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The School of Education, Health, and Human Performance (EHHP) at the College of Charleston (C of C) offers nationally accredited teacher and athletic training education programs. Our teacher education programs are accredited by the Council for Accreditation of Educator Preparation (CAEP), and our athletic training program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Initial teacher certification programs and specialized concentrations in the health and human performance arena are available at the undergraduate level. Additionally, we offer several graduate initial teacher education Master of Arts in Teaching (M.A.T.) programs. Our Master of Education (M.Ed.) programs in Teaching, Learning, and Advocacy; Languages and Language Education (LALE); and Science and Mathematics for Teachers (SMFT) are designed for currently certified teachers.

Mission

The mission of the School of Education, Health and Human Performance (EHHP) Office of Professional Development in Education (OPDE) is to provide a support service for school districts, schools, and agencies to offer efficient and effective professional development opportunities for their personnel.

Vision

We will be a community of diverse teacher leaders who ensure exemplary learning and wellness opportunities for all individuals. These opportunities are created by professionals who can make the teaching – learning connection.
TEACHING AND LEARNING STANDARDS

1. Evidence theoretical and practical understanding of the ways learners develop.
2. Demonstrate understanding and application of the critical attributes and pedagogy of the major content area.
3. Evidence a variety of strategies that optimize student learning.
4. Participate in informal personal and shared decision-making that has as its focus the enhancement of schooling and the profession.
5. Communicate effectively with students, parents, colleagues and the community.
6. Demonstrate an understanding of the continuous nature of assessment and its role in facilitating learning.
7. Show an understanding of the culture and organization of schools and school systems and their connection to the larger society.

Elements of Teacher Competency

The elements of teaching competency are designed to help make the teaching - learning Connection by helping educators to:
- Understand and value the learner;
- Know what and how to teach and assess and how to create an environment in which learning occurs; and
- Understand themselves as professionals

Assessment

We develop and maintain high quality programs and graduates by assessing candidate mastery of learning proficiencies, dispositions, and standards. Results of assessment data analysis inform unit and program improvement.

Teacher Education Programs

**Undergraduate:** Early Childhood Education; Elementary Education; Foreign Language Education, Middle Grades Education; Physical Education; Special Education; Secondary Education

**M.A.T.:** Early Childhood Education; Elementary Education; Middle Grades Education; Performing Arts; Special Education

**M.Ed.:** Languages and Language Education; Science and Math for Teachers; Teaching, Learning, and Advocacy

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Office of Professional Development in Education

Theme

“Partners for Progress”

Mission

The mission of the School of Education, Health, and Human Performance (EHHP) Office of Professional Development in Education (OPDE) is to provide a support service for school districts, schools, and agencies to offer efficient and effective professional development opportunities for their personnel. Further, OPDE is a professional partner assisting individuals and groups of educators in their quest to improve education for all learners. As a responsible partner, OPDE pledges to meet all accreditation standards.

Purpose

The primary purpose of the Office of Professional Development in Education (OPDE) is to provide professionally oriented graduate level courses in collaboration with schools, districts, and other agencies that offer professional development experiences for educators. OPDE works with practitioners to design quality, rigorous graduate level courses which meet academic standards of the College of Charleston. At the same time, they address a particular school, district, or other educational agency initiative or need. The South Carolina Standards for Professional Development are consistently used as a guide for proposed course development.
Contacts and Information

General information and questions on Professional Development in Education:
Tia Brown, Administrative Assistant
Phone: 843-953-7651  Fax: 843-953-4819  e-mail: brownt@cofc.edu
Web site: www.ehhp.cofc.edu/centers/opde

Course initiation, development and approval:
Dr. Andrew Lewis, Director
Phone: 843-953-0784  Fax: 843-953-4819
e-mail: lewisa@cofc.edu

Paul Irwin, Assistant for Administration and Public Relations
Phone: 843-953-6385  Fax: 843-953-4819  e-mail: irwinpj@cofc.edu

Registration, grades, payroll, evaluation:
Earline (Kandy) White, Associate Director of Records and Budget
Phone: 843-953-8049  Fax: 843-952-4819  e-mail: whitee@cofc.edu

Information on Advanced Curriculum Degree Programs in Education:
School of Education, Health, and Human Performance
Phone: 843-953-5613
Graduate Programs: School of Education, Health, and Human Performance

Transcript requests:
Registrar’s Office  Phone: 843-953-4668  Fax: 843-953-6389  email: registrar@cofc.edu
Office of the Registrar – Transcripts

Human Resources:
Phone: 843-953-5512  Fax: 843-953-5986
Office of Human Resources

OPDE Mailing Address:
Office of Professional Development in Education
College of Charleston
66 George St.
Charleston, SC 29424-0001
College of Charleston
Professional Development in Education

OPDE Incentive Plan

The College of Charleston’s Board of Trustees at its June 2013 meeting approved continuation of the incentive plan for school districts or initiating agencies. To take advantage of the incentive plan, school districts would need to be prepared to address the criteria stated below.

- Teach three courses that are managed by the College of Charleston OPDE. A fourth course (to be offered immediately, if possible) will be facilitated without a per participant fee assessed if the following conditions are met:
  - All course to be counted toward the incentive must be ones for which the educational funding agency pays a per participant rate.
  - All courses to be credited in the incentive plan must have a minimum enrollment of 20 students or average 60 students over the three fee payment courses in one session/semester.
  - If an instructor salary is assessed to the free course, the responsibility of the salary will rest with the contracting school, district, or agency. The College of Charleston will absorb the per participant cost only. Maximum enrollment may not exceed 25 students per class in free incentive courses.
  - The school district or agency must use the incentive course(s) immediately within 12 months of having earned the free course.

General Operational Procedures

Application for Professional Development Course Credit

College of Charleston, School of Education, Health, and Human Performance

To determine the compatibility for the College and requesting agency goals, a course initiator (a person from a school, school district, State Department of Education, or other educational agency who initiates a request for a Professional Development in Education (EDPD) course) contacts the EDPD Director or the Assistant for Administration and Public Relations and discusses College policies and aspects of the proposed course (i.e., content, goals, times, instructor, funding options and source, etc.) The Director and the Assistant work with the initiator to plan and develop a quality course proposal. OPDE requests that course initiators contact them via e-mail and allow lead-time of at least six weeks prior to the course beginning date to complete the following requirements:

- Fully develop the proposed course syllabus
- Submit proposed instructor credentials (official graduate transcript, copy of SC Teaching Certificate, resume, pre-employment background check, self introduction letter, 2 current letters of recommendation, and personal data sheet)
- Secure approval from the EHHP Administrative Council for the proposed course and instructor and
- Process the course request
Class Size

Class size required for an official course is a minimum of 10 students. Maximum class size is twenty-five (25) students. Larger and/or smaller classes must be approved in advance of their start date by the Director of Professional Development. Additional sections of a course may be added if necessary.

Credit Hours

Professional Development (EDPD) courses can be designed for various graduate credit hours. Some typical examples of 1 – 3 credit hour courses and their contact hours:

- 45 minimum instructional contact hours for 3 credits
- 30 minimum instructional contact hours for 2 credits
- 15 minimum instructional contact hours for 1 credit

The course syllabus must specify dates and times of in/out of class meetings. On-line courses can also be facilitated through our office.

NOTE: Courses may be offered for more than 3 hours credit as long as they meet the requirement of 15 contact hours per credit hour awarded.

Recommendations for Class Hours

Class hour recommendations are drawn from the Southern Association of Colleges and Schools (SACS) requirements. EDPD courses are planned around teacher workday hours and academic calendar. The following recommendations for class hours are based on the need to maintain course integrity and optimize student learning.

