

Leading Edge

EDUCATE. COLLABORATE. INNOVATE.



SPRING 2015

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Trends in Education



Dr. Jim Rex, former South Carolina State Superintendent of Education

and community members, Rex described how he is doing that. He shared with the audience that complacency is no longer an option for meeting the needs of South Carolina's students.

Monday, Jan. 26 marked the beginning of a week-long series of events that brought together Winthrop faculty, university students, school personnel and even high school learners to explore "Trends in P-20 Education." Spear-headed by Lisa Johnson, director of the Rex Institute for Educational Renewal and Partnerships and Marshall Jones, senior director for learning technologies and graduate studies, the event sought to highlight recent research and practice related to 21st century learning and diverse student needs. As Johnson explains, "Collaborative conversations between university and school faculty are critical to bridging the theory to practice gap. This week of events was hugely successful in creating space for current and future professionals to discuss effective instruction for all learners – something we need to do on a consistent and more frequent basis."

The week of events culminated with a presentation given by former State Superintendent Jim Rex, with a call for educators to engage in changing odds instead of trying to just beat the odds. Talking to a packed house of students, faculty

TECHNOLOGY

Chester County School Superintendent Goes to Washington

Dr. Agnes Slayman, superintendent of the Chester County School District, has finally come back down to earth! This past Nov., Slayman flew to Washington, D.C., to meet with President Obama's public education team. She was one of 100 superintendents from across the country invited to take part in "Connected to the Future," a meeting focused on "the potential of educational technology and the innovations needed to bring America's schools into the digital age." While in D.C., Slayman was able to network with fellow superintendents, share Chester's recent technology successes and learn about other districts' innovative initiatives and challenges. After a speech given by President Obama, participants brainstormed the future of K-12 technology with U.S. Education Secretary Arnie Duncan.



Chester, like many South Carolina school districts, is shifting from traditional instructional strategies to personalized approaches using one-to-one student computers in wireless learning environments. Within the past year, Slayman has implemented a new hiTEC 1:1 initiative, which has given a Microsoft tablet to all students in grades 8 through 12. The school district is now looking at ways of getting additional devices into the lower grades as well. In 2012 Great Falls Elementary School was named a Microsoft Innovative Pathfinder School. Since that time, Slayman has nurtured the district's relationship with Microsoft, partnering to offer high quality professional development. Partnering with local telephone and cable providers as well as local businesses, Chester has created WiFi hotspots throughout this geographically large, rural district.

Trends in Education

Sessions during the week of "Trends in P-20 Education" ranged from presentations on recent research and strategies to technology demonstrations and panel discussions. Community members participated in an open house on Tuesday, Jan. 27 witnessing the College of Education's new technology-rich classrooms in action. Judy Britt, associate professor, highlighted how the new Mediascape collaborative stations facilitate independent research, small group conversation and whole class sharing all within a physically flexible learning environment. The technology strand continued with a panel presentation on "21st Century Learning: Are We Ready for the 2020 Freshmen?" Speakers from partner schools and districts, including Fairfield School District Superintendent J. R. Green, shared how teachers are facilitating the effective use of technology in classrooms. South Pointe High School students, teachers and administrators were members of the panel and amazed the audience with their engagement and poise. Casey Lefler, Clover technology specialist, and Josh Bistromowitz, Winthrop University director of admissions, rounded out the panel.

Other events included discussion of literacy trends, strategies for working with English language learners and implementing multi-tiered systems of support presented by faculty and partner teachers--Kelly Costner, Lynn Kelley, Cheryl Mader, Kavin Ming, Elke Schneider, and Brad Witzel. Seth Jenny and LaTroy Brace showcased their work in using video game-based technology for physical education, with an entertaining dance event caught on video!

With plans to make the event an annual occurrence, Marshall Jones encourages partners to look for even more opportunities to share new ideas and innovations across university, school, and community sectors. "We definitely feel the inaugural event was a success. Highlighting digital technologies that solve specific teaching learning challenges will continue to be a theme as schools and universities transition to 21st century learning environments."



Judy Britt, associate professor, demonstrates the new Mediascape collaborative stations.

WINTHROP THINK COLLEGE

The Winthrop Think College (WTC) program is making dreams of going to college a reality for students who may have not otherwise had the opportunity. WTC is a fully inclusive post-secondary program for students with intellectual and developmental disabilities. Students engage in traditional courses with typically developing peers, participate in a variety of recreational activities on campus, complete internships on and off campus to develop skills needed for competitive employment and receive individualized support from staff and peer mentors to achieve person-centered plans for fulfilling their dreams for the future.

