



Winthrop University
**Digital Commons @ Winthrop
University**

Leading Edge

Richard W. Riley College of Education

Winter 2013

Leading Edge Winter 2013

Richard W. Riley College of Education, Winthrop University

Jennifer A. Fricke

Winthrop University, frickej@winthrop.edu

Follow this and additional works at: <https://digitalcommons.winthrop.edu/leadingedge>



Part of the [Education Commons](#)

Recommended Citation

Richard W. Riley College of Education, Winthrop University and Fricke, Jennifer A., "Leading Edge Winter 2013" (2013). *Leading Edge*. 9.

<https://digitalcommons.winthrop.edu/leadingedge/9>

This Book is brought to you for free and open access by the Richard W. Riley College of Education at Digital Commons @ Winthrop University. It has been accepted for inclusion in Leading Edge by an authorized administrator of Digital Commons @ Winthrop University. For more information, please contact bramed@winthrop.edu.

Leading Edge

EDUCATE. COLLABORATE. INNOVATE.

WINTER 2013

In This Issue

- P.1 Innovation
- P.2 Accolades
- P.3 Leadership
- P.4 International
- P.5 Wellness
- P.6 Community

We invite all recipients of *Leading Edge - A Newsletter of the Richard W. Riley College of Education* to share this publication with colleagues.

To make an online gift to the College of Education, go to:
www.winthropalumni.com



Richard W. Riley
College of Education
Withers/W.T.S. Building
Rock Hill, SC 29733, USA
803/323-2151
803/323-4369 (fax)

INNOVATION



Public school partners share challenges faced in their school districts and join Winthrop in transforming its teacher preparation program. From left: Ms. T.J. Megget (Fairfield County Schools), Dr. Harriet Jaworowski (Rock Hill Schools), Dr. Audrey Allan (York I Schools), and Ms. Carolyn Jordan (Lancaster County Schools).

New Transformative Teacher Education Program

This year the Winthrop University teacher preparation program began a new and innovative approach to developing future educators to meet the diverse needs of all students in today's classrooms. What will likely serve as a model for other preparation programs across the nation, the clinically-based curriculum provides a careful sequence of courses that offers education students an opportunity to study individual learners, small groups, and whole class structures in partnership school settings.

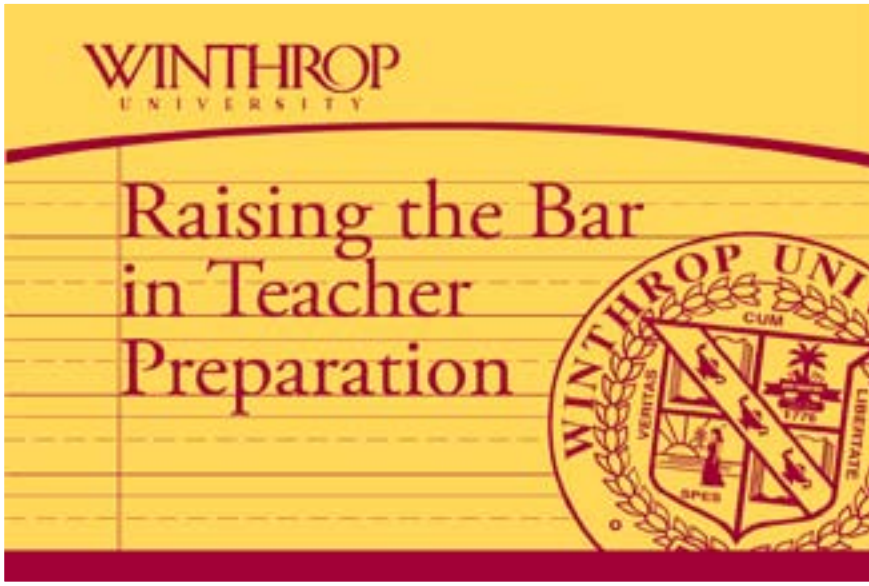
Planning for this curriculum did not start with the content that candidates needed to learn, but rather the experiences they needed to have under the tutelage of master teachers in order to be prepared and successful in public schools. With the help of our dedicated district and school partners, this "backwards mapping" approach allowed us to identify critical field experiences needed for successful teaching followed by integrating the supporting content into a course structure.

