

# Leading Edge

EDUCATE. COLLABORATE. INNOVATE.



FALL 2014

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## 21st Century Learning



21st century learning. 21st century skills. 21st century education. We see these terms used often today - in education journals and in the popular press. For some, the terms are interchangeable. For others, they may have distinct meanings. But most people would agree that the term "21st century" as applied to learning, skills or education is used to refer to a set of core competencies that people need to be successful in today's society. Some people think this means our students need to learn to use technology appropriately. Digital literacy is a part of it, to be sure. But it is only one part of it, and in many ways, it may not be the most important part. The other significant parts of 21st century learning are skills such as collaboration, critical thinking, problem solving, communication, creative thinking, cognitive flexibility, initiative and productivity. Our students today face unique challenges. Increased access to information means that finding answers can be easy. If you carry a smart phone, you can Google just about anything anywhere. The bigger challenge is what do you do with that answer. In an ever-changing world, the future belongs not to the learned, but to the learner.

21st century skills are more than technology skills. They are skills that allow someone to remain current in the context of whatever he or she does. For an educator, this may mean staying current in the latest research on strategies to improve student learning. For someone in sports management, this may mean learning to master social media to help develop and maintain a brand. For any field, this digital literacy and communication skills are being used to create a personal learning network that will help you continue learning so that you can thrive in an ever changing world. These are skills for lifelong learning. We are committed to making sure that graduates in all of our programs can develop 21st century skills. In this issue, you will read a number of articles on how we are doing this in the Richard W. Riley College of Education. You'll read about our new learning spaces. You'll read about project-based learning through robotics. It may seem like we are recreating everything we do in the College of Education. But in truth, this is what we have always done: making learning meaningful to our students and preparing them to be successful.

To learn more about the Richard W. Riley College of Education, please go to [www.winthrop.edu/coe](http://www.winthrop.edu/coe).

# 21ST CENTURY CLASSROOMS



Those who visit classrooms in the Withers/W.T.S. Building this fall will notice things look different...more color, brighter walls and new 21st century furnishings! This summer was a busy one as the Withers/W.T.S. renovation went into high gear. With the leadership of Ben Roach, engineering technician in Facilities Management, the building first underwent what many consider a “facelift” – walls, ceilings and floors repaired and cleaned, holes drilled and closets built. Why closets? Step two of the project was to create a completely wireless building. New cabling is now running throughout the building to sustain WiFi availability in offices, classrooms and even hallways. Step three, the most visible, was the installation of new flexible furnishings. With chairs and tables that move easily to form various collaborative and independent work structures, the “front” of the room is no longer visible. Most rooms come equipped with dual projection SMART projectors and walls covered in whiteboard space to promote the sharing of ideas. Four of the classrooms feature media:scape technology. With the dedicated expertise of TJ Carney, Allison Stucker and many others in Winthrop’s department of Computing and Information Technology, Withers/W.T.S. is taking collaboration to an entirely new level. These systems allow projection of up to four devices in work stations, sharing between systems and flexible display on two classroom projectors. Welcome to the 21st century!

**When asked about the changes, a teacher education student summarized, “I really appreciate the new features. It’s a very good leap in the right direction.”**

Dean Rakestraw,  
I just finished teaching ECED 300: Foundations of Early Childhood in Withers/W.T.S. 113. Wow! There were so many great things happening in that room, I thought maybe I’d share a few of them with you:

1. I often ask my students to meet in small groups to discuss course readings, etc. Today, they got into those groups quickly because their chairs rolled. I did not lose instructional time during this transition.
2. I moved around from group to group to join in on their conversations. The tables have enough space for me to freely move in the room and to access all students.
3. Some of my students brought laptops and accessed my PowerPoint on BlackBoard and typed notes while I was teaching.
4. The small dry erase boards are wonderful. Students worked in pairs to record their ideas. There were enough markers and erasers for everyone to have what they needed.
5. We displayed our ideas on the smaller dry erase boards all around the room and then looked for patterns across them. It was so easy to analyze their ideas this way because the boards are all the same size and when you place them on the hooks next to one another, you can clearly compare the notes on them.

