ACADEMIC INFORMATION
(attach a Course Syllabus specific to the proposed offering)

Term and Year: Summer 2011

Course Designator and Number: SETEQ690A Section Number: 001 Credit: 03

Title: PD: SCALSA 2011

Instructor Name: Sharon Doyle USC Upstate professor X Adjunct

Course Start Date: 6/5/2011 Course End Date: 09/17/2011


Meeting Time(s): 8am-7pm

Location: on campus Building: Rampy Room: ____________

Maximum Enrollment: 25 Minimum Enrollment: 25

CONTRACT INFORMATION

Client (agency/group contact person or, principal investigator responsible for the tuition or course contract fee):

Contract Basis: Fixed Price: $4000, plus room and board for participants per course

Contract Client (Name/address of individual to whom course contract bill should be sent):

Evie Walling Wohlford
College of Arts and Humanities
Lander University
Greenwood, SC 29649

If client does not have signature authority, provide name (address if not same) of signatory:

Instructor Compensation: $2850

Dates of Term Appointment to teach graduate contract course (if needed):

Endorsed: Rebecca Stevens Date: 2/8/2011

Director of Graduate Programs

Dean of School of Education Date: 2/9/11

Approved: Senior Vice Chancellor for Academic Affairs Date: 2/15/11
For adjunct instructors only

USC Upstate Graduate Faculty Appointment
Request for Graduate Faculty Status to Teach Contract Course

Name: Sharon Doyle

Current Position: Orchestra Director, Doman HS


(name of degree and date)

Attach a copy of the nominee's
- curriculum vitae
- memo of nomination that provides justification for the appointment, addressing both the nominee’s qualifications and the unit’s need for making the nomination.
  - If the person does not hold the terminal degree, special justification must be provided.

Period of Term Appointment (not to exceed 3 years):

Approved to teach: PD: SCALSA 2011 (South Carolina Academy for Leadership in the Arts)

Term: Summer 2011

Beginning term: ___Summer____ 2011 Term Year

Ending term: ___Summer____ 2014 Term Year

Restrictions: SCALSA course only
(e.g. teaching only, committee membership only, etc.)

I support this term-appointment,

Endorsed: Rebecca Stevens Date: 2/8/2011
Director of Graduate Programs

Dean of School of Education Date: 2/9/11

Approved: Marcella Moore Date: 2/10/11
Senior Vice Chancellor for Academic Affairs

Approval of this request does not offer any financial commitment on the part of The Graduate Programs
Memorandum

To: Dr. Dowell, Sr. Vice Chancellor for Academic Affairs
From: Dr. Rebecca Stevens, Director of Graduate Programs
Date: 02/15/2011
Re: Qualifications for instructor for SETEQ: 690M SCALSA 2011: South Carolina Academy for Leadership in the Arts contract courses

The instructor for the contract course SETEQ: 690M SCALSA 2011: South Carolina Academy for Leadership in the Arts is Sharon T. Doyle. She is eminently qualified to be the instructor for this course. Ms. Doyle has a background in school administration and teaching. Currently she is the orchestra director at Dorman High School and Woodland Heights Elementary School. Ms. Doyle has coordinated and been instructor for the South Carolina Academy for Leadership in the Arts for a number of years. Ms. Doyle has an EdS in curriculum, a Masters in Education Administration, masters in Music Education as well as a bachelor of music education.
Assistant Principal Jesse Bobo Elementary (Current)  Spartanburg
Assistant Principal Cleveland Elementary (1999-2006)  Spartanburg
Orchestra Teacher Spartanburg School D #7 (1984-1998)  Spartanburg
Orchestra Coordinator Centre College of Kentucky (1980-84)  Danville, KY

Education
North Central University PhD Philosophy of Education (Curr. & Inst.) In Process Prescott Valley, AR (dissertation in process)
Converse College EdS in Curriculum(2006)  Spartanburg, SC
University of SC Masters in Ed. Admin.(1996)  Columbia, SC
University of Ky. Masters in Music Ed.(1980)  Lexington, KY
Morehead State Bachelor of Music Ed.(1979)  Morehead, KY
Maysville Com. Col. ed. course req.(1975)  Maysville, KY

