

USC Upstate
 School of Education
 800 University Way
 Spartanburg, SC
 29303
 864-503-5560



School of Education Student Newsletter



SOE News

Volume III, Issue I

September 2010

- Dr. Charles Love, Dean
- Dr. Jim Charles, Associate Dean
- Dr. Rebecca Stevens, Director of Graduate Programs
- Dr. Judy Beck, Director - Greenville Campus
- Dr. Marilyn Izzard, Director - Sumter Campus

[Click here](#) to visit the SOE Website.

[Click here](#) to read the USC Sumter [Edu-Babble](#).

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WELCOME Back - Fall 2010!...



On behalf of the faculty and staff in the School of Education, we welcome you back to USC Upstate! Keep in mind the following important reminders as the semester progresses:

- **10/14-15** Fall Break
- **10/25-11/5** Advisement - Sign Up 2 Weeks Before on Your Advisor's Office Door
- **10/28** Last Day to Withdrawal w/o Penalty
- **11/2** General Election Day - No Class
- **11/24-26** Thanksgiving Break
- **12/1** Graduation Apps for May Grads Due
- **12/3** Last Day of Classes then Finals!

Meet the Newest Members of Our SoE Family!...

- **Mrs. Jackie Allen-Bost** comes to us from Chesnee Middle School where she served as Assistant Principal. She will be working with our middle level and secondary majors.



- **Mrs. Joan LaChance** comes to us from the Charlotte-Mecklenburg School District where she served as the ESL Program Coordinator. She will be teaching our literacy courses. Later this fall, Mrs. LaChance will become Dr. LaChance!



- **Dr. Cassandra Mitchell** is our new Director of [Upward Bound](#) (TRIO). While she is new to this position, she is not new to Upstate. Dr. Mitchell is a former faculty member from the Languages, Literature, and Composition Unit.



- **Mrs. Nazarene Rice-Edmonds** is our new Program Assistant for Upward Bound. She too is not new to Upstate - she comes to us from the office of Student Success.



Mrs. Sherry McAdams Renames the SoE News!...

Mrs. Sherry McAdams, Director of the Career Center and Freshman Advisor for the SoE, submitted the new name for the student newsletter voted on by the school of education faculty and staff and received \$25 for her winning submission! Congratulations to Sherry for assisting us in updating our SoE student newsletter - now called the **SoE News!**



Former Students - Where are They Now?...

- **Jocelyn Roper**, a 2009 graduate with a B.A. in Elementary Education and add-on Special Education is currently in her second year as a fourth grade teacher at Pacolet Elementary School. Not only is she busy teaching English language arts and social studies, but she is now a member of the [Carolina Panther TopCats](#) cheerleading team.
- **Michelle Snyder**, a 2007 graduate with a B.A. in Elementary Education and working towards her M.Ed. in Early Childhood Education, is a sixth grade teacher at Alice Drive Middle School in Sumter. She has been featured in the local news for her innovative math strategy of "Survivor Math". [Click here](#) to read the full news article.
- **Ryan Waterbury**, a recent Physical Education - Exercise & Sport Science graduate, received recognition as a Certified Strength and Conditioning Specialist! This is the highest certification in this field! Way to go Ryan!
- **Hunter Bennett** has been accepted to [East Carolina University](#) as a graduate student to study Biomechanics. Keep up the great work Hunter!
- **Thomas Stephens** has accepted a full-time position at [Proaxis Physical Therapy](#) as an Exercise Physiologist. He is completing his internship with Upstate's Strength and Conditioning coach, Scott Senger, here on campus. Congratulations Thomas!



Name Tags/Badges Needed for All Clinical School Placements!...

If you do not have a name tag and are enrolled in a clinical course that is meeting in a school this semester, please email **Ms. Sonya Hall** to request your name tag right away. If you need a replacement tag, there is an \$8 fee.



Emails Just For Education Majors...



As a University student, you will receive various emails daily from different departments on campus. However, please note that all emails coming to your inbox from “SoE Majors” is communication specifically emailed to education majors only from the School of Education. Please pay close attention to these as they contain important announcements, deadlines, changes in schedules, advisement information, etc.

Reflections of a Current Student Teacher - **Ken Ellis, Secondary History...**

The first full week of school, which finally included students entering the halls and where actual teaching began was busy, exciting, and challenging all at the same time. It did not take long to get adjusted to the routines of the school and to mesh well with the teachers on my hall. Immediately, I began talking and interacting with the students as much as possible; building good rapport with the students. For the most part, the students have responded well to me and I hope to make a difference in their lives during my student teaching experience. The students responded well to my presence and it felt good to be working with students in a classroom again. So far, Dorman High School has proved to be a great fit and I plan on making a difference in many students’ lives during the year.

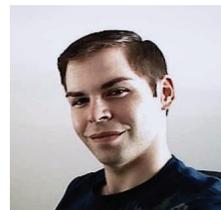


During the first week, my main roles were to grade papers, take the roll, help students work on assignments, and help Ms. Anderson keep students on task. Although I did not teach the first week, Ms. Anderson already began to trust me, because she left the classroom several times and allowed me to be in charge of the class. It was a good feeling and the students did not give me any problems during the times she allowed me to be in the classroom alone. The best part of the first full week was meeting the students, learning their names, and attempting to build strong relationships with them prior to completely taking over the class as my own. There were several students who opened up and I began learning who I could depend on later in the year. The worst part about the first full week was adapting to the fast pace and the constant vigilance you must possess when working in the schools. There is not a moment where you can take your eyes off students, because anything can happen in a crowded hallway before school starts, during class changes, and when the last bell rings.

Although I am not teaching yet, the “critical teaching moment” of the week took place after a student was placed into the class on Thursday afternoon. Immediately, he began being disruptive and disrespectful not only to Ms. Anderson, but to other students in the classroom as well. This particular student laughed habitually, came to class late on Friday afternoon, and spent fifteen minutes in the bathroom; requiring me to have to search for him. Once found, he insisted that he had a “throat disease,” which he said he caught “earlier in the day.” Immediately, I escorted him back to class and encouraged him to begin working on his assignments for the day. Ms. Anderson did everything she could to work with this student, but he continued to disrupt the entire class. Ms. Anderson spoke to the student at least ten times, made a parent contact, only to learn the numbers had been disconnected, and finally made the decision to refer him to his assistant principal. Although, it was only his second day in the class, he immediately began harming other students’ performance, predominantly the students sitting around to him, who were not able to finish their assignments for the day. If in charge, I would have done the exact same thing. This student gave Ms. Anderson no choice but to refer him to the assistant principal. This student needs to be dealt with now before he negatively affects more students in a class, who before his arrival had no problem finishing their work in a timely manner.

Reflections of a Current Student Teacher - Matthew Phillips, Sec. Biology...

This week was amazing! Witnessing the start of a school year was not only extremely valuable, but it also gave me an idea of what to expect for my first time teaching. This week was all about setting the stage for the new school year. It was interesting to witness a school's process of providing a safe, nurturing environment, one in which all students can learn and grow as individuals. It was very evident that all of the faculty and staff dedicate a lot of their time to ensuring the well-being and productiveness of their students. For example, on the first day of school, I observed students running up to previous teachers and throwing their arms around them. While observing this interaction, it was obvious that these teachers had made a lasting impression on these students and had taken the time and effort to connect with them, making their reunion an enjoyable moment. It is relationships like these that help students feel comfortable in the classroom and allow meaningful learning to transpire. Without healthy relationships between students and the faculty and staff of a school, students can not fully take part in their own learning because they hold back, or may be more reserved than if they felt comfortable. That is why creating and maintaining a supportive classroom environment impacts the effectiveness of the teacher and the quality of learning of the students.