This year ten WTC students are successfully engaging on campus. Each student's schedule varies based on his or her strengths, interests and plans for the future. For example, Kevin Rauppis is interested in working in the field of athletics. His schedule includes classes in athletic training and physical education, and he is completing an internship with the cross country team. Another student, Basia Oley, is interested in work related to books or computers. To explore both interests, her schedule includes classes such as Introduction to Computer Processing and Excel Lab; and she has internships with the campus bookstore and Dacus Library.

The success of the program is due largely to the work of peer mentors who support the successful inclusion of the WTC students. Peer mentors--Winthrop students from a variety of majors including education, computer science, visual and performing arts, athletic training, business and finance--ensure WTC students are involved and included in all aspects of the college experience.

For more information about the Winthrop Think College program, please visit: www.winthrop.edu/thinkcollege or contact Dr. Jennifer Cease-Cook at ceasecookj@winthrop.edu.



(L to R) Barbara Oley, Emily Sirico, Alexis Pattinson, Misty Hill, Kevin Rauppis, Sara Oxenfeld and Jennifer Cease-Cook

Autism Speaks / United Negro College Fund Award



Terence Brice works with mentor Joshua Johnson (on left).

Terence Brice, Winthrop Think College student, has been awarded the first ever Autism Speaks/United Negro College Fund scholarship. The \$10,000 award was available to one African-American student with an autism spectrum disorder enrolled in a two or four year college or vocational program who demonstrates financial need and is committed to post-secondary academic study and career training. Terence was selected because he has demonstrated perseverance and is committed to achieving his personal goals despite obstacles. Terence has post-school goals that involve working with computers and clerical work. While he has never held a job or had an internship prior to coming to college, he is already excelling in his internship at the Dacus Library. Next steps for Terence include computer science courses, working in the bookstore and student union office, and becoming involved in a student organization. Terence was presented with this award at the annual

United Negro College Fund conference in Atlanta on April 12. He received the award from singer/song writer Toni Braxton on stage. The event will also feature stars such as Usher, Pharell, and Kevin Hart. The producers of the show prepared a pre-taped video about Terence on March 24 on the Winthrop campus that was played at the event when he received his award. We are very proud of Terence and are honored that he represented Winthrop Think College at this prestigious event!

ACCOLADES

Helf Receives Thompson Scholarship Appointment



Winthrop University's newly appointed Thompson Scholar, Shawwna Helf of the Richard W. Riley College of Education, will spend the next few months preparing the campus to enact South Carolina's new Read to Succeed Act for literacy reform.

Her appointment was announced Feb. 25 by Acting President Debra Boyd.

Helf, an assistant professor of reading in the Department of Curriculum and Pedagogy, has participated in the statewide literacy reform discussions for the past three years and followed

the passage last summer of the Read to Succeed legislation. In her Thompson Scholar application, Helf focused on how the new legislation will impact Winthrop's pre-service teacher education program and how to reinforce with teacher candidates the important roles they will be playing as they teach P-12 students reading and writing.

Her project will cover:

- Enhancing the undergraduate literacy curriculum to meet Read to Succeed requirements.
- Engaging education majors in service learning projects as part of the new Read to Succeed literacy curriculum.
- Launching a student chapter of the International Literacy Association to help develop leaders in the literacy field.

The Read to Succeed legislation goes into effect for practicing P-12 teachers beginning fall 2015. Pre-service preparation requirements will go into effect the following year.

"This is a very timely project," said Dean Jennie Rakestraw of the College of Education. "Her project will offer a huge service to Winthrop and will be of great academic, intellectual, and co-curricular benefit to a large number of students."

Helf came to Winthrop in 2009. She previously worked as a reading research associate at the University of North Carolina at Charlotte. She also has experience as a curriculum coach, grant project facilitator, and elementary education teacher.

Helf is the 10th recipient of the Thompson Scholar Award, created by former Winthrop Board of Trustees member Bob Thompson and his wife Norma of Rock Hill.

Wojcik Receives Bank of America Endowed Professorship

Winthrop University recently selected Associate Professor Janet Wojcik as recipient of the Bank of America Endowed Professorship for the Richard W. Riley College of Education.

Wojcik will use the endowed professorship to expand several health-related initiatives:

- Partnering with the town of Clover to help improve its residents' health. Within the past year, the town started a community coalition named LiveWell Clover. Already the town offers a Tuesday night farmer's market and stages morning walks, Zumba-thons, and group yoga. Wojcik wants to help make the initiative less focused on programs and work more to improve sustainability and structure.
- Promoting adoption of joint-use agreements at local schools to increase community physical activity. This would allow groups to use a public facility such as a running track. She hopes to continue work with the Healthy South Carolina Initiative to partner with schools for outdoor classroom/active learning environments for schools to share.
- Developing a regional food policy network through the Catawba Farm and Food Coalition. This will improve the quality, availability, and accessibility of the food delivery systems for York and Chester county residents through online sales.

Wojcik said she has learned from more than two years of working on the Healthy South Carolina Initiative that these types of changes are labor-intensive and take time to implement. "During my time at Winthrop, I have developed extensive professional collaborative relationships with colleagues and agencies throughout Rock Hill and York County. I would like to continue the momentum from previous projects to improve access to healthy foods and create active community environments."

Jennie Rakestraw, dean of the Richard W. Riley College of Education, stated, "She is industrious as a scholar and as a professional steward. Her scholarship is a classic example of community-based participatory research and service."

Wojcik is the fourth recipient of the Bank of America Endowed Professorship, which supports teaching and research for an outstanding faculty member in education.



FACULTY IN RESIDENCE



Being a WFIR keeps my practice fresh and renewed. When I teach in methods, I can give them examples that I saw in the school yesterday or this week, not "back when I was a teacher."

~Linda Pickett, WFIR

Hunter Street Elementary School



I get to work with faculty and administrators at the school to help improve student learning.

~Carol Shields, WFIR

Great Falls Elementary School



This has been the most rewarding career move. With it I've found the kind of mix I need between university teacher preparation and public school preparation. Even 20 years later, I've missed the public school atmosphere.

~Kelly Costner, WFIR



Being around the energy of a public school puts me in the middle of it all!

~Diana Murdock, WFIR

Sugar Creek Elementary School



You want to do everything well, so it's like having two full-time jobs. But you manage. And it's rewarding enough that it motivates you to make it work.

~Sue Spencer, WFIR

Chester Park School of Inquiry

This fall, Shanita Burgess, a student in the counseling and development program at Winthrop University, conducted a project, interviewing and filming in Professional Development Schools to find out more about our Winthrop Faculty in Residence (WFIR). Exploring "a day in the life of a WFIR," Burgess traveled to each of the five Professional Development Schools in the Winthrop University School Partnership Network to speak to WFIR, school liaisons, school administration, mentor teachers and teacher candidates. Here are the highlights from what she found:

What is a WFIR?

- A Winthrop University faculty member who works with administrators, teachers, and junior faculty member interns in a Professional Development School

What does it mean to be a WFIR?

- The opportunity for university faculty to work with teacher candidates in schools, supporting them on a regular basis
- The opportunity to conduct research with administrators and faculty to improve student learning

What is it like to have a WFIR in school?

- An excellent resource on hand for administrators and teachers
- More opportunities to provide observations and feedback to teacher candidates
- An experienced colleague to assist with grant proposals, professional development, and school initiatives

What are the benefits of a WFIR for teacher candidates?

- Immediate access to faculty feedback on lessons rather than waiting for a formal observation
- Faculty available who understand specific course requirements and can provide assistance as needed to teacher candidates as well as administrators and teachers
- University conduit that can bring feedback back to colleagues

What is the most challenging part of being a WFIR?

- Time. Being divided between the university and school with "time, energy, and mental focus"

What is the best part of being a WFIR?

- Being back in a school
- The opportunity for professional growth

What would you say to faculty thinking of becoming a WFIR?

- Winthrop faculty need to come to a classroom and see what school looks like today
- It's rewarding to work with teacher candidates in the schools, seeing them put education into practice.
- Do it!

COMMUNITY

Sport Management in the Schools

Finding the link between sport management and K-12 schools is not as difficult as one may think. In the Winthrop sport management program (SPMA), students can be involved with P-12 leaders and students in several ways. Through a field experience opportunity (120 hours/semester), students work directly with an athletic director. The program has several partnerships in the Rock Hill School District and is expanding into other local districts. The value of these partnerships can be seen in the following quote from Nancy Konicki, South Pointe High School athletic department, "Having a Winthrop SPMA student work with the athletic department was extremely beneficial for all parties concerned. The student was able to experience working in the P-12 athletic environment, learning the ins and outs, positive and negatives. Our department benefited by having an engaged, capable

student who could do things above and beyond one of our own high school student workers. Our department was able to carry out several projects which would not have gotten as far without the additional help from the Winthrop SPMA student."