Professional memberships
ASCD (member), SCASCD(member), NAESP(member), SCASA (member), SCMEA (treasurer, Orchestra Division and conference chair on State SCMEA board, MENC (member), SCAAE (member), SCAA (member), Friends of Education Coalition (member), ROC (Regional Outreach Consultant) ABC Project, SCIRA and IRA (member)

Additional professional activities
Writing team member for the State Academic Standards for the Visual and Performing Arts (Current)
Member of the State Textbook Committee – Term expires 2010
Committee Member on National Lexile Advisory Committee - MetaMetrics (2008)
SRA training – August, 2007
Task Force and Writing Team for the State Dept. of Education for SC Standards for the Visual & Performing Arts (from inception to present), contracted to complete companion documents for standards completed 2007
Facilitator and workshop presenter for SCALSA 2002 & Professor or Record for 2003 - present
Supporter of the Spartanburg County Foundation
Reads First Conferences – New Orleans 2005, Reno 2006
Brain research study @ Brain Expo 2002 with Eric Jenson - member of Growing Minds Club
Workshops with Dr. David Sousa sponsored by SCASA (2001)
Member of South Carolina Reading Initiative – Year 3 & continuing contact and Reading First Initiative – Year 1-3, facilitator of intermediate literacy course to implement initiative in upper grades

Governors School for the Arts Internship – Phase I and II

Curriculum Leadership in the Arts I & II

Workshops presented at state and local level on arts advocacy, brain research, standards implementation, fine arts communication and integration, discipline and classroom management, building relationships, and study group implementation

SCMEA Annual Conference presenter – February 2011, 2010 South Carolina Academic Standards in Instrumental Music

Panel discussion – SCETV Arts Articulation, 2010 South Carolina Academic Standards in Instrumental Music, November 2010

Committee Member on National Lexile Advisory Committee - MetaMetrics (2008)

Biltmore Who’s Who - 2006

Who’s Who in America 2002 – present

2005 presenter at SCMEA State Convention – “Building Relationships with Administrators”

2004 presenter at SCMEA State Convention Leadership mini-conference on “Keeping Your Job in the 21st Century”

2003 presenter at SCMEA State Convention on Arts Advocacy

graduation from all universities attended with highest honors

Grant recipient from the Arts Partnership of Greater Spartanburg in 1996/97 school year

Target 2000 grant recipient @ Whitlock Jr. High in 1995-96 school year

article published in 1994 Instrumentalist – “Wearing a New Hat”

References

Mrs. Susan Baier, Orchestra Coordinator, Dorman High School, 582-4347

Mr. Patrick Suber, Principal, Jesse Bobo Elementary School, 576-2085

Nancy Killian, Director of Elementary Education, Spartanburg Dist. #7, 594-4400

Dr. Lynn Harrill, Professor of Educational Administration, University of South Carolina

Dr. William Scott, Professor @ Western University in Kentucky and former supervisor of 16+ years, (270) 393-2137

Dr. Carol Gardner, former Assistant Superintendent of Instruction, Spartanburg School District #7, 592-0226
Christine Fisher, ABC project director, (803) 323-3451 or e-mail at fisherc@winthrop.edu

Dr. Rebecca Stevens, USC Upstate, Education Dept., 504-5521 or e-mail at rstevens@uscupstate.edu
USC Upstate Graduate Syllabi Approval

Contract Course - Professional Development

Course: SETE__Q690A_

Title: PD: SCALSA 2011

Yes   No
✓    □  Course must meet for 45 contact hours (2100 minutes)
✓    □  Course must meet for at least three weeks, with contact time in each
       of the three weeks.
✓    □  Assignments must be sufficiently rigorous to merit graduate credit and
       should include significant amounts of reading and writing.
✓    □  The research component of the course assignments must be
       specified, for example how many sources will be required. Include the
       rubric for grading the assignments.
✓    □  Course goals/objectives are aligned with state standards/professional
       organization standards.
✓    □  Required texts and reading material with appropriate bibliographical
       information.

