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Volume 6, Issue 1

Office of Professional Development in Education (OPDE)

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

Director’s Message
Andrew Lewis, Ph.D.

A new beginning, a fresh start, New Year resolutions, and hoping for better things to come is our desire for each and all. As we look forward we hope this year will be an improvement over the past, and filled with the ENTHUSIASM to positively impact the lives of others.

The Office of Professional Development in Education (OPDE) is very excited about helping Staff Development Directors meet the needs of various personnel during these troubling financial times. We understand that budgets will continue to be under significant stress, and many difficult decisions must be made. We also know that our schools and the education of its students remains a high priority and the best hope for the future is a positive way to change many of the uncomfortable choices that will need to be made in the coming year.

OPDE has the enthusiasm and energy to work with all groups to help them develop and implement focused professional development activities and courses that assist teachers with best practices in the classroom today and beyond.

As many of you know, we have changed the Student Management Systems at the College this past fall and as a result there have been adjustments that must be made. We thank each of you for your patience during this transition and hope the spring 2011 semester will be enhanced with the use of the Banner System in terms of communication, grading, and processing of information.

We continue to facilitate a variety of PD and Catalog (classes leading to completion of a course of study at the Masters level) courses and encourage you to visit our website, give us a call, or send an email to see how we can help you reach and accomplish the goals of your program.

Have a great year, and think of CoC when you think Staff Development.

M.A.T. in Teaching, Learning, and Advocacy (MTLA)

Partnership with Berkeley County School District (BCSD)

Starting in January 2011, the College of Charleston will begin a new partnership initiative with BCSD. The partnership will assist current teachers in acquiring a Masters of Education in our new Teaching, Learning, and Advocacy course of study.

All teachers enrolled in the program will meet current graduate school admissions standards and work through the program as a cohort. Teachers will take one to two courses per semester over a two year period until the MTLA program of study has been completed.

Berkley County’s Super Intendant is excited about the opportunity that this program offers and its ability to develop teacher leaders.

This partnership is a second of its type that BCSD has entered to help improve the quality of administrators and teachers in the district.

The MTLA program will be governed by a steering committee made up of representatives from both BCSD and CoC.

The partnership should prove to be a win-win for both BCSD and CoC as we seek to improve the quality of instruction for all students in the Berkeley County School District.
"When each day is the same as the next, it’s because people fail to recognize the good things that happen in their lives every day that the sun rises."

~The Alchemist, By: Paulo Coelho

**Boeing Partnerships**

The Boeing Company has awarded Lowcountry school districts (CCSD, DCSD II, DCSD IV, and BCSD) a grant to increase awareness of Science, Technology, Engineering, and Mathematics (STEM) courses. The course offerings will be facilitated through CCSD.

CCSD will be working with the Office of Professional Development to offer courses that are designed to increase awareness about the importance of STEM curriculum.

The courses will also be designed to encourage more teachers at all levels (elementary, middle, and high) to pursue STEM certification.

Starting this summer, teachers from all school districts in the Lowcountry will be selected to begin this coursework.

**Professional Development Tip**

Every day, students are presented with information in multiple subjects and are expected to understand and remember everything taught. While some might naturally retain each lesson, one method to help students have an enduring understanding of the lesson is to use the scaffolding technique. Scaffolding contains three levels:

**Level 1:** Write a "why" or "how" question about the Level 1 statement.
**Level 2:** Write a "why" or "so what" question about the Level 2 answer/statement.
**Level 3:** Write an answer to the Level 2 question.

Reference: School Improvement Network
32 West Center Street
Midvale, Utah 84047
877-778-9352

**Frequently Asked Questions**

**Question:** Can I enroll in a Professional Development (PD) class even if I do not currently have a teaching certificate?

**Answer:**
Yes, as long as you have a bachelor’s degree from an accredited college or university and have an official transcript sent to the OPDE office in place of your teaching certificate.

**Question:** How can I find out about PD course offerings?

**Answer:**
You may contact Elizabeth Grantham in the OPDE at (843) 953-6385 or by email at GranthamE@cofc.edu.

**Question:** Why am I being asked to provide information about my ethnicity?

**Answer:**
The College of Charleston has been federally mandated to request additional information on the ethnicity of all students.
The College of Charleston’s Literacy Outreach Initiative (LOI) was designed to promote literacy, model a love of reading, and show the value of literacy for Charleston County school children by creating a partnership between the College of Charleston and the Charleston County School District (CCSD). College of Charleston students have served as important role models. They have been exposed to the value of literacy in promoting learning at all levels from kindergarten to college.

