



# **Winthrop University**

## **Teaching Fellows**

### **Program Handbook**

**(updated August 2015)**

# Winthrop University

## Teaching Fellows Program Freshman Handbook

(Updated August 2015)

### Table of Contents

#### Welcome Letters

Freshmen Welcome Letter 3

Upperclass Welcome Letter 4

Teaching Fellows Leadership and Staff 5

Winthrop/CERRA Program Requirements 7

Winthrop University TF Meeting/Seminar Requirements 9

Winthrop Service Learning Requirements 10

Teaching Fellow Reflections 13

Winthrop TF Additional Requirements 15

Teaching Fellows Responsibilities Contract 16

Consequences for not Adhering to Requirements 17

Five Lessons in Life 18

## **Winthrop University**

### **Teaching Fellows Program**

Dear Freshman Teaching Fellow:

Congratulations on your selection as a Teaching Fellow, and welcome to the Winthrop University Teaching Fellows Program!

I am in my third year as Campus Director here, and you all are the 3<sup>rd</sup> cohort I've welcomed to Winthrop, and I'm so excited to have you as part of our Teaching Fellow family!

The Richard W. Riley College of Education is the flagship teacher education program in South Carolina and the region and, for 15 years, your Winthrop Teaching Fellows Program has been one of the largest and most sought after by students.

Named "New Bridges," our program enables you to work closely with English language learners in and around Rock Hill schools and in the community-at-large. You will gain classroom experience and reinforce the importance of service to the community. The program also provides you professional development workshops and seminars throughout the semester. Our program provides a unique experience that will better equip you to be productive in the teaching community and in your personal lives!

During this first year, you will learn about how the program is organized and what the expectations and requirements are for continued success in the program.

This handbook will help you to understand some of your responsibilities and obligations. Please spend some time reading through this material and bring it to your Teaching Fellows meetings as we will discuss it and further explain the contents.

This will be a great learning process and year for all of us, and I look forward to working with you all!

Dr. Fuller

# Winthrop University

## Teaching Fellows Program

Dear Sophomore, Junior, and Senior Teaching Fellows:

Welcome back to another year as part of the Winthrop Teaching Fellows family!

The Richard W. Riley College of Education is the flagship teacher education program in South Carolina and the region and, for 15 years, your Winthrop Teaching Fellows Program has been one of the largest and most sought after by students.

Named "New Bridges," our program enables you to work closely with English language learners in and around Rock Hill schools and in the community-at-large. You will gain classroom experience and reinforce the importance of service to the community. The program also provides you professional development workshops and seminars throughout the semester. Our program provides a unique experience that will better equip you to be productive in the teaching community and in your personal lives!

This handbook will help to remind you of some of your responsibilities and obligations.

Dr. Fuller

## Winthrop Teaching Fellows Leadership and Staff 2015

**Campus Director:** Dr. Sherell Fuller [fullers@winthrop.edu](mailto:fullers@winthrop.edu) 312 Withers 323-2505  
**Graduate Associate:** Daniel Covin [teachingfellows@winthrop.edu](mailto:teachingfellows@winthrop.edu)

### **Cohort Officers**

Cohort President: Lauren Watson  
Cohort VP: Jamie Fulmer  
Cohort Secretary: Bobbie Phillips

### **Seniors**

President: Allison Sims  
Vice President: Marvonne Marston  
Secretary: Mary Margaret Guilbault  
Treasurer/Fundraiser: Alex Pinto  
Public Relations: Lauren Mangum

### **Juniors**

President: Paige Sudduth  
Vice President: Jennifer Altman  
Secretary: Kelley Anderson  
Treasurer/Fundraiser: Sarah Pfeiffer  
Public Relations: Phyllis Economy

### **Sophomores**

President: Malik Jenkins  
Vice President: Mallory Crimi  
Secretary: Michaela Sanford  
Treasurer/Fundraiser: Madison Diggs  
Public Relations: Erin Satterfield