I support this syllabus for a Professional Development Contract Course

Endorsed:   Rebecca Stevens                      Date:  2/8/2011
            Director of Graduate Programs

       Date:  2/9/11

Dean of School of Education

Approved:   Senior Vice Chancellor for Academic Affairs

Date:  2/15/11

3 Time counted must be instructional time – which may be face to face or via distance (i.e. BlackBaord or WebCT OK). Note: 50 minutes per hour of
class time is counted towards the required 2100 instructional minutes. An all-day class is required to take a one hour lunch break.

Graduate Contract Course Packet  Page 2  June 2010
Course Number
South Carolina Academy for Leadership in the Arts
Summer 2011
USC Upstate School of Education
Preparing Reflective Professionals

I. Instructor information:
   ♦ Sharon T. Doyle
   ♦ Dorman High School
   ♦ Office hours by Appointment
   ♦ Home phone – 579-8197, Cell phone – 864-621-7534 (if leaving a message, leave on home phone)
   ♦ E-mail – doyles@spart6.org

USC Upstate School of Education Graduate Mission Statement
Educators prepared in the graduate school at USC Upstate are well-versed in the liberal arts and applicable content areas, the latest developments in curriculum and instruction, theory and practice, and the research-based, socio-cultural, and philosophical foundations of education. They understand and respect cultural diversity, welcome diversity of opinion and belief, and place the welfare of their students first. As reflective professionals, they are leaders among their colleagues and are committed to a service ideal built upon the highest standards and ethical principles.

USC Upstate Conceptual Framework
The USC Upstate School of Education/Unit aims to be recognized nationally for its comprehensive, outstanding teacher preparation programs, the graduates of which are exemplary educators on the basis of their student-centered pedagogy, commitment to reflective teaching practice, and advocacy of positive change in education.

- Core Dispositions: The faculty and candidates of the USC Upstate School of Education:
  I. demonstrate reflective teaching practice.
  II. demonstrate learner-centered pedagogy.
  III. demonstrate performance-based assessment.
  IV. demonstrate a commitment to and affirm diversity.
  V. demonstrate a commitment to professional responsibility.

- Program Organizing Theme: Teachers prepared at USC Upstate possess a broad knowledge of the liberal arts and applicable content areas, the latest developments in curriculum and instruction, and the foundations of education. They understand and respect cultural diversity and place the welfare and educational needs of their students first. As reflective practitioners they are committed to a service ideal which is built upon professional standards and ethics.
- Philosophy: The faculty members and administrators of the SOE have developed a set of consistent principles and values that serves as the foundation of the school’s approach to curriculum, pedagogy and program development.
  - A general exposure to and an appreciation of the traditional liberal arts and sciences of both western and non-western traditions.
  - A specific exposure to the most up-to-date pedagogical theories and practices.
  - A set of ethical principles, values, and dispositions.
  - A commitment to the principle of equality of educational opportunity for all students regardless of group or individual differences.
- A commitment to knowledge of both theory and practice and an understanding of how one informs and strengthens the other.
- **Theoretical Underpinnings:** The theoretical underpinnings of the SOE are consistent with the tenants of progressivism and constructivism. Practices and behaviors consistent with these approaches include:
  - Application of problem-solving and scientific inquiry
  - Use of cooperative learning experiences and self-discipline
  - Emphasis on how to think not what to think with the teacher serving as a guide
  - Appreciation of the interdisciplinary nature of learning
  - Preparation of all students for full participation in a democracy

II. **Course Description:**
This course is offered to participants of the SCALSA. The course focuses on teaching standards-based arts lessons based on the National and Revised SC Standards in the Visual and Performing Arts.

| Pre-SCALSA | March 19, 2011 | Columbia |
| SCALSA Institute | June 5-10, 2011 | Upstate |
| Discussion Board check in | August 22-26, 2011 | BlackBoard |
| Post-SCALSA | September 17, 2011 | Columbia |

The course carries 3 Graduate Hours of credit and does meet the requirements to qualify as a PACE course (category 2)

III. **Goals:** The goals of this course are:
- To familiarize new teachers with the SC Visual and Performing Arts Standards and the National Standards in the Arts.
- To provide examples of lessons taught which align with these two documents.
- To assist teachers in designing and presenting lessons and long-range plans that implement and the state and national standards.
- To enrich the artistic expression of these teachers.
- To assist teachers in becoming reflective teachers and able to effectively assess their own learning.
- To become familiar with technology in order to determine ways that computers could be used within their own classroom.
- To provide strategies for arts advocacy and teacher leadership.