Another way in which the Winthrop SPMA program has been involved in the P-12 setting is by partnering through the SPMA 235 class, Sport Event & Facility Management. In fall 2014, the class helped volunteer and manage an event which included 19 elementary schools and more than 150 students. The Xcel 2 Fitness "Big Event" was held at the end of six week curriculum that focused on fitness and character building. The program serves as an after-school program for boys in grades 3-5. In addition to actually working at the event, the class developed a site plan and a list of potential sponsors for future events.



Area Teachers Engage with Discovery Place Education Studio



Winthrop STEM education faculty, York One District, and Chester County Schools are in year five of a six-year partnership to improve STEM teacher content knowledge and instructional strategies for STEM classrooms. Teachers from schools across the districts have interacted with faculty from the Richard W. Riley College of Education and the Departments of Biology; Chemistry, Physics, Geology; English and Mathematics to explore STEM topics through graduate coursework and professional development. Topics have included problem solving, inquiry and literacy in the STEM classroom.

During the final two years of this program teachers will have opportunities to engage with STEM professionals at the Discovery Place Education Studio for hands-on, inquiry-based explorations while designing appropriate tasks for area classrooms. On April 11, more than ten area teachers along with Bill Burd, Winthrop biology instructor, explored the resources available through the Education Studio including the Makerspace and educational kits available

for classroom use. During the summer 2015 professional development program, 40 teachers will participate in additional professional development at the Education Studio centered around exploring student misconceptions in science and ways to address these misconceptions in the classroom.

Activities are funded with a Math/Science Partnership grant through the State of South Carolina. In addition to STEM coursework and summer professional development programs housed at Winthrop, teachers from York One and Chester work with professionals at the York County Museum's Naturalist Center and Planetarium, attend the annual partnership conference, and participate in externships with local businesses. The collection of opportunities is creating a culture of STEM exploration that will impact teacher content knowledge and instructional practices with the goal of increasing student achievement.

RENEWAL

Macfeat Receives Five Year Renewal of NAEYC Accreditation

Chrissie Robbins, director, was informed that Macfeat Early Childhood Laboratory School achieved a new, five-year term of NAEYC Accreditation. The letter stated that “The administration, teaching staff, and families of Macfeat Early Childhood Laboratory School at Winthrop University are all to be congratulated for continuing to uphold the mark of quality represented by the NAEYC Accreditation system. On behalf of NAEYC, and specifically the NAEYC Academy for Early Childhood Program Accreditation, I commend your program’s outstanding efforts in renewing NAEYC Accreditation.”

Macfeat met every Program Standard and the classroom criteria. The percentages awarded for each category are as follows:

1. Relationships 100%
2. Curriculum 91%
3. Teaching 100%
4. Assessment 100%
5. Health 100%
6. Teachers 100%
7. Families 100%
8. Community Relationships 100%
9. Physical Environment 95%
10. Leadership and Management 100%

This is an outstanding result. Congratulations and thank you to Mrs. Robbins and the Macfeat staff - Mary Watson, Mary Chamberlain, Liz McNelly and Anna Burris.

Under Candidacy Requirements, Macfeat had all “MET”:

- Administrator Qualifications MET
- Assistant Teacher Qualifications MET
- Collaboration MET
- License/License Exempt Status MET



Winthrop University Adopts the National edTPA™ Assessment of Teacher Candidates

Beginning fall 2015, all teacher preparation programs at Winthrop University will adopt a new performance-based approach to evaluating teacher candidate effectiveness—the edTPA™. This assessment is the first nationally available, research- and standards-based support and assessment program that can serve as a common measure of candidate performance and teacher quality. Developed by the profession for the profession, edTPA is available in 27 initial licensure areas; it is aligned with Interstate Teacher Assessment and Support Consortium (InTASC) standards, state professional teaching standards and Council for the Accreditation of Educator Preparation (CAEP) standards. edTPA focuses on authentic assessments of how teacher candidates develop and evaluates student learning while providing meaningful data to support the continual improvement of teacher education programs.

edTPA is a multiple-measure assessment of teaching—built and submitted by the teacher candidate—that addresses planning, instruction, assessment and analyzing teaching. It includes unedited video recordings of candidate teaching and examples of teaching materials that demonstrate how the candidate planned instruction, adapted it for diverse learners and assessed student work. Each assessment is scored by qualified and trained teachers and teacher educators who are subject matter experts with experience supporting beginning teachers. During the initial stages of implementation, local evaluation will be used with trained mentor teachers and Winthrop faculty.

Marleah Bouchard, assistant professor, will serve as edTPA coordinator with the support of the associate dean for assessment and accreditation and the associate dean and director of the Rex Institute for Educational Renewal and Partnerships. An edTPA Advisory Committee of program directors is being formed help guide implementation.