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COLLEGE of CHARLESTON

SCHOOL OF EDUCATION, HEALTH, AND HUMAN PERFORMANCE

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

We develop educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world.

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; 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

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 practitioner 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. Learning Forward and the South Carolina Standards for Professional Development guide course proposal 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: browntr@cofc.edu

Web page: <http://go.cofc.edu/opde>

Course initiation, development and approval:

Dr. Andrew Lewis, Director

Phone: 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, 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 www.gradschool.cofc.edu

Transcript requests:

Registrar's Office Phone: 843-953-4668 Fax: 843-953-6389

<http://registrar.cofc.edu/index.htm>

Human Resources:

Phone: 843-953-5512 Fax: 843-953-5986

www.cofc.edu/~humres/

OPDE Mailing Address:

School of Education, Health, and Human Performance

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)
- \$2500.00 for a 2 hour course for a total of \$4200.00 per contract course
- \$1250.00 for a 1 hour course for a total of \$2100.00 per contract 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) grade 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 mail an observation form to him/her. Another copy will be mailed to the initiator of the course. Thirdly, we provide a mid term form for the participants of the course to evaluate the adjunct to provide feedback to ensure that all needs and expectations of the course are being met. This form is given to the adjunct for feedback purposes only.

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) grade points and cannot be converted to a letter grade.*

- EHPH 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 EHPH must match

EHPH Graduate Grading Scale

Letter Grades	Percentage Range
A	93 - 100%
B+	88 - 92%
B	83 - 87%
C+	78 - 82%
C	74 - 77%
F	0 - 73%

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 – June 30
- **Summer II** – July 1 – July 31

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

EDPD 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 content 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 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 granthame@cofc.edu.
- Syllabus and instructor approvals are normally submitted to the Administrative Council 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

A current resume and **official transcripts** for a proposed instructor must be sent to the EDPD Director.

- Proposed instructors must hold, at a minimum, a Masters degree with 18 or more hours in the area they will be teaching and/or specific experiences.
- The resume must include all elements in the sample resume format (see sample format).
- Additional information required includes the following:
 - Two current professional references with phone numbers and e-mail addresses
 - Personal Data Sheet and Pre-employment verification background check
 - Specialized training and experience beyond the graduate degree, which qualify the instructor for teaching a specific course should be described in detail (self letter). Both should be either mailed or faxed to 843.953.4819.
 - Copy of South Carolina Teaching License(s)
 - The required Personal Data, background check form and SC Teaching License may be faxed, scanned and emailed or mailed to the OPDE.

If a specific instructor is not requested, the EDPD 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 of record is the person responsible for facilitating learning in the course and should work along side the Master Teacher.

Checklist for Offering EDPD Courses

Please contact Elizabeth Grantham at 843.953.6385 or granthame@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.

New course/instructor approval process:

- Syllabus developed which follows required format and policies
- Instructor credentials, including resume with specific course work, personal data sheet, pre-employment verification background check, self letter stating specific qualification, two current letters of recommendation, and an **official copy** of graduate transcripts.
- Course initiator sends email request 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 or 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 must update entire file with resume, self letter, and two current letters of recommendation every two years.
- Course initiator sends request in writing to EDPD Director or Assistant for Administration and Public Relations for course credit through C of C, specifying course, instructor and method of payment. Updated syllabus and instructor credentials are 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: All necessary forms can be found at <http://www.cofc.edu/~pdie> or acquired by calling OPDE at 843.953.7651. Below is a list of forms used by OPDE:

- **Contracts** – The following required contracts specify obligations between the course initiator and C of C.
 - **Course contract** – This contract is generated between course initiator and the College of Charleston for payment of participant course credit (awarded to participants enrolled in the course by the college).
 - **Instructor contract** – This contract is generated between the course instructor and the Office of Professional Development to facilitate payment to the instructor by the College of Charleston for course instruction.

- **Transcript request form** – This form enables EDPD students to request earned course credit to be sent to their school, district, other institution, or Office of Teacher Recertification. The EDPD designation determines that these courses may not be used towards the completion of a graduate level degree at C of C. They can be used for teacher re-certification and payroll advancement.
- **Course enrollment form** – This form is completed as a requirement to enroll in a course for graduate credit with the College of Charleston. **Teachers must provide to the adjunct a copy of their teaching license and a driver’s license at the time of registration. Adjuncts must attach these documents to the enrollment form and send to the OPDE.**
- **Course evaluation form** – This form is to be completed by EDPD course participants and mailed to the Office of Professional Development in Education.
- **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.
- **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
- **Withdrawal form** – 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.
- **Late Withdrawal Form** – If more than 40% of classes have been held, students must formally request a late withdrawal. 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 course enrollment would be detrimental to the student’s health or has been made impossible by circumstances beyond the student’s control. The withdrawal requires instructor approval.

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, Elizabeth Grantham at granthame@cofc.edu or Kandy White at white@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.

Dispositions	Competent (rec. for licensure; provisional, entry-level professional; baseline M. Ed. competencies)	Emerging Master (practicing, continuing contract professional teacher; at end of (M. Ed.)	Master (The ideal to which we Strive as teachers; expected of EHHP faculty)
Belief that all students can learn	Makes knowledge accessible all students. Advocates for all students. Creates responsive and supportive classroom environments that nourish and promote each student's learning and development.	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.	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.
Value and respect for individual differences	Demonstrates equity in Daily interactions. Actively seeks info about beliefs, values, traditions, social and academic abilities individuals. Uses multiple forms of instruction and assessment.	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.	Critically analyzes, adapts and supplements curriculum for equity and respect for individual differences.
Values positive human interactions	Promotes cooperation and respect in and out of the classroom. Communicates in ways that demonstrate respect for the feelings, ideas and contributions of others. Encourages open dialogue in the classroom. Responds non-judgmentally.	Makes continue attempts to understand situations from others' point of view. Resolves conflict and confrontation by identifying and planning to avoid sources of classroom conflict. Demonstrates and encourages democratic interaction in classroom and school. Describes how positive human interaction impacts practice.	Initiates relationships among and between colleagues. Facilitates full participation of everyone. Encourages others to develop interpersonal relationships that enrich personal reflective practice.
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	Models openness, active listening and reflection in professional conversations. Identifies and initiates avenues for professional development. Produces and disseminates meaningful contributions to professional philosophies.

		classroom settings.	
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 other 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 cultural contexts	Uses information about the beliefs, values, traditions of self and others within family community and cultural contexts as a foundation for teaching.	Participates in examining curricula for cultural sensitivity and modifies curricula as needed. Incorporates knowledge of self, family, community and cultural context in daily life classroom.	Critically analyzes, adapts, and supplements curriculum for family, community, and 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 within 48 hours of the first class meeting to be officially registered in the 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. Long in to: <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

APPENDIX A

RELEASE AND AUTHORIZATION

I _____ (print full name) in connection with my application for employment at the College of Charleston, hereby authorize the College of Charleston ("COLLEGE") and ScreeningONE, Inc. to perform a pre-employment background screening check (including future screenings for retention, reassignment or promotion, if applicable, and unless revoked by Applicant in writing). I understand and agree to the following:

1. A background check is not only for the benefit of COLLEGE as a sound business practice, but also for the benefit of all employees. It is no reflection on an applicant. I have read, understand and signed the separate Disclosure concerning my rights.
2. All reports are confidential, and provided to COLLEGE for employment decisions only. Consumer credit information including credit reports are obtained in strict compliance with the Fair Credit Reporting Act, the Americans with Disabilities Act (ADA), anti-discrimination and privacy laws and all other applicable federal and state laws.
3. I may review or obtain a copy of my report as provided by law. ScreeningONE may be contacted by writing to: ScreeningONE, Inc., 2233 W. 190th Street, Torrance, CA 90504.
4. I authorize and release people, companies, references, current and former employers, schools, credit bureaus, municipal, county, state and federal agencies and courts, and agencies that provide motor vehicle records, to provide all information that is requested to Company or ScreeningONE.
5. I further release all of the above, including COLLEGE and ScreeningONE, to the full extent permitted by law, from any liability or claims arising from retrieving and reporting information concerning me.
6. I agree that a copy or fax of this document shall be as valid as the original.

Your signature _____ Date _____

DISCLOSURE

For the benefit of THE College of Charleston (the “COLLEGE”) and employees, the COLLEGE has a policy of performing pre-employment background screening on job applicants as a condition of employment. This policy is a business practice that protects everyone by helping to promote a safe and profitable workplace. All pre-employment inquiries are limited to information that affects job performance and the workplace. It is conducted in accordance with applicable federal and state laws, including the Fair Credit Reporting Act (FCRA). The screening will be conducted by Screening One, Inc., an outside agency. The COLLEGE may obtain a consumer credit report and/or an investigative consumer report on you as an applicant or during the course of employment.

1. The report consists of information deemed to have a bearing on job performance, and may include information from public and private sources, public records, former employers and references. The scope of the report may include information concerning driving record, civil and criminal court records, credit, worker’s compensation records, education, credentials, identity, past addresses, social security number, previous employment and personal references.
2. The report may also include reference checks from former employers, co-workers or references. Any past employment reference check is limited to job related information. These are known as an “investigative consumer report.” This type of report is legally defined as a report based upon interviews that may contain information relating to my character, general reputation, personal characteristics or mode of living. You have the right to request additional disclosures of the nature and scope of the investigation and a statement of your rights. To receive this information or to inspect any files concerning such a report or to determine if a report on you has been requested, you may contact COLLEGE (843-953-5512) at 160 Calhoun Street, Charleston, South Carolina 29424, or Screening One, Inc. at (888-327-6511) at 2233 W. 190th Street, Torrance, CA 90504.
3. In using a report for employment purposes, before taking any adverse action based in whole or in part on the report, the person intending to take such adverse action shall provide to the consumer to whom the report relates a copy of the report and a description in writing of the rights of the consumer under the title, as prescribed by the Federal Trade Commission section 609(c)(3).
4. California Provisions: In California, any report concerning a consumer’s character, general reputation, personal characteristics or mode of living is defined as an Investigative Consumer Report. In addition to your rights under federal law, you have the following additional rights: You have the right to inspect Screening One’s files during normal business hours and on reasonable notice; the inspection may be in person, by certified mail, or by telephone if the individuals shows proper identification and pays for any copying charges; the applicant may be accompanied by one other person who must show proper identification; and trained ScreeningOne personnel will explain any of the information in the report and will provide written explanation for any coded information.
5. CALIFORNIA, MINNESOTA, AND OKLAHOMA APPLICANTS ONLY:

I request a free copy of any Consumer Report, Investigative Report or Credit Report on me that is requested.
YES _____ NO _____

I, _____, hereby consent and authorize Company and/or Screening One, Inc. on the employer’s behalf, to prepare each report as defined above for employment purposes before employment or anytime after employment.

DATE _____
SIGNATURE _____
PRINT NAME _____

College of Charleston
College of Charleston Zero-Pay Personal Data Sheet
(This form should be filled out if the School District, School or Agency is paying the salary of the
C of C Adjunct)
Personal Data Form

TYPE or PRINT LEGIBLY the information requested and sign and date the form Section I should be completed by the hiring C of C Department

Section II -IV should be completed by the employee

I. To Be Completed by Hiring Department:

Hired via Agency/Department _____ Affiliate contact ext. _____
Supervisor's Name/Telephone Number _____ ext. _____

II. To Be Completed by Employee:

Name _____ (First) (Middle) (Last)
Address: _____ Telephone _____ (Street)
(Home) _____ (City) (State & Zip)
(Cell) Marital Status: ___ Single Gender: _____ Male Birth Date: ___/___/___ Married
_____ Female SSN: _____ Are you legally authorized to work in the US?
_____ Yes _____ No
US Citizen _____ Other _____ Ethnicity: Are you Hispanic/Latino? ___ Yes ___ No Ethnic Group:
regardless of your answer below, please mark one or more races to indicate what you consider yourself to
be
_____ White _____ Black or African American
_____ Asian _____ American Indian
_____ Alaska Native _____ Native Hawaiian
_____ Pacific Islander

III. Emergency contact information Name _____

Relationship _____
Address _____ Home
Telephone _____ Cell _____ Work
Telephone _____

IV. Confidentiality Statement: As an affiliate of the College of Charleston, I understand that all information contained in records and/or files otherwise known by virtue of my association with this department is presumed confidential. Unauthorized release or removal of such information whether to parties internal or external to the College/University is strictly prohibited and will lead to dismissal from my position. I affirm, agree and/or understand that all statements on this form are true and accurate: any misrepresentation or omission of facts may result in my being discharged

Signature: _____

Date _____

**Professional Development in Education
Course Requirements
(Use this form if C of C pays Adjunct's Salary)
PERSONAL DATA FORM**

Please PRINT

NAME: _____
(First) (Middle) (Last)

ADDRESS _____ PHONE _____

MARITAL STATUS: _____ Single _____ Married GENDER: _____ Male _____ Female

BIRTHDATE: ____/____/____ SSN: ____/____/____

ETHNIC GROUP:

Question 1: Are you Hispanic/Latino? Please mark on: _____ Yes _____ No

Question 2: What is your race?

Regardless of your answer to question 1, please mark one or more races to indicate what you consider yourself to be: _____ White _____ Black or African American _____ Alaska Native
_____ Asian _____ Native Hawaiian _____ American Indian _____ Pacific Islander

DEGREE:

_____ Bachelor's Degree _____ Master's Degree _____ Jaures Doctorate
_____ Medical Doctorate _____ Doctorate

Emergency Contact Information.

Name: _____ Relationship: _____

Address: _____ City: _____ State: _____ Zip: _____

Home Phone: ____/____/____ Work Phone: ____/____/____ Cell Phone: _____

Are you presently enrolled at the College of Charleston? _____ Yes _____ No (If yes, # of hours _____)

As a Temporary and/or adjunct employee, you are eligible to participate in:

- Retirement (6% of your pre-tax income will be deposited into the Retirement Plan, plus C of C contribution.
- Direct Deposit
- Supplemental Tax Sheltered Annuities

Signature: _____ Date: _____

Resume Format

Name: _____

Social Security Number: _____

Title; Agency: _____

Business Address: _____

Business Phone: _____ Fax: _____ Email: _____

Education:

List chronologically from most recent degree. A College of Charleston adjunct must have at least a Masters Degree, a Doctorate is preferred.