IV. **Reading Materials and required text/journals, etc.** — all required materials are provided to each participant
- The National Standards for the Visual and Performing Arts
- *SC 2003 SC Visual and Performing Arts Standards*
- *Motivating Students Who Don’t Care* by Allen Mendler
- *Conscious Discipline* by Becky A. Bailey
- *A Framework for Understanding Poverty* by Ruby Payne
- A variety of hand-outs and collected resource materials

The professor of record will also set up a comprehensive resource library in the classroom of children’s literature, reference materials, and actual work samples to model expectations for the students. These will be available throughout the week for the student participants.
VI. Course Goals/Objectives

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare and present a video lesson in one’s own art form based on the state and national standards including the classroom learning environment to the participants.</td>
<td>Revised incoming lesson coached by master teacher that exemplifies high quality arts instructions</td>
</tr>
<tr>
<td>Assist in the critique process for all participants in small group.</td>
<td>Gain understanding in becoming a reflective teacher</td>
</tr>
<tr>
<td>Maintain a daily journal of relevant reflections on all activities and lessons presented by other participants.</td>
<td>Accountability for self-learning</td>
</tr>
<tr>
<td>Complete course evaluation instruments on the entire SCALSA experience.</td>
<td>Provide feedback model for continued improvement</td>
</tr>
<tr>
<td>Read and report on current issues in arts education. Actively participate in discussion groups focusing on teacher evaluation, best practices, classroom management, arts advocacy, and teaching/learning styles that affect the quality of instruction in the classroom.</td>
<td>Increase awareness of how the political structure affects education</td>
</tr>
<tr>
<td>Prepare a list of advocacy strategies for arts education.</td>
<td>Increase commitment to arts education</td>
</tr>
<tr>
<td>Reflect upon and discuss all artistic performances in line with the standards strands.</td>
<td>Increase awareness of NC standards and what the “sound like” and “look like” in the classroom</td>
</tr>
<tr>
<td>Actively participate in master classes and seminars.</td>
<td>Self responsibility</td>
</tr>
</tbody>
</table>

VII. Course requirements

- **Administrative Requirements:**
  - Emergencies must be documented/make ups required at the discretion of the facilitators. (45 hours of seat time required)
  - Assignments must be completed before the end of the SCALSA week (Classroom management plan and advocacy strategies are due at Post).
  - Field experiences component (briefly describe)
  - Prior to Post-, teachers are expected to implement their classroom management plan and long-range plan and provide feedback at the Post- or revisions and/or share successful implementation.

- **Course policies**
  
  *NOTE: Changes May Be Made To This Syllabus as The Class Situation Dictates.*

Assessments and evaluation (Performance Assessments with Rubrics and examples of portfolio artifacts/products from the course)

**Grading Scale**

<table>
<thead>
<tr>
<th>A  = 97-100</th>
<th>A- = 93-96</th>
<th>B+ = 89-92</th>
</tr>
</thead>
<tbody>
<tr>
<td>B  = 85-88</td>
<td>B- = 81-84</td>
<td>C+ = 78-80</td>
</tr>
<tr>
<td>C  = 74-77</td>
<td>C- = 70-73</td>
<td>F  = &lt;69</td>
</tr>
</tbody>
</table>
**Assessments/Scoring Guides**
1. Collaborative Rubric (self-evaluation, facilitator evaluation, and professor evaluation)
2. Completion of assignments per requirements
3. Active participation in the master classes and seminars
4. Completion of final paperwork

- Changes in the Syllabus: The instructor reserves the right to make changes to the course as deemed necessary. Any changes will be communicated to the students in a timely manner.
- ADA Compliance Statement: In keeping with University policy, any student with a disability who requests academic accommodations should contact Disability Services at 503-5195 to arrange a confidential appointment with the Disability Services Coordinator. Students are encouraged to seek an appointment as early in the semester as possible, as accommodations are not provided retroactively. Letters of accommodation must be signed and printed on letterhead from the Disability Services office. It is the student's responsibility to provide these letters to professors in a timely manner so that accommodations may be put in place.

