

Leading Edge

EDUCATE. COLLABORATE. INNOVATE.

FALL 2013

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INTERNATIONAL



Heather Rollings from Rock Hill Schools with Cuiwei Primary School students.

Winthrop Partnership Network Goes to China

On June 13-16, Dean Jennie Rakestraw; Dr. Lisa Johnson, associate dean of the Richard W. Riley College of Education; and Dr. Beth Costner, associate dean of the College of Arts and Sciences; participated in the First Elementary Education International Conference in Beijing, China. Also traveling to China with the Winthrop team were the principal and two teachers from India Hook Elementary School in Rock Hill, one of Winthrop's Partner Schools. Crystal Guyton, principal; Heather Rollings, fourth grade teacher; and Stacy Bunchman, first grade teacher, participated in the conference by conducting teaching demonstration lessons to students in Beijing's Cuiwei Primary School using interactive and high-tech strategies. The sessions were broadcast live to an audience of more than 200 school principals and guests from China, the U.S., and Hong Kong.

During the trip an agreement was signed with Shanghai Far East School, a K-12 school in Shanghai, that will provide an opportunity for two Winthrop teacher interns to spend six weeks at the school in March-April each year. The program is designed to promote global learning at our institutions, broaden international understanding and appreciation of each other's cultures, and encourage the exchange of educational ideas and teaching practices. The selection process is currently underway for the first two interns. Once selected, they will begin their Internship II requirements and participate in orientation sessions to prepare them for their international experience. Teachers from Rock Hill Schools who have taught in China have volunteered to help with the orientation sessions. To learn more about the trip, see <http://rwrchina.weebly.com>.

To learn more about the Richard W. Riley College of Education, please go to www.winthrop.edu/coe.

LEADERSHIP

President Comstock Visits Macfeat Laboratory School

Jayne Marie Comstock, Winthrop University's new president, visited Macfeat Early Childhood Laboratory School before her Winthrop tenure began. President Comstock and her husband, Larry Williamson, visited the Macfeat kindergarten class on March 21. The president and her husband read the book "Over in the Meadow" to the class and then sang and danced with the children to the song, "Animals in Action." After the lively interaction, the class took a picture with Comstock and Williamson. They signed and framed a mat as a remembrance of the visit.



President Comstock with Mrs. Watson's kindergarten class at Macfeat

Knowles Fellows Award Winner: Sharon Jenkins

The Knowles Science Teaching Foundation (KSTF) was established in 1999 to increase the number of high-quality high school STEM teachers with the ultimate goal of improving STEM education in the United States. In March of 2013, Winthrop student Sharon Jenkins was selected as a Knowles Fellow.

Sharon completed her undergraduate degree in biology from Winthrop in May 2011 and entered the Master of Arts in Teaching (M.A.T.) program in biology the following fall. As an undergraduate Sharon was a peer mentor and collaborated in research with Nicholas Grosseohme. Sharon is a WISE scholar and a graduate assistant in the College of Arts and Sciences dean's office. Sharon will finish the M.A.T. in December 2013.



The New PESH Department Chair: Dan Drane, Ph.D.

Dan Drane is the new chair for the Department of Physical Education, Sport, and Human Performance (PESH). Drane comes to Winthrop from the University of Southern Mississippi where he was the assistant director of the School of Human Performance and Recreation. He also spent four years as the director of the Professional Golf Management Program at Clemson University. Drane is an accomplished researcher in the area of sport management. He has published two books, more than 25 peer-reviewed manuscripts, and was named the Distinguished Researcher of the Year for the College of Health at Southern Mississippi. Drane is the executive editor of the Journal of Contemporary Athletics and serves on the editorial board for four other journals. Drane has been an invited speaker in China, Brazil, Canada, South Korea, Holland, and Australia. In 2008, he trained and supervised volunteers at the Beijing Olympic Games. Drane is an active practitioner and researcher in service-learning pedagogy. As such, he received the University of Southern Mississippi Service-Learning Faculty Innovator Award.

Prior to entering academia, Drane was a golf professional and business owner. He currently resides in Fort Mill with his wife, Kara, and two sons, Hogan and Ian.