Degree: _____ From: _____ In: _____ Year: _____

Degree: _____ From: _____ In: _____ Year: _____

List chronologically from most recent position.

Public school teaching experience (Minimum requirement 3 Years)

Public school administrative experience, related work experience (s), and College/In-service teaching experience.

Related professional licensure and certifications

Publication/Presentation:

Related Honors and Awards:

Grants:

Professional Development:

Conferences, courses, and or specific training attended in the last 5 years that relate to course content.

Professional Organizations:

Committee Work and Other Pertinent Information:

Professional References: Give the names, address, email, and telephone number of at least two professional references, and an official copy of Graduate transcripts. An official copy of the graduate transcript must be on file in the School of Education, Health and Human Performance at the College of Charleston. Request that these be sent to: Elizabeth Grantham or OPDE Director, Professional Development in Education, School of Education, Health, and Human Performance, College of Charleston, 66 George St., Charleston, SC 29424-0001.

Syllabus Format

College of Charleston
School of Education, Health, and Human Performance
Office of Professional Development in Education

Course Number and Title: EDPD: _____ “ _____ ”

NOTE: *If the course is new, the number will be assigned later.*

Graduate Hours: _____

Location of Course: _____
Place, Bldg., Room #, and City

Dates and times Course will be offered: _____

45 contact hours are required for 3 hours of credit. Course must extend over a three week period. Break and lunch times need to be added in for class meetings that last all day.

Instructor: _____

Instructor's address, phone and e-mail address _____

Semester credit earned: _____

Specify date in which course begins and ends (see term schedule under dates of terms in this handbook)

Text/Materials: *All text materials are to be in APA style and format.*

Ex.: Maxwell, J.C. (2002). The 17 Essential Qualities of a Team Player. Nashville, Tennessee: Thomas Nelson Publishers.

Grading: (Either: Pass/Fail or School of Education, Health, and Human Performance) If Pass/Fail – add this statement: As per the C of C Graduate Catalog a pass/fail course carries zero (0) credits and thus cannot be converted to a letter grade.

Purpose of the course and expected participation outcomes: *How course relates to the district's mission/strategic plan. How will the course enhance student achievement? What changes in knowledge, skills and dispositions should be expected as a result of this course?*

Course Description: *Provide a descriptive course overview. How does the course relate to EHHP's conceptual framework?*

Goals/Standards/Objectives: Add: All goals and objectives are correlated to the C of C Teaching and Learning Standards and the National Educational Technology Standards and Performance Indicators for Teachers. www.cofc.edu/~pdie www.iste.org

List the goals and objectives for the course. Reference the course objectives applicable EHHP Teaching and Learning Standard (s) and ISTE Standards. Show and justify how scientifically-based research is incorporated into course material.

In-class Course Activities: Describe in general the types of learning activities used in the course. These should be designed based on SC Professional Development Standards and Learning Forward Standards. Examples of learning activities include lecture/presentation, whole group or small group discussion, cooperative activities, individual or group reports/ presentations, simulation, etc. Show how technology will be incorporated into lessons to enhance learning.

Out-of-class assignments: List and provide details of required outside assignments. Examples include the following: Readings; short papers; term papers; research reviews; annotated bibliographies; lesson/unit development, implementation and evaluation; research projects; workshops development; implementation and evaluation; interviews; observations; group reports/presentations, change paper, etc. A rubric should show expectations for each assignment and must be included at the end of the syllabus.

Assessment and Grading: Explain how students will be assessed on each required assignment. **Provide rubrics for each assessment unless it is a test where a specific grade will be given.** Explain how feedback will be provided. Describe procedures and criteria for evaluation and grading assignments and assigning final grade.

Grading Scale: Specify which grading option will be used in the course. (Pass/Fail or EHHP grading scale). Explain how grades will be earned (e.g., “in order to receive a grade of passing, the student must”). If the course is graded with EHHP scale, provide a percentage breakdown for value of each assignment. Explain the basis for determining the final grade. If EHHP grading is used, the lowest passing grade to be given would be a C. The grading scale should be included on the syllabus.

Attendance:

For a grade to be awarded, students must attend at least 85% of the class hours. Students may be withdrawn by the instructor for absences that exceed this limit.

Professionalism and Ethics: As a member of the professional development community, participants are expected to evidence a high standard of personal conduct, respect and honorable professional characteristics in the presentation of their course assignments and interaction with class peers.

Disability Statement: If there are participants in this class who have a documented disability that allows him/her to receive accommodations they are asked to please speak privately with the course instructor.

Auditing Statement: Some students may have elected to audit this course. If you have selected to audit, no official record will appear that you have audited the course at the College of Charleston. Additionally you may not be added to the class roll after the class has been in session for more than two (2) weeks.

Course Calendar:

List the dates, specific topics and assignments for each course meeting. This section should be specific enough to show the course content.

Date	Topic	Assignment
------	-------	------------

Rubrics for each assessment:

Email your completed syllabus to granthame@cofc.edu

Sample Syllabi

**School of Education, Health, and Human Performance
Office of Professional Development in Education
College of Charleston
Syllabus**

Course Title and Number: EDPD: 816 D “Elementary School Science Standards Institute (Grade - K)”

Graduate Hours: 3

Location of Course: Pepperhill **Elementary School**

Date and time for Course: Monday- Friday, June 11-15; 8:30 - 3:30
Thursday, September 21; 4:15 – 7:15
Thursday, October 11; 4:15 – 7:15 PM
Thursday, November 15; 4:15 – 7:15 PM

Instructor: April Nelson and Kim Wickstrom

Text Materials:

Klentschy, Michael P. and Rowena, Douglas. (2006). *Linking Science & Literacy in the K-8 Classroom*. NSTA Press.

South Carolina Science Curriculum Standards and S³ Curriculum Documents

Full Operation Science System (FOSS) materials

Science and Technology for Children (STC) materials

Articles from *Science and Children* magazine to be given out by instructor

Additional Items needed:

Three ring binders

Marble composition books

Grading: Pass/Fail **As per the College of Charleston Graduate Catalog a pass/fail course carries zero (0) credits and thus cannot be converted to a letter grade.

Course description: This course relates to the C of C conceptual framework and them of making the teaching and learning connection because it focuses on specific units of study and adopted materials. It is designed to provide Charleston County teachers with in-depth instructional strategies and content information to help teachers deliver a challenging science program that addresses the South Carolina Science Standards. Teachers must have been trained on all Charleston County science materials in order to participate. Master elementary school science teachers will engage participants in their best practices that promote the teaching of science as inquiry. Each class is devoted to hands-on investigations that involve the teacher in the process of science and building conceptual understanding of life, earth, and physical science. Content specialists from area high schools will be on site to instruct and

support the content delivery. Teachers will learn how to engage students in constructing knowledge about the sciences while promoting the development of thinking skills, learning processes, and positive attitudes towards science through the use of specific questioning techniques. The process of designing a unit of study that includes focus questions, assessments, and content specific lessons will be explored. Formative and summative assessment strategies will be integrated throughout the course.

Goals and objectives: Are correlated to the C of C Teaching and Learning Standards and the National Educational Technology Standards and Performance indicators for teachers.

<http://www.cofc.edu/~pdie> <http://www.iste.org>

Teachers will:

- ❑ Learn how to implement the SC Science Curriculum Standards and effectively use innovative instructional materials; (EHHP II and III) (ISTE 1, 5)
- ❑ Learn how to develop a unit of study that incorporates the South Carolina Science Standards; (EHHP II and III) (ISTE 1, 5)
- ❑ Learn to incorporate technology into the delivery of their science program; (EHHP II and III) (ISTE 1, 2, 3, 4, 5)
- ❑ Examine and reflect on their present practices and develop new approaches to teaching science; (EHHP II and III) (ISTE 1, 5)
- ❑ Learn to design and implement formative and summative assessments that actively involve students and reflect a conceptual understanding of science concepts using the backward design model developed by McTigh and Wiggins; (EHHP VI) (ISTE 1, 2, 3, 4, 5)
- ❑ Develop extensions to science units that support South Carolina's Math, Language Arts Standards, and Social Studies; (EHHP I, II, III) (ISTE 1, 2, 3, 4, 5)
- ❑ Develop a portfolio that includes standards driven inquiry activities, assessments, samples of student work, and assessment criteria presented in their classrooms; (EHHP II, VI) (ISTE 2, 3, 4)
- ❑ Share and demonstrate science lessons with a Science Resource Teacher and colleagues in a study group format. The observation and study group discussion will be based on teacher identified criteria; (EHHP IV, V) (ISTE 1, 2, 3, 4, 5)

In-class activities:

A variety of activities will be used in the classroom including active participation in class, demonstrations, cooperative group learning, and whole and small group discussions, journal entries, individual presentations, daily processing of content, and assessment strategies.

Out of class assignments:

- ❑ Locate and respond in writing to three articles that support hands-on science using participant established criteria. (Due October 11)
- ❑ Develop a series of science lessons that address a concept and assessment with evaluation criteria that reflects science, language arts and math standards as well as the integration of technology using adopted Charleston County **Science materials**. Samples of student work, written reflections of that work and evaluation criteria

should be included. A written reflection of the assessment and implementation of the activity should also be attached. **(Due Nov 15)**

- Participate in an observation session and reflection discussion after the observation. **(Completed by November 15)**

Assessment and feedback:

Understand the content and pedagogy presented, participation in class, and participation in a classroom observation and reflective study session.

Assessment:

Reflective journal entries and classroom observation by Science Resource Teacher. Teams of teachers will establish an area of concern. A peer observation will be conducted and the teams will participate in a reflective session based on the established area of concern. **Points = 70 Points**

Individual presentation of unit developed with examples of student work, analysis of the work and reflection using criteria developed by participants.

Assessment: Evidence of relationship to standards, creativity in selection of instructional strategies, enthusiasm and presentation style shown through high energy and positive attitude, and materials selected. The participants will develop the criteria for evaluation. **Points = 40 Points**

Points

Three written responses to articles using provided criteria. Articles are to be taken from educational journals or online educational resources.

Assessment: Accuracy, creativity, organization and quality **Points = 36 Points**

- | | |
|---|------------------|
| • Participation in Class discussions | 10 Points |
| • Classroom observations and Reflective Study | 40 Points |
| • Reflective Journal entries | 20 Points |
| • Unit development and Presentation | 40 Points |
| • 3 Written Responses to Articles | <u>36 Points</u> |
| Total Points Available | 114 Total Points |

Pass: 84 Points or Higher

Fail: 83 Points or Lower

Attendance: Participants are expected to attend every class and actively participate.

Professionalism and Ethics: As a member of the professional development community, participants are expected to evidence a high standard of personal conduct, respect and honorable professional characteristics in the presentation of their course assignments and interaction with class peers.

Disability Statement: If there are participants in this class who have a documented disability that allows him/her to receive accommodations they are asked to please speak privately with the course instructor.

Auditing Statement: Some students may have elected to audit this course. If you have selected to audit, no official record will appear that you have audited the course at the College of Charleston. Additionally you may not be added to the class roll after the class has been in session for more than two (2) weeks.

Course Calendar:

Class one: Introduction and class overview, laboratory safety, measurement, and introduction to standards.

Class two: Introduction to inquiry; introduction to science notebooks and journals; connections to language arts and math standards.

Class three: Life science content presentation; kit extensions and correlations to SC Science Standards, language arts and math connections, technology integration, formative and summative assessment design.

Class four: Earth science content presentation; kit extensions and correlations to SC Science Standards, language arts and math connections, technology integration, formative and summative assessment design.

Class five: Physical science content presentation; kit extensions and correlations to SC Science Standards, language arts and math connections, technology integration, formative and summative assessment design.

Class six: Physical science content presentation; kit extensions and correlations to SC Science Standards, language arts and math connections, technology integration, formative and summative assessment design.

Class seven: Reflection session – analyzing and dissecting student work; learning to read between the lines.

Class eight: Using formative assessment techniques in the science classroom. How to ask questions that draw out knowledge of students’ content and process knowledge.

Class nine: Moving from novice to expert teaching. Examine and discuss the mechanics of an effective science lesson.

Class ten: Classroom observation and follow-up discussion session of pedagogy used.

Rubric for Class Participation

Total Points Earned	Expectation
10 points	The participant actively engages in 13-15 class activities with interest and enthusiasm and the follow-up discussions.
8 points	The participant actively engaged in each of the 9-12 major class activities with interest and enthusiasm and actively participated in each of the follow-up discussions.
6 points	The participant actively engaged in each of the 5-8 major class activities with interest and enthusiasm and actively participated in each of the follow-up discussions.
4 points	The participant actively engaged in each of the 2-4 major class activities with interest and enthusiasm and actively participated in each of the follow-up discussions.
0 points	The participant actively engaged in less than two of the class activities.

Reflection Writing--- Passing is considered Mastery. Participants must have a minimum of five-journal entries over the duration of the course. The final entry should be a reflection about the reflective study

Rubric Guidelines	
Mastery 20 points	All writing is done professionally without error and appropriate professional vocabulary is used. All information presented in a clear and professional manner for graduate level work. All information is presented in a professional manner. Anomalies may be present but they are clearly discussed in the reflection. Data presented through all stages of the project and is presented in a way that is professional. Five Journal entries are present
Demonstrates 10 points	Professional vocabulary and writing style are used frequently. Anomalies are present infrequently. Information is presented frequently professionally. 3-4 Journal entries
Beginning 5 points	Professional vocabulary and writing style are occasionally used. More frequent anomalies are presents. Presentation of key factors is difficult to follow. Two or less entries

Reflective Study and Classroom Observation

	5 points	3 points	1point
Classroom Observation	Student observed in a Science Resource Teacher's classroom for an entire period and wrote a complete account of the strengths and weaknesses of the lesson	Student observed in a Science Resource Teacher's classroom for an entire period, but did not write a complete account of the strengths and weaknesses of the lesson	Student observed in a Science Resource Teacher's classroom
Conduct and Present a Case Study	Complete description of how and why Student was selected was present	Description was not complete	No description
	Explanation of what and why of lesson and lesson was presented in class in the time allowed	Explanation was not complete or lesson was not presented in the time allowed	No explanation Present or it was Not presented
Implementation of Cognitive Strategies (case study)	Planning for and instruction of Input and output strategies	One or other of input or output strategies are not present	No strategies present
	Planning for an instruction of elaboration strategies	Strategies present, but none are for elaboration	No Strategies Present
Implementation of Instruction	Standards are developed in lesson	Standards are not developed for understanding	Standards are not present
	Modeling, examples and demonstration are included in the instruction	2 of the 3 items are present	Less than 2 of the items are included in instruction
	Story Structure in included in the Instruction	Structure not clear	No story Structure is present

Lesson Plan Rubric
25 Points Possible per Lesson Plan

Criteria	Excellent 5	Satisfactory 2	Needs Improvement 1
Alignment with state standards	Benchmarks are stated and appropriate. Benchmarks have guided the development of the tasks, lesson procedures, and assessment.	Benchmarks are stated. Benchmarks have guided the development of tasks.	No benchmarks are stated or the standards have not guided the development of the tasks.
Objectives of the lesson	Plan provides a clear and realistic list of what student will be able to do at the end of the lesson. Lesson objectives align with standards and further elaborate them in terms of expected student behavior. Objectives are aligned to standards on incorporating concepts, principles, and cognitive skills within the field of study.	Plan provides a list of objectives, but some are unclear or not realistic given the content of the lesson. Objectives do not sufficiently address the given benchmarks. Objectives focus on student learning and skills.	No objectives are given or the listed objectives are not clear or realistic and do not align with the specific benchmarks.
Materials and resources	All needed materials are listed. Necessary files (e.g. worksheets) are attached in electronic form. Materials and resources include at least three documented sources of information that are specific to the historic site. An electronic copy of the lesson plan is submitted to the instructors	Materials are listed but the plan is missing details about quantity and type of some materials. Not all files are attached. Materials and resources include at least two documented sources of information that are specific. An electronic copy of the lesson plan is submitted to the instructors, but is late.	Necessary items for lesson implementation are not listed. Files are not attached. Materials and resources include at least one documented sources of information that are specific. An electronic copy of the lesson plan is not submitted.
Lesson procedures	Procedures are clear and detailed, including amount of time allocated for each activity, key questions to be	Instructions contain all steps necessary to complete the activity but more details	Major lesson activities are not described.

	asked to the students, and suggested ways to monitor student learning. Activities/assignments for meeting the needs of all learners are clear with adjustments to content, process, and product.	would be helpful. Does not address modification necessary to address the needs of all learners.	
Assessment	Assessments are related to the specified benchmarks and objectives of the lesson. Assessments strategies are described in detail to gather evidence of student learning and to modify the lesson to meet the needs of all students. Assessment tools, such as a rubric, are provided.	Assessments are related to the specified benchmarks and objectives of the lesson. Assessment ideas are included but are vague. Assessment tools are not provided.	Assessment is missing or does not align to the benchmarks or objectives of the lesson.

Presentation Rubric

15 Points	10 Points	5 Points	2 Points
Presentation is: - dynamic and holds the interest of the audience - is completed in the correct format - is accurate and error free - is creative. - is outstanding, suited to the audience and within the time limit.	Presentation is: - mostly dynamic and holds the interest of the audience - is for the most part completed in the correct format - is accurate and error free - is relatively creative - is well done, suited to the audience and within the time limit.	Presentation is: - somewhat dynamic and holds the interest of the audience - is somewhat completed in the correct format - mostly error free - is accurate - is somewhat creative - is suited to the audience – is within the time limit.	Presentation: - does not hold the interest of the audience - is not completed in the correct format - is not accurate and error free - shows little creativity - is not well done, suited to the audience or within the time limit.

Written Response to Articles
3 x 12 = 36 points

Category	0 Point	1 Point	2 Points
Format/Style	Complies with less than 70% of the requirements and/or uses an incorrect format and style	Complies with format and style 80% of the time and meets several of the stated requirements	Complies with assigned style 95% of the time and meets all the stated requirements
Content	The critique does not address the main points of the article	The critique outlines 3 main points of the article	The critique outlines 4 or more main points and states the importance of them to the profession
Sentences and Paragraphs	Many sentence fragments, and/or run on sentences. Paragraphing not organized	Sentences are well constructed. Paragraphing is organized and logical	Sentences are complete and paragraphs are well structured
Spelling and Grammar	Writer has 3 or more errors in grammar and/or spelling	Writer has 1-2 errors in grammar and/or spelling	Writer has no errors in grammar and/or spelling
Paper meets required length	The critique does not meet the required length	The critique meets 80% of the required length	The critique meets 100% of the required length
Personal Summary	The critique does not include a personal summary	The critique includes a partial personal summary	The critique includes a person summary

Syllabus
Professional Development in Education
School of Education, Health and Human Performance

College of Charleston

EDPD 817 D: "Using Technology and Best Practice to Create a Blended Learning Environment"

Graduate Hours: 3

Instructor: Sherrill Kirkland

Date(s): October 2, 4, 9, 11, 16, 18, 25, Nov. 1, 8, 15, 29, Dec. 6, 13, 18, 2012, from 3:00 – 6:00pm and one additional session of independent work/study for a total of 45 contact hours.

Location: Goodwin Elementary School

Time: 3:00 PM – 6:00 PM

Required Text(s) and Materials:

Hyerle, David; Yeager, Chris (2007). Thinking Maps: A Language for Learning. Thinking Maps, Inc.

Buckner, Jane (2000). Write from the Beginning: A K-5 Developmental Program for Schoolwide Writing Success. Thinking Maps, Inc.

Harvey, Stephanie; Daniels, Harvey (2009). Comprehension and Collaboration: Inquiry Circles in Action. Heinemann Publishing.

Hallermann, Sara; Larmer, John; Mergendoller, John R. (2011). PBL in the Elementary Grades: Step-by-Step Guidance, Tools and Tips for Standards-Focused K-5 Projects. Buck Institute for Education.

Teachers will have access to Common Core State Standards, state curriculum standards and the CCSD Mastery Teaching Model for completion of class assignments.

Grading: Pass/Fail ** Per the College of Charleston Graduate Catalog a pass/fail course carries zero (0) credits and thus cannot be converted to a letter grade.

Course Description:

This course is designed to develop an understanding of the importance of technology, thinking strategies, cooperation, collaboration and inquiry in the overall K-5 curriculum. Teachers will be provided with the tools necessary to teach students to become successful thinkers, problem solvers, decision makers, and more importantly, lifelong learners. This

course will give teachers the knowledge and skills necessary to develop content area vocabulary, increase comprehension across content areas, provide for age-appropriate writing instruction and achievement, improve collaboration and cooperation in the classroom and differentiate instruction. This course correlates with the College of Charleston's School of Education, Health, and Human Performance conceptual framework of making teaching and learning connections by presenting cognitive thinking strategies that are needed to improve abilities of all learners. In addition, this course presents strategies to assist in developing a learning environment which understands and values the interests and needs of each individual learner and promotes differentiation to ensure the success of all students.

