A Message From the Director  

Andrew Lewis, PhD

To the many professional colleagues and friends I have made over the years, I say thank you for a journey that has been refreshing, rewarding, and engaging. I joined a team of dedicated staff in the OPDE in 2004 and have been greatly impressed by their commitment to community service and professionalism. As I move into retirement starting December 2017, it is now time for me to bid all that have contributed to my success as Director of the OPDE a farewell. While I am moving to the next phase of my life, I would like to say that the office will be left in good hands as the new Director Archie Franchini transitioned into the position. We have been working together the past few months and I am confident that the OPDE will continue to meet your needs, offer excellent service, and help your personnel continue to grow.

In closing, please know that the Staff of the OPDE look forward to working with each of you and I invite you to visit the web site at http://www. http://ehhp.cofc.edu/centers/opde/

REMEMBER:

When you think of Staff Development, think CofC.

Have a great year, and we wish you good health and professional Prosperity.

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OPDE GIVES A WARM WELCOME TO DIRECTOR ARCHIE FRANCHINI

I am excited about joining the OPDE team and the College of Charleston family. I come to the OPDE after having spent the last 44 years as a public school educator in the four different school districts in the SC lowcountry. I have been a classroom teacher, a building level administrator at all three levels and a district level administrator. Most recently I served as the deputy superintendent in the Berkeley County School District. Since September, I have spent some time receiving “on the job training” from Dr. Andrew Lewis. I have learned a lot from him, but by no means am I the expert that he is. Under Dr. Lewis’ leadership OPDE has been providing quality professional development to teachers in SC for many years. It is my goal to work with the highly qualified professionals in the OPDE to continue to meet our mission.

Sincerely,

Director Archie Franchini
Florence County School District Four constitutes the western part of Florence County located in the Town of Timmonsville, South Carolina. The school district is governed by a seven-member Board of Trustees and is comprised of three schools: Brockington Elementary (3K - grade 5), Johnson Middle (grades 6-8) and Timmonsville High School (grades 9-12). All three schools are housed at the Timmonsville Educational Center (TEC), a K-12 facility; however, the three schools are considered separate.

Under the direction of Dr. Michele Heyward, Director of Curriculum and Instruction, collaborated with the College of Charleston, Office of Professional Development in Education, and Batelle for Kids (BFK), Columbus, Ohio, designed a (3) hour professional learning graduate course using BFK’s blending learning solution entitled “Using Formative Instructional Practices to Raise Student Achievement & Increase Teacher Effectiveness”. Formative Instructional Practices (FIP)—or the formal and informal ways that teachers and students gather and respond to evidence of student learning—are vital to improving student achievement and ensuring that every student is college and career ready. The course was designed to provide a crosswalk to the new 4.0 Rubric that SC districts across the state will be transitioning to in 2018-2019.

Batelle for Kids provided an on-site week-long professional development in July 2017, which included online learning modules and professional development sessions throughout the year. It is the collaborative partnerships of these organizations to make teacher professional development a success!!
Inside Cultural Proficiency

To create schools where every student is successful, educators must address relationships, especially with student and families who have been historically disenfranchised from the educational system. To develop such relationships, educators must be culturally proficient to help them know and understand students and families from backgrounds different from their own. Two foundational premises of cultural proficiency are that cultural understanding matters and that teacher beliefs matter in improving student performance.

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<th>Cultural Understanding</th>
<th>Teacher Beliefs</th>
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<td>In our society, teaching students the democratic values of independence, equality, autonomy, initiative, and individuality so they become productive citizens. For students who acquire these cultural values at home, schooling is about learning knowledge and skills, and these values are reinforced at school. But students who come with a different value set must learn not only the academic content, but also the values or implicit rules of schooling. Without this cultural understanding, teachers may misinterpret student behavior. When a student sits quietly during class discussions, the teacher may assume the student doesn’t have anything to say or is not very bright, rather than considering the alternate explanation of cultural difference. Because the teacher believes that the problem lies within the student (deficient thinking), he or she may respond by lowering expectations for the student, reducing the curriculum rigor. In turn, students become bored, disengaged, or alienated, resulting in underachievement and over-referral to discipline and special education. Culturally proficient teachers see students for what they bring and use student knowledge and contributions as a bridge for teaching and learning. As a result, students feel valued and are engaged in learning, leading to higher achievement.</td>
<td>Personal beliefs have a powerful influence on what we know and do. When we are exposed to new information, we unconsciously sift it through our personal beliefs to make sense of it. In doing so, we often reject or modify aspects of information that do not fit with the beliefs we hold. Few of us are even aware of our personal beliefs, which is troubling because, for many, life experiences and education have led to developing deficit beliefs about certain cultural, linguistic, and economic groups. Those who hold deficit beliefs see some students as having deficiencies (lack of intelligence, limited motivation, poor social behavior) that interfere with learning. As a result, the focus of education becomes fixing students rather than building on their strengths and assets. Decades of research suggests that teachers’ personal beliefs about diverse students lead to differential treatment, expectations, and outcomes. Because what was once unconscious is now conscious, they become mindful of how their beliefs drive their practices. By being mindful, they are able to avoid judging the behavior of students and families based on a single perspective of how things should be done.</td>
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The Office of Professional Development offers professional development (EDPD) courses and facilitates Department of Teacher Education (TEDU) catalog courses (leading to the completion of an advanced degree) that have met all College of Charleston requirements by the Commission on Higher Education.

The cost difference between these two types of courses is significant. A 3-credit-hour graduate-level PD course is $150. A 3-credit-hour catalog course is $1,650. Therefore, vouchers are not allowed as tuition payment for PD courses, which have already been discounted substantially.

Click [here](#) for step-by-step instructions on how to order a transcript from the College of Charleston.

Spring 2018 Read to Succeed online courses offering through OPDE:

- **EDPD 820 P**: Content Area Reading and Writing for Middle and Secondary Teachers  
  [Flyer](#)  
  [Application](#)

- **EDPD 821 T**: Foundations in Reading  
  [Flyer](#)  
  [Application](#)

- **EDPD 823 J**: Assessment in Reading  
  [Flyer](#)  
  [Application](#)
General Contact Information

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