Overall, I was just so pleased with the fact that we were able to learn from and with one another today, using the new equipment and that we gained instructional time because the transitions were so seamless.

Thank you!

Erin Hamel, Ph.D.

Assistant Professor, Curriculum and Pedagogy

## 21st Century Learning in Action



*Members of the Sunset Park Center for Accelerated Studies robotics team along with Winthrop University TEA Fellows*

Our 2014 international Teaching Excellence and Achievement (TEA) Fellows got an unexpected set of instructors: fifth graders. The fifth graders were part of Sunset Park Center for Accelerated Studies robotics team. They came to demonstrate their robots and to talk about robotics competitions in the U.S. The team’s coach, Mary O’Grady-Jones, helped the students set up their robots and encouraged the fifth graders to teach the teachers to program the robots and experience robotics first hand.

Our TEA Fellows learned that all work must be done by the students – coaches can advise and direct, but they can’t tell students what to do. TEA Fellows come to the U.S. to share their teaching knowledge and to learn how education is conducted in the U.S. In this case, the TEA Fellows saw firsthand what student-directed project-based learning can do, and how to use 21st century learning skills in a classroom. The Fellows were impressed not only by the robots, but by how engaged the students were and how much they learned.

# DIVERSITY



For more information on the Call Me MISTER program, please visit [www.winthrop.edu/coe/callmemister](http://www.winthrop.edu/coe/callmemister).

With the inception of the fall 2014 semester, the College of Education welcomed its first Call Me MISTER cohort under the direction of Jackie Brockington. Winthrop University

is now the 18th in-state host institution for the nationally acclaimed Call Me MISTER Program. The mission of the Call Me MISTER (acronym for Mentors Instructing Students Towards Effective Role Models) program is to increase the pool of available male teachers from a broader, more diverse background to work with South Carolina's lowest performing elementary schools. As a host institution, funding is provided for five incoming students each year who enroll in a specified teacher certification program (early childhood, elementary, middle level or special education). Each MISTER who completes his program of study and becomes certified to teach will assume a teaching position and teach for one year for each year they received financial support from the Call Me MISTER program.

Student participants are largely selected from among under-served, socio-economically disadvantaged and educationally at-risk communities. Consideration for selection was given to completed applications, well-written essays, an intellectual interview session, high school record and standardized test scores. Five deserving men from varying parts of the state were selected to participate in the program:

Jordan Brown (Aiken, S.C.)  
Middle Level Education  
Tadean Page (Dillion, S.C.)  
Elementary Education  
Sandez Werts (Saluda, S.C.)  
Special Education

Timothy Huggins Polite (Fort Mill, S.C.)  
Middle Level Education  
Jahiym Staten (West Columbia, S.C.)  
Middle Level Education



Second Row (L-R): Sandez J. Werts, Tadean C. Page, Jahiym M. Staten  
Front Row (L-R): Jordan O. Brown, Timothy A. Huggins-Polite

## Raising Awareness for the Next Generation



(L-R): Swamini Lakshmi Saraswati (Ganga Action Parivar), Omileye Achikeobi-Lewis, Michael Slaby (Jacob Soetendorp Institute for Human Values), Puja Swami Chidanand (Ganga Action Parivar)

For nearly a decade, Winthrop University counseling and development graduate student Omileye Achikeobi-Lewis has worked to raise awareness about protecting our rivers and earth for the next generation.

Along with her husband, Omileye founded the YeyeOsun Institute of Sacred Balance and Humanity4Water Awards, both dedicated to this work.

Their efforts merited an invitation to September's UNICEF Global Interfaith WASH Alliance (GIWA) in New York. The alliance is a group of world faith and cultural leaders who are striving to reach the United Nations' 2015 target of providing every child with sustainable, clean water and improved sanitation conditions.

While at the conference, Omileye and her son, Kem Ra, handed out several of their Humanity4Water Awards, including one to a 10-year-old girl who had raised money to provide fresh drinking water in Africa. They also conducted an international water blessing, in which water from 20 sacred rivers was poured by all leaders in attendance.

She said it was a blessing to be with groups from numerous faiths, cultures, ages and backgrounds who focus on the same goals.

# INTERNATIONAL

## Shanghai Far East School

### Internship

On March 25, 2014, Ashely Crossland, Matthew Neal and Lauren Gabauer were greeted with open arms by the principal and lead teacher from the Shanghai Far East International School. It was indeed a great way to start a six-week internship teaching English to the students at the private school located in the Jiading District of Shanghai. Crossland, a special education major, taught fourth grade. Gabauer, a Spanish major, taught sixth grade; Neal, a math major, taught eighth grade. Each student was mentored by a teacher from the school, as well as the lead teacher. It did not take long for the students at the Shanghai school to relish the opportunity to have a Winthrop intern as their teacher. While at the school, students enjoyed living in apartments on the campus, conversing with students between classes and eating lunch with international teachers from New Zealand and Canada.

In addition to their teaching duties, students enjoyed using the bus system to visit stores, parks and restaurants and the sites of Shanghai including the zoo, international trade center and the Bund (a famous waterfront area). Other highlights of the journey included weekend trips to Suzhou (silk capital of the world) and The Great Wall in Beijing.

The principal and headmaster of the school were very pleased with the work of the three interns. Zoe Zhou, principal, stated, "We are impressed by their patience, their sense of humor and their imagination," she said. "They are very active in their classes. I think they will be very good teachers with their enthusiasm." The Headmaster, Xiaoda Chen, Ph.D., has invited Winthrop interns to work at the school again in the spring of 2015.



Zoe Zhou (Principal), Ashley Crossland, Matthew Neal, Mark Dewalt, Ph.D. (Winthrop adviser), Lauren Gabauer and Cathy Gong

## Winthrop and CCEC agreement



Dean Jennie Rakestraw, Acting President Debra Boyd, CCEC Director Huaiying Kang and International Student Director Leigh Poole

On Sept. 26, 2014, the Richard W. Riley College of Education and the Chinese Culture and Education Center (CCEC) entered into an agreement that will provide global learning opportunities for Winthrop students, faculty, graduates and our Partnership Network colleagues. The relationship will also benefit teachers, school leaders and students in CCEC-affiliated schools in China. Four shared goals will be pursued through this collaboration:

- 1) Promote the advancement of global learning across U.S. and Chinese cultures;
- 2) Broaden international understanding and appreciation of each other's educational systems, practices, and challenges;
- 3) Encourage the development and exchange of evidence-based educational ideas and practices; and
- 4) Provide professional development and learning opportunities.

To achieve the shared goals, a variety of activities will be planned. Winthrop teacher candidates, recent graduates, faculty and P-12 Partnership educators will be invited to teach in Chinese schools for a month as part of the CCEC summer program. Educational symposia will be planned collaboratively in China to bring together Chinese and U.S. educators participating in CCEC activities. A summer professional development program may be planned for school leaders and counselors involving Winthrop graduate students, Partnership Network educators and faculty. CCEC will be able to make job placements in China for Winthrop teacher graduates in summer, year-long, or long-term teaching positions. The College of Education also hopes to host Chinese educators who wish to visit our campus for professional development and experience P-12 education in the U.S.

We look forward to this new partnership and the opportunities it will provide our students, faculty and P-12 partners.

# INNOVATION

## STAR Rotations

This spring saw the first iteration of a new block of education core courses known as the STAR Rotations. During this five-hour block, teacher candidates “Study, Teach, Analyze, and Reflect” upon their work with three diverse learners in local schools. EDCO 201 focuses candidates on understanding and providing specific strategies for English language learners. In EDCO 202, candidates use research-based practices for working with students with disabilities. Finally, EDCO 203 provides an opportunity for candidates to support the needs of students identified as gifted. Having the opportunity to concentrate on specific needs is a unique characteristic of these courses. Where other universities often have candidates enroll in a “diversity” course, prospective teachers at Winthrop are really drilling down at what specific learners need. The five-hour block, like most of our new core, is field-based. With 45 hours of associated field work, candidates are learning firsthand how to meet the needs of all learners. The STAR rotations are definitely intense – much is expected from the teacher candidates as they balance learning, implementing, and assessing the impact of strategies. Sounds exactly like the job of today’s teachers! When asked about the best part of STAR rotations, candidates respond, “working one-on-one with the student” and “keeping differences and needs in mind so I can teach in a way that best promotes learning for all students.”

