



Fall 2015

## Leading Edge Fall 2015

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# Leading Edge

EDUCATE. COLLABORATE. INNOVATE.



FALL 2015

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## Macfeat Laboratory School



Since 1895, Macfeat Laboratory School has served Winthrop University and the community as a research, demonstration and training center for best practices in early childhood education. Macfeat has two preschool classes for three- and four-year-olds and one multi-age kindergarten class. The school provides a unique learning environment for both children and Winthrop students. While Macfeat children are engaged in meaningful play-based learning experiences, Winthrop's College of Education undergraduate and graduate students gain valuable opportunities to apply what they are learning in their college classrooms in an early childhood classroom setting. Heather Nobles, undergraduate student worker in Mrs. Chamberlain's class explains, Macfeat has helped her better understand "the value in giving students the opportunity to be independent," a concept directly taught in her college education courses. As they complete focused observations, plan lessons and teach, Winthrop students are supported by the expert guidance of the lead Macfeat teachers. Sarah Williams, graduate assistant in Mrs. Watson's kindergarten classroom states, "My time at Macfeat has exposed

me to developmentally appropriate early childhood practices and constructivist teaching strategies that can be applied to any grade level I teach in the future. My assistantship at Macfeat is what brought me to Winthrop for grad school and it has been a priceless educational experience!" During the 2014-15 school year, more than 400 university students spent more than 2,000 total hours learning and assisting in Macfeat classrooms. Macfeat Laboratory School is clearly an impactful and important resource for Winthrop's learning community. We welcome you to visit and see what we are all about!

Macfeat is accepting applications for students until December 1, 2015 for the 2016-17 academic year. Please visit our website at

[www.winthrop.edu/macfeat](http://www.winthrop.edu/macfeat).

# PROGRAM HIGHLIGHT

## Exercise Science Majors Accepted in Doctoral Programs

**E**xercise science is one of the most popular majors on campus. It is a versatile degree that gives undergraduates many career options such as health promotion, fitness training and athletic strength and conditioning. It is also an excellent fit for students wishing to pursue graduate study in exercise physiology and allied health programs such as physician assisting, accelerated nursing programs, occupational therapy and physical therapy.

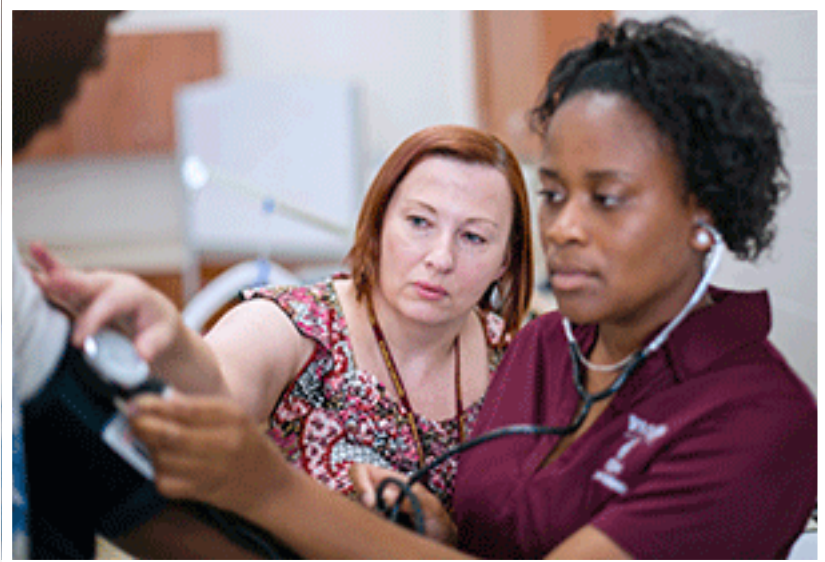
Winthrop's exercise science program has successfully placed graduates into Doctor of Physical Therapy (DPT) programs at top universities, including the University of South Carolina, Medical University of South Carolina, Duke University, University of Florida, Emory University, Mercer University, Old Dominion University, Elon University, Virginia Commonwealth University and University of St. Augustine. These three-year clinical doctorate programs are highly competitive nationwide and require outstanding academic achievement, high GRE scores, patient observation and contact hours and letters of recommendation. For most programs the Physical Therapy Centralized Application System (PTCAS) is used to apply to multiple programs. According to PTCAS, exercise science is the most popular undergraduate major for DPT programs. The average age of acceptance is 25 years, so it is less common to be accepted directly from an undergraduate program where Winthrop has had high attainment with first-time applicants.