Dan Drane

CURRICULUM

New Education Core Curriculum Roll Out

Currently in our second year of the transformed teacher education curriculum, we are excited to see the impact early experiences, as well as a year-long internship, are having on candidates. Hollie Sierra, 2012-2013 middle level year-long intern, describes her experience, "Being a junior faculty member is about co-teaching; it's about allowing me as a student at Winthrop to really get in and see first-hand what the students have to go through, what the teachers have to do to prepare prior to school even starting." As explained by Kevin Hood, principal at Hunter Street Elementary/Professional Development School, year-long interns are more apt to be hired because they "know the operations; they were here all year long working with one of our mentor teachers."

In addition to moving all programs to the year-long internship, we successfully implemented 11 sections of the first field-based course, EDUC 200 (Developmental Sciences and the Context of Poverty). Teacher candidates spent up to 21 hours in a high poverty field setting developing a relationship with and supporting the achievement of a learner living in poverty. Beginning with setting goals to designing assessment and engaging instruction, candidates analyzed the impact of meeting diverse student needs. Although most of the participants in the course were just second semester freshmen, they used what they learned in EDUC 101 (Developing Observation and Analysis Skills) to embrace the foundational idea that teacher behaviors can have a significant influence on how children learn.

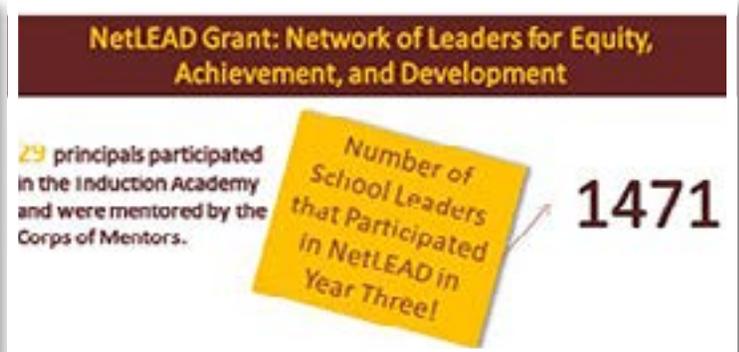
Implementation of such a dramatic increase in field experience has not been without challenge, but we are learning a great deal from working with our phenomenal school partners. From issuing lanyards to teacher candidates to "speed up" the check-in process to engaging school liaisons in making successful placements, we are fortunate to have such a strong partnership that will definitely make our new teacher education program a success.

Want to know more about the Education Core Curriculum? Visit www.youtube.com/watch?v=i2TmMA074Zc to view an animation video that takes a short look at the development sequence of courses and experiences.



Community Counseling Clinic

The M.Ed. counseling and development program is now offering a Community Counseling Clinic that offers free professional counseling, consultation and referral services to the local community. To achieve this mission, clinic service is supervised and guided by adherence to professional codes of ethics and standards of practice. Services are offered to children, adolescents, adults, couples and families in York County and surrounding communities. The Community Counseling Clinic offers play therapy for children as young as three years old; activity therapy for children and adolescents for the treatment of mental/emotional difficulties; family and couples counseling that addresses relationships, parenting, and life transitions; and individual counseling for issues such as depression, loss and grief issues, school and work difficulties, and career indecision. The Clinic serves as a venue for clinical practice in the preparation of clinical mental health counselors through our M.Ed. counseling and development program, under the supervision of College of Education counseling faculty. For additional information on the Community Counseling Clinic, please contact Jennifer Jordan at jordanj@winthrop.edu.



AWARDS

National Network for Educational Renewal: The Richard W. Clark Partner School Award

This October, the Winthrop University-School Partnership Network received another award recognizing excellence in building collaboration between P-12 schools and teacher education. The Partnership recently gained national acclaim when it was honored with the National Association of Professional Development Schools highest award for partnership excellence. Now, the National Network for Educational Renewal (NNER) presented Winthrop Partnership Network with its 2013 Richard W. Clark Partner School Award. As described by Ann Foster, NNER executive director, "The nomination demonstrated remarkable vision and progress in critical aspects of partner school work dedicated to advancing quality schools for all learners."



Carol Shields, Lisa Harris, Sue Spencer, Caroline Everington, Beth Costner, Audrey Allan and Lisa Johnson receive the NNER Award.

Winthrop University is an institutional member of the NNER, an organization started by John Goodland and dedicated to the simultaneous renewal of schools and teacher preparation programs. As a Partnership Network, we were recognized for engaging in each other's work to achieve the NNER mission: (1) providing equal access to quality learning for all students; (2) promoting responsible stewardship of our schools and universities; (3) improving teaching and learning through pedagogy that nurtures and challenges all learners; and (4) providing students with the knowledge, skills, and dispositions to become fully engaged participants in our democratic society.

