I would like to welcome new readers and extend a thank you to those that have been keeping up with our office through this newsletter. It pleases me to announce that the College of Charleston’s School of Education (SOE) has successfully completed all requirements for recertification with the National Council for the Accreditation of Teacher Education (NCATE). This past school year was one of growth and change in several ways. The most significant change in our office was the way in which EDPD courses are entered into terms for the enrollment system. The categories of terms now used are based on a course’s starting date and include: Spring, January 1- April 30; Summer I, May 1-June 30; Summer II, July 1-July 31; and Fall, August 1-December 31. We are also pleased to announce that our Incentive Plan to assist with financial concerns has been extended and we hope this will translate into more savings in your office. We hope our newsletter serves as a source of information to help you keep abreast of the activities we facilitate.

In closing, please know that we look forward to working with each of you and invite you to visit our newly developed website at http://www.cofc.edu/~pdie/ for additional information about our services.

**NATIONAL STAFF DEVELOPMENT COUNCIL**

“All teachers in all schools will experience high-quality professional learning as part of their daily work by 2007.”

**NSDC- Strategic Plan for 2002-2007**

The NSDC’s strategic plan emphasizes the importance of Professional Development, which improves the performance of all educators and the learning of all students. The following strategies and priorities chart the Council’s course in improving the quality of professional learning for all teachers and administrators.

- **Strategic Priority 1-Leadership**: School and district leaders create systems of professional learning that ensure continuous improvement of leadership, teaching, and student achievement. **Goal**: To affect leadership for the purpose of having quality professional learning in all schools.

- **Strategic Priority 2- High Performance Cultures**: School and district cultures support sustained collaboration and professional learning. **Goal**: To have all educators work in schools whose cultures focus on high levels of learning for all students, rigorous professional learning, and continuous improvement.

- **Strategic Priority 3-High Poverty Schools**: All schools with high concentrations of low income and minority students ensure quality professional learning for all educators. **Goal**: To dramatically improve the quality of professional learning in high-poverty schools.

- **Strategic Priority 4-Advocacy**: Local and state policies promote quality professional learning for all educators. **Goal**: To have local, state, provincial, and federal policies that promote quality professional learning.
The incentive plan approved by the College of Charleston’s Board of Trustees in July 2003 that was scheduled to end in Summer 2005 has been extended 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:

a. All courses to be counted toward the incentive must be ones for which the educational funding agency pays a per participant rate.
b. All courses to be credited in the incentive plan must have a minimum enrollment of 15 students or average 45 students over three fee payment courses in one session/semester.
c. 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 ($30.00, $45.00, or $60.00) per participant cost only. Maximum enrollment may not exceed 25 students per class in free incentive courses.
d. The school district or agency must use the incentive course(s) immediately (during that given session/semester or the next) or within 18 months of having earned the free course.

The Review Process
How a Faculty Adjunct is Approved

- A current resume and official transcripts for a proposed instructor are sent to the PDE Director.
- All proposed instructors must hold, at a minimum, a Masters Degree with 18 or more hours in the area they will be teaching.
  - Additional information required:
    1. Two current professional references with phone numbers and email addresses.
    2. Specialized training and experience beyond the graduate degree, which qualify the instructor for teaching a specific course should be described in detail (self-letter).
- If a specific instructor is not requested, the PDE Director works with the course initiator to identify potential instructors.
- The proposed instructor’s credentials are circulated to the Administrative Council for approval. If the instructor is not approved, more information may be re-submitted.
STAFF DEVELOPMENT INITIATOR HIGHLIGHT:

Rannie French

Rannie French is the Staff Development Coordinator in Lexington County School District Two. She and her husband have lived in South Carolina for 35 years and just welcomed their first granddaughter, during the Thanksgiving holidays, into their family.

In addition to other professional organizations, Rannie is very active in the SC Staff Development Council. In talking to Rannie, she says “Working with the Lexington Two teachers has been a wonderful experience for me. I am always amazed at their energy and dedication to the students they serve. These caring professionals inspire me to be most helpful as they meet the needs of all students.”

When Rannie is not catering to the needs of the teachers in Lexington Two, you can find her hiking. She once hiked the Grand Canyon from rim to rim. We’re sure she will also spend as much time as possible with their new granddaughter.

Frequently Asked Questions:

What is the difference between EDPD (Professional Development) courses and Curriculum courses?

A Professional Development Course is 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 CofC curriculum program or Master’s Degree. However, credit can count towards recertification, a Bachelor’s degree +18 hours, and or a master’s Degree +30 hours.

A curriculum offering is a course that has been approved as a part of a course of study in a CofC graduate level program. These courses are ones that 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 program of study.
PAST AND CURRENT EVENTS

The School of Education celebrated 75 years of Teacher Education at the College of Charleston with a birthday party held on October 7th, 2005. The celebration held in the Alumni Atrium, in the Beatty Center of the School of Business and Economics, allowed guests to mix and mingle while learning about the School of Education’s history and future endeavors. Also, on October 7th at 4:30 p.m., the School of Education hosted a groundbreaking ceremony for its new facilities which will be located at 86 Wentworth Street. Undergraduate and graduate teacher education faculty and staff will occupy the 56,000 square feet facilities, expected to be completed by the summer of 2006.

The upcoming Spring Professional Development Regional Workshop will be held: March 15 in Greenville, SC.

Professional Conferences:

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