Another major theme this week was monitoring and adjustment. Because the first week of school is so hectic, it is extremely important to be flexible. Mrs. Moyd was extremely successful this week. One assignment that went very well was the chart poster activity. This activity was designed to introduce students to Marine Science. The students were given a chart with forty questions. Students were divided into groups and given a large piece of paper. Students used various resources to answer the questions. Some of the questions required drawings while others required a written response. Mrs. Moyd encouraged them to be creative, and the finish products of this activity were extraordinary. All of the students performed extremely well. Originally this activity was designed as a daily grade, but since the students put so much effort into their work, we decided to make it a quiz grade. This is an excellent example of how an instructor must evaluate the performance of their students and adjust accordingly. One thing that did not go well this week were the advisory periods. Because it was the first week of school, the first few days students met in their advisory groups. The students were in the advisory groups for approximately an hour and fifteen minutes. The reason this advisory group time was not successful was because it consumed a lot of the day and caused the rest of the day to be off from normal schedule. It was not necessary for the advisory period to be as long as it was; however, it may have been necessary for freshmen advisories, as this may have been a stressful time for them.

Goals for the coming week include increasing the amount of active teaching done by me and developing solid relationships with each student to make them feel more comfortable with me so that I can more effectively motivate them when it comes my time to teach.

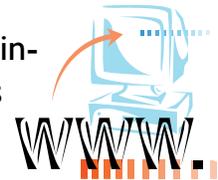
Attention Secondary Mathematics, Biology and Chemistry Majors!...

The SoE and the College of Arts and Sciences collaborated to create worksheets providing prerequisite course details and traditional course offering times for these three areas. If this is your major, please use these documents to guide your schedule!

- [Biology](#)
- [Chemistry](#)
- [Mathematics](#)

New "Thinkfinity" Website for Educators - Sponsored by Verizon...

Verizon Wireless has teamed up with several content organizations, including NCTM, AAAS, etc. to bring together K-12 resources. The site is called Thinkfinity. [Click here](#) to check it out!



Praxis I and II Information...

PRAXIS I:

All education majors must pass all three sections of [Praxis I \(PPST\)](#) in order to apply and be accepted into the Professional Program. This is a State law and is required by all certifying institutions. Score reports for this exam take approximately 4-6 weeks to be received; therefore, it is vital that you take this exam well before you need 400+ level program courses. Additionally, if you scored a 24 or above on the ACT or a 1650 or above on the new SAT, you are exempted from taking this exam. See your advisor for more details.



Praxis I practice test software is available through our TEACH student organization. Please contact [Dr. Herzberg](#) for more details or one of our administrative assistants in the SoE.

PRAXIS II:

In order to be certified upon graduation, all education majors must successfully pass all content exams for their major as well as the PLT exam for their grade level. [Click here](#) for more details on these exams.

Dr. Tina Herzberg & Colleagues Launch Website for Visually Impaired...

 **BrailleSC.org** is a fun, educational resource for individuals in South Carolina who are visually impaired as well as for their families, friends, and educators. It's a fully accessible web site emphasizing the importance of braille literacy and providing strategies for using braille in everyday life.

Be sure to visit this site for valuable information and resources!

ADEPT Portfolio Requirements...

Each education major, regardless of program, is required to complete an ADEPT portfolio at three different benchmark times in his/her program. The three portfolios are called: Initial, Pre-student Teaching, and Exit. All templates, directions, forms, rubrics, etc. are located on the SoE Website. [Click here](#) for the direct link to this important information.



**Remember, ALL students must submit their pre-student teaching portfolio to their advisor the semester BEFORE student teaching. Please discuss this with your advisor during our October advisement period.

Being Admitted to the SoE Professional Program...

In order to be eligible to take 400+ level education courses, you MUST be fully admitted to the Professional Program. This requires meeting several criteria including passing scores on all three Praxis I exams (or exempt SAT/ACT scores), a 2.5 GPA, completion of SEDF 200, etc. To access the application found on our SoE Website, please [click here](#).

The Pathway to Your Degree...



Like a rubric, your program of study for your major is your rubric for acquiring your degree using the most direct pathway. It is critical that you follow this document, as well as the suggested course sequence to successfully reach graduation. Your advisor is here to guide you through prerequisites and guidelines pertaining to obtaining your degree as well as your teaching license. However, it is the responsibility of each student to design his/her schedule to fit his/her personal life.

Tips: Follow your program of study ([click here](#) to access a copy); schedule an appointment with your advisor during advisement time each semester; complete change of major forms, transient forms, etc. when appropriate; and check with your advisor before dropping a course.