Reviewers of the award proposals characterized the Network as having, "authentic and broad collaboration and commitment to students by all partners...that promotes schools working across boundaries with one another."

Chester Park School of Inquiry and Winthrop Faculty Member Receive the 2013 WhatWorksSC Award



Congratulations to Chester Park School of Inquiry and the College of Education's Sue Spencer.

Sue Spencer and the faculty at Chester Park School of Inquiry were the overall winner of the 2013 Dick and Tunky Riley WhatWorksSC Award for Excellence. The award was announced at a luncheon in Columbia, S.C. on October 16, 2013. More than 80 schools and organizations applied or were nominated for the prestigious award. Spencer has worked alongside the faculty at Chester Park School of Inquiry over the past four years as a Winthrop Faculty in Residence as part of the Winthrop University-School Partnership Network. The majority of Spencer's work has involved supporting the school in implementing project-based learning (PBL). Their cooperative efforts were recognized by the WhatWorksSC selection committee for the impact of PBL on student learning and development. In addition to the elegant glass statue and a \$5,000 award to support further PBL efforts at Chester Park, Spencer has been invited to serve on a statewide consortium to study the use and impact of PBL on a larger scale. More about the award can be found on the WhatWorksSC website (<http://riley.furman.edu/education/whatworkssc/whatworkssc-award/dick-and-tunky-riley-whatworkssc-award-2013>).

ADVOCACY

“It Takes an Anchor”

On March 19th, the documentary, “It takes an Anchor,” was shown to the Winthrop community in a DiGiorgio Campus Center cultural event. Richard W. Riley College of Education Professor Carol Marchel produced the documentary based on her field research in schools challenged by poverty. The occasion was planned in collaboration with Jill Wahlbrink, Winthrop 2012-13 Vista Volunteer, whose work at Winthrop aimed at organizing student service projects in regional schools. A crowd of about 150 students and educators attended. After showing the film, a panel of regional educators discussed the challenges and rewards of working in high poverty schools.

The documentary resulted from sabbatical research Marchel completed in 2010 in high poverty schools. The film presents work in these schools as meaningful and important, while also illustrating the challenges faced by teachers living and working in rural communities. The intent of the video was to encourage well-prepared Winthrop education students to seek and remain in careers in the types of schools that most need them.

The title, “It Takes an Anchor,” comes from the words of a research participant, who noted that many teachers with long careers in rural schools have strong ties to the community. In areas where there are limited opportunities for shopping and entertainment, relationships become the “anchor” keeping many skilled teachers in an area. While the reality remains that young teachers prefer to live in areas offering more amenities, those living and working in rural schools challenged by poverty have valuable opportunities to play central roles in the school and community. The documentary presents a balanced perspective, illustrating both the challenges and benefits of work in high poverty, rural schools. One purpose of the film was to encourage more new teachers to consider a life-long career in rural, high-poverty areas.

The project was funded by a Bank of America Education Professor Endowment. Two Winthrop Master of Arts in Teaching (M.A.T.) graduates, Kyle Rippey and Josh Bowers, filmed and edited the documentary. In addition to the Winthrop showing, the documentary was presented to the Rural Education Special Interest Group at the American Educational Research Conference in Spring 2012 in Vancouver, Canada. The documentary can be viewed at: <https://vimeo.com/35996946> (password “winthrop”).

Day on the Hill

In June, Winthrop University faculty and school partners went to Washington, D.C., to participate in the 2013 Day on the Hill sponsored by AACTE (American Association of Colleges for Teacher Education). The event is designed to inform our representatives on legislative priorities for teacher preparation. Attending this year’s event from the College of Education were Caroline Everington, associate dean, and Debi Mink, acting director of The James and Susan Rex Institute for Educational Renewal and Partnership. Winthrop school partners included Stephanie DiStasio, principal at Rosewood Elementary in Rock Hill; Stephanie Barber, literacy coach at Great Falls Elementary School in Chester County; and Audrey Allan, assistant principal at Hunter Street Elementary School in York. Also in the South Carolina group were: Lemuel Watson, dean of the College of Education, University of South Carolina, Columbia; Edward Jadallah, dean of the William L. Spadoni College of Education at Coastal Carolina University; and Emma Savage-Davis, associate professor, Coastal Carolina. The group made congressional visits to the offices of Senators Lindsay Graham and Tim Scott, as well as to the offices of the following Congressmen: Jim Clyburn, Mick Mulvaney, Trey Gowdy, Tom Rice, Jeff Duncan and Joe Wilson.