Those who have previously graduated from Winthrop's teacher preparation program may not recognize new courses such as "Literacy and the English Language Learner" or "Teaching Methods for the Inclusive Classroom." Our transformed credit hour structure that now characterizes the field-based curriculum looks very different. However, we hope you will follow our stories of successful implementation of this new curriculum, including the culminating year-long internship. We are looking forward to studying the impact these changes will have for our P-12 students in South Carolina and beyond.

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

ACCOLADES

NCATE Accreditation



The NCATE continuing accreditation visit for Winthrop's professional education unit, which includes education programs in the Colleges of Education, Arts and Sciences, and Visual and Performing Arts, was held October 9-11, 2011. NCATE-accredited schools must meet rigorous, performance-based standards set by members of the profession and the public. Winthrop not only met all standards for both undergraduate and graduate educator preparation programs, but more importantly, received the highest rating of excellence in the areas of assessment and clinical experiences. Winthrop is one of the first to achieve this distinction in two areas. Dr. James Cibulka, president of NCATE, noted that this is a "unique and exemplary achievement" and added that Winthrop is "raising the bar for teacher preparation." This endorsement reaffirms our status as the flagship for education in the state and region.

"Teaching is the one profession that makes all other professions possible."

- Richard W. Riley, former US Secretary of Education

The recognition in assessment was a result of an elaborate assessment system that uses candidate, graduate, employer, and program data to inform decisions that lead to continuous improvement. The recognition in field and clinical experiences was the result of our new clinical approach to teacher preparation. Beginning this academic year, teacher candidates are in the schools an average of 1,000 hours and spend their senior year as junior faculty members in a year-long internship. A strong Partnership Network of 23 Partner Schools and seven Professional Development Schools provides the foundation for this work.

NAPDS Award

The Winthrop University-School Partnership Network is the recipient of the 2013 National Association of Professional Development Schools (NAPDS) Award for Exemplary Professional Development School Achievement. A group of Winthrop faculty and P-12 school partners attended the NAPDS Annual Conference in New Orleans to receive the award. This is the fifth year that NAPDS has made the award. Winthrop's Partnership Network will be featured in an upcoming issue of the NAPDS journal, *School-University Partnership*. Over the past two years, Winthrop faculty and P-12 school partners have had many opportunities to share with colleagues the unique and successful design of our school-university network and share our accomplishments in areas that are impacting teacher quality and student learning. The NAPDS award provides national recognition for a professional development school model we trust will become a model for other university-school partnerships.

Rex Institute

The James and Sue Rex Institute for Educational Renewal and Partnership in the Richard W. Riley College of Education was created to support university-school partnerships that lead to improved teacher/leader preparation and improved schools, with the overall goal of increasing student learning in partnering schools and school districts. The institute facilitates university faculty, teacher candidate, and P-12 teacher/leader collaboration and professional development, as well as the creation and sustainability of innovative curriculum and field-based inquiry projects. The institute will play a major role in sustaining the work of our Teacher Quality Partnership (NetSCOPE) and School Leadership (NetLEAD) federal grants.

Last spring the institute was named The James and Sue Rex Institute for Educational Renewal and Partnership, acknowledging the Rexes' longtime commitment to excellence and innovation in education throughout the state of South Carolina. A reception was hosted by President Anthony DiGiorgio and the former South Carolina Governor and U.S. Secretary of Education Richard W. Riley. Jim Rex served as South Carolina's 16th State School Superintendent (2006-2010) and was a former dean of the Richard W. Riley College of Education. Sue Smith-Rex was a former faculty member in the College of Education and currently serves on Winthrop University's Board of Trustees.

LEADERSHIP

Winthrop-School Partnership Network

Established in 2009, the Winthrop University-School Partnership Network promotes the simultaneous renewal of schools and our teacher preparation programs with a focus on student learning and continuous educator development. Project Director Lisa Johnson explains, "We are moving from an 'I' to a 'we' perspective. Our work is a model of how to not just blur, but to remove the lines between university and school for the purpose of developing high quality teachers who can support learning for all students." We are now in our fourth year as a Partnership Network with seven Professional Development Schools (PDS) and 23 Partner Schools engaging in collaborative learning communities towards accomplishing four goals:

- Improve P-12 student learning
- Improve professional learning for district and university faculty and teacher candidates
- Improve the quality of teacher preparation
- Increase support for new teachers

"We are moving from an 'I' to a 'we' perspective. Our work is a model of how to not just blur, but to remove the lines between university and school for the purpose of developing high quality teachers who can support all learning for all students."