## media:scape

The College of Education is working to create learning environments to facilitate 21st century skills with tools such as the media:scape collaborative stations. Moving away from “leader-led presentations where information is controlled and shared by one person at a time,” media:scape technology supports a more democratic sharing of thoughts and ideas. Four classrooms in the Withers/W.T.S. Building are outfitted with this tool that includes a 42” television housed in a unit with four device connections that can be projected onto the television. Information projected at one station can then be shared with the large group visible on SMARTBoards as well as the other media:scape units. What does this mean for instructors? “I used the media:scape technology for several small group activities last week,” commented Rebecca Evers, Ph.D. “I found that students are more engaged when the media being presented is directly in front of them and when they can present their discussion points from their own computers.” Graduate assistants, with specialized training in technology and specifically the media:scape units, are providing individualized support for faculty as they work to change the teaching/learning environment.

## Scholarship Luncheon

The annual College of Education Scholarship Luncheon was held on Oct. 3, 2014 in the Tuttle Dining Room on campus, with approximately 78 scholarship recipients and 33 donors attending. The Scholarship Luncheon is a very special event for the College of Education as it provides an opportunity for scholarship recipients and donors to meet in a relaxing atmosphere. Donors love learning about the student(s) they are sponsoring. Students have a unique opportunity to learn about the donor and the reasons for the scholarship, many of which are created in honor of a Winthrop alumni, emeriti faculty, or an individual in the family who valued education. This year’s speakers included past and present recipients: Ashely Burnside, a graduate student working on a Master of Arts in Teaching in social studies and recipient of the Burgh Rutledge Johnson Scholarship, and Debra Wybenga, a Winthrop alumna and previous recipient of the THA Foundation and Jean Kirby Plowden Scholarships. The attendees enjoyed hearing the personal stories about the impact these gifts have made.



*Kabrina Cureton and Anna Sexton, recipients of the Carolyn Ogilvie Neeley Senn Scholarship, with donor family members Carolyn Skews, Luellen Gwyer, Christie Senn and Clarence Senn. The scholarship was created in honor their mother, Carolyn Ogilvie Neeley Senn.*

For more information about giving to the College of Education or setting up an endowed scholarship, please contact Chrissy Catoe in the Development Office at 803/323-4903 or [catoec@winthrop.edu](mailto:catoec@winthrop.edu) or visit [www.winthrop.edu/development](http://www.winthrop.edu/development).

# HONORS

## Christy Wilson '05: Family and Consumer Science National Teacher of the Year

Christy Wilson, family and consumer sciences teacher at Clover High School, York County, S.C., and 2005 Winthrop alumna, was named National Teacher of the Year by the American Association of Family and Consumer Sciences and accepted the award last June at the organization's annual conference in Missouri.

Wilson, who has taught at Clover High for 16 years, was the 2012-13 District Teacher of the Year in Clover and was named S.C. Family and Consumer Sciences Teacher of the Year in spring 2014. She recently received the Charles Dickerson Community Service award at the S.C. Teacher of the Year annual banquet.



*"Teaching students the value of community service is an essential element in teaching life skills. Through the family and consumer science curriculum, students get to demonstrate how to become leaders within the community."*

- Christy Wilson

## Leaders for Tomorrow

The Educational Leadership program at Winthrop University and Charlotte-Mecklenburg Schools (CMS) recently received the 2014 Dr. Shirley S. Schwartz Urban Education Impact Award for the Leaders for Tomorrow program (our innovative, collaborative master's degree program designed to prepare principals for CMS schools). Given by The Council of the Great City Colleges of Education, an affiliate of The Council of Great City Schools, the award recognizes an outstanding partnership between a university and an urban school district that has had a positive and significant impact on student learning. Mary Martin, Ph.D., associate professor at Winthrop and CMS Superintendent Heath Morrison accepted the award at the annual conference; then will jointly select a student who has graduated from CMS to attend Winthrop University with a \$2,000 scholarship.



## Geoffrey Morrow: Service Learning Award

Winthrop University awarded Geoffrey Morrow (2009) the prestigious Combining Service and Learning Faculty Award. As director of Winthrop's Outdoor Education Center and instructor in the Physical Education, Sport and Human Performance department, he gives area children a chance to rock climb, swim and try the ropes courses through service-learning courses for Winthrop students. College students learn from the hands-on experience and younger children are exposed to activities that impact self-esteem, health and communication skills.

## Ashley Yon: York Teacher of the Year

"When asked by others what I do for a living, I boldly and proudly exclaim, 'I am a teacher!' Since being an eight-year-old in Mrs. Ellis's first grade class, I knew that I wanted to be a teacher. After graduating from Gaffney High School in 2004, I began working on my B.S. in elementary education at Winthrop University. Upon graduating Winthrop, I landed my first teaching job at Center of Literacy through Technology (COLT) and began working on my M.Ed. in curriculum and instruction, which I also earned from Winthrop in 2011. After teaching for only six years, the last three at Harold C. Johnson, I was named York School District One's Teacher of the Year. I am so thankful and humbled to have been selected to represent my district as a teacher leader; however, no award will ever mean as much as a student telling me that I made a difference in his or her life."

# NEW PROGRAM

## Special Education Intervention

The College of Education is preparing to introduce a new Master of Education (M.Ed.) program in special education intervention starting in summer 2015. Unlike most graduate special education programs, this program will specifically prepare teachers to build, lead and participate in Response to Intervention programs and to coordinate and deliver evidence-supported interventions in the areas of behavior, literacy and numeracy. The program will address Council for Exceptional Children (CEC) standards for Advanced Special Education Academic Intervention certification programs. Graduates of the program will be qualified to work in schools and districts as interventionists and Response to Intervention facilitators. The term "interventionist" does not necessarily require a teacher to be certified in special education; however, the role of special education teachers has changed to include more preventative services. This program benefits both certified special education teachers as well as certified teachers who wish to improve their knowledge of and leadership in interventionist positions.

Three goals of the program are (a) to more effectively address contemporary trends in the profession of special education; (b) to prepare classroom teachers for the changing role in a multi-tiered structural support system; and (c) to improve the academic and behavioral performance of students who are underachieving. To make the program more accessible to practicing teachers who desire to work as an interventionist, the program will be offered fully online. For those interested in learning more about the program, contact Brad Witzel, Ph.D., professor, at [witzelb@winthrop.edu](mailto:witzelb@winthrop.edu).

## S.C. Gov. Appoints Counseling Professor to State Board

South Carolina Governor Nikki Haley has appointed Winthrop University Associate Professor of Counseling Jennifer Jordan to the Board of Examiners for Licensure of Professional Counselors, Marriage and Family Therapists and Psycho-Educational Specialists. As a board member, Jordan will attend meetings throughout the year dealing with ratification of new licenses in the industry, disciplinary issues in the field as well as changes in the laws. Jordan said there are many changes in the state and nation regarding how people can earn their licenses. Being a board member will give her insight into these changes.



At Winthrop, Jordan serves as program coordinator of the master's program in counseling and development, overseeing students as they work to become licensed professional counselors and as they see clients in the College of Education's free Community Counseling Clinic.

Jordan holds a Ph.D. in counselor education from Mississippi State University and is a national board certified counselor, licensed professional counselor, and a member of the American Counseling Association. Her expertise lies in directing counselor training clinics, supervision, and counseling children and adolescents.

## Shawwna Helf Receives TED Award

Congratulations to Shawwna Helf, Ph.D., as the recipient of the 2014 TED Publication Award! TED is the Teacher Education Division (TED) of the Council for Exceptional Children, and this award is co-sponsored with SAGE publications. The purpose of the award



is to recognize the contribution of an individual or group of individuals for the publication of an article in the Teacher Education and Special Education (TESE) journal that is deemed to have lasting value to the field by virtue of its potential impact on research, policies or practices in the fields of teacher education and special education. Helf is being recognized for her article, "Teacher Implementation of Evidence-Based Practices in Tier 1: A National Survey." She was presented the award at the TED Conference on Nov. 6 in Indianapolis, Ind., and received a plaque and honorarium. Helf is an assistant professor in the College of Education's Curriculum and Pedagogy Department.