Academic Year Recommendations: During the academic year, recommended maximum daily in-class instructional time is 6 hours. Recommended maximum weekly in-class instructional time is 9 hours, Sunday through Saturday.

Summer Schedule Recommendations: During summer courses, recommended maximum weekly in-class instructional time is 30 hours, for a period of 10 days or more. In the cases of summer EDPD courses scheduled for fewer than ten days, it is recommended that a follow up day/ days be scheduled for teacher reflection and application of course content and skills.

Exceptions to Recommended Practice: When proposed EDPD courses do not adhere to the recommendations above, the course syllabus must provide a rationale for how the course design maximizes student learning. For example, a foreign language institute for teachers, where teachers are totally immersed in a foreign language environment, could arguably be designed for 10 – 12 hour days in order to optimize student learning.
Professional Development (EDPD) Course Fees

Instructor paid by C of C:
A course whose instructor is paid by the College of Charleston will require the course initiator to cover the direct cost of the instructor’s salary plus an administrative fee as noted below:

- $3750.00 for a 3-hour course for a total of $6300.00 per contract course (adjuncts will be paid $2550; $3750 pays for a maximum of 25 students at $150 each for a three credit course)
- $2500.00 for a 2-hour course for a total of $4200.00 per contract course (adjunct will be paid $1700; $2500 pays for a maximum of 25 students at $100 each for a two credit course)
- $1250.00 for a 1-hour course for a total of $2100.00 per contract course (adjunct will be paid $850; $1250 pays for a maximum of 25 students at $50 each for a one credit course)

Instructor paid by course initiator: A course with the instructor being paid by the course initiator (not the College of Charleston) has the following per student fee schedule:

- $150.00 per student for a 3-hour course
- $100.00 per student for a 2-hour course
- $50.00 per student for a 1-hour course

Differential Fee: This fee is assessed to any student who does NOT hold a SC Teachers Licenses and/or is NOT a South Carolina resident. The assessments are: one credit hour = $80; two credit hours = $160; and three credit hours = $240.00.

Catalog courses: Catalog courses are those offered by the Department of Teacher Education that have been approved as a part of a course of study in a C of C Graduate level program. The regular graduate school tuition fees are applicable with catalog course offering. Catalogue courses may receive a letter grade or P/F grade. If a course is P/F, it carries zero (0) quality points and thus cannot be converted to a letter grade.

Catalog Course Fee: The regular graduate school tuition fees will be applicable with catalog course offerings.

Professional Development Courses: EDPD – credit for a course of this type does not count toward completion of a C of C catalogue program or a Master’s Degree. However, credit can count towards recertification, renewal points, a Bachelor’s Degree +18 hours, and/or a Master’s Degree + 30 hours.

Course Materials
It is the responsibility of the adjunct instructor to order, obtain, and/or instruct students in the acquisition of all necessary materials for satisfactory course completion when enrolled in EDPD courses contracted with the College of Charleston.
**Classroom Procedures**
Adjunct instructors are responsible for developing appropriate classroom procedures in conjunction with the standards exemplified by the faculty at the College of Charleston. Comprehensive and explicit syllabi, strict confidentiality of student grades, complete and accurate attendance records, and detailed records of completed student assignments are all an integral part of the adjunct instructor’s role in facilitation of a course at the College of Charleston.

**Course Evaluations**
The Office of Professional Development in Education provides online evaluation forms to be completed by EDPD students upon completion of their courses. These forms have been revised to include Council for Accreditation of Educator Preparation (CAEP) guidelines and requirements. Results of the evaluation will be emailed to the initiator and instructor the semester after the course has been completed. This feedback will be used to improve future OPDE courses.

**On Site Evaluations**
The College of Charleston wants to ensure that all courses offered through the institution are of top quality. The Assistant for Administration and Public Relations will visit a variety of courses offered each semester and either leave with the adjunct or email an observation form to him/her. Another copy will be emailed to the initiator of the course.

**Record of Student Attendance**
The adjunct instructor is responsible for providing and retaining accurate attendance records of students enrolled in all courses. Students enrolled in OPDE/Contract courses are subject to the attendance and add/drop policy as stated by the College of Charleston. The College of Charleston would like no student to miss over 15% of the classes and all student work will be made up.

**Withdrawal Process**
Students who register for a professional development course, but who wish to discontinue, may withdraw from the course formally and must complete the withdrawal before the first 40% of the class meetings have been held. Students who wish to withdraw after this time period must formally request a late withdrawal using the late withdrawal form. The grade of “W” may not be awarded after this date except by special permission of the Dean of the Graduate School and only in those cases when continued enrollment in the course would be detrimental to the student’s health or has been made impossible by circumstances beyond the student’s control.

A withdrawal beyond 40% of class meetings requires approval of the instructor. Therefore, if the instructor does not approve the withdrawal, it is likely that the Dean of the Graduate School and Director of OPDE will not consider it a valid request.

**Syllabus**
The Southern Association of Colleges and Schools requires that all syllabi of proposed courses be reviewed for the essentials. (See example format) Based on the review, a decision is made about whether graduate credit should be awarded for the proposed course, how many hours of graduate credit should be awarded for the proposed course, and whether a grade will be awarded or pass/fail will be assigned for the proposed course.
Grading Options for EDPD courses

The College of Charleston and the School of Education, Health, Human Performance (EHHP) grading policies offer two grading options for a proposed EDPD course.

- **Pass/Fail**: This option is best suited to courses designed to enhance teacher skill (for example, in use of computer technology in instruction) and are typically courses for practicing teachers already grounded in teaching theory and practice. Often, pass/fail courses focus on new techniques and procedures that can be applied directly in classrooms. A rubric for each assessment must be included in the syllabus. As per academic policies of the College of Charleston Graduate Catalogue a pass/fail course carries zero (0) quality points and cannot be converted to a letter grade.

- **EHHP Grading Scale**: With this grading option, students are assigned a letter grade for course work. The lowest passing grade for graduate courses is C. For a course to be approved for a letter grade, the following elements must be included in the course syllabus:
  - Increased level of curiosity and rigor
  - Assignments and activities which are specified and described completely
  - Clear procedures showing reflective, research-based practices
  - Assignments and activities that are assigned a specific value, as they relate to the final grade (i.e. Exams, a point system, or percentages to determine a final grade)
  - Clear procedures for assigning the final grade
  - An assessment rubric for each graded assignment
  - Course grading scale and that of EHHP must match

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<td>Letter Grades</td>
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<tr>
<td>B+</td>
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<tr>
<td>B</td>
</tr>
<tr>
<td>C+</td>
</tr>
<tr>
<td>C</td>
</tr>
<tr>
<td>F</td>
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</table>

A grade of 73 or below is considered a failing grade for all graduate courses.

**Incomplete Grades**

Students enrolled in EDPD courses at the College of Charleston may be awarded a grade of incomplete “I”. The students are allowed to complete the missing/incomplete assignment up to one semester following course participation as stated in the grading policy standards set forth by the College of Charleston. Following the semester period, the “I” may be converted to an “F”. A signed agreement between the student and course instructor must be completed for this process to be official.
All grades whether Pass/Fail or School of Education, Health, and Human Performance grading scale grades, must be submitted electronically. The Associate Director for Records will forward online grading procedures.

Dates and Terms
Based on the course initiation dates below, your course will be posted in the appropriate term.

- **Fall** – Aug. 1 – Dec. 31
- **Spring** – Jan. 1 – April 30
- **Summer I** – May 1 – July 31

** Depending on the start date of a course, the instructor may be asked to have students pre-registered before class begins.