Goals/Standards/Objectives: All goals and objectives are correlated to the C of C Teaching and Learning Standards and the National Educational Technology Standards and Performance Indicators for Teachers

www.cofc.edu/~pdie

www.iste.org

Overall Course Goals:

Upon completion of the course, participants will:

- plan and design effective lessons and learning experiences for students using Thinking Maps. (EHHP I, III, II) (ISTE 1, 2, 3, 4, 5)
- plan and design effective lessons and learning experiences for students in writing using Thinking Maps. (EHHP I, II, III) (ISTE 1, 2, 3, 4, 5)
- plan and develop effective lessons and learning experiences for students using Project-Based Learning. (EHHP I, II, III) (ISTE 1, 2, 3, 4, 5)
- plan and design effective lessons and learning experiences for students using available technology (SMART Board, iPads and Web Tools.) (EHHP I, II, III) (2, 3, 4)
- use technology to share information with other teachers. (EHHP III) (ISTE 2, 3, 4)

Performance Objectives:

The student will be able to discuss how thinking and reading strategies interact with perceptual memory and reasoning abilities. (EHHP III, IV, V) (ISTE 2, 3, 4)

The student will develop an awareness of strategies, techniques and methods of instruction to use for potential success with all learning levels. (EHHP II, III, IV, V) (ISTE 2, 3, 4)

The student will plan small group instruction and independent activities appropriate for building comprehension in all levels of learners. (EHHP II, III, IV, VI) (ISTE 1, 2, 3, 4, 5)

The student will demonstrate an understanding of diagnostic strategies, planning remediation and enrichment and providing methods and materials to meet the individual needs of diverse learners. (EHHP II, III, IV, V, VI) (ISTE 2, 3, 4)

Participants will demonstrate the ability to share effective lessons with other teachers through demonstration. (EHHP II, III, V) (ISTE 1, 5)

Prerequisite:

Participants should have a fundamental knowledge of computer skills and a basic knowledge of using the iPad.

In-class Activities:

The methods of instruction will be direct instruction via teacher modeling, hands-on guided activities, cooperative group activities and independent completion of projects.

Combination In-class/ Out-of-class Course Requirements:

Each participant will:

- attend at least 90% of the sessions
- participate in and complete all in-class activities and complete all assignments listed below for evaluation

Assignments and Due Dates

In-Class Participation (30 Points)

Students will receive 2 points for participation and completion of activities in each of the 15 class sessions.

Thinking Map Student Examples (40 points)

*Due weekly see schedule below:

Thinking Map	Implementation Weeks (Starting Dates)	Bring Example to Class (Due Dates)
Circle Map		
Bubble Map		
Double Bubble Map		
Tree Map		
Brace Map		
Flow Map		
Multi-Flow Map		
Bridge Map		

Book Study Presentation (40 points)

Due date:

Write from the Beginning Project (20 points)

Due date:

Glog Project (20 points)

Due date:

Wiki Project (40 points)

Due date:

PBL Project (30 points)

Assessment, Feedback, Grading Policy:

Grades will be determined by assessing the total number of points possible per assigned project as accumulated from the evaluation checklist above. A total of 220 points are possible for the class.

Grading is Pass/Fail

TOTAL POINTS 220

Pass 163 points or higher

Fail 162 points or less

Attendance:

For a grade and credit to be awarded, students must attend at least 90% of the class hours. Students may be withdrawn by the instructor for absences that exceed this limit.

Professionalism and Ethics:

As a member of the professional development community, participants are expected to evidence a high standard of personal conduct, respect and honorable professional characteristics in the presentation of their course assignments and interaction with class peers.

Disability Statement:

If there are participants in this class who have a documented disability that allows him/her to receive accommodations, they are asked to please speak privately with the course instructor.

Auditing Statement:

Some students may have elected to audit this course. If you have selected to audit, no official record will appear that you have audited the course at the College of Charleston. Additionally, you may not be added to the class roll after the class has been in session for more than two (2) weeks.

Course Calendar:

Session 1

- Thinking Maps
 - Activity 1: Introduction and Syllabus Overview
Preview "A Language for Learning"
Circle Map Introductions
 - Activity 2: Research and Theory: The "Why"
What are Thinking Maps? (2-7)
Brain Research (8-9)
How Are Thinking Maps Used? (10-15)
Comparing and Contrasting Thinking Maps & Graphic Organizers
(16)
Thinking Maps Introduction Processing Activity (17)
 - Activity 3: Overview of 8 Thinking Maps (18-19)
The Frame of Reference (20)

Jigsaw Activity (21-23)

- Activity 4: Processing and Assessment
- Key Words for Thinking Matching Activity (77)
- All 8 Maps (78-79)

Session 2

- Thinking Maps
 - Introduction to Write from the Beginning and How to Use It With the Writing Workshop Model
 - Narrative Writing (K)
 - Recount Narrative (1)
 - Observational Comment Writing (1)
 - Personal Chronological Narrative (2-5)
 - Personal Thematic Narrative (3)
 - Imaginative Narrative (2-5)
- **Assignment: Teach Circle Map to Class and Bring in Example to Share**

Session 3

- EDMODO
 - Using EDMODO in the Classroom
 - Setting Up EDMODO Group
- Book Study
 - Introduction to Comprehension and Collaboration
 - Assignment of Chapters for Presentations
- Thinking Maps
 - Share Student Examples of Circle Maps
 - Bubble Map – Personal Attributes
 - Expertise Activity
- Sharing iPad Ideas and Planning
- **Assignment: Teach Bubble Map to Class and Bring in Example to Share**

Session 4

- Pinterest
 - Using Pinterest to Share Ideas
 - Setting Up Pinterest Account
- Book Study Presentation and Blended Learning Applications
 - Chapter 1: Kids Want to Know
 - Meet with Partner or Group to Plan for Presentation
- Thinking Maps
 - Share Student Examples of Bubble Maps
 - Double Bubble Map – Compare with a Partner
 - Troubleshooting Each Map (Introduce FLEE and FAT Bridge Map)

- Instructional Strategies: Color for Purpose (268-277)
- Sharing iPad Ideas and Planning
- **Assignment: Teach Double Map to Class and Bring in Example to Share**

Session 5

- Kid Blog
 - Using Kid Blog in the Classroom
 - Setting Up Kid Blog Account
- Book Study Presentation and Blended Learning Applications
 - Chapter 2 – What We Know about Comprehension
- Thinking Maps
 - Share Student Examples of Double Bubble Maps
 - Tree Map – My Favorite Things
 - The Frame of Reference and Point of View (Tacky Activity)
- Sharing iPad Ideas and Planning
- **Assignment: Teach Tree Map to Class and Bring in Example to Share**

