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**Director’s Corner**
Andrew H. Lewis, Ph.D.

The Office of Professional Development in Education wishes to extend a Happy New Year to all. We have grown while evaluating the services provided, and hope that if you have concerns you will share them and help us to be more efficient in our work. The year 2007 will bring several changes to the School of Education to include: Moving into a new building in March, hiring several new faculty, and program expansions. The OPDE has instituted an audit form, will offer two regional workshops, provide door prizes at the State Staff Development Conference, and has established consistent beginning dates for each term. I would like to encourage Staff Development Directors to speak with Principals and others in your school system about offering professional development course work that may currently be offered without credit. The OPDE has the ability to offer variable credits courses and some of the workshops, and programs given during the year might have the possibility of being developed into credit granting opportunities. **Have a great year.**

“Teamwork on assessments creates powerful professional development”

By: Jay McTighe and Marcella Emberger

Teacher collaboration is a powerful form of professional learning. One focus for collaboration efforts is designing assessments. When teachers, design assessments, give each other feedback through peer reviews, evaluate student work, and plan together for improvement, they are engaged in highly effective professional development. Once teachers have recognized the value of performance assessments, they face the challenge of finding or creating tasks and scoring rubrics.

Teachers use three strategies to collaborate to develop performance tasks and assessments:

1. Collaboratively design tasks and assessments based on desired learning results.
2. Have peer review tasks and assessments for feedback on designs.
3. Conduct a group evaluation of student work elicited by tasks.

Strategy one: Collaborative Design

Step 1: Form the group.
Step 2: Meet as a team.
Step 3: Decide which standards to measure.
Step 4: Create a task.
Step 5: Develop evaluative criteria.

Strategy 2: A peer review process

Peer Review is more successful when:

1. Feedback is specific, descriptive, and guided by the criteria in design standards.
2. Feedback is not personalized.
3. The Designer listens to the feedback and asks clarifying questions.
4. Meetings stay on schedule.

Strategy 3: Anchor Evaluation in student work
   Step 1: Reconvene Teams
   Step 2: Describe the student work on the performance task.
   Step 3: Anchor the work

   Collaborative designs and peer reviews honor and enhance teachers’ professionalism, expertise, and collegial learning. Working in teams to evaluate student work against established criteria, identify models of excellence, and plan needed improvements promotes a results-oriented culture of quality.

   By designing performance assessments, educators, enhance their understanding of content standards and of the evidence needed to show that students really understand the important ideas and processes contained in those standards. Teachers discover that the connection between curriculum and assessment becomes clearer, teaching is more sharply focused, and evaluation is more consistent.

Ultimately, students benefit by having defined learning goals, opportunities to demonstrate their understanding in more authentic ways, and advance knowledge of the evaluation criteria so they have greater purpose in their learning.

March 2007 the School of Education will move into its new home (Artist’s Sketch above) on Wentworth St.

School of Education Conceptual Framework

The mission of the School of Education at the College of Charleston is the development of educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world. Our vision is to 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 through:

   o Understanding and valuing the learner;
   o Knowing what and how to teach and assess and how to create an environment in which learning occurs; and
   o Understanding ourselves as professionals.
PROFESSIONAL DEVELOPMENT INITIATOR HIGHLIGHT:

Jane Brailsford

Jane Brailsford has been an educator in South Carolina since 1974 serving in the capacities of teacher, school district and higher education administrator. She has worked in two school districts, at the University of South Carolina and Fort Jackson Army Education Center primarily in the areas of professional development training and development and implementation of new programs and initiatives. For many years, Dr. Brailsford has worked with the College of Charleston to offer onsite courses for teachers and administrators in Lexington School District One. Since 1992, the College of Charleston has collaborated with Dr. Brailsford to provide over 900 tuition-free graduate credit courses for more than 10,000 participants. The graduate credit course program in Lexington School District One has effectively served as a recruiting tool and an incentive for teachers in Lexington One. More importantly, the graduate credit program has served as the capacity building tool to implement objectives in the Lexington One Strategic Plan.

Frequently Asked Questions:

1. If I took a course with a Pass/Fail grading system, can the P/F grade be converted into a letter (A-F) grade? As per the academic policies of the College of Charleston Catalogue a pass/fail course grade carries Zero (0) grade points and thus cannot be converted to a letter grade.

2. How is credit value of a course determined? Course credit value is determined based on the number of contact hours. Example 15 contact hours = 1 hour of credit; 30 contact hours = 2 hours of credit, and 45 contact hours = 3 hours of credit.

OUR PARTNERS:

Anderson County School District Two
Aiken County School District
Beaufort County School District
Berkeley County School District
Calhoun County School District
Charleston County School District
Chesterfield County School District
Clarendon County Schools District Three
Darlington County School District
Dillon County School District One and Three
Dorchester School District Two
Florence County School District One
First Baptist Church School
Greenville County School District
Horry County School District
Lee County School District
Lexington County School District One, Two, and Three
Marion County School District
Marlboro County School District
School District of Newberry County
Orangeburg County Consolidated School District Three and Four
Pickens County School District
Porter Gaud School
Richland County School District Two
Sumter County School District Seventeen
York County School District Two and Four
Williamsburg County School District

South Carolina Department of Education (Office of Adult and Community Education)
South Carolina Department of Special Needs—Autism Division
**COURSE HIGHLIGHT**

Creative Teaching Institute

There is now much research that shows that children who are involved in the arts do better on standardized tests. There is also evidence to show that teachers who are creative and use arts activities to teach basic skills are more successful in providing educational opportunities for their students. It was for these reasons that the Creative Teaching Institute was developed in 2000.

The Institute is one of several institutes offered through grants from the State Department of Education written by schools and districts. Thirty per cent of the grant must be used for staff development. The Creative Teaching Institute offers six days of hands on workshops and instruction for elementary classroom teachers to incorporate music, art, drama, and dance in the classroom. Each teacher attends two Saturday sessions at three different locations in the state and four days in Charleston, during Spoleto, for workshops and performances of opera, theatre, and dance. Approximately 110 teachers attend each year. The course is also open to administrators and arts teachers.

The College of Charleston offers three hours of graduate credit funded through the school grants. In addition, teachers receive, at no cost, books, CDs, handouts, lesson plans, tickets for three performances, three nights lodging in Charleston, and refreshments. They leave each session with materials and knowledge to implement arts activities in the classroom to teach basic skills.

The premise of the course is that it is not necessary to be a musician, dancer, artist, or thespian to have arts in the classroom. Many teachers have changed their style of teaching as a result of this course and have reported positive results.

**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.

For more information concerning the Office of Professional Development visit our website: [http://www.cofc.edu/edpie](http://www.cofc.edu/edpie)