Course Approval Process
The course syllabus is developed by the initiator and instructor with input and assistance from the EDPD Director and the Assistant for Administration and Public Relations. Much care should be given to development of a meaningful, rigorous course containing specifics and details of expectations. An assessment rubric for each graded assignment is required.

- All syllabi of proposed EDPD courses are reviewed by the Assistant for Administration and Public Relations and the Professional Development Director for essential and adherence to policies outlined above.
- Once the standards of the initial review are met, the syllabus is reviewed by the EHHP Administrative Council, which is made up of the Associate/Assistant Dean and Chairs of each department in the School of Education, Health, and Human Performance.
- All syllabi are requested to be submitted electronically via e-mail to irwinpi@cofc.edu
- Administrative Council submits syllabus and instructor approvals, normally on the first and third Thursday of each month by email to expedite approval/revision suggestions.
- The Administrative Council examines the course description, purpose, objectives/standards, content, learning activities, assessment, rubrics, and grading to determine whether graduate credit will be awarded for the proposed EDPD course through the College of Charleston.
EDPD Adjunct Instructor Approval Process

Course approval process for adjuncts consists of several parts. These parts must be sent in a complete packet (mailed, faxed or email) to Paul Irwin at the address below. Please remember that the transcript is sent from the terminal institution directly to the OPDE. Copies will not be accepted. Proposed Adjuncts must have a Master’s degree or above and 18 or more hours in the area they will be teaching and/or related experiences.

- Terminal original transcript sent directly from the University to the OPDE
  Send to:
  Paul Irwin, Office of Professional Development in Education
  School of Education, Health, and Human Performance
  University of Charleston, South Carolina
  66 George St.
  Charleston, SC 29424  or
  Official transcripts can be emailed to irwinpj@cofc.edu

- Current Resume (sample)
- Two current professional references (sample) with phone numbers and e-mail addresses
- Specialized training and experience beyond the graduate degree, which qualify the instructor for teaching a specific course, should be described in detail. (sample self-letter) Letter needs to be replaced with an updated letter.
- Copy of South Carolina Teaching Certificate and Driver’s License
- Copy of Zero Pay Personal Data Sheet
- Completed Disclosure and Release of Information forms

If a specific instructor is not requested, the PDE Director works with the course initiator to identify potential instructors. Course initiators also may request specific instructors. The proposed instructor’s credentials are circulated to the Administrative Council for approval. If the instructor is not approved, he/she may submit additional information for reconsideration.

In a course where Master Teachers work with the course instructor, the syllabus should indicate the amount of participation from the Master Teacher. The course instructor is the person responsible for facilitating learning in the course and should work along-side the Master Teacher.

*NOTE: Course and instructor materials are subject to review and approval/disapproval by the members of the Administrative Council. This review can be initiated by the Dean, Assistant Dean or Department Chair.

As outlined above, instructor materials are submitted to the Administrative Council one week prior to the Administrative Council meeting.

*NOTE: To fill out necessary forms, users are encouraged to download a free version of Adobe Reader
Please contact Paul Irwin at 843.953.6385 or irwinpje@cofc.edu at any time during the course offering process if you have questions. Allow OPDE a minimum of six weeks lead time prior to course starting date.

Checklist for Offering EDPD Courses

**New course/instructor approval process:**
- Syllabus developed which follow required format and policies
- Instructor credentials, including resume with specific course work, personal data sheet, pre-employment verification background check (release of authorization and disclosure), a self-letter stating specific qualification, two current letters of recommendation, copies of South Carolina Teaching Certificate and Driver's License, and an official copy of graduate transcripts.
- Course initiator sends request in writing to EDPD Director and Assistant for Administration and Public Relations for course credit through the College of Charleston, specifying the course name, instructor and method of payment. Syllabus and instructor credentials (official copy of Graduate transcripts, resume, self-letter, teaching certificate, and two current letters of recommendation) submitted to EDPD Director or Assistant at the time of the request.
- EDPD Director or Assistant for Administration and Public Relations notifies initiator by phone, e-mail or letter when course/instructor has been approved.
- Enrollment forms, contracts, etc., with instructions, are mailed to course initiator and instructor from OPDE once the course is approved for credit.
- Course begins

**Previously approved course/instructor approval process:**
- Syllabus is updated with changes (e.g., date, time)
- Both syllabi and instructors must be re-approved every two years by Administrative Council to ensure program quality. Revisions may be necessary. Check with OPDE with questions about re-approval.
- Instructor updates resume
- Instructor must update entire file with resume, self-letter, copies of SC teaching certificate and driver's license, employment verification, and two current letters of recommendation every two years. If an additional degree has been earned since the last review, the adjunct must also submit a copy of the most recently earned degree.
- Course initiator sends request in writing to EDPD Director or Assistant for Administration and Public Relations for course credit through the College of Charleston, specifying course, instructor and method of payment. Updated syllabus and instructor credentials submitted
to EDPD Director at the time of the request.

- Enrollment forms, contracts, etc., with directions are mailed to course initiator from OPDE.

- Course begins

FORMS:

Because Of Official College Policies, Some Forms Are Not Downloadable And Must Be Retrieved By Directly Contacting The OPDE Office At 843-953-7651 Or Via MyCharleston.

- **Contracts**- The following required contracts specify obligations between the course initiator and C of C: **Course contract** (generated between course initiator and C of C for payment of a participant course, awarded to participants enrolled in the course by the college) and **Instructor Contract** (generated between the course instructor and the office of Professional Development to facilitate payment to the instructor by the C of C for course instruction

- **Course enrollment form** – In most cases, directors will be sent to the instructor for each course. Teachers should use these instructions to register online. There is a $5 fee payable by debit, electronic check, or credit card. In certain circumstances (C of C Read to Succeed initiated courses), a pre-registration form is completed as a requirement to enroll online in a course for graduate credit with the College of Charleston. Teachers must attach a copy of their teaching licenses and a driver's license at the time of registration. Adjuncts must attach these documents to the class list and send to the OPDE.

- **Course evaluation form** – Course evaluations are now completed online and are sent to participants two weeks prior to the end of the course.

- **Change of grade form**- Instructors needing to make a grade change for a student enrolled in a course through the College of Charleston are required to complete the form and return to the Director of EDPD for approval. Contact the OPDE to obtain this form.

- **Addition to Class Roll form** – In the case of additional enrollment after the registration ends, the course instructor must report additional students using this form and return to the Director of OPDE for assurance of course credit to those additional participants. Contact the OPDE to obtain this form.

- **Withdrawal forms** – This form is used if a student no longer wants to take the course they are enrolled in. The withdrawal process must be started before 40% of the class meetings have been held. Contact the OPDE to obtain this form.

- **Late Withdrawal Form** – If more than 40% of the classes have been held, students must formally request a late withdrawal using the late withdrawal form. The grade of “W” may not be awarded after this date except by special permission of the Dean of Graduate Studies, and only in those cases when continued enrollment in the course would be detrimental to the
student's health or has been made impossible by circumstances beyond the student's control. The withdrawal requires approval of the instructor. Contact the OPDE to obtain this form.

Catalog Course Facilitation

Catalog courses are those approved as a part of a course of study in a C of C graduate level program. These courses are offered through a contract course arrangement and count towards a Masters Degree in a specific discipline (e.g., M.A.T. and M. Ed.). These courses are awarded graduate credit, reviewed, and accepted by the specific discipline/curriculum involved. Should a school, district, or agency wish to offer a Catalog course, contact either the OPDE Director, Dr. Andrew Lewis at lewisa@cofc.edu, Paul Irwin at irwinpj@cofc.edu or Kandy White at whitee@cofc.edu.

Educator Dispositions across the Professional Life Span

In EHHP, beginning teachers are expected to be competent in their chosen field of teaching. Professional Development in Education courses are designed to help educational professionals become Master Teachers and the following rubric outlines expected dispositions of professional teachers.

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<th>Dispositions</th>
<th>Competent (rec. for licensure; provisional, entry-level professional; baseline M. Ed. competencies)</th>
<th>Emerging Master (practicing, continuing contract professional teacher; at end of M. Ed.)</th>
<th>Master (The ideal to which we strive as teachers; expected of EHHP faculty)</th>
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<tr>
<td>Belief that all students can learn</td>
<td>Makes knowledge accessible to all students. Advocates for all students. Creates responsive and supportive classroom environments that nourish and promote each student’s learning and development.</td>
<td>Persists in seeking and using effective strategies for students who have difficulty learning. Uses a variety of strategies to ensure all students learn to their maximum potential.</td>
<td>Leads and encourages others in seeking effective approaches to support students who have difficulty learning. Leads and encourages others to challenge every student to their maximum potential.</td>
</tr>
<tr>
<td>Value and respect for individual differences</td>
<td>Demonstrates equity in daily interactions. Actively seeks info about beliefs, values, traditions, social and academic abilities individuals. Uses multiple forms of instruction and assessment.</td>
<td>Participates in examining curriculum for equity and respect for individual differences. Articulates the importance of the individuality of students we teach. Advocates for individual student.</td>
<td>Critically analyzes, adapts and supplements curriculum for equity and respect for individual differences.</td>
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<tr>
<td>Values positive human interactions</td>
<td>Promotes cooperation and respect in and out of the classroom. Communicates in ways that demonstrate</td>
<td>Makes continued attempts to understand situations from others’ point of view. Resolves conflict and</td>
<td>Initiates relationships among and between colleagues. Facilitates full participation of everyone. Encourages</td>
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<tr>
<td>Skill Area</td>
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<td>Intellectual curiosity, enthusiasm about learning and willingness to learn new ideas</td>
<td>Stays current in the evolving nature of the profession. Engages in discussions about ideas. Brings a sense of wonder to work. Plans and engages in research-based practice. Seeks out differing points of view.</td>
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<tr>
<td>Value collaborative, and cooperative work</td>
<td>Establishes and fosters respectful productive relationships with professionals, agencies, community members, and care givers while maintaining confidentiality. Differentiates cooperation from true collaboration. Differentiates between decision making and problem solving. Identifies and fosters relationships with key stakeholders. Implements shared decision making and shared accountability for outcomes.</td>
<td></td>
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</tr>
<tr>
<td>Sensitivity to community and uses information about the beliefs, values, traditions of self and others within family</td>
<td>Participates in examining curricula for cultural sensitivity and modifies. Critically analyzes, adapts, and supplements curriculum for family, community, and others to develop interpersonal relationships that enrich personal reflective practice.</td>
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</tr>
</tbody>
</table>

**Intellectual Curiosity, Enthusiasm about Learning and Willingness to Learn New Ideas**
- Stays current in the evolving nature of the profession. Engages in discussions about ideas. Brings a sense of wonder to work. Plans and engages in research-based practice. Seeks out differing points of view.
- Asks questions grounded in research about the current nature of the profession. Initiates conversations about the new and emerging professional issues and practices. Demonstrates willingness to try new ideas in school and classroom settings.
- Models openness, active listening, and reflection in professional conversations. Identifies and initiates avenues for professional development. Produces and disseminates meaningful contributions to professional philosophies.

**Commitment to Inquiry, Reflection, and Self Assessment**
- Adopts problem-solving and experimental orientation. Thinks systematically about the relationships between theory and practice. Teaches from an evolving personal understanding of self, philosophy and practice.
- Uses problem-solving and experimental orientation in discovering and applying new classroom “technologies”. Articulates professional relationships between theory and practice. Reflects on personal philosophical evolution that refines and deepens practice.
- Assists others in using problem-solving and experimental orientation in discovering and applying new classroom “technologies”. Guides others to understand the relationship between theories and practices. Facilitates others in the development of professional philosophies.

**Value Collaborative, and Cooperative Work**
- Establishes and fosters respectful productive relationships with professionals, agencies, community members, and care givers while maintaining confidentiality.
- Differentiates cooperation from true collaboration. Differentiates between decision making and problem solving. Identifies and fosters relationships with key stakeholders. Implements shared decision making and shared accountability for outcomes.
- Initiates and leads others in shared problem solving.

**Sensitivity to Community and Uses Information About the Beliefs, Values, Traditions of Self and Others Within Family**
- Uses information about the beliefs, values, traditions of self and others within family.
- Participates in examining curricula for cultural sensitivity and modifies.
- Critically analyzes, adapts, and supplements curriculum for family, community, and others to develop interpersonal relationships that enrich personal reflective practice.
cultural contexts | community and cultural contexts as a foundation for teaching. | curricula as needed. Incorporates knowledge of self, family, community and cultural context in daily life classroom. | cultural relevance. Works with others Systematically to create, develop, and maintain a school climate that reflects and respects ever-changing family, community and cultural contexts. 

| Responsible and ethical behavior and practice | Upholds the laws and ethical codes governing the profession. Meets professional responsibilities in a timely and positive manner. | Takes individual initiative to promote ethical and responsible professional practice. | Assumes leadership role in promoting ethical professional practice. 

### Online Course Enrollment Process

The Office of Professional Development has an online enrollment process that must be completed by all students enrolling in EDPD courses. The information below describes the steps in the process. The cost of this procedure will be $5 that you must pay by using a credit card, debit card or electronic check. Payment is required at the time of registration.

**The online registration process must be completed immediately to be officially registered in a Professional Development course.**

To begin the process, you will need the following documentation:
- S.C. teaching certificate number and validation dates (your instructor will also need a copy of your Teaching Certificate)
- Driver’s license number and date of issue (your instructor will also need a copy of your Driver’s license)
- Credit or debit card or a method to pay by electronic check

1. Log in to: [http://www.cof.edu/%7edie/](http://www.cof.edu/%7edie/)
2. Click on *Online Course Registration* in the lower left corner
3. Enter your Social Security number.
4. Have you taken a professional development in education course? Answer Yes or No
5. Select Term from the drop down box
6. Enter the course and section number in the following manner: 
   EDPD Course Number and Section i.e. EDPD 816 A 60 (This is pre-printed on the sheet your instructor gives you)
7. Continue to complete all required fields.
8. Save and Click “Submit”. Follow on-screen instruction for payment. Make sure you print a copy of the confirmation number.
Student Enrollment Verification Process
Section 17 of the South Carolina Illegal Immigration Reform Act (H. 4400, Act 280 of 2008), enacted June 4, 2008, requires South Carolina public colleges and universities to verify the lawful presence in the United States of their students. To attend a public college or university in the state, a student must be a citizen or national of the United States or an alien lawfully present in the United States.

Students are required to provide proof of lawful presence in the United States before being allowed to enroll or continue enrollment at the College. The Board of Trustees of the College of Charleston has approved a verification process to comply with the law.

The following statement/requirement will be added to the professional development in education application/registration form:

“You must provide a legible copy of your South Carolina driver’s license or identification card if it was issued after January 1, 2002. The College may verify the validity of the license with the SC Department of Motor Vehicles”. If you do not have a South Carolina driver’s license or identification, you must request a certified original Birth Certificate issued by the Bureau of Vital Statistics indicating you were born in the United States or a territory of the United States, with your given name and surname, date and place of birth, date the birth record was filed, and the seal or other certification of the official custodian of the certificate. Please have it sent to OPDE Director, Dr. Andrew Lewis, School of Education, Health and Human Performance, 66 George Street, Charleston, SC 29424.

Please note that the birth certificate will be retained by the College and photocopies are unacceptable. If name has changed since birth, applicant must present all legal documents (i.e., adoption records, marriage certificate, certificate of naturalization, court ordered name change) supporting all name changes from the name which appears on the document presented as proof of lawful presence in the United States.

Adjunct Pre-Employment Background Screening
- Release and Authorization
- Disclosure
- Zero Pay Personal Data Sheet
- Personal Data Sheet (To be used if C of C is paying instructor)

Helpful links for Adjuncts
- Resume format
  - Sample Resume
- Syllabus Format
  - Sample Syllabi
South Carolina Commission on Higher Education Policies

Policies to Enhance Higher Education’s Professional Development Offerings to P-12 Teachers

The Policies developed that follow have been developed by the Commission’s ad hoc Task Force on Graduate Teacher Education as a result of study and reflection formulated over the past three years. Different data sources have been used in their formulation, including the findings of the first cycle (1994-2000) of accreditation visits conducted by the National Council for Accreditation of Teacher Education, the statewide study of professional development conducted by the Education Oversight Committee (2000), and others. These policies are intended to enhance higher education’s participation in the professional development of teachers, which occurs primarily through two distinct avenues: 1) graduate degree programs which may or may not lead to initial or add-on certifications; and 2) the offerings of other staff development activities, which typically include graduate courses oriented toward professional development and designed for more specific and immediate use than degree program courses and which focus on the career development of the professional educator over the long term.

1. The institutions will align those courses and activities offered for staff development and the professional development of teachers and other personnel working in schools with the South Carolina Professional Development Standards (March 2000), as these relate to post-secondary offerings. These Standards are based on the national standards for staff development by the National Staff Development Council in collaboration with the American Association of School Administrators, the Association for Supervision and Curriculum Development, the National Education Association, the National Association of Elementary School Principals, the National Middle School Associations and others.

2. The institutions will align their graduate degree programs for classroom teachers with the core proposition of the National Board for Professional Teaching Standards.

3. The institutions will, where applicable, align degree programs as well as courses and activities offered for staff development and the professional development of teachers and other personnel working in schools with standards of the International Society for Technology in Education (2000) as a strategy for significantly enhancing the capacity of pre-service as well as in-service teachers to incorporate technology into teaching and learning.

4. The institutions will follow the guidelines for Graduate courses Offered for Professional Development of School Personnel promulgated by the Commission on Higher Education (November 2001) and follow the criteria contained therein in the development and offering of graduate courses whose primary focus is the professional development of school personnel.
5. The institutions will continue to identify courses offered for staff development and the professional development of teachers and other personnel by using the “PD” designator in the course name or description to distinguish these courses from those that are designed to support degree programs.

6. Compliance with the above policies will be verified on an ongoing basis during the accreditation site visits conducted under the auspices of the State’s Partnership agreement with the National Council for Accreditation of Teacher Education.

GUIDELINES FOR GRADUATE COURSES OFFERED FOR PROFESSIONAL DEVELOPMENT OF SCHOOL PERSONNEL

Rationale: Professional development takes many forms, including such activities as workshops, courses, conferences, study groups, networks, and mentoring relationships. A major portion of higher education’s involvement in the professional development of teachers and other school personnel occurs through offering of graduate courses to in-service teachers and administrators. Depending on the course and on the institution, these courses may or may not constitute part of a program leading to a specific degree. Regardless of whether the course is taught by college or K-12 personnel or both, regardless of whether the course is offered on a college campus, in a school building or over the Web, and regardless of whether full tuition, discounted tuition, or no tuition is charged, these graduate courses need to meet certain standards appropriate to their status as graduate courses at regionally accredited NCATE approved institutions which have at their center the compelling State interest in enhancing student achievement in partnership and collaboration with the K-12 community.

Graduate Courses: All graduate courses, whether part of a degree program or for the more narrow purposes of professional development, are subject to the following realities:

a. The higher the quality of the graduate course experience, the more significant the effect is on improving teaching and learning and raising student achievement.

b. Credit hours generated by graduate courses are reported by the institution and factored into the calculation made for requested State appropriations for that institution. The calculation made for courses at the graduate level is significantly higher than for courses offered at the undergraduate level.

c. Demand for graduate credit courses is high since salary increases for S.C. teachers under the system currently in place are linked to accumulation of graduate credits (e.g., Bachelor’s plus 18; Master’s plus 30); and higher education cannot meet the demand using only its own full time faculty.

d. Graduate education is different from undergraduate education and other service experiences because it:
   ✓ Involves a greater depth of learning than would be found in undergraduate education;
   ✓ Involves an increased specialization or focus that would not be found in undergraduate education;
   ✓ Involves a more advanced level of instruction than in undergraduate education;
   ✓ Emphasizes student self-direction; and
Emphasizes dynamic interaction with the subject matter, the instructor, and other students, and focuses on the generation of knowledge through research and/or the application of new knowledge.

**Ensuring Best Practices in the Delivery of Professional Development Courses**

While it is important to recognize that courses offered specifically for purposes of professional development must represent learning experiences of high quality, it is also important to recognize that such courses serve a different though not lesser purpose than courses traditionally offered for purposes of fulfilling graduate degree requirements.

Courses offered traditionally to satisfy graduate degree requirements do, in fact, assist individuals in their development as professionals. However, their purpose generally is three-fold: 1) to fulfill graduate degree requirements; 2) to address subject matter and/or skill development of a broader scope in terms of the knowledge base represented; and 3) to foster long term career development of the professional educator.

Professional development courses may or may not fulfill degree requirements of a graduate program, and they do focus on specific knowledge or skill development needed by the teaching professional. Both degree and professional development types of courses are important to professional educators and their relevance and usefulness is best determined by the individual purposes that each is designed to accomplish.

Institutions offering coursework for graduate credit specifically for purposes of teacher or administrator professional development should consider the following questions for each course offered:

1. In what ways is the professional development course aligned with the school district’s mission and/or strategic plan?
2. How does the professional development course answer the important question of time factor involved in terms of participants’ developing an understanding of new concepts and/or acquiring new skills, having opportunities to apply these concepts and skills, and assessing the effectiveness of these applications?
3. In what way does the professional development course delivery represent a collaboration of learners within the course itself for the course participants?
4. In what way does the professional development course represent collaboration between the institution offering the course and the school district receiving the course?
5. What follow-up features have been developed as a part of the professional development course to ensure that the learning that took place within the framework of the course will have a long term impact on both the course participants but also the school districts where the participants are employed.
6. How do professional development course requirements or expectations for participants ensure that there is appropriate rigor for intellectual demand of the course participants?
7. How is the professional development course evaluated in terms of meeting its specific intent regarding the content to be studied and/or skill(s) to be developed? How is it evaluated in terms of meeting the needs of the requesting institution?
8. In what way or ways is the individual teaching the professional development course especially qualified for the teaching assignment?

9. What is the relationship between the professional development course instructor and the institution offering the course in terms of the instructor’s knowledge of the institution and its mission and the philosophy and/or conceptual framework of the institution’s department, school or college of education?

10. How does offering the professional development course relate to the mission of the institution and the institution’s department, school or college of education? How are course evaluations used to strengthen the course and ensure that offering the course is helping to fulfill the mission of the institution and that of its department, school or college of education?

11. What changes in knowledge, skills and dispositions should be expected as a result of the professional development course? How will these changes be documented? What are the expected participant outcomes?

Criteria for Professional Development Courses Offered at the Graduate Level

If graduate credit is to be awarded for professional development course experiences, and, more importantly, if professional development course experiences are to have a significant effect on improving teaching, learning, and student achievement, then all professional development coursework must meet the following ten criteria:

1. The course must build upon an undergraduate knowledge base; the knowledge base that the course presupposes and how the course goes beyond that base must be specified.

2. The course must involve a dynamic interaction with the subject matter, the instructor, and other students. The learning that will take place both during and outside classroom sessions, the types of critical interchanges that will take place between the instructor and other students, and how the work required will exceed, both qualitatively and quantitatively, the work typically expected at the undergraduate level must all be specified.

3. The course must have a research base and assist students in generating new knowledge and/or in applying extant knowledge to improve teaching and learning.

4. Faculty teaching graduate courses must conform to the requirements for faculty as stipulated in the Criteria for Accreditation of the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) which states that each faculty member teaching courses at the master’s and specialist degree level “must hold the terminal degree, usually the earned doctorate, in the teaching discipline or a related discipline.” The Criteria further note “in unusual cases institutions may appropriately include as graduate faculty members those who have demonstrated exceptional scholarly or creative activity, or professional experience, but who may not possess the required academic credentials.” The degree and experience qualifications of the faculty member who will be teaching the course must be specified. The institution must, in accordance with SACS Criteria, keep on file for all on- and off-campus full-time and part-time faculty members the required documentation of academic preparation, professional and work experience, and technical and performance competency, among other documentation of qualifications.

5. Faculty teaching graduate courses must provide documentation of contributing to the knowledge base of the discipline they teach through scholarship, application, or publications; how the proposed faculty member has contributed to the discipline must be specified.
6. The duration of the activity, including the total number of contract hours that participants are expected to spend in the activity, as well as the span of time over which the activity takes place, must be significant and sustained. The Southern Association of Colleges and Schools requires that “courses offered in non-traditional formats, e.g., concentrated or abbreviated time periods, must be designed to ensure an opportunity for preparation, reflection and analysis concerning the subject matter. At least one calendar week of reflection and analysis must be provided to students for each semester hour of graduate credit awarded.” For example, if fewer than three weeks of coursework are proposed for a three-credit hour course, other means must be planned to ensure continuous and sustained instruction, reflection, and analysis over the remaining week(s) or beyond, through such means as scheduled on-line discussion groups; specific, required postings to a Web site for critique and commentary by the instructor and/or students enrolled in the class; instructor visits to student classrooms for observation and conferencing; and regular scheduled feedback on student projects.

7. The professional development course must encourage collective participation of groups of teachers from the same school, department, or grade level, which has generally been found to result in enhanced learning and teaching beyond that of individual teachers participating from many schools.

8. The professional development course must have a content focus in that the degree to which the activity is focused on improving and deepening teachers’ content knowledge in the teaching field and their knowledge of how students earn particular content is positively correlated to enhanced teaching and learning.

9. The professional development course must contain opportunities for active learning through opportunities for teachers to become actively engaged in the meaningful analysis of teaching and learning, for example, by reviewing student work or obtaining feedback on their teachings; and

10. The professional development course must actively promote coherence in teacher’s professional development by encouraging continuing professional communication among teachers and by incorporating experiences that are consistent with teachers’ goals and aligned with state standards and assessments.

Learning Forward Standards Summary

<table>
<thead>
<tr>
<th>Standards for Professional Learning</th>
<th>Core elements of each standard</th>
</tr>
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<tbody>
<tr>
<td><strong>Learning Communities</strong>: Professional learning</td>
<td>• Engage in continuous improvement</td>
</tr>
<tr>
<td>that increases educator effectiveness and results</td>
<td>• Develop collective responsibility</td>
</tr>
<tr>
<td>for all students occurs within learning communities</td>
<td>• Create alignment and accountability</td>
</tr>
<tr>
<td>committed to continuous improvement, collective</td>
<td></td>
</tr>
<tr>
<td>responsibility, and goal alignment.</td>
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<tr>
<td><strong>Leadership</strong>: Professional learning that increases</td>
<td>• Develop capacity for learning and leading</td>
</tr>
<tr>
<td>educator effectiveness and results for all students</td>
<td>• Advocate for professional learning</td>
</tr>
<tr>
<td>requires skillful leaders who develop capacity,</td>
<td>• Create support systems and structures</td>
</tr>
<tr>
<td>advocate, and create support systems for professional learning.</td>
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</tr>
<tr>
<td><strong>Resources</strong>: Professional learning that increases</td>
<td>• Prioritize human, fiscal, material,</td>
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</table>
educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

<table>
<thead>
<tr>
<th>Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.</th>
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<tbody>
<tr>
<td>• Analyze student, educator, and system data</td>
</tr>
<tr>
<td>• Select learning designs</td>
</tr>
<tr>
<td>• Promote active engagement</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Designs: increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.</th>
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</thead>
<tbody>
<tr>
<td>• Apply learning theories, research, and models</td>
</tr>
<tr>
<td>• Select learning designs</td>
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<tr>
<td>• Promote active engagement</td>
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</tbody>
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<tr>
<th>Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Apply change research</td>
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<tr>
<td>• Sustain implementation</td>
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<tr>
<td>• Provide constructive feedback</td>
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</table>

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<tr>
<th>Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.</th>
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<tbody>
<tr>
<td>• Meet performance standards</td>
</tr>
<tr>
<td>• Address learning outcomes</td>
</tr>
<tr>
<td>• Build coherence</td>
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</tbody>
</table>

**South Carolina Standards for Professional Development**
Adopted March 2000

What Matters Most: *Teaching for America’s Future*, the highly regarded report of the National Commission on Teaching and America’s Future, asks this nation to get serious about standards for both student and teacher performance and calls for the reinvention of teacher professional development as a means to the end…To play its central and essential role in standards-based reform, professional development for educators must be designed and based on standards representing the best available knowledge in the field. The standards point out that effective staff development not only includes high-quality training programs with intensive follow-up, but that it must also employ other growth-promoting processes such as study groups, action research, teacher networks and peer coaching. The standards also make it clear that staff development is not something that is reserved exclusively for teachers. Everyone who affects learning – from the Board of Education to classified/support staff—must continually improve their knowledge, skills and attitudes in order to ensure high levels of learning for all students.

*(Standards-Based Reform Requires Standards-Based Staff Development* by Dennis Sparks and Stephanie Hirsh, June 1998)

Background
Section 59-24-50. Education Accountability Act of 1998 required the South Carolina Department of Education to develop or adopt programs that meet national standards for professional development and focus on the improvement of teaching and learning. Programs funded with state resources must meet these standards and must provide training, modeling, and coaching on instructional leadership and school-based improvement.

In October 1999, in response to the state legislation, the Office of Professional Development in the State Department of Education enlisted the National Staff Development Council to support the implementation of professional development standards for our State. Over 250 educators from South Carolina’s school district, the State Department of Education, and the Executive Board of the South Carolina Staff Development Council met to craft professional development standards and indicators for South Carolina.

The South Carolina Professional Development Standards are based upon national standards for professional development. The national standards for staff development were developed by the National Staff Development Council (NSDC) in collaboration with American Association of School Administrators (AASA), Association for Supervision and Curriculum Development (ASCD), National Education Association (NEA), National Association of Elementary School Principals (NAESP), National Association of Secondary School Principals (NASSP), National Middle School Association (NMSA), and representation from higher education, foundations, and school district staff members from across the country. The South Carolina Professional Development Team gratefully acknowledges the framework and standards developed by the National Staff Development Council.

**Organization**

Effective staff development that produces results for adults and students addresses organizational culture, processes of adult learning, and content for learning.

The standards are divided into three categories:

a. **Context** standards address the organization, system, and culture in which the new learning will occur and be implemented.

b. **Process** standards refer to the design and delivery of staff development. They describe the processes used to acquire new knowledge and skills.

c. **Content** standards refer to the actual skills and knowledge that effective educators need to possess to produce higher levels of student learning.

The rubric contains the statement of the standard, which is a succinct statement of the expectation for professional development. It establishes the level of performance to which all organizations should aspire. Accompanying the standards are indicators that describe the ways that the standard might be implemented. The indicators provide examples of evidence that the standard has been met.

These standards were designed to be used by educators across the State at all levels of the educational system—the State Department of Education, school districts, schools, and state operated programs. These tools provide direction for planning, monitoring, and assessing professional development. While they may resemble a “checklist,” they will have the greatest impact on organizational and individual learning if the standards are accessed during

- initial planning phases of state, district, and school level professional development;
- review of the state test scores and mid-course corrections in school improvement;
- evaluation of individual staff development efforts;
- writing of comprehensive school plans; and
- assessment of professional development plans

These standards provide an opportunity to assess your current practice and use the standards and indicators to improve your practice. The implementation of these standards will support the far-reaching objectives of improved teaching and learning throughout South Carolina.

### South Carolina Standards for Professional Development

<table>
<thead>
<tr>
<th>Area</th>
<th>Standards</th>
<th>Sample Indicators</th>
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</thead>
<tbody>
<tr>
<td><strong>Context</strong></td>
<td>Context addresses the organization, system, or culture in which new</td>
<td>a) Educators constantly revisit and renew their organizational goals.</td>
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<tr>
<td></td>
<td>learning will be implemented.</td>
<td>b) Staff can articulate the kinds of learning opportunities, they access throughout the year.</td>
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<td></td>
<td></td>
<td>c) Staff use the ADEPT* performance appraisal process to assess progress and influence continuous improvement.</td>
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<td>*ADEPT- South Carolina’s Comprehensive performance appraisal process for staff designed to promote excellence in teaching.</td>
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<tr>
<td>1. Effective</td>
<td>Effective professional development fosters the norm of continuous</td>
<td>a) Administrators, teacher leaders, school board members, community leaders, and others advocate for quality professional development.</td>
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<tr>
<td>professional</td>
<td>improvement.</td>
<td>b) School and district leaders participate with staff in professional development activities.</td>
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<tr>
<td>development</td>
<td></td>
<td>c) Morale increases as a result of staff empowerment and effectiveness.</td>
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<tr>
<td>2. Effective</td>
<td>Effective professional development requires strong leadership for</td>
<td>a) Professional development resources are coordinated to ensure that the professional development activities are aligned with the school improvement plan.</td>
</tr>
<tr>
<td>professional</td>
<td>continuous improvement.</td>
<td>b) Professional development is adequately funded. Priorities are set.</td>
</tr>
<tr>
<td>development</td>
<td></td>
<td>c) Effective professional development is perceived as essential for achieving the purposes of the organization, is valued as an integral part of the strategic plan, and is seen as a key factor in improving student learning.</td>
</tr>
<tr>
<td>3. Effective</td>
<td>Effective professional development is aligned with the organization’s</td>
<td>a) Time for professional development</td>
</tr>
<tr>
<td>professional</td>
<td>mission and strategic plan, is linked to student achievement, and is</td>
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<tr>
<td>development is</td>
<td>adequately funded by the budget.</td>
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<tr>
<td>aligned with the</td>
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<tr>
<td>organization’s</td>
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| professional development provides adequate time for staff members to learn and work together to accomplish the organization’s mission and goals. | activities is provided during the workday (e.g., peer coaching, mentoring, and common planning time). | b) Additional days for coordinated professional development efforts are built into the school calendar.  
c) Schedules are designed to ensure time for the adults in the system to learn together and improve practice. |
| Process  
Process standards refer to “how” we implement or deliver professional development. These standards describe the processes used to acquire new knowledge and skills. | 5. Effective professional development provides decision-makers with information about organization development and systems thinking. | a) All stakeholders are involved in the professional development. The stakeholders (at the state, district, or school level) complete a self-study of their effectiveness each year.  
b) Barriers to effective professional development within the organization are addressed.  
c) Site-based management teams use shared decision-making processes to determine professional development priorities. |
| 6. Effective professional development is based on knowledge about adult learning and models this understanding in all activities. | a) The learning climate is collaborative, informal, and respectful. The providers of all professional development are credible.  
b) Professional development emphasizes how the learning can be used/applied.  
c) Professional development relates the learning to the learners’ goals and allows the learners to make choices linking their individual growth plans with school goals. |
| 7. Effective professional development provides for three phases of the change process: initiation, implementation, and institutionalization. | a) Appropriate assessments occur at each phase and appropriate interventions occur.  
b) All critical phases of the change process are addressed in the planning, design, implementation, and evaluation of programs.  
c) Collaboration is occurring among teachers to support change or innovation. |
| 8. Effective professional development initiatives and intended | a) Data is provided that links staff development initiatives and intended |   |
|   |   |   |
| Process | Effective professional development programs require an ongoing evaluation process. | a) Evaluations are designed to assess a variety of program outcomes, including participants’ reaction to the program, participants’ learning, participants’ use of new knowledge and skills, impact on student outcomes, and impact on the organization.  
b) Evaluation is considered an integral part of staff development program planning and implementation.  
c) Evaluation data include multiple sources of information and focus on all levels of the organization. Teachers use classroom assessments to measure immediate impact of professional development investments. |
|---|---|---|
| 9. Effective professional development provides a framework for integrating and relating innovations to the mission of the organization. | a) Improvement plans include a carefully and thoughtfully designed framework for integrating the innovations to be implemented.  
b) All implementation efforts include descriptions of how each innovation relates to other ongoing programs and to the mission of the organization.  
c) Successful practices are maintained and unsuccessful practices are abandoned when decisions are made to change goals or strategies. |
| Development priorities are established following a careful analysis of disaggregated data regarding goals for student learning. | adult and student results.  
b) Gaps in achievement among all groups are addressed.  
c) The district strategic plan, school improvement plans, and individual improvement plans incorporate goal-setting using all available data. |
| Process standards refer to “how” we implement or deliver professional development. These standards describe the process used to acquire new knowledge and skills. | 9. Effective professional development provides a framework for integrating and relating innovations to the mission of the organization. | 10. Effective professional development programs require an ongoing evaluation process. | a) Evaluations are designed to assess a variety of program outcomes, including participants’ reaction to the program, participants’ learning, participants’ use of new knowledge and skills, impact on student outcomes, and impact on the organization.  
b) Evaluation is considered an integral part of staff development program planning and implementation.  
c) Evaluation data include multiple sources of information and focus on all levels of the organization. Teachers use classroom assessments to measure immediate impact of professional development investments. |
| 11. Effective professional development uses multiple approaches to improve student success. | a) Multiple formats are evident: action research, study groups, curriculum development, self-study, use of technology and training. Methodology is appropriate to the intended outcomes.  
b) Training includes theory, demonstration, practice, feedback and coaching. | 11. Effective professional development uses multiple approaches to improve student success. | a) Multiple formats are evident: action research, study groups, curriculum development, self-study, use of technology and training. Methodology is appropriate to the intended outcomes.  
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<tr>
<td><strong>Process</strong></td>
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<td><strong>Content</strong> standards refer to the actual skills and knowledge that educators need to possess or acquire through professional development.</td>
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<td><strong>12. Effective professional development</strong> provides the follow-up necessary to ensure improvement.</td>
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<td><strong>13. Effective Professional development uses the stages of group development to build effective, productive, and collegial teams.</strong></td>
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<td><strong>14. Effective professional development increases administrators’ and teachers’ understanding of how to provide school environments, curriculum and instruction that are responsive to the needs of all students.</strong></td>
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<td><strong>15. Effective professional development facilitates school wide and classroom-based</strong></td>
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<tr>
<td><strong>a)</strong> All training designs include plans for follow-up. Follow-up is monitored and supported with human and financial resources.</td>
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<td><strong>b)</strong> Desired changes in on-the-job behavior improve student performance.</td>
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<td><strong>c)</strong> The ability of staff members to analyze and self-correct their performance improves.</td>
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<td><strong>d)</strong> Opportunities to network and share ideas and resources are promoted.</td>
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<tr>
<td><strong>a)</strong> Faculty and administration develop the skills to work collaboratively.</td>
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<td><strong>b)</strong> Staff members know about and use interdisciplinary team organization and instruction.</td>
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<td><strong>c)</strong> Staff share responsibility to conduct meetings, make shared decisions, solve problems, and work collegially.</td>
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<tr>
<td><strong>a)</strong> School improvement occurs as educators see the discrepancy between the needs of children and the school’s current practices. Each phase and appropriate interventions occur.</td>
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<tr>
<td><strong>b)</strong> Teachers adopt research-based programs and instructional strategies that are appropriate and effective for all children.</td>
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<td><strong>c)</strong> Student work is used to inform the staff about student progress and is used as a means by which to adjust instruction.</td>
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<tr>
<td><strong>a)</strong> Educators develop the ability to respond to the uniqueness of each child and each situation. They implement effective classroom management strategies.</td>
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| **b)** Student’s self-esteem increases their...
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<th>Content</th>
<th>16. Effective professional development addresses diversity to ensure an equitable and quality education is provided to all.</th>
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<tr>
<td></td>
<td>a) Populations are identified by gender, ethnicity, socioeconomic status, and special needs.</td>
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<td></td>
<td>b) Effective strategies to engage diverse learners and learning styles in the educational process is identified.</td>
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<td></td>
<td>c) Professional development incorporates diversity issues into all programs.</td>
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<th>17. Effective professional development prepares educators to demonstrate high expectations for student learning.</th>
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<td>a) Increasing numbers of students experience a challenging core curriculum and improve their achievement.</td>
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<td>b) Staff participates in training about academic and professional development standards.</td>
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<tr>
<td>c) Evidence of high expectations exists in lesson plans, unit plans, performance assessments, school improvement plans, and district strategic plans.</td>
</tr>
<tr>
<td>d) Teachers and administrators believe students can learn at high levels.</td>
</tr>
</tbody>
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| 18. Effective professional development helps teachers and administrators engage families and communities in improving all children’s academic achievement. |
| 19. Effective professional development prepares teachers to use various types of performance | a) Active school/business partnerships support student learning. Volunteers and mentors are available to support student learning. |
|                                               | b) School staff and parents/families increases communication about student academic progress, and a partnership plan for student progress is created. |
|                                               | c) Participation of parents/families in educational activities at school and home |
|                                               | a) Professional development on the design and use of assessments is provided. |
|                                               | b) Modifications and accommodations are made to meet special needs of students. |
National Educational Technology Standards (ISTE) and Performance Indicators for Teachers