Session 6

- Glogster
 - Introduction to Glogster
 - Create a Glog to Share Information with Students (Share link to Glog on EDMODO)
- Book Study Presentation and Blended Learning Applications
 - Chapter 3 – What We Know about Collaboration
- Thinking Maps
 - Share Student Examples of Tree Maps
 - Brace Map – My Favorite Outfit
- Write from the Beginning
 - Writing to Explain Why and How
- Sharing iPad Ideas and Planning
- **Assignment: Teach Brace Map to Class and Bring in Example to Share**

Session 7

- Glogster
 - Work on Glog
- Book Study Presentation and Blended Learning Applications
 - Chapter 4 – What We Know about Inquiry
- Thinking Maps
 - Share Student Examples of Brace Maps
 - Flow Map – My Favorite Day
 - Note Taking Activity – The Green Godzilla (Refer to 143-147)

- MAP Games
- Sharing iPad Ideas and Planning
- **Assignment: Teach Flow Map to Class and Bring in Example to Share**

Session 8

- Wikis
 - Using Wikis to Create a Unit of Study
 - Setting Up a Wiki
- Book Study Presentation and Blended Learning Applications
 - Chapter 5 – Preparing Your Active Learning Classroom
- Thinking Maps
 - Share Student Examples of Flow Maps
 - Multi-Flow Map – My Goal
 - Academic Vocabulary Development (131-141)
 - Reading Comprehension (142-158)
 - Literary Analysis (171-182)
- Sharing iPad Ideas and Planning
- **Assignment: Teach Multi-Flow Map to Class and Bring in Example to Share**

Session 9

- Wikis
 - Work on Wiki Project
- Book Study Presentation and Blended Learning Applications
 - Chapter 6 – Surfing and Searching: Internet Research in School
- Thinking Maps
 - Share Student Examples of Multi-Flow Maps
 - Bridge Map – Responsibilities
 - Content Connections (169-232)
- Sharing iPad Ideas and Planning
- **Assignment:** Teach Bridge Map to Class and Bring in Example to Share

Read “Getting Started” (pages 19-44) and “Spotlight Projects” (pages 153- 183) in PBL in the Elementary Grades: Step-by-Step Guidance, Tools and Tips for Standards-Focused K-5 Projects

Session 10

- Project-Based Learning
 - Introduction to Project-Based Learning
 - Explanation of PBL Project (Project will be uploaded to EDMODO)
- Book Study Presentation and Blended Learning Applications
 - Chapter 7 – Key Lessons in Comprehension and Collaboration

- Thinking Maps
 - Share Student Examples of Bridge Maps
 - Unit Planning and Thematic Units (234-240)
- Sharing iPad Ideas and Planning
- **Assignment:** Read "Planning the Details" (pages 45-84) in PBL in the Elementary Grades: Step-by-Step Guidance, Tools and Tips for Standards-Focused K-5 Projects

Session 11

- Project-Based Learning
 - Work on PBL Project
- Book Study Presentation and Blended Learning Applications
 - Chapter 8 – Mini-Inquiries
- Thinking Maps
 - Lesson Planning-Thank You Ma'am Activity (241-254)
- Sharing iPad Ideas and Planning
- **Assignment:** Read "Managing Your Project" (pages 85-112) in PBL in the Elementary Grades: Step-by-Step Guidance, Tools and Tips for Standards-Focused K-5 Projects

Session 12

- Project-Based Learning
 - Work on PBL Project
- Book Study Presentation and Blended Learning Applications
 - Chapter 9 – Curricular Inquiries
- Thinking Maps
 - Cooperative Learning (255-267)
 - Maps, Manipulatives and Movement (278-281)
- Sharing iPad Ideas and Planning
- **Assignment:** Read "Reflecting and Perfecting" (pages 113-124) in PBL in the Elementary Grades: Step-by-Step Guidance, Tools and Tips for Standards-Focused K-5 Projects

Session 13

- Book Study Presentation and Blended Learning Applications
 - Chapter 10 – Literature Circle Inquiries
- Write from the Beginning
 - Writing to Explain How and Why
- Projects
 - Work on Projects

Session 14

- Book Study Presentation and Blended Learning Applications
 - Chapter 11 – Open Inquiries
- Projects
 - Work on Projects

Session 15

- Course Evaluation
- Present Wiki Unit of Study

Rubrics

In-Class Participation (30 Points)

Students will receive 2 points for participation and completion of activities in each of the 15 class sessions.

2 points	1 point	0 points
Participates actively in class session All activities are completed during the class session	Participates in 80-95% of the class session All activities are completed during the class session	Participates in less than 80% of the class session Does not complete activities during the class session

Thinking Map Student Examples (40 Points)

Students will receive 5 points for each example of student map shared.

	TARGET 5 POINTS	ACCEPTABLE 3 POINTS	UNACCEPTABLE 1 POINT
THINKING MAPS	All 8 Thinking Maps are shared and maps are accurate	6-7 Thinking Maps are shared and maps are accurate	1-5 Thinking Maps are shared And maps are accurate

Book Study Presentation (40 Points)

BOOK STUDY PRESENTATION	TARGET 20 POINTS	ACCEPTABLE 14 POINTS	UNACCEPTABLE 8 POINTS
CONTENT	Presentation includes all relevant information from the chapter	Presentation includes some relevant information from the chapter	Presentation includes very little relevant information from the chapter
PRESENTATION	Presentation is interactive and engaging for the audience	Presentation is somewhat interactive and engaging for the audience	Presentation is static and does not engage the audience

Write from the Beginning Project (20 Points)

WRITE FROM THE BEGINNING PROJECT (20 POINTS TOTAL)	TARGET 10 POINTS	ACCEPTABLE 7 POINTS	UNACCEPTABLE 4 POINTS
WRITING SAMPLES	Three student narrative writing samples	Two student narrative writing samples	One student narrative writing samples
RUBRIC	Three student samples are scored with the appropriate WFTB Writing Rubric	Two student samples are scored with the appropriate WFTB Writing Rubric	One student sample is scored with the appropriate WFTB Writing Rubric

Glog Project (20 Points)

GLOG PROJECT	TARGET 10 POINTS	ACCEPTABLE 7 POINTS	UNACCEPTABLE 4 POINTS
DESIGN	Glog includes a variety of text, graphics and images	Glog includes some text, graphics and images	Glog includes limited text, graphics and images
CONTENT (INFORMATION, LINK, VIDEO/AUDIO)	Glog includes information about subject, a link and video/audio	Glog includes 2 of the required components	Glog includes 1 of the required components

Wiki Project

WIKI PROJECT	TARGET 10 POINTS	ACCEPTABLE 7 POINTS	UNACCEPTABLE 4 POINTS
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HOME PAGE	Home Page is set up with an introduction to the class Wiki	N/A	Home Page is not set up with an introduction to the class Wiki
CONTENT PAGE	Content Page includes a variety of information about the unit of study	Content Page includes some information about the unit of study	Content Page includes very little information about the unit of study
LINKS	Content Page includes at least 3 links	Content page includes at least 2 links	Content page includes at least 1 link
ASSESSMENT	Student assessment is included	N/A	Student assessment is not included

PBL Project (30 Points)