The LOI is associated with The College Reads!, the College of Charleston’s common reading program. Each year, The College Reads! has engaged and connected thousands of college students, faculty, and staff around a single book to promote the idea that liberally educated people read broadly and discuss with one another ideas arising from the books they share. The College was also a sponsoring partner for the inaugural Capital BookFest Charleston, a community-wide literary festival dedicated to “strengthening families through reading.” Greg Mortenson spent the day on campus November 11, and culminated with a public talk in the Carolina First Arena. Over 5,000 people attended the event. The convergence of these three literacy-focused initiatives produced the original impetus for the LOI. During the training session, students were given an overview of best practices in community engagement, and presented with data on the low literacy rates in the Charleston County School District to establish the scope of the focal issue. Guidelines regarding professionalism and effective communication in community work were central to the training. In addition, each student was trained specifically on his or her assigned duties in the outreach initiative. Students who worked in elementary, middle or high schools were instructed on the implementation of a series of lesson plans that were to be carried out in collaboration with teachers over a 7-week period. They were also given suggestions and strategies on classroom management.

College of Charleston students participating in the LOI completed a mandatory two-hour training session in fall 2010 before working with CCSD students and teachers. College of Charleston students engaged in school-based literacy outreach in partnership with classroom teachers. They implemented an original curriculum designed to accompany the young reader version of Three Cups of Tea (middle and high school), and the picture book version titled Listen to the Wind (elementary school). The elementary school curriculum was produced by Dr. Margaret Hagood, Associate Professor of Teacher Education, and the middle/high school curriculum was written by Dr. Nicola Williams, Assistant Professor of Teacher Education. The curriculum for each book drew on the predominant themes in Three Cups of Tea such as language, culture, geography, and humanitarianism. For the elementary school curriculum, each lesson was accompanied by a hands-on activity that helped young themes in a multi-dimensional fashion. Lessons in the middle/high school curriculum each focused on a specific passage from the book and involved a series of discussion/writing exercises to help students consolidate and encode new knowledge.

Promoting Literacy in the Lowcountry!
Advanced Placement Summer Institute 2011:  
**EDPD 809-G60: AP Graduate Institute for English Literature and Composition**

The 2011 College of Charleston Institute are mixed professional development sessions designed for teachers who are teaching an Advanced Placement course for the first time and for those desiring refresher training. Topics to be covered include subject matter content, College Board policies and procedures, and preparation and grading of AP tests. Subjects available are: English Literature & Composition.

**Course Description:**
This course is designed using the most recent curriculum requirements published in the AP English Course Description. This course relates to the College of Charleston conceptual framework and theme of making the teaching and learning connection. Participants are encouraged to develop and expand their knowledge of teaching language and literature with a special emphasis on analytical reading and writing. Class readings will include selections from The Bedford Introduction to Literature. The course will also familiarize participants with the AP English exam format, past AP essay prompts, and released multiple choice items. Participants will discuss and score AP sample prompts, and apply past rubrics to student papers. Students in the course will identify key concepts, skills, and terms to be taught in their own classes, and they will generate their own AP syllabi frameworks. Members of the class will participate in model lessons and present their own inquiry-based lessons. Class activities will include a variety of reading and writing experiences, discussions of released AP materials, formal and informal writing assignments, pair/share activities, small group discussions, and model lesson preparation, presentation, and participation.

**Course Objectives:**
1. Discuss the format of the AP lit exam
2. Review released multiple choice examples
3. Review essays from 2008-2010 AP Literature exams
4. Discuss the scoring of AP exams
5. Generate terms and skills needed to be successful on the exam
6. Define and discuss close reading
7. Apply close reading techniques from the College Board Vertical Teams Guide
8. Read multiple, varied texts closely and participate in inquiry-based discussions
9. Review past AP essay rubrics
10. Score sample papers using rubrics
11. Generate a “generic” AP style rubric
12. Discuss the role of creative writing in AP Literature exam
13. Generate lists of texts that have worked well in previous classes
14. Review approved AP syllabi
15. Discuss the role of summer and parallel reading assignments

**Instructors:**
Professor:  
*Dr. Marguerite Scott* – College of Charleston  
scottmm@cofc.edu

Master Teacher:  
*Ms. Mary Catherine* – Lankford Academic Magnet High School  
mary_lankford@charleston.k12.sc.us

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“Literacy is not a luxury; it is a right and a responsibility. If our world is to meet the challenges of the twenty-first century we must harness the energy and creativity of all our citizens.”