- Education and Economic Development Act (EEDA) – The following SC Education and Economic Development Act (EEDA) standards require that teacher education candidates be proficient in the following: (1) the career guidance process, (2) career clusters and Individual Graduation Plans, (3) SC career guidance standards and competencies, (4) character education, (5) contextual teaching, (6) cooperative learning, and (7) diverse learning styles. Depending on your program, some of these standards may be addressed in this course. You can obtain additional information about the EEDA at the SOE website.

**XIV. Topics and assignment outline/list (with dates)**
See Attached schedule.

**XV. Course bibliography**
- The National Standards for the Visual and Performing Arts
- SC 2010 SC Visual and Performing Arts Standards
- Motivating Students Who Don't Care by Allen Mendler
- Conscious Discipline by Becky A. Bailey
- A Framework for Understanding Poverty by Ruby Payne
- A variety of hand-outs and collected resource materials
Long-Range Plan Guidelines

I. Background Descriptions of Students
   - Does your description suggest a thorough understanding of students’ ability and developmental levels, backgrounds, needs, and interests?
     Examples include, but are not limited to:
     - Gender/Ethnicity
     - Medical Conditions
     - Test Scores
     - Special Needs/services
     - Learning styles
     - Repeating/Odyssey/Resource
     - Academic Assistance Plans
     - Socio-economic factors
     - Free/reduced lunch
     - Interests
   - Does your LRP include the sources you used to obtain your information?
     Examples include, but are not limited to:
     - Permanent Records
     - Interest inventories
     - Learning style inventories
     - Conferences
     - Previous teachers
     - Standardized test scores
     - Pretests

II. Long-Range Learning and Developmental Goals
   - Does your LRP include learning and developmental goals for your students?
     Goals should be broad in scope and few in number.
   - Are your goals appropriately challenging for your students’ ability and developmental levels?
   - Did you include goals for each content area that you teach?
   - Are your goals consistent with relevant curriculum requirements and/or standards?
   - Do your goals reflect your students backgrounds, needs, and interests?

III. Units of Instruction
   - Does your LRP include the instructional units (for each subject) to be covered during the year?
   - Are the units consistent with long-range goals and curriculum requirements?
   - Are your units logically sequenced in a timeline that provides sufficient time to cover the key concepts of the subject matter on grade level?
   - Broken down by months/weeks/days
   - Major skills/objectives for each unit should be listed (chapter titles ONLY are not acceptable)
   - Correlation to state standards and district initiatives should be evident
   - Are your units designed (should be reflected in the written plan) to expose students to a variety of intellectual, social, and cultural perspectives?

IV. Ordering and Obtaining Key Materials
   - Does your LRP include plans for ordering and obtaining key materials and resources needed to facilitate accomplishing the goals and units (Where and How)?
   - Does your LRP also include plans for ordering or requesting supplies for special instruction events or units?
     Examples include, but are not limited to:
     - Purchase orders
     - Teacher purchase
     - Grant money
     - District office
     - School/local libraries
     - Guest speaker
     - Supply closets
     - Business partners
     Example: Novel sets, videos, and maps are obtained through the Media Center. Science kits will be delivered from bookroom on an “as needed” basis.

V. Assessing, Evaluating, and Recording Students’ Progress
   - Does your LRP include an overall plan for assessing students’ progress and achievement?
Your plan should include a general timeframe (daily, weekly, monthly) of WHEN students will be assessed.

Example: Tests will be administered upon completion of each major instructional unit. Quizzes will be administered once a week, and homework will be assigned three times per week.

- Does your LRP include appropriate assessment strategies?
  Examples include, but are not limited to:
  - Classwork
  - Homework
  - Tests/Quizzes
  - Projects
  - Presentations
  - Informal Observations
  - Reports
  - Exams
  - Participation
  - Writing samples
  - Reading Logs
  - Journals
- Does your plan include evaluation criteria (listed and described)?
  Examples include, but are not limited to:
  - Rubrics
  - Accuracy
  - Completion
  - Checklists
  - Point scale
  - Other
- Does your assessment plan effectively describe how students will be evaluated in order to determine mastery? Be sure to clarify and explain how the criteria are used.
  Example: Projects and writing samples will be assessed with a rubric. Homework will be assessed for completion. Classwork, tests, and quizzes will be assessed for accuracy.
- Does your plan also include your grading scale/weights?