### **Administrative Supervisor**

- Dr. Lisa Johnson, Associate Dean and Director of the Jim and Sue Rex Institute Withers 143-A, [johnsonle@winthrop.edu](mailto:johnsonle@winthrop.edu)

## **Advisory Board**

- Dr. Lorrie Crochet, [crochet@winthrop.edu](mailto:crochet@winthrop.edu) , Associate Professor of Music Education, Director of Bands, College of Visual and Performing Arts
- Dr. Caroline Everington, [everingtonc@winthrop.edu](mailto:everingtonc@winthrop.edu) , Professor, Special Education, Counseling, Leadership, and Educational Studies, Richard W. Riley College of Education
- Jamie Fulmer, [fulmerj4@winthrop.edu](mailto:fulmerj4@winthrop.edu) , Sophomore Teaching Fellow, Student Member
- Dr. Clifton Harris, [harrisc@winthrop.edu](mailto:harrisc@winthrop.edu) , Assistant Professor, Chemistry, Physics, Geology, College of Arts and Sciences
- Ms. Bethany Marlowe, [marloweb@winthrop.edu](mailto:marloweb@winthrop.edu) , Assistant VP, Student Life/Dean of Students, Student Affairs
- Mrs. Gail Rogers, [grogers@rhmail.org](mailto:grogers@rhmail.org) , District ESOL Coach, Rock Hill Schools
- Dr. Elke Schneider, [schneidere@winthrop.edu](mailto:schneidere@winthrop.edu) , Professor of Special Education, Counseling, Leadership, and Educational Studies, Richard W. Riley College of Education

## **Student Academic Services**

- Ms. Suzy Baldwin, [baldwins@winthrop.edu](mailto:baldwins@winthrop.edu), Certification Coordinator, Student Academic Services, Withers 144, 323-4738
- Ms. Ruth Gaylor, [gaylorr@winthrop.edu](mailto:gaylorr@winthrop.edu) , Advisement Coordinator, Student Academic Services, Withers, 144, 323-4592

## **CERRA**

- Katie Gibson, TF Program Coordinator, Stewart House, [gibsonk@winthrop.edu](mailto:gibsonk@winthrop.edu), 323-4032, ext. 6416
- Jenna Hallman, Assistant Director/TF Program Coordinator, [hallmanj@cerra.org](mailto:hallmanj@cerra.org)
- Jane Turner, Executive Director, Stewart House, [turnerj@winthrop.edu](mailto:turnerj@winthrop.edu), 323-4032, ext. 6411

## Winthrop University Teaching Fellows Program Requirements

### CERRA Requirements for Teaching Fellows

- Maintain a *minimum* GPA of **2.75**

#### Winthrop University Grading System

Grades for courses taken for undergraduate credit are recorded as follows:

**A** Excellent, achievement of distinction (4 quality points per semester hour).

**A-** (3.67 quality points per semester hour)

**B+** (3.33 quality points per semester hour)

**B** Good, achievement above that required for graduation (3 quality points per semester hour).

**B-** (2.67 quality points per semester hour)

**C+** (2.33 quality points per semester hour)

**C** Fair, minimum achievement required for graduation (2 quality points per semester hour).

**C-** (1.67 quality points per semester hour)

**D+** (1.33 quality points per semester hour)

**D** Poor, achievement at a level below that required for graduation; must be balanced by good or excellent work in other courses (1 quality point per semester hour).

**D-** (.67 quality points per semester hour)

**F** Failure, unsatisfactory achievement (no quality points).

**S** Satisfactory achievement (Honors courses, B level or above; all others C level or above) on a course taken on a satisfactory/unsatisfactory basis.

**U** Unsatisfactory achievement (Honors courses, B- level or below; all others, C- level or below) on a course taken on a satisfactory/unsatisfactory basis.

**N** No Grade, indicating the student withdrew from the course

**I** Incomplete, used only as a prefix to a letter grade. Assigning an incomplete grade indicates that, for a valid reason, the course has not been completed and that the instructor reserves the right to raise the grade if the incomplete work is completed within one year, or by an earlier date specified by the instructor. The grade to which I is prefixed is not used in computing the student's GPA until the I prefix is removed and indicates the grade earned if no further work is performed. It is the grade in the course unless and until changed by the instructor or until one year has passed, at which time the incomplete is converted to the default grade.

Using the above grade scale and the GPA calculator in Wingspan you can stay on top of your cumulative GPA!! Seek help at the **first sign** of difficulty in a class!!!

**Winthrop supports available to you:**

Academic Success Center:

1<sup>st</sup> Floor Dinkins Hall, 323-3929 [www.winthrop.edu/asc/](http://www.winthrop.edu/asc/)

Writing Center:

242 Bancroft Hall, 323-2138, [www.winthrop.edu/wcenter/](http://www.winthrop.edu/wcenter/)

Math Tutorial Center:

271 Bancroft Hall, 323-2175, [www.winthrop.edu/mtc/](http://www.winthrop.edu/mtc/)

- Have credit for a **minimum** of 30 hours the freshman year (**including** hours transferred from another institution and/or AP credits) and have 60 hours at the end of the sophomore year, 90 at the end of the junior year, and 120 at the end of the senior year.
- Maintain good standing with Winthrop University. (Find information on your specific catalog year at: <http://www.winthrop.edu/recandreg/catalogs/> )
  - Maintain full-time student status (Minimum of 12 hours of completed course work each semester)
- Comply with the Winthrop University conduct code. (Student Handbook: <http://www.winthrop.edu/uploadedFiles/studentconduct/StudentHandbook.pdf> )
  - Any situations that involve non-compliance with the conduct code must be reported to the campus director immediately.
  - This does not mean that you automatically lose your scholarship but it is important for the CD to work with CERRA in the case of a problem.
- Recruit for the SC Teaching Fellows Program in your high school or another high school as determined by the Teaching Fellows campus director.
  - Recruitment involves making an appointment with your high school or another high school that you wish to visit in order to tell students, guidance counselors and administrators about the Teaching Fellows program.
  - It is recommended that you do this recruitment during Fall Break.



## Winthrop University Teaching Fellows Meeting/Seminar Requirements

Program requirements at all Teaching Fellows institutions in SC vary. Below you will find the requirements as determined by the Winthrop University Teaching Fellows Advisory Board.

### MEETINGS AND SEMINARS

- Meetings provide Teaching Fellows with opportunities to meet together as individual classes. During meetings, class officers lead discussions and generally conduct the business of the class. The individual class officers determine the agenda for the meetings so they vary from one class to another. Missing meetings means missing important information!!
- Seminars are primarily instructional in nature so seminars are planned for a single class, combined classes or for the entire cohort of all four classes. Seminars are professional development opportunities that are generally not available to education majors outside of the Teaching Fellows program. The focus of most of these professional development opportunities will be leadership development. For some seminars, Fellows are asked to dress more professionally in clothing that would be suitable for a teacher to wear in a public school environment. Fellows will be notified in advance of any dress code.
- Attend ***all*** scheduled meetings/seminars.
  - Fellows may have ***one excused*** absence from meetings/seminars and ***no unexcused*** absences. Excused absences include personal illness with written documentation from student health services or personal physician, class conflicts, *immediate* family **emergency**. All excused absences require written documentation.
    - **Dr. Fuller** must be notified as soon as possible and preferably in advance of any absence. **(Note: This is a change from previous semesters.)**
    - You should not schedule activities on days you have TF meetings/seminars.

## Winthrop University Teaching Fellows Service Learning Requirements

- Complete **a minimum** number of Teaching Fellows Service Learning hours each academic year. (\*\*\*\*These hours are **in addition** to hours required for courses, for admission to the Richard W. Riley College of Education, and **for other scholarships or for other organizations**).

  - **Freshmen            Primary: 30 hours            Secondary: 10 hours**
  - **Sophomores       Primary: 20 hours            Secondary: 10 hours**
  - **Juniors             Primary: 10 hours            Secondary: 10 hours**
  - **Seniors             10 hours**

- Freshman Teaching Fellows complete **at least 30 hours** of their service learning requirement at one of several local community sites or local schools. Upper-class Fellows complete their hours at local schools with ESL students. The specific sites will be described to you in detail during one of the early TF meetings in the fall and you will sign up for service at that time.
- Primary hours need to be spent in direct contact with students and/or families.
- Secondary hours can be spent on campus or in the community; talk with Dr. Fuller in advance if you are unsure of whether something will count.
- You should try to plan your service experiences for an entire semester to maintain consistency. It is understood that you may need to change placements from semester to semester due to schedule changes.
- Time log of service learning hours must be maintained by Teaching Fellow and signed by service site supervisor.
  - If your site maintains another form of hour documentation, you are still required to complete our official form.
- Service supervisor (the person you work for or with most of the time you are at your service site) must complete a Teaching Fellows Service Evaluation Form before the end of each semester. You need to allow time for the form to be completed and for you to get it, sign it and turn it in to Dr. Fuller or her GA by Study Day at the very latest. These forms may be scanned and

emailed or mailed. **You need an evaluation form for every 5 hours your work at a site.**

- Inform the site supervisor of any absences as far in advance as possible and provide written documentation. Supervisors need to be contacted first, as you should treat these placements as you would any job.
- **No unexcused** absences from service. Consequences for missed on campus service sessions apply to off campus service sessions as well.

### Freshmen

#### **30 Primary hours during academic year**

Boys and Girls Club of York County  
Camp Thunderbird  
Children's Attention Home  
Family Connections of SC  
Family Resource Center  
Oakland Avenue Presbyterian Church STAR Program  
Oakland Baptist Church ESL Program  
Rock Hill School District

### Upperclass Primary

<b>Sophomores</b>	<b>20 hours</b>
<b>Juniors</b>	<b>10 hours</b>
<b>Seniors</b>	<b>10 hours total</b>

**All of these organizations will have representatives visit a meeting to talk about their programs and have you sign up for placements.**

### **Secondary Hours=10 (Senior hours are flexible.)**

- These hours may be earned through various forms of on-campus service including but not limited to:
  - Winthrop Ambassadors
  - Orientation Leaders
  - Peer Mentors
  - Preview Day
  - Winthrop Day
  - Teacher Cadet Day

- ProTeam Day
- TEA Grant
- These hours may NOT include service hours earned for another organization such as but not limited to:
  - Greek Life
  - Athletics
  - SOAR
  - Campus Ministries
- These hours may be earned in off-campus recruitment such as visits to high schools or other recruitment venues.
- These hours may be earned through the Fellow's engagement in scholarly work such as collaboration with a professor for papers, presentations, publications, research, etc.
- These hours may be earned for preparing materials that will be used in your service placement
- These hours may be earned through new Leadership Development Seminars.
- These hours **may not** be hours already being earned for a Winthrop University class or another scholarship program.

**\*Your time log and accountability forms MUST BE scanned and emailed to the GA at [teachingfellows@winthrop.edu](mailto:teachingfellows@winthrop.edu) by the end of the semester. We will no longer accept hard copies. Your forms should follow the following naming protocol (of course using your name!!) If you are unsure how to scan documents, someone in ITC can assist you.**

**Fullerstimelog**

**Fullersaccountabilityform**

**\*\*If forms are not turned in by the end of the semester, and no arrangements have been made with Dr. Fuller to turn in later, you will be placed on probation and scholarship money will not be released until arrangements have been made. Even if you have not completed your hours, the Accountability form must be turned in.**

# Winthrop University Teaching Fellows Reflections

## Freshmen

- Complete reflections on service learning experiences, seminars and other Teaching Fellows experiences as assigned by Dr. Fuller.
  - Specific guidelines for freshman reflections can be found on the next page.
  - At least one reflection must be in the form of a paper.
  - One reflection **must** be creative and may be in the form of art, music, drama, dance, video, etc. The creative reflection may be completed in small groups when appropriate and approved in advance by Dr. Fuller.

\*\*\*\*\*

## Upperclass

- Complete one reflection at the end of each semester. The template below should be used for these reflections. You will complete 2 per year. Reflections must be submitted electronically to the GA by study day at the end of **each semester**. Please save your document with your last name, first initial and reflection #: fullersreflection1.

**Choose an event, activity, etc. that has been significant to you and respond to the following questions:**

- **Reflection Content:**
  - Description
    - What was the event?
      - Name, location, other descriptive details.
  - Analysis
    - Why was it important?
    - What could have been done differently?
  - Reflection
    - What did you learn?
    - How will it help you in the future?
    - What was significant?
    - Will it make you a better teacher? How?
- **Reflection Format:**
  - 1-3 pages
  - Typed
  - Double-spaced
  - Emailed to the GA with name on actual paper.

# Freshman Reflections

(2 due in Fall and 2 due in Spring)

Choose an event, activity, etc. that has been significant to you and respond to the following questions:

- **Reflection Content:**
  - Description
    - What was the event?
      - Name, location, other descriptive details.
  - Analysis
    - Why was it important?
    - What could have been done differently?
  - Reflection
    - What did you learn?
    - How will it help you in the future?
    - What was significant?
    - Will it make you a better teacher? How?
  
- **Written Reflection Format:**
  - 1-3 pages
  - Typed
  - Double-spaced
  - 12 font
  - Corner stapled
  
- **Creative Reflections:**
  - Format of choice (poster, play, mobile, poem, game, photo montages, etc.)
  - Must indicate experience upon which it is based
  - Must include label with name and date
  - Must include a **brief** analysis and reflection
  
- **Fall Reflections (DUE DATES TBA)**
  - Must have...
    - One written reflection (Emailed to GA by due date.)
    - One creative reflection
  
- **Spring Reflections (DUE DATES TBA)**
  - Must have
    - One written reflection (Emailed to GA by due date.)
    - One final creative reflection

**\*Please save your document with your last name, first initial and reflection #:**

**fullersreflection1.**

## Winthrop University Teaching Fellows Additional Requirements

### COMMITTEES

- Each Teaching Fellow, with the exception of officers, is required to actively serve on a Teaching Fellows committee each year.
- Fellows sign up for committees at the November class meeting after the election of class officers. Officer and committee assignments take effect in January and last until the following January.

### PROFESSIONAL ORGANIZATIONS

- Each Teaching Fellow is expected to participate in the professional organization related to your major or a general education organization.
- There are numerous professional education organizations on campus and each Fellow is required to join one by the beginning of the sophomore year. The freshman year may be spent visiting several of these organizations, such as CEC (Council for Exceptional Children), PSTA (Palmetto State Teachers Association) or SCEA (South Carolina Education Association). In addition to these organizations which are relevant for all education majors, there are organizations that are relevant to specific majors such as MENC (Music Educators National Conference) and many others.

### ADVISING

- Elementary Education (ELEM) majors will have Dr. Fuller as an advisor.
  - All other majors will meet with an advisor in their major subject area and Dr. Fuller only serves as a secondary advisor.
- Additional meetings with Dr. Fuller are available throughout the semester by request.
- **Each Fellow is required to meet with Dr. Fuller at the end of the academic year to have her sign the Accountability Form BEFORE you scan and email it to the GA.**

**Winthrop University**  
**Teaching Fellows Responsibilities Contract**

**Winthrop University Teaching Fellows are responsible for fulfilling the following minimum requirements:**

- Maintain a **minimum** GPA of **2.75**.
- Have credit for a **minimum** of 30 hours the freshman year and have 60 hours at the end of the sophomore year, 90 at the end of the junior year, and 120 at the end of the senior year.
- Maintain good standing with Winthrop University.
- Comply with the Winthrop University conduct code.
- Complete all Winthrop University Teaching Fellows program requirements:
  - Attend **all** scheduled meetings/ seminars.
    - Fellows may have **one excused** absence from meetings/seminars and **no unexcused** absences. Excused absences include personal illness with written documentation from student health services or personal physician, class conflicts, *immediate* family **emergency**. All excused absences require written documentation. The class secretary and the campus director must be notified as soon as possible and preferably in advance.
  - Complete **a minimum** number of Teaching Fellows Service Learning hours each academic year. (\*\*\*\*These hours are **in addition** to hours required for courses, for admission to the Richard W. Riley College of Education, and **for other scholarships or for other organizations**).

▪ <b>Freshmen</b>	<b>Primary: 30 hours</b>	<b>Secondary: 10 hours</b>
▪ <b>Sophomores</b>	<b>Primary: 20 hours</b>	<b>Secondary: 10 hours</b>
▪ <b>Juniors</b>	<b>Primary: 10 hours</b>	<b>Secondary: 10 hours</b>
▪ <b>Seniors</b>	<b>10 hours</b>	
  - Service hours missed must be made up.
  - Time log of service learning hours must be maintained by Teaching Fellow and signed by service site supervisor.
  - **No unexcused** absences from service.
  - Inform the site supervisor of any absences as far in advance as possible and provide written documentation.
  - Complete reflections on service learning experiences, seminars and other Teaching Fellows experiences as assigned by the director.
  - Serve on at least one Teaching Fellows committee (unless you are an officer).
  - Participate in the professional organization related to your major or a general education organization.
  - Recruit for the SC Teaching Fellows Program in your high school or another high school as determined by the Teaching Fellows Campus Director.
  - Maintain communication with the Campus Director and/or G.A. as needed.
- Meet additional requirements as determined by CERRA, the campus director, advisory board, or student officers/board.

**I agree to the above conditions for the Winthrop University Teaching Fellows Program.**

Student's name (printed) \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_



## Consequences for not Adhering to Teaching Fellow Requirements

(this is not an exhaustive list ; other consequences may be necessary, depending on the concern.)

### Attendance at required meetings and/or events

- Teaching Fellows are allowed one excused absence each semester. Teaching Fellow is required to contact the Director ahead of time if he/she will be absent.

### Absences are excused for

- Illness
- Class conflicts. Class must be required by the major or minor and may be taken only during the current semester. The class must be offered only at the time of the conflict
- Family emergencies with documentation
- Religious holidays

### Consequences for absences without an acceptable excuse

- COE disposition form will be completed by Director and documented on Live Text.
- If unexcused absences continue and there is no sufficient response to the disposition action plan, the student will be placed on in-house probation for the remainder of the semester.
- The second semester that excessive unexcused absences occur, the Fellow will be placed on CERRA probation. (These semesters do not have to be consecutive.)

Additional Teaching Fellow responsibilities can be found on the contract on the previous page. Disposition documentation may be used for failure to adhere to these requirements as well.

The Campus Director has the authority to adapt and/or change consequences depending on specific situations.



## 5 Lessons in Life from Dr. Seuss

1. Today you are You, that is truer than true. There is no one alive who is Youer than You.
2. Why fit in when you were born to stand out?
3. You have brains in your head. You have feet in your shoes. You can steer yourself in any direction you choose.
4. Be who you are and say what you feel because those who mind don't matter and those who matter don't mind.
5. Today I shall behave as if this is the day I will be remembered.