~ President Clinton on International Literacy Day, September 8th 1994
Banner Management System

During the summer of 2010, the College of Charleston replaced its SIS system with a new management system entitled: Banner.

As we have transitioned to the new Banner system, many challenges have been encountered. As a result, there have been a number of student challenges, namely how to view and retrieve information from the system that is still being resolved. We ask that you be patient as the college continues to find needed answers to the many challenges we will be encountering during this transitional period.

In an effort to better assist you with questions and concerns we ask that you contact us directly using the information at the end of this newsletter.

Abbreviated Course Directory – Spring 2011

Course EDPD 811-F
“Designing Virtual Field Trips”

This online course, instructed by Ginger Bagette, will enable participants to use Internet resources to design “virtual field trips” for their students in the classroom. Participants will also become familiar with the strategies and resources that educators use to design these field trips, as well as tips and tricks to ensure their success. By the end of this course, participants will have designed an effective and engaging virtual field trip that is aligned to their state’s standards.

In the course, participants learn how to fit a virtual field trip into their existing curriculum, how to download and use the Virtual Field Trip Planner, and evaluate the success and effectiveness of their virtual field trips. Participants will also use a discussion forum to communicate with fellow participants about course concepts and readings. Participants can also share strategies, challenges, and resources in the discussion forum.

Initiator Highlight: Christine Ryan

Chris Ryan has been an educator her entire professional life. She has undergraduate degrees in Elementary and Special Education, and Masters degrees in reading education and educational leadership. The majority of her classroom experience has been as a fifth grade teacher and LD resource and inclusion teacher at the middle school level. Currently she is the Director of Professional Development and Instructional Support for CCSD. Mrs. Ryan is the mother of two daughters, both students at USC. Her husband, Mike, is a CCSD middle school principal. As a family, they love to travel and hike. In her spare time, Ms. Ryan enjoys reading, crafting and gardening.

“Every single one of us can do things that no one else can do - can love things that no one else can love. We are like violins. We can be used for doorstops, or we can make music. You know what to do.”

~ Barbara Sher
Professional Development Partnerships

Anderson County School District Two
Aiken County School District
Ashley Hall School
Bamberg County School District
Beaufort County School District
Berkeley County School District
Blessed Sacrement Catholic School
Calhoun County School District
Charleston County School District
Chester County School District
Chesterfield County School District
Christ Our King-Stella Maris
Clarendon County School District
Colleton County School District
Darlington County School District
Dillon County School District One and Three
Dorchester County School District
Edgefield County School District
Florence County School District One
First Baptist Church School
Georgetown County School District
Greenville County School District
Horry County School District
Jasper County School District
Lee County School District
Lexington County School District One, Two, and Three
Marion County School District
Marlboro County School District
Medical University of South Carolina (MUSC)
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 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 & the Office of e-Learning)
South Carolina Department of Juvenile Justice
South Carolina Department of Special Needs—Autism Division
South Carolina ETV
SC Forestry Commission
Sumter Soil and Water Commission

Contact Information

General information and questions on Professional Development in Education
Tia Brown, Administrative Assistant
Phone: 843-953-7651
Fax: 843-953-4819
e-mail: browntn@cofc.edu
Web page: http://www.cofc.edu/~pdie

Course initiation, development, and approval
Dr. Andrew H. Lewis, Director
Phone: 843-953-8250 or 843-953-0784
Fax: 843-953-4819
e-mail: lewisa@cofc.edu

Elizabeth R. Grantham, Assistant for Administration and Public Relations
Phone: 843-953-6385
Fax: 843-953-4819
e-mail: granthame@cofc.edu

Registration, class rolls, grades, payroll, and evaluation
Earline (Kandy) White, Associate Director for Records and Budget
Phone: 843-953-8049
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Visit OPDE online at: http://cofc.edu/~pdie

“Act as if what you do makes a difference. It does.”
~William James
Happy New Years!
~ From the OPDE Staff

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