- Does your plan include procedures for maintaining records?
  Examples include, but are not limited to:
  - Checklists
  - Gradebook
  - Portfolios
  - Computer
  - Student folders

VI. Rules and Procedures for Managing Student Behavior/Classroom Operations

- Does your LRP include rules for managing student behavior that are consistent with relevant guidelines and regulations?
  - age appropriate
  - stated in positive terms
  - focus on behaviors
- Does your LRP include consequences (positive and negative) that are consistent with relevant guidelines and regulations?
  - age appropriate
  - match rules
  - focus on behaviors
- Does your LRP include procedures for non-instructional routines that are age appropriate and efficient?
  Examples include, but are not limited to:
  - Attendance
  - Restroom
  - Distribution/collection of materials
  - Lining up
  - Sharpening pencils
  - Trash disposal
  - Morning activities
  - Emergency drills
  - Entering/leaving classroom
  - Make-up work
  - Early finishers

VII. Communicating with Parents/Guardians

- Does your LRP include procedures for routinely communicating with parents/guardians?
- Are your procedures designed to keep parents/guardians informed of and actively involved in the learning and developmental process?
  Examples include, but are not limited to:
  - Introductory letters
  - Open House
  - PTA/PTO
  - Telephone calls
  - Notes/Agendas
  - Conferences
  - Progress reports
  - Report Cards
  - Newsletters/Calendars
  - Home visits

- Your long-range plan should be regularly evaluated and adjusted in order to accommodate the needs of your students. (Is this statement present within your plan?)
Long Range Plan Review Checklist

Teacher: _____________________________ Grade/Subject: _____________________________

Plans reviewed by: _____________________________

I. Description of Students/Source of Information
   ___ A. Ability Levels
   ___ B. Developmental Levels
   ___ C. Backgrounds
   ___ D. Needs
   ___ E. Interests
   ___ F. Learning Styles
   ___ G. Method of obtaining information

II. Goals, Instructional Units, Materials/Resources, Strategies
    ___ A. Formulate/identify long-range learning/developmental goals
    ___ B. Identify and sequence instructional units
    ___ C. Develop an appropriate time-line
    ___ D. Order/Obtain materials/resources
    ___ E. Grade level standards addressed

III. Assessing, Evaluating and Recording Students’ Progress
     ___ A. Assessment criteria
     ___ B. Evaluation criteria
     ___ C. Procedures for record keeping

IV. Rules and Procedures
    ___ A. Rules for managing student behavior
    ___ B. Procedures for non-instructional routines (emergency procedures incl.)

V. Communicating with Parents
    ___ A. Procedures for informing parents
    ___ B. Procedures for actively involving parents

VI. Evaluation/Adjustment for Long-Range Plan (statement present) These long range plans will be evaluated and adjusted as needed to meet the instruction and learning needs of the students.

VII. Comments: _____________________________
## Collaborative Rubric for SCALSA

Teacher Name ____________________________

<table>
<thead>
<tr>
<th>Study Group Participation</th>
<th>Participant’s Evaluation</th>
<th>Facilitator’s Collaboration</th>
<th>Professor of Record (comments)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active participation in master classes and seminar discussions</td>
<td>Always = 4</td>
<td>Most of the time = 3</td>
<td>Sometimes = 2</td>
</tr>
<tr>
<td>Prepared to contribute/read assigned materials/completed assignments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supported Colleagues</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open to new ideas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluations/Journals</td>
<td>Always = 4</td>
<td>Most of the time = 3</td>
<td>Sometimes = 2</td>
</tr>
<tr>
<td>Wrote reflectively about the study group engagements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wrote reflectively about video lessons</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials and Lesson Plan</td>
<td>Always = 6</td>
<td>Most of the time = 5</td>
<td>Sometimes = 3</td>
</tr>
<tr>
<td>Brought all materials for the week per Pre-SCALSA list/ Completed lesson plan according to guidelines – prepared, revised, and presented</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to critically evaluate lesson plan and video/able to transfer study group knowledge to personal application/ supported colleagues with constructive criticism</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revisions to lesson plan are a direct result of collaboration with facilitators, teacher can identify strengths and needs within original video based on the revision.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Requirements</td>
<td>Totally completed and turned in on time = 6</td>
<td>Totally completed, but turned in late = 5</td>
<td>Completed after much encouragement from facilitator = 4</td>
</tr>
<tr>
<td>Incomplete = 0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completed lesson, revised LRP, daily assessment forms, and journal reflections</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attended Post-SCALSA session – provided hard copy of advocacy strategies, list of teaching/management strategies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELEMENT</td>
<td>UNSATISFACTORY</td>
<td>BASIC</td>
<td>PROFICIENT</td>
</tr>
<tr>
<td>------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Representation of Content</strong></td>
<td><em>Representation of content is inappropriate and unclear or uses poor examples and analogies.</em></td>
<td><em>Representation of content is inconsistent in quality. Some is done skillfully, with good examples; other portions are difficult to follow.</em></td>
<td><em>Representation of content is appropriate and links well with students’ knowledge and experience.</em></td>
</tr>
<tr>
<td><strong>Activities and Assignments</strong></td>
<td><em>Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally.</em></td>
<td><em>Some activities and assignments are appropriate to students and engage them mentally, but others do not.</em></td>
<td><em>Most activities and assignments are appropriate to students. Almost all students are cognitively engaged in them.</em></td>
</tr>
<tr>
<td><strong>Grouping of Students</strong></td>
<td><em>Instructional groups are inappropriate to the students or to the instructional goals.</em></td>
<td><em>Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of a lesson.</em></td>
<td><em>Instructional groups are productive and fully appropriate to the students or to the instructional goals of a lesson.</em></td>
</tr>
<tr>
<td><strong>Instructional Materials and Resources</strong></td>
<td><em>Instructional materials and resources are unsuitable to the instructional goals or do not engage students mentally.</em></td>
<td><em>Instructional materials and resources are partially suitable to the instruction goals, or students’ level of mental engagement is moderate.</em></td>
<td><em>Instructional materials and resources are suitable to the instructional goals and engage students mentally.</em></td>
</tr>
<tr>
<td><strong>Structure and Pacing</strong></td>
<td><em>The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both.</em></td>
<td><em>The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.</em></td>
<td><em>The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is consistent.</em></td>
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</table>
Rubric for written assignments (Classroom management plan and Advocacy strategies)

Excellent = 94%-100% Learner demonstrates a well-developed focus, thorough points of development, and a logical pattern of organization of ideas and concepts. The topic thoroughly demonstrates substantial reflection and/or self-assessment, exhibits a broad integration of readings, and reveals conceptual knowledge and skills.

Above Average = 87-93 Learner demonstrates a clear focus, substantive points of development, and a logical pattern of organization of discussion ideas and concepts. The topic is described in some detail, demonstrates reflection and/or self-assessment, exhibits integration of readings, and reveals adequate conceptual knowledge.

Adequate – 80-86 Learner demonstrates noticeable focus, adequate points of development, and a noticeable pattern of organization of discussion ideas and concepts. The topic demonstrates some reflection and/or self-assessment, exhibits a sporadic integration of readings, and reveals incomplete conceptual knowledge and skills.

Needs Improvement - 70-79 Learner demonstrates some focus, irregular points of development, and lapses in the pattern of organization of discussion ideas and concepts. The assigned topic demonstrates little to no reflection or self-assessment, exhibits little to no integration of readings, and reveals deficient conceptual knowledge and skills.

Not Acceptable – 69 and below Learner demonstrates no clear focus, no clear development, and no clear organizational pattern of discussion ideas and concepts. Learner demonstrates no reflection or self-assessment and did not exhibit integration of reading and, is deficient in conceptual knowledge and/or skills.

The written journal will be checked for daily entries periodically throughout the week by the learner’s facilitator. Credit is given for evidence of reflection and maintaining notes from the master classes and seminars.
<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
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<tr>
<td></td>
<td>7:15-8:00 Breakfast</td>
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<tr>
<td>NOTE: All meetings will be in Rampey Bldg. #125-127 unless otherwise stated</td>
<td>8:15-9:30 ADEPT Sharon Doyle Long Range Planning Sharon Doyle Rampey125</td>
<td>8:00-10:15 Classroom Management Sharon Doyle (turn in mgmt. concerns) Rampey125</td>
<td>8:00-8:20 Evaluations 8:30-10:00 Participant’s Video Lesson #2</td>
<td>8:00-9:30 Participant’s Video Lesson #5</td>
<td>8:30-9:30 Team Reflection Final Evaluations Info. on Post-</td>
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<td>10:00-12:00 Facilitators Check In</td>
<td>9:45-11:15 Demo Lesson #2 (Art)</td>
<td>10:25-11:55 Demo Lesson #4 (Music) Room TBA</td>
<td>10:15-12:00 Advocacy by Betty Plumb Rampey125</td>
<td>1:00-2:30 Participant’s Video Lesson #6</td>
<td>9:30-11:00 The Challenge to Lead – Rampey 125 Sharon Doyle</td>
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<td>11:30 – 12:00 Work time Induction &amp; Team Unit Work Study</td>
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<td>11:15 – 11:45 turn in completed lesson plan and take electronic copy to Dolores</td>
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<td>12:00 Facilitators Meeting and Lunch</td>
<td>12:00 Lunch</td>
<td>12:00 Lunch</td>
<td>12:00 Lunch</td>
<td>Group Picture/Complete all forms and turn in keys. Staff lunch/feedback at noon</td>
</tr>
<tr>
<td>1:00 Participants check in</td>
<td>1:00 – 2:30 Teaching Children of Poverty Sharon Doyle Rampey125</td>
<td>1:15 – 3:15 Classroom Management Session #2 Sharon Doyle Rampey125</td>
<td>1:00 – 2:30 Participant’s Video Lesson #3</td>
<td>1:00 – 2:30 Classroom Management #3 Discussion</td>
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<tr>
<td>3:00 – 4:00 Icebreaker Purpose/Activity Review of requirements and agenda Wellness Center Gym</td>
<td>2:30-3:30 Work time Rampey 127 (This will be our Resource Library.)</td>
<td>3:30 – 5:00 Participant’s Video Lesson #1</td>
<td>2:45 – 4:15 Participant’s Video Lesson #4</td>
<td>2:45 – 4:00 Advocacy Plan and Classroom Management Plan for the Post-125 Rampey</td>
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<tr>
<td>4:15 – 5:45 Demo Lesson #1 (Dance)</td>
<td>3:30-5:00 Learning Styles Sharon Doyle Rampey125</td>
<td>4:15 – 4:45 Work time</td>
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<td>4:00-5:30 Conference time: LRP completed and reviewed by Sharon Doyle</td>
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<td>6:15 Cookout off campus 7:30 Facilitators meet with groups</td>
<td>5:30 Dinner</td>
<td>5:30 Dinner</td>
<td>5:30 Dinner</td>
<td>6:30 Graduation Dinner Arts Advocacy Christine Fisher</td>
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<td>6:45 – 8:15 Demo Lesson #3 (drama) Arts Bldg. Black Box</td>
<td>6:30 – 8:00 Meeting by Art Discipline Open Forum with Facilitators by grade level</td>
<td>Work Time Dance Night Wellness Center 7:00pm</td>
<td>Turn in final LRP copy and RELAX</td>
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</table>
August 22-26, 2011

Discussion Board BlackBoard

During this week students will be required to post and participate in discussion board sessions. Discussion topics will be related to preparation for the school year, introduction of the school year. Posts and responses must be professional, thoughtful, and well written. Students are expected to engage in the discussion board discussions for a minimum of 3 hours.

September 17, 2011

Post-SCALSA Columbia, SC
10:00-11:30 am Reflection/How is the Year Going? Advocacy Plans — Discussion & Presentations Sharon Doyle
1:00-3:00 pm Management Plans - Presentations Value of the work/Last Will Activity What’s next? Future Institutes/Conferences S. Doyle & Connie Boleman