Effective teachers model and apply the National Educational Technology Standards for Students (NETS.S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators. Teachers:

1. Facilitate and Inspire Student Learning and Creativity
   Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:
   a. Promote, support, and model creative and innovative thinking and inventiveness
   b. Engage students in exploring real world issues and solving authentic problems using digital tools and resources
   c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes
   d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

2. Design and Develop Digital-Age Learning Experiences and Assessments
   Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS.S. Teachers:
   a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
   b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning and assess their own progress
   c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources
   d. Provide student with multiple and varied formative and summative assessments aligned with content and technology standards and use data to inform learning and teaching

3. Model Digital-Age Work and Learning
   Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:
   a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
   b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats
d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. **Promote and Model Digital Citizenship and Responsibility**
   Teachers understand local and global societal issues and responsibilities in a evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:
   a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
   b. Address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources
   c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information
   d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools

5. **Engage in Professional Growth and Leadership**
   Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:
   a. Participate in local and global learning communities to explore creative applications of technology to improve student learning
   b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
   c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
   d. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community
Glossary of Terms

**Contract Course:** Curriculum courses that are facilitated through OPDE. The fee for these courses is typically $6300. This fee allows the OPDE to pay the instructor’s salary and for a maximum enrollment of 25 students. Contract courses allow all C of C EHHP administrative duties and paperwork to be handled by the OPDE. Contract courses can also be contracted with C of C for $150/participant for a 3 credit hour course. There is a minimum of 10 participants for the class. The school district or agency pays the adjunct of the course. See page 8 for additional credit hour fee structure.

**Course Evaluation:** Official C of C evaluations that are completed at the end of the course and mailed back to the College of Charleston. These forms are sent to the Office of Institutional Research, and the results are mailed to the initiator and adjunct upon completion of review.

**Catalog Course:** Courses that have been approved as a part of a course of study in a C of C graduate level program. These courses are offered through a contract course arrangement and count towards a Master’s Degree in a specific discipline area (Examples: M.A.T. and M.Ed. programs). They are awarded graduate credit, reviewed, and accepted by the specific discipline/curriculum involved.

**EDPD:** Education Professional Development Course Prefix

**EHHP:** School of Education, Health, and Human Performance

**Instructor of Record:** The adjunct who is in charge of awarding the final grades and entering them on Cougar Trail. This individual(s), in most cases, teaches most of the course or is in charge of other adjuncts that may help teach the course.

**On-Site Evaluation:** The Assistant for Administration and Public Relations will visit selected courses to evaluate them using the OPDE evaluation process. Upon completion of the evaluation, the evaluator will either leave with or mail observational feedback to the adjunct. Another copy of the evaluation is mailed to the course initiator.

**OPDE:** Office of Professional Development in Education

**Professional Development Course:** Courses (EDPD) taken through the College of Charleston’s Office of Professional Development in Education. These courses are used to modernize instructional strategies and offer content enrichment opportunities. Credit for a course of this type does not count toward completion of a C of C curriculum program or a Master’s Degree. However, credit can count towards recertification, renewal points, Bachelor’s Degree +18 hours, and/or a Master’s Degree +30 hours.

**Rubric:** A rubric is an evaluation tool for subjective assessment of student performance. It contains a list of performance criteria, definitions/descriptions of each level of performance for each criterion, and a numerical or verbal rating scale to measure performance (e.g., beginning, average, target; or, 3, 2, 1; or point values). Each major assignment in a syllabus must contain one of three types of evaluation: (1) an all or none evaluation (e.g., pass/fail), (2) assessments such as tests, papers, and projects that lead to a final grade, or (3) a rubric that culminates in an assessment score.
**Student Verification:** A valid South Carolina Teaching Certificate/License and a South Carolina Driver’s License or show proof that you are a citizen of the United States.

**Adjunct Background Check:** Forms must be filled out and sent to the OPDE.