Teaching Children of Poverty Workshop

On Saturday, March 23, the Richard W. Riley College of Education held a very successful Teaching Children of Poverty workshop. Organizations represented at the workshop included numerous public schools in North and South Carolina, seven universities, local YMCA chapters, and summer camps. Attendees were from a wide variety of backgrounds including school administrators, camp directors, behavior intervention specialists, university students, coaches, teachers from every grade level, school counselors, psychologists, development officers, speech pathologists, and student advocates. The keynote speaker for the day was Tammy Pawloski, director of the Center of Excellence to Prepare Children of Poverty at Francis Marion University. Pawloski delivered an engaging, interactive presentation then participants attended a variety of informative breakout sessions conducted by area educators, clergy and coaches.

Evaluations were highly positive and indicated that the conference assisted participants in designing effective strategies for their students. More than half of the participants have already implemented instructional methods presented at the conference and 89 percent have shared information, resources and strategies with colleagues.

PROGRAMS

K-8 Reading Instruction Aligned with Research and the Common Core State Standards

Many aspects of life involve reading. From family-time to college exams to careers, it is important to not only know how to read but to excel at it. In the area of literacy, however, South Carolina educators have an uphill battle. South Carolina has one of the highest rates of functional illiteracy in the United States. As such, Winthrop University's Richard W. Riley College of Education is working to help. Brad Witzel, Kavin Ming and Dean Jennie Rakestraw teamed up with the Southeast Regional Educational Lab (funded by the United States Department of Education) to bring cutting edge literacy research to South Carolina.

On July 29, 2013, more than 100 P-16 educators from South Carolina school districts and universities met in Charleston, S.C. to learn from researchers Deborah Reed from the Florida Center for Reading Research and Kristi Santi from the University of Houston. The two researchers presented findings from empirical research on topics such as the common core state standards, phonological awareness, reading fluency, reading comprehension and secondary level literacy interventions. It was a great opportunity for South Carolina educators to unite on an important topic and learn from key researchers in literacy.

To learn more about this research to practice bridge event or other happenings from the Regional Educational Laboratory Southeast, go to <http://rel-se.fcrr.org>.

2013 Teachers of the Year in Rock Hill Schools

We are delighted that three graduates of our Master of Education in curriculum and instruction (M.Ed. C&I) program were among the 2013-14 Rock Hill Teachers of the Year. Jennifer Camp and Casey Davis earned their degrees in May 2011 as members of the Elementary Mathematics cohort. Samantha Goodman, a member of the Teaching English Language Learners cohort, graduated in December 2011. Each of these outstanding teachers shared comments on their Winthrop experience.



Jennifer Camp

Mount Holly Elementary School

Near and dear to my heart are the fond memories I have from my Winthrop experience as an undergraduate and graduate student. Winthrop professors were able to draw from their own classroom experiences, research, and interactions with me to help mold my beliefs and to help me be the best teacher I could be. Through my work in the M.Ed. curriculum and instruction mathematics cohort program, I was given the confidence and knowledge base to become an educational leader in my school. This program helped me find my voice and base all of my decisions on research and effectiveness, not just on my colleagues' words or district initiatives.



Casey Davis

Rosewood Elementary School

In my undergraduate program, I not only received quality instruction on best practices to implement in my classroom, but I also had the opportunity to spend a great deal of time in the classrooms of master teachers observing, practicing, and teaching. Through my experience in the M.Ed. curriculum and instruction program, I was able to work alongside other teacher leaders to move my teaching practice forward. I left Winthrop feeling confident that I could be an agent of change in the lives of my students, in my school, and in my community. I'm grateful for the experiences that Winthrop provided me and for the opportunities I have to use what I learned at Winthrop to better the lives of students.



Samantha Goodman

Saluda Trail Middle School

Through earning my M.Ed. in curriculum and instruction at Winthrop University, I was challenged to apply research-based best practices into my classroom through project based learning. With each project, I learned something new and innovative to bring to my students. Many projects incorporated educational technology, which prepared me to work at a STEM school as well as teach many teachers at my school the advantages technology can bring to instruction. Part of the coursework involved action research and presenting material to teachers in my school and district as well as creating professional discussion groups.