Each year we come together as a Partnership Network to share what we have learned through research and practice. This year was no different as we celebrated our work at the third annual Partnership Conference for Educational Renewal in June 2012. With over 200 teachers, faculty members, school and district administrators, and Winthrop teacher candidates in attendance, various sessions highlighted the conference theme, "Innovation, Inquiry, Impact!" With such phenomenal work going on throughout the partnership, it was a superb example of shared expertise.

As one participant stated, "The conference was informative and enjoyable. It was great to see what is happening in other schools. I have great ideas to take home!"

This year the Partnership Network is focusing on initiatives such as supporting new teachers, technology integration, co-teaching, and extending our network to secondary and P-12 teachers through Content Area Assemblies – a new level of partnership. For more information or to keep abreast of what is happening in the Winthrop University-School Partnership Network, please visit www.winthrop.edu/netscope.



Leaders for Tomorrow

The Educational Leadership (EDLD) program at Winthrop University is very proud of their public school partners. The EDLD program has been recognized by the Wallace Foundation as the "Principal Pipeline" for the Charlotte Mecklenburg School District (CMS). Five years ago a partnership was formed between the Charlotte Mecklenburg School District and the Winthrop EDLD program. Both parties agreed to make a customized Principal Leadership program that specifically addresses the unique needs of the CMS School District. CMS and Winthrop collaborate on nearly every aspect of the program, ranging from regular course content to the structure of the EDLD internships. As stated by Ann Clark the Deputy Superintendent for CMS, "Charlotte Mecklenburg Schools has established an extraordinary partnership with Winthrop University to train top notch principal candidates. The Leaders for Tomorrow program represents an opportunity for a K-12 public school system and a higher education university to collaboratively design and implement a principal preparation program aligned to the district strategic plan and its priorities. Thus far, Leaders for Tomorrow has produced highly successful principals, assistant principals, and deans of students who have been strategically placed in traditionally low performing schools."

As they say, "the proof is in the pudding!" Stacey Clark, a 2012 graduate from the CMS/Winthrop Leaders for Tomorrow Program stated, "I feel extremely well prepared in my new role as assistant principal after graduating from the CMS Winthrop program because of the connections I have made with my peers, CMS leaders, and Winthrop professors. I never feel like I am alone or without resources; there is always someone I know who can help and who is just a phone call away. I am confident in my position, both because of the wealth of knowledge I gained during the two-year program and because of the breadth and depth of my network of people. The content of the program covered many pertinent topics and skills that I needed to implement in my new job on day one. Facilitating effective meetings, coming to consensus, interviewing candidates for open positions, making engaging presentations, and building relationships were all lessons that I applied during my first 20 days as an assistant principal! Having professors that know the culture and the vision of my school system was invaluable. I felt that no class, no lesson, and no assignment could be labeled 'busy work.' There was purpose and relevance in all things." This year, the EDLD program has 105 students being taught in five different locations in South Carolina and North Carolina.

INTERNATIONAL

Teaching Excellence and Achievement Program

Winthrop University hosted 24 high school teachers from around the world from February to March 2012 through the U.S. State Department's Teaching Excellence and Achievement Program (TEA). Professor A.J. Angulo authored the \$178,046 grant proposal to establish the first federally-funded cultural and educational exchange program of its kind at Winthrop. The funds supported a series of professional development workshops, field experiences in Rock Hill high schools, and cultural exchange activities on and off campus.

During their six-week stay, the TEA Fellows took customized workshops from faculty in the College of Education and the College of Arts and Sciences. The workshops explored such topics as teacher leadership, advanced educational psychology, assessment, technology, and discipline-specific methods. Each international teacher was also paired with a Rock Hill high school teacher for all-day, field-based experiences. These pairings gave local teachers opportunities to exchange best practices with international educators. When not in classes or in the schools, the TEA Fellows participated in cultural exchange activities. They learned about American life and culture through day and weekend excursions. These included day trips to such sites as the Levine Museum of the New South and Charlotte's Discovery Place as well as weekend excursions to Charleston, S.C., and Asheville, N.C.



The TEA Fellows came from twenty countries, including Argentina, Bangladesh, Colombia, Dominican Republic, El Salvador, Estonia, Georgia, Ghana, Guatemala, Honduras, India, Jordan, Kazakhstan, Morocco, Nicaragua, Oman, Poland, Romania, Ukraine, and Venezuela. We are now hosting our second set of TEA fellows from February 1 to March 18, 2013. This year we have 18 teachers from 14 countries--Bangladesh, Cambodia, Columbia, Cote D'Ivoire (Ivory Coast), Ecuador, Egypt, Georgia, Honduras, India, Jordan, Latvia, Romania, Russia, and South Africa.

Technology Training in Manilla

The Fulbright Office in Manila, Philippines recently hosted Marshall G. Jones, a professor of educational technology in the College of Education. Jones was invited to conduct workshops on the use of technology to promote teaching and learning with teachers in the Philippines. The sixty Filipino teachers were all alumni of the International Leaders in Education Program (ILEP), which is a program sponsored by the U.S. State Department and IREX, a non-profit organization that



focuses on international development issues. The ILEP program sends teachers to study at universities in the U.S. for a semester to learn new teaching strategies. The use of technology is a major focus of the ILEP program. Dr. Jones is a leading expert in the area of online learning and teaches classes in our graduate program in Educational Technology. The primary focus of the workshops was on the use of Open Educational Resources (OERs), Massive Online Open Courses (MOOCs) and Web 2.0 applications in classrooms in the Philippines. Dr. Jones built a companion website for the workshop which is available at: oertools.weebly.com.

During the weeklong trip in December, Dr. Jones visited schools in the Manila area and was able to learn about the education system in the Philippines. "There is an admirable focus on the use of technology and problem-based learning in schools in the Philippines," said Jones. "Being able to share what we are doing and learn what they are doing is truly exciting."



WELLNESS

“WHOA!”—An Adventure Infusion at WU

In fall 2007, the Department of Physical Education, Sport & Human Performance (PESH) relocated from the Peabody Gymnasium into the newly constructed Lois Rhome West Health, Physical Education & Wellness Center. With this move came the opportunity to realize one of the department’s long-term visions – to create an outdoor adventure equipment resource center for the campus community. During the summer of 2011, this vision finally became reality, and the Winthrop Headquarters for Outdoor Adventure (WHOA) was born.

Through this new service, Winthrop students, faculty and staff are able to access a variety of outdoor recreational equipment such as kayaks, canoes, tents, and other backpacking and camping gear for minimal rental fees. In addition to its use by individuals, WHOA equipment is further utilized by students in various outdoor education courses offered by the department.

However, the department’s vision for WHOA goes farther than the provision of a convenient service to the campus community. It is a program committed to encouraging personal and communal attitudes of environmental appreciation, responsibility, and stewardship. To that end, WHOA sponsors a variety of clinics through which students and faculty are educated on safe and responsible recreational practices in natural environments.

The mission of WHOA is to promote the health and wellness of the campus community and to encourage a respect for and appreciation of natural environments by providing the students, faculty and staff of Winthrop University with opportunities, resources, and instruction necessary to engage the outdoors in a meaningful and responsible manner. For additional information on WHOA and its services, please visit www.winthrop.edu/oe.

“The mission of WHOA is to promote health and wellness of the campus community and to encourage a respect for and appreciation of natural environments.”

Golf Tournament

The fourth annual Bobb/Taylor Scholarship Golf Tournament is scheduled for April 27, 2013. Proceeds benefit Winthrop University Student Scholarships in Physical Education Teaching & Athletic Training. For more information: www.winthrop.edu/coelpesh/scholarships

Eat Smart Move More

As a member and grants chair of the Eat Smart Move More York County community coalition, Dr. Janet Wojcik of the Physical Education, Sport, and Human Performance Department was awarded a Community Transformation Grant for \$87,816 through the Centers for Disease Control and Prevention and South Carolina Department of Health and Environmental Control. This money is allocated from the Prevention Fