

Expectations for Pi Fellows – Fall 2010

February 1, 2010

General Fellowship Information

Pi Fellows must be full-time graduate students during the semester of participation, enrolling in at least 6 hours. Home department rules may require enrolling in additional credit hours.

Each Pi Fellow receives an assistantship of \$10,000 during the Fall semester. This is taxable income and an IRS Form W-2 will be issued. Each Fellow should consult with his or her academic unit to confirm how a Pi stipend will be considered in addition to department funding.

By accepting a Pi Fellowship, the graduate student commits to participating in all program elements for an entire semester, including:

- Partner Retreat
- GRAD 800 – Graduate Student as Instructor
- Program Evaluation and Research
- Teacher Partnering

Graduate students whose level of participation is unsatisfactory, or who are not making adequate progress towards their degree, may be removed from the Pi program.

Partner Retreats

The Fall Partner Retreat is a full-day planning meeting for Fellows, Teacher Partners, and faculty participants. It will likely occur in early to mid-August. Fellows should also accompany the Teacher Partners to in-service training and planning meetings that occur during the week before schools start, as appropriate.

GRAD 800 –Graduate Student as Instructor

This 1-credit, tuition-free seminar course meets weekly during the Fall semester. The course will assist STEM graduate students working in a K-12 classroom setting. One requirement of GRAD 800 is to submit weekly entries of a reflective journal. It is your responsibility to ensure that your class schedule does not conflict with the GRAD 800 class.

Program Evaluation and Research

Evaluating outcomes of the Pi program is important to ensure continued funding of the program. Fellows are expected to participate in all aspects of data collection including, but not limited to, surveys, interviews, focus groups, classroom observations, cognitive tests and a research proposal. Most of these assessment techniques will be used pre- and post-participation. Fellows will also help collect

evaluation data from teachers, K-12 students, principals and other constituencies.

Teacher Partnering

When K-12 schools are in session, each Pi Fellow is expected to:

- Find, adopt, adapt, and develop experiments, demonstrations, projects and other hands-on activities that support the Partner Teacher's lesson plan. Activities should promote learning through inquiry and active participation of K-12 students.
- Create written lesson plans for the teacher and the Pi program that document successful activities. At least one lesson plan must make a connection between the Fellow's research expertise and the K-12 curriculum.
- Help the Teacher Partner to use information technology that is available to him or her in ways that support authentic inquiry.
- Serve as an as-needed content resource for the Teacher Partner so that he or she benefits professionally from the Fellow's presence.
- Interact in a professional manner. Guidelines for Fellows are available at www.sc.edu/cte.

Scheduling during Teacher Partnering

- Spend 2 days per week assisting, co-teaching and leading activities in the classroom of their Teacher Partner. Fellow may occasionally spend part of this time with other teachers and school personnel.
- Spend 1 hr/week planning with their Teacher Partner, outside of the classroom and away from students. This must include long-range planning.
- Spend up to 1 day per week preparing for classroom activities and documenting successful lesson plans.
- Pi Fellows are expected to work when K-12 schools are in session, even if this includes portions of USC's Fall and Winter Breaks.
- Fellows do not accrue sick leave, personal leave or vacation. Missed work should be made up.

Accepted By:

Signature

Date

Printed Name