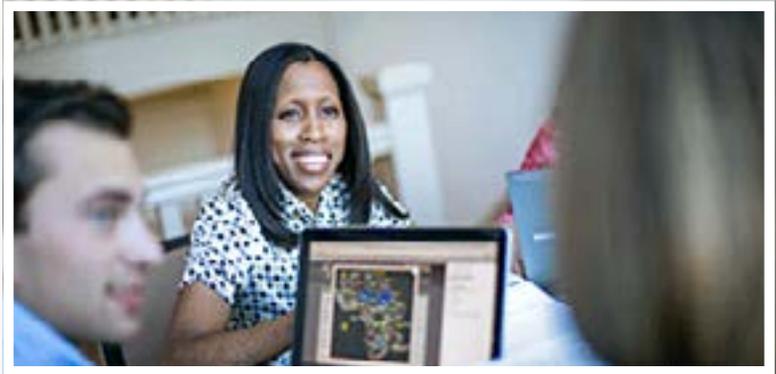
TECHNOLOGY

New Technologies in the Richard W. Riley College of Education

The Richard W. Riley College of Education at Winthrop University continues to innovate in the classroom. As schools around the country embrace the power of iPads, Chromebooks, laptops, and assorted other technologies, we are moving quickly to make sure our students are ready to work in technology-rich classrooms and schools. Schools around the country are embracing the power of technology to assist in learning, and South Carolina is no different. From Chromebooks in Richland County to iPads in Rock Hill Schools to MacBook Pros in other schools, more and more school districts are choosing a variety of devices to support learning. These 1:1 computing initiatives (one to one computing, or one device for each student) are designed to create more interaction in the classroom. Giving the students access to technology in the classroom has many benefits and many potential pitfalls.

Recognizing the need for our students to be prepared for a new type of classroom, the College of Education has invested in improving our technology infrastructure. We have invested in classroom sets of the types of technologies our students are most likely to see in a classroom. Our faculty members now have access to classroom sets of iPads, Google Chromebooks, laptops and other technologies to use in classrooms. We have invested in upgraded audio visual equipment to allow students to participate in classes in real time, even if they aren't in the same room. And it's not just technology we are investing in. We are also investing in professional development for our faculty and staff. Our college is involved in a large self-directed study of 21st Century learning.

We are researching best practices, learning theories, classroom management, and other relevant topics so that our students will continue to be some of the most sought after teachers in South Carolina.



Engaged Learning in Graduate Education

When South Carolina's Rock Hill School District Three began planning their "iRock Initiative," they turned to graduate students in the Richard W. Riley College of Education for help. iRock is an initiative to integrate challenge-based learning strategies into classrooms district wide. Aided by the use of an iPad for every student and teacher in grades 3-8, the district was seeking to improve student learning by engaging learners in more active and participatory learning environments. Students would not simply be learning from iPads, but rather learning with them as they investigated real world problems and shared their knowledge through the creation of sophisticated projects and products. Embarking on such a large undertaking requires experience in a variety of areas. For help in evaluating the impact of iRock, they turned to graduate students in Marshall Jones' educational technology class, EDUC 641: Educational Technology Planning and Evaluation. Jones has extensive training and experience in evaluating small- and large-scale technology projects.

Educational technology is the study of the impact of technology on human learning. Our graduate classes in educational technology study the field by engaging in real world problems in the field. Students learn to use and research the benefits and weaknesses of various technologies. Armed with this knowledge, they seek to apply the appropriate technology to the appropriate problem. While studying planning and evaluation for large and small scale projects, students worked under the direction of Jones to create a comprehensive evaluation plan focusing on perceptions of the iRock initiative, student achievement, teacher effectiveness and policies and procedures. Students attended work sessions with teachers, administrators and concerned parents to gain valuable insight on the needs and goals of the project. Students studied evaluation theory collected data, studied best practices and put all of this information to a practical and applied final product. The final product included suggested data collection tools, such as surveys, observation guides, lesson plan check sheets and data collection strategies. The final evaluation plan was delivered to the Rock Hill School District in May of 2013. The plan is being used during this first critical year of the program. Students who worked on the project were Nayeede Bailey (2013), Tammara Bloom Ceasar, Tiffany Conner, Clair Forsberg, Margaret Lowery, Caitlin Peay and Ashley Stowe (2013). For more information on educational technology at Winthrop University, contact Marshall G. Jones at jonesmg@winthrop.edu.

COMMUNITY

Winthrop Physical Education and Ebenezer Avenue Elementary School Collaborate on a Bicycling Curriculum

In the spring of 2013, Kathy Davis wrote a bicycling curriculum for 6th graders that was piloted at Ebenezer Avenue Elementary School by Pattie Starnes, Ebenezer's physical education teacher. Davis, who is Winthrop University's physical education teacher education (PETE) coordinator, designed the two-week curriculum in anticipation of it being used by the entire Rock Hill School District 3 in the near future. The curriculum not only emphasizes bicycle riding skills, but it also contains a large content focus on bicycling and road safety. Starnes is again piloting the unit with a second class this fall in order for Davis and Starnes to collaborate on a final product to be distributed to the entire school district for use by physical education teachers. With the high rate of bicycle injuries in children under the age of 15 across the nation, piloting this new bicycling curriculum is very timely.

Helmets, safety vests and water bottles for the students at Ebenezer were funded by Janet Wojcik's (Winthrop University's exercise science program coordinator) Healthy South Carolina Initiative Grant. Copies of the finalized curriculum for the Rock Hill School District 3 teachers will also be funded by this grant. The curriculum includes both indoor and outdoor lessons, each building on the concepts and skills learned from the previous lessons. Students are given the opportunity to participate in drills for hands-on experience with safe bicycle maneuvers like signaling, quick stops, avoidance weaving and crossing the street.

After a successful start in the spring, the sixth grade students who participated in the new curriculum at Ebenezer Avenue were able to put their new skills into action by riding bikes with the Mayor of Rock Hill at the "Mayor's Youth Ride" on May 11, 2013 at the Giordana Velodrome. Mayor Doug Echols showed his support for the biking curriculum by inquiring about the number of bicycles needed to expand the curriculum to a district-wide initiative for fifth grade students. Because of the dedication and commitment of Ms. Starnes in continuing the pilot of the curriculum again this fall, the school district may be able to secure enough bicycles and other equipment through grants and donations to expand the curriculum to all Rock Hill elementary schools. For additional information on the Ebenezer Bicycling Curriculum, please contact Kathy Davis at davisk@winthrop.edu.



Pattie Starnes, Mayor Doug Echols, and Kathy Davis at the Giordana Velodrome

FACS Gives Back

The Family and Consumer Sciences course FACS 211 has traditionally been focused on preparing students to construct garments and included experiences with patterns, fitting and alterations. Sue Reichelt recently revised the course to have a broader focus. The revamped course requires students to utilize sewing techniques that result in producing products for sale in viable entrepreneurial business ventures. Any profits generated from the sale of the products are donated to a community program.

In recent semesters students have constructed pillow cases for an organization called Con-cur Cancer. The organization collects handmade pillow cases from around the country to present to childhood cancer patients. Other products produced include tote bags, machine embroidered pillows, placemats and towels. Student run entrepreneurial ventures included the production of dog toys and stress reduction pillows. Proceeds from the student businesses have supported the Humane Society and Pilgrim's Inn.

Charlie Bowers: "Voice of the Bearcats"

Charlie Bowers, professor in Winthrop University's physical education teacher education program, volunteers and serves as the public address announcer for many of the Rock Hill High School sports. In the fall, Bowers is involved on Thursday and Friday nights at Rock Hill Schools District III Stadium calling the action for the Bearcat football teams. The weekly preparation requires Bowers to meet with Rock Hill High School Athletic Director Mr. Bill Warren to discuss all aspects of game day and to review the local sponsors and businesses that support the program with their financial donations. Bowers arrives at the stadium one and a half hours before the kickoff to meet with the coaches of the home and visiting teams to obtain the starting lineups, identify the captains for the game, and to describe the procedures and the schedule for the press box operations. He then meets with the referee and game officials to review the penalty and violations signals and to gain a perspective of how they will manage the game. Game time is extremely busy for Bowers. He is required to describe the action for the fans at the end of each play and to announce the situation for the upcoming play. During game breaks and timeouts, Bowers is making booster club announcements and proclaiming the benefits and virtues of the many sponsors of the football program. Charlie has used the assistance of both undergraduate and graduates students who typically serve as spotters for all the action. Bowers also serves as the announcer for the Bearcat basketball teams (boys and girls), the baseball team, and as the clerk of course for the track and field meets. He has a passion for serving the school district in this capacity and is known far and wide (or at least in Rock Hill) as the "Voice of the Bearcats."