reflection, and research appropriate for an advanced professional degree. Each department within the College of Education provides a variety of experiences designed for its Ed.S. students who are fulfilling residency requirements. These may include specific coursework requirements as well as other professional activities. During his or her first term of enrollment, the students should discuss with his or her Ed.S. adviser the specialist residency requirements specific to their program.

A residency plan must be formulated and reported via an Ed.S. Residency Form available from the student’s department or online at <http://education.gsu.edu/aae>. The students and their adviser must plan activities to enable the students to fulfill the intent of the residency. The residency plan must be approved by the students’ department chair prior to the commencement of any residency activities. The department is responsible for verifying the students’ completion of specialist residency requirements and for notifying the Office of Academic Assistance and Graduate Admissions of such completion.

Advisement

A coordinator from the Department of Early Childhood Education will work with participants upon entrance into the College of Education. This coordinator will monitor the candidate’s program of study in the College of Education, including the following activities:

- facilitate communication among faculty members, GSU Office of Academic Assistance, and program participants to ensure consistency and accuracy in advisement;

- communicate participant needs to department program committees;
- be available on a regular basis throughout each semester to meet with participants having questions or problems concerning courses or the program;

*For program information, please call Diane Truscott at (404) 413-8218.

Admissions

The College of Education uses a self-managed application for admissions to its specialist level programs. It is therefore the responsibility of the applicant to prepare or collect all credentials other than test scores. A self managed application requires appropriate planning to prepare the forms properly and to collect all transcripts.

A completed application is required of all applicants. Information requested on the application must be furnished. No items should be left unanswered. Applicants must apply online at <http://education.gsu.edu>.

All applicants must submit the following items and meet stated criteria:

1. College of Education Application for Graduate Admission (on line application).
2. Nonrefundable application fee of \$50.00 (check or money order). Checks or money orders should be made payable to Georgia State University in U.S. currency; do not send cash. The application fee is nonrefundable and does not apply toward registration fees.
3. University Information Sheet.
4. Two official transcripts of all previous college-level work must be sent directly to the Office of Academic Assistance and Graduate Admissions. Request transcripts by writing the Registrar of each college or university previously attended. Current or former Georgia State students do not have to provide transcripts from Georgia State. Transcripts verify:
 - a. Applicant holds a master's-level degree and certificate from a regionally accredited college or university, although the certificate does not necessarily have to be in Early Childhood Education.
 - b. Applicant has a grade point average (GPA) of no less than 3.25 calculated on all graduate coursework attempted for which letter grades were awarded.
5. Test scores of 900 or higher on the Graduate Record Examination (GRE) General Test (combined Verbal and Quantitative subtests only) or a score at the 50th percentile or higher on the Miller Analogies Test (MAT). Test scores must be from an examination taken **within the five years** prior to the term of admission to the program. For information on examination schedules, see <http://www2.gsu.edu/~wwwcou/testing.htm>
6. Goals Statement. Each applicant must submit a 300- to 500-word goals statement.
7. Two letters of recommendation.

8. Resume. Each applicant must submit documentation describing his or her professional employment and work-related experience, past educational endeavors, and volunteer activities, including one year of full-time employment as an educator in grades P-12 and three years of experience as a fully certified educator. Early Childhood Education applicants must be employed in an educational setting.

9. Praxis I Assessment (effective September, 2006 Georgia Assessment for Certification of Educators [GACE]; visit <http://www.gapsc.com> for additional information). An applicant who plans to complete a program to seek initial certification in the State of Georgia must present passing scores (as determined by the State of Georgia) on the Praxis I Assessment or present exemption scores from the GRE, the SAT, or the ACT. Applicants who have already certified in the State of Georgia do not have to meet the Praxis I Assessment requirement. Visit <http://www.teachingandlearning/index.html> to learn more about the Praxis I Assessment.

10. Faculty Interview. Qualified applicants must participate in interviews with program faculty. Interviews are typically scheduled for early April.

11. International applicants should refer to section 4190.80 of this catalog for additional information.

Admission Deadline

Early Childhood Education admission occurs only for Summer term each year. All materials must be received by March 1.

Note: All application materials are sent to the College of Education, Office of Academic Assistance and Graduate Admissions and not directly to the ECE department. Once all materials have been received, the application will be forwarded to the department for review and scheduling of individual interviews with faculty teams.

POLICY FOR READING RECOVERY CANDIDATES TO ENTER THE EARLY CHILDHOOD EDUCATIONAL SPECIALIST DEGREE PROGRAM

When **Teacher Leaders** are admitted into the Reading Recovery program, they are conditionally accepted into the ECE Ed.S. program. If they successfully complete RR and are recommended and meet all the requirements for admission into the Ed.S. program, they can count 9 semester hours of Reading Recovery as satisfying three courses in the Ed.S. program and finish the Ed.S. with the next Ed.S. cohort. They will be full participants in the program, and their work in RR will be integrated into the Ed.S.

When **teachers** are admitted into the Reading Recovery program, they are conditionally accepted into the ECE Ed.S. program. If they successfully complete RR courses and meet all requirements (including interview) for admission into the Ed.S. program, they can count 3 semester hours of Reading Recovery credit as satisfying one course in the Ed.S. program, and their work in RR will be integrated into the Ed.S.

Policy on Academic Honesty

As members of the academic community, candidates are expected to recognize and uphold standards of intellectual and academic integrity. The university assumes as a basic and minimum standard of conduct in academic matters that candidates be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for practices that are fair require that all dishonest work be rejected as a basis for academic credit. They also require that candidates refrain from any and all forms of dishonorable conduct in the course of their academic work.

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions suggest conditions under which unacceptable behavior of the indicated types normally occurs; however, there may be unusual cases that fall outside these conditions which also will be judged unacceptable by the academic community.

Definitions and Examples

PLAGIARISM. Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgement, including the submitting of another candidate's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The candidate is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly or creative indebtedness, and the consequences of violating this responsibility.

CHEATING ON EXAMINATIONS. Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, or "crib sheets" during an examination (unless specifically approved by the faculty member), or sharing information with another candidate during an examination (unless specifically approved by the faculty member). Other examples include intentionally allowing another candidate to view one's own examination and collaboration before or after an examination if such collaboration is specifically forbidden by the faculty member.

UNAUTHORIZED COLLABORATION. Submission for academic credit of a work product, or a part thereof, represented as its being one's own effort, which has been developed in substantial collaboration with or without assistance from another person or source, is a violation of academic honesty. It is also a violation of academic honesty knowingly to provide such assistance. Collaborative work specifically authorized by a faculty member is allowed.

FALSIFICATION. It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding (e.g., false or misleading citation of sources, the falsification of the results of experiments or of computer data, false or misleading information in an academic context in order to gain an unfair advantage).

MULTIPLE SUBMISSIONS. It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the faculty member(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, even required; however, the candidate is responsible for indicating in writing, as a part of such use, that the current work submitted for credit is cumulative in nature.

Obligation to Report Suspected Violations

Members of the academic community-candidates, faculty, and staff are expected to report violations of these standards of academic conduct to the appropriate authorities. The procedures for such reporting are on file in the office of the dean of each college and the Office of the Dean of Students.