PBL PROJECT	TARGET 10 POINTS	ACCEPTABLE 7 POINTS	UNACCEPTABLE 4 POINTS
PROJECT OVERVIEW	Project Overview Summary is complete	Project Overview Summary includes most of the information	Project Overview Summary includes very little of the information
PROJECT TEACHING AND LEARNING GUIDE	Project Teaching and Learning Guide is complete and includes a variety of instructional supports for the project	Project Teaching and Learning Guide includes most of the information with some variety of instructional supports for the project	Project Teaching and Learning Guide includes very little information with very few instructional supports for the project
PROJECT CALENDAR	Project Calendar is complete indicating a clear picture of the daily use of time for the project	Project Calendar is missing a few dates and times	Project Calendar does not give a clear picture of the daily use of time for the project

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 learn 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

Standards for Professional Learning	Core elements of each standard
Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.	<ul style="list-style-type: none"> • Engage in continuous improvement • Develop collective responsibility • Create alignment and accountability
Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.	<ul style="list-style-type: none"> • Develop capacity for learning and leading • Advocate for professional learning • Create support systems and structures
Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.	<ul style="list-style-type: none"> • Prioritize human, fiscal, material, technology, and time resources • Monitor resources • Coordinate resources
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.	<ul style="list-style-type: none"> • Analyze student, educator, and system data • Select learning designs • Promote active engagement
Learning Designs: increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.	<ul style="list-style-type: none"> • Apply learning theories, research, and models • Select learning designs • Promote active engagement

<p>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.</p>	<ul style="list-style-type: none"> • Apply change research • Sustain implementation • Provide constructive feedback
<p>Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.</p>	<ul style="list-style-type: none"> • Meet performance standards • Address learning outcomes • Build coherence

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

Area	Standards	Sample Indicators
<p>Context Context addresses the organization, system, or culture in which new learning will be implemented.</p>	<p>1. Effective professional development fosters the norm of continuous improvement.</p>	<p>a) Educators constantly revisit and renew their organizational goals. b) Staff can articulate the kinds of learning opportunities they access throughout the year. c) Staff use the ADEPT* performance</p>

		<p>appraisal process to assess progress and influence continuous improvement.</p> <p>*ADEPT- South Carolina's Comprehensive performance appraisal process for staff designed to promote excellence in teaching.</p>
	<p>2. Effective professional development requires strong leadership for continuous improvement.</p>	<p>a) Administrators, teacher leaders, school board members, community leaders, and others advocate for quality professional development.</p> <p>b) School and district leaders participate with staff in professional development activities.</p> <p>c) Morale increases as a result of staff empowerment and effectiveness.</p>
	<p>3. Effective professional development is aligned with the organization's mission and strategic plan, is linked to student achievement, and is adequately funded by the budget.</p>	<p>a) Professional development resources are coordinated to ensure that the professional development activities are aligned with the school improvement plan.</p> <p>b) Professional development is adequately funded. Priorities are set.</p> <p>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.</p>
	<p>4. Effective professional development provides adequate time for staff members to learn and work together to accomplish the organization's mission and goals.</p>	<p>a) Time for professional development activities is provided during the workday (e.g., peer coaching, mentoring, and common planning time).</p> <p>b) Additional days for coordinated professional development efforts are built into the school calendar.</p> <p>c) Schedules are designed to ensure time for the adults in the system to learn together and improve practice.</p>
<p>Process Process standards refer to "how" we implement or deliver professional development. These standards describe the processes</p>	<p>5. Effective professional development provides decision-makers with information about</p>	<p>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.</p> <p>b) Barriers to effective professional development within the organization</p>

used to acquire new knowledge and skills.	organization development and systems thinking.	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 priorities are established following a careful analysis of disaggregated data regarding goals for student learning.	a) Data is provided that links staff development initiatives and intended 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 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.	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.
	10. Effective professional development programs require an ongoing evaluation process.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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. c) A variety of readiness and professional development activities occur at each school site rather than uniform activities throughout a system.
<p>Process Process standards refer to “how” we implement or deliver professional development. These standards describe the processes used to acquire new knowledge and skills.</p>	12. Effective professional development provides the follow-up necessary to ensure improvement.	<ul style="list-style-type: none"> a) All training designs include plans for follow-up. Follow-up is monitored and supported with human and financial resources. b) Desired changes in on-the-job behavior improve student performance. c) The ability of staff members to analyze and self-correct their performance improves. d) Opportunities to network and share ideas and resources are promoted.

	13. Effective Professional development uses the stages of group development to build effective, productive, and collegial teams.	<ul style="list-style-type: none"> a) Faculty and administration develop the skills to work collaboratively. b) Staff members know about and use interdisciplinary team organization and instruction. c) Staff share responsibility to conduct meetings, make shared decisions, solve problems, and work collegially.
<p>Content Content standards refer to the actual skills and knowledge that educators need to possess or acquire through professional development.</p>	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.	<ul style="list-style-type: none"> a) 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. b) Teachers adopt research-based programs and instructional strategies that are appropriate and effective for all children. c) Student work is used to inform the staff about student progress and is used as a means by which to adjust instruction.
	15. Effective professional development facilitates school wide and classroom-based management strategies that maximize student learning.	<ul style="list-style-type: none"> a) Educators develop the ability to respond to the uniqueness of each child and each situation. They implement effective classroom management strategies. b) Student's self-esteem increases their success in the classroom. c) There is a comprehensive school wide guidance plan incorporating student documentation. d) Data on student attendance, suspension, disciplinary referrals, and expulsions are reported and used to inform planning.
<p>Content Content standards refer to the actual skills and knowledge that educators need to possess or acquire through professional development.</p>	16. Effective professional development addresses diversity to ensure an equitable and quality education is provided to all.	<ul style="list-style-type: none"> a) Populations are identified by gender, ethnicity, socioeconomic status, and special needs. b) Effective strategies to engage diverse learners and learning styles in the educational process is identified. c) Professional development incorporates diversity issues into all programs.
	17. Effective	<ul style="list-style-type: none"> a) Increasing numbers of students

	<p>professional development prepares educators to demonstrate high expectations for student learning.</p>	<p>experience a challenging core curriculum and improve their achievement.</p> <p>b) Staff participates in training about academic and professional development standards.</p> <p>c) Evidence of high expectations exists in lesson plans, unit plans, performance assessments, school improvement plans, and district strategic plans.</p> <p>d) Teachers and administrators believe students can learn at high levels.</p>
	<p>18. Effective professional development helps teachers and administrators engage families and communities in improving all children’s academic achievement.</p> <p>19. Effective professional development prepares teachers to use various types of performance assessment in their classrooms.</p>	<p>a) Active school/business partnerships support student learning. Volunteers and mentors are available to support student learning.</p> <p>b) School staff and parents/families increases communication about student academic progress, and a partnership plan for student progress is created.</p> <p>c) Participation of parents/families in educational activities at school and home</p> <p>a) Professional development on the design and use of assessments is provided.</p> <p>b) Modifications and accommodations are made to meet special needs of students.</p> <p>c) Assessment strategies are shared among teachers, schools, and districts.</p>

National Educational Technology Standards (NETS.T) 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 \$4825. 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 \$105/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

HP: 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 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.