Students prepare early for DPT program application by completing rigorous prerequisites courses. This includes two courses in biology for science majors, eight semester hours in anatomy and physiology (with lab), eight semester hours of college chemistry (with lab), eight semester hours of college physics (with lab), psychology, sociology and statistics. Students complete additional applied science courses in their major such as Exercise Physiology I and II (with lab), Biomechanics (with lab), Physical Activity for Special and Aging Populations, Strength and Conditioning, Psychology of Sport and Physical Activity, Exercise Testing and Prescription (with lab) and Research Methods.

Winthrop exercise science students who are strong DPT applicants excel in the classroom, have extracurricular involvements and are successful in the internships where they experience 560 hours of patient interaction under a supervising physical therapist. The site supervisor, a practicing physical therapist, is crucial in the doctoral program application. Exercise science faculty advisors are able to write personalized and tailored recommendation letters for students because they develop strong professional relationships with students in the program. All of these factors combine to make Winthrop exercise science students top doctoral candidates.

Adam Luke, an exercise science senior, was recently accepted as an early decision candidate to Duke University's DPT program for fall 2016. He states, "My undergraduate program has been an invaluable aspect of my acceptance into the DPT program at Duke. This is because the knowledge of administering preventive exercise goes hand-in-hand with treatment through rehabilitative exercise. My passion for therapy is firmly rooted in the faculty's enthusiasm and detailed teaching over my years at Winthrop. I honestly can say that the faculty within the exercise science program are the best when it comes to caring for students' success and having a passion for what they teach."

The successful placement of students into DPT programs is relayed to students and their parents at Preview Days. Both students and parents can be assured that students will meet the requirements for DPT and other allied health graduate programs while majoring in exercise science at Winthrop.



Exercise science senior, Adam Luke



# INTERNATIONAL: CHINA

## Teaching in Shijiazhuang

The Ellson Elite Training School in Shijiazhuang, China recently hosted Marleah Bouchard, a professor of educational psychology in the College of Education, and Sarah Ramsden, a graduate student of school psychology in the College of Arts & Sciences. Bouchard and Ramsden, both former elementary school teachers, spent two weeks teaching English to Chinese elementary students and facilitating professional development sessions for Chinese teachers. The experience was made possible by a collaboration between Winthrop University and the Chinese Culture and Education Center (CCEC).

The American teachers were given a broad curriculum and were encouraged to work together to customize lessons that drew from their personal experiences. "Most classrooms in China utilize the standard lecture to deliver content and rely heavily on textbooks, even at the elementary level," explains Bouchard. "We wanted to expose our Chinese students to different teaching practices popular in the United States." Ramsden's fourth grade students were thrilled to be "study buddies" with Bouchard's kindergarten students, sharing books and participating in projects. They introduced hands-on learning activities, modified the physical learning environment and incorporated the arts, keeping students engaged and motivated.

The pair also worked with Chinese teachers by delivering professional development. Ellson's headmaster, Jamie Chen, requested the trainings focus on critical thinking skills. Chen wanted his teachers to learn ways to better engage students in more than just rote memorization. The Chinese teachers were eager to learn. "There was an impressive level of thoughtful questions, reflections and willingness to participate during the trainings, even with the challenge that comes with learning in a foreign language," said Bouchard.



Multiple experiences outside teaching allowed the American teachers to gain a better sense of Chinese culture and history. Both were fortunate to visit with students' families outside of school, enjoying home-cooked meals and touring the city.

"This was a once in a lifetime opportunity to learn about another part of the world while sharing my culture and educational knowledge," said Ramsden. "We are both so grateful to Winthrop, the CCEC and Ellson for the experience."

## Internship in Shanghai



In spring semester 2015, three College of Education seniors, Molly Gasper, Sarah Helms and Brittany Mayo, completed a six week internship at the Shanghai Far East School (SFES) in China. The students were accompanied by Caroline Everington, professor of special education. Winthrop's teacher candidates taught English to Chinese students and lived on campus during their stay. The SFES school staff and students were welcoming and supportive. The Winthrop students were encouraged to try new approaches with the children, and the SFES English teachers observed the Winthrop students to learn new strategies.

During their stay, the students had additional professional experiences. They were invited to participate in a professional development workshop on teaching English to Mandarin speakers. The workshop was attended by all the Chinese teachers who teach English in the district. The Winthrop students also participated in recruitment events for SFES, which enabled them to see some of the other schools in the district.

The SFES staff were excellent hosts, inviting them for dinner and taking them to nearby attractions on the weekends. A four-day trip to Beijing during TOME Sweeping Festival was a highlight of the trip.

The students returned in time to graduate in May. They learned much about China, gained new teaching skills and learned a lot about themselves. The College of Education will continue its relationship with Shanghai Far East School in the coming year.

# INTERNATIONAL

## Study Abroad Teaching Experience in the Dominican Republic

In May, Scot Rademaker, assistant professor in educational psychology, and Seth Jenny, assistant professor in physical education, led a group of 17 Winthrop students to Santiago and Santo Domingo in the Dominican Republic as part of a ten day study abroad program. The students represented a variety of majors including early childhood education, elementary education, mathematics education, physical education and special education. The group interacted with students and teachers in both public and private schools throughout the Dominican Republic, many of which were in areas affected by a high level of poverty. The schools visited ranged from preschool to university. While visiting these schools, students were able to teach mini-lessons in classrooms and tour the surrounding neighborhoods.



Winthrop students Di Rudolf, Leonie Kirby, Genia Kennedy, Amanda Sabin, and Jennifer Altman with some of the students.

Winthrop students immersed themselves in the Dominican culture through visiting numerous cultural heritage sites such as the monuments of Santiago and the Old Town in Santo Domingo. In addition to working at the schools and sight-seeing, students stayed with local families for part of the trip and were able to make lasting connections with their hosts.

The group was supported throughout their journey by Camping Tours, a company based out of Santiago, which provided students and faculty with the highest quality care. The students and faculty members participating in the trip came away with an increased understanding and respect for school systems in another culture and a desire to pursue other global learning experiences. Anyone interested in the May 2016 trip should contact Scot Rademaker at [rademakers@winthrop.edu](mailto:rademakers@winthrop.edu).

## Australian Student Studies at Winthrop University



This fall the College of Education is pleased to welcome Tegan Horniblow, an exchange student from Australia. Tegan is from Waurin Ponds, Australia, located southwest of Melbourne. Tegan is a junior education major at Deakin University. Tegan is taking numerous education courses this semester and is completing two internships, one at Sullivan Middle School and one at Harold C. Johnson Elementary School. In addition to all of her class work and internships, Tegan has traveled to Los Angeles; San Francisco; Washington, D.C.; and the Grand Canyon. Tegan's favorite American foods are macaroni and cheese and bagels. When not in class or studying, Tegan enjoys watching Winthrop volleyball and soccer matches (Go Eagles!). She also went on a Haunted Trail. Tegan's favorite part of her time here at Winthrop is her work with the helpful professors in the College of Education who have answered all of her questions and helped her learn about American culture. When asked what she will miss about her time here at Winthrop, Tegan, stated "I will miss working in an American school." She also stated that she will miss all of her new Winthrop University friends from the United States and other countries.



# ACCOLADES

## Winthrop University Alumni Receive Teacher of the Year Recognition

Congratulations to these College of Education graduates who received recognition as Teacher of the Year or Honor Roll teachers from their school districts. Stay tuned for the next issue as we highlight more of our Teacher of the Year alumni.



**Teacher of the Year**  
Danielle Lennon, social studies teacher, Banks Trail Middle School. She currently teaches at Nation Ford High School.

*Ms. Lennon received her Bachelor of Arts (history secondary education) and a M.Ed. in curriculum and instruction from Winthrop University.*



**Honor Roll**  
Kim Lee, music teacher, Pleasant Knoll Elementary School

*Ms. Lee received her bachelor's degree in music education from Winthrop University.*



**Honor Roll**  
Erica McMillan, kindergarten teacher, Orchard Park Elementary School

*Mrs. McMillan earned a Bachelor of Science in early childhood education from Winthrop University.*

**Teacher of the Year**  
Rachel Glibbery (Bishop), English as a second language teacher, Northwestern High School

*Ms. Glibbery is a graduate of the M.Ed. curriculum and instruction program and also received her undergraduate degree from Winthrop University.*



## Teaching Fellows Go to D.C.

Every Teaching Fellow program in South Carolina plans a common junior experience and in 2015 the College of Education students chose to go to Washington, D.C. On May 11 the group set out on a road trip with Sherrel Fuller, Teaching Fellows director. The Fellows had a whirlwind experience that took them to Arlington Cemetery; the Lincoln, King, World War II and Korean Memorials; the Holocaust, Air and Space, American History, Natural History, American Indian and African Art Museums; the National Archives; Union Station and a lunch cruise on the Spirit of Washington. Highlights of the trip were tours of the White House, the Capitol and meeting Senator Tim Scott. The Fellows identified many ways to incorporate their experiences into their future classrooms. A trip to Washington, D.C., will now become the official junior experience for Winthrop's Teaching Fellows.



The College of Education's Teaching Fellows with Senator Tim Scott.

## Winthrop's Teaching Fellows Program Receives Five-Year Renewal

The College of Education's Teaching Fellows program went through its five-year review by the Center for Educator Recruitment, Retention, & Advancement (CERRA) with flying colors, thanks to Sherell Fuller's superb leadership. The program received all satisfactory ratings (the highest of the ratings) with numerous commendations. Winthrop's Teaching Fellows is one of the largest and most engaging Teaching Fellows programs in the state.

# TECHNOLOGY

## The New and Improved Instructional Technology Center



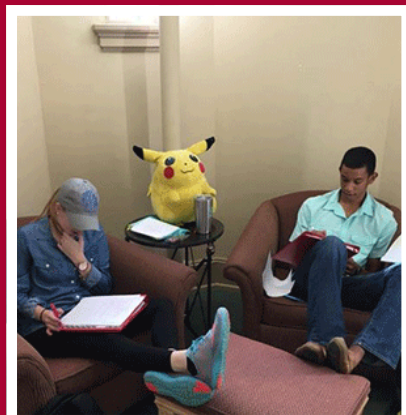
Instructional Technology graduate assistants are a key component to success.

(L to R): Cate Nesmith, Laura Sessions, Ryan Loyst, Thomas Cornelius and A.J. Zeilstra

The College of Education is moving forward with many new initiatives to prepare our graduates to work in 21st century classroom and work environments. We have invested in personnel, resources and professional development to help our students remain on the leading edge of their fields.

After an extensive search process, Ms. Joyce Camp became the new director of our Instructional Technology Center (ITC) in August of this year. Camp comes to Winthrop with a wealth of experience in technology and learning. She was an instructional technology facilitator for Rowan-Salisbury Schools and taught classes in technology and learning at Rowan Cabarrus Community College. She has wasted no time in working to make the ITC “the heart of the College of Education.” She has worked with faculty and students to figure out how to improve the space and services. The “new and improved” ITC has collaborative learning spaces, improved technology and a professional development plan for faculty and students. You can visit the ITC online at: [www.winthrop.edu/itc](http://www.winthrop.edu/itc), follow them on Twitter: [twitter.com/307ITC](https://twitter.com/307ITC) or in person in Withers 307.

“We are moving forward with our 21st century learning initiative in the College of Education,” says Marshall G. Jones, senior director for learning technologies and graduate studies. With a new ITC director in place, the college is able to continue implementing our strategies to help all students succeed both at Winthrop and beyond. We are investing in the kinds of technology that our students will use in their workplaces. New professional development strategies such as short one-on-one sessions with faculty on implementing new instructional strategies are helping us to make great progress. One of the things that is keeping the initiatives moving forward is our new Learning Technology Support Graduate Assistants (GAs). They are able to work with faculty in the classroom and in their offices. “Our GAs are a key component of our success,” says Jones. “They are providing incredible value to our work. Without them, we would not be able to make so much progress so quickly.”



The “new and improved” ITC has collaborative learning spaces, improved technology and a professional development plan for faculty and students.

Visit the ITC online at: [www.winthrop.edu/itc](http://www.winthrop.edu/itc), follow them on Twitter: [twitter.com/307ITC](https://twitter.com/307ITC) or in person in Withers 307.



# PARTNERSHIP

## What Does Being in a Partnership Network School Mean?

Last spring, we asked some of our administrators, teachers, candidates and K-12 learners how being in a professional development school impacted them. Although the perspective varies, as you read the testimonials below, it is obvious the Partnership is having an impact on the personal and professional lives of those involved. Read more about the Network at [www2.winthrop.edu/rex/rex/network\\_about.html](http://www2.winthrop.edu/rex/rex/network_about.html).

*"We liked observing the turtles and the ducks at the lake. We enjoyed what you told us about the lake and showed us what kind of animals and plants live in the lake. We also liked using the microscopes in the lab to look at the pond water. In conclusion, we loved what you taught us."*

*Shari Root, a fourth grade teacher at Hunter Street Elementary School in York I School District*

*"It's nice to know if I need anything, there's someone at the school who has the resources and understands the requirements to help out whenever needed!"*

*Ashlea Weeks, Winthrop University junior faculty member at Sugar Creek Elementary School, Fort Mill School District*

*"The best part about being in a Professional Development School is I am in a public school and part of the regular operations of the school. I miss that since being in higher education. Seeing what we do at the university and how that plays out in schools, I can't think of a better way to do that than the Partnership Network structure."*

*Kelly Costner, Winthrop University faculty-in-residence at South Middle School, Lancaster County School District*

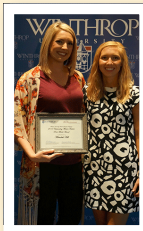
*"Our faculty-in-residence has been a positive influence on our school. She pitches in when needed, does presentations with the teachers and co-teachers, helps us get grant money and works with the teachers to improve student performance."*

*Ms. Robin Taylor, Chester Park School of Inquiry*

*"Cotton Belt teachers, administrators and staff believe in educating student teachers and are eager to help them reach their goal of becoming the best teacher they can be...they are truly junior staff and we include them in all aspects of teaching, planning, etc. It is important for the children and parents see the candidate as a teacher and not just a helper in the classroom."*

*Beverly Meares, liaison at Cotton Belt Elementary School, York I School District*

## Mentors and Teacher Candidates Receive Awards at Spring Convocation



*Merideth Hill*

Mentor Teacher at South Middle School

Role Model: A role model demonstrates the professionalism required in all aspects of teaching, does the right thing the right way, and expects the best of oneself in order to encourage the best from others.



*Carman Austin*

Mentor Teacher at India Hook Elementary School

Collaborator: A true collaborator practices various co-teaching models with flexibility and purposefully co-plans and reflects alongside the candidate.



*Mary-Beth Mize*

Mentor Teacher at Buford Middle School

Motivator: A strong motivator demonstrates the care and enthusiasm it takes to get to know a teacher candidate in order to propel the candidate forward past any obstacle.



*Whitney Morris*

Teacher Candidate at Buford Middle School

Distinguished Teacher Candidate: Ms. Morris is a student who has shown the tenacity and determination to excel to the pinnacle of what it means to be a true Winthrop Teacher Candidate—strong, resilient and transformative.



*Jordan Spencer*

Teacher Candidate at Monarch Elementary School

Exemplary Performance in Content and Field: This teacher candidate embodies the essence of focus and effort to perform above and beyond expectations in the requirements to become a professional educator.



*Chelsea Lawson*

Teacher Candidate at Clover High School

Jim and Sue Rex Impact: Ms. Lawson has shown innovation to meet diverse student needs and has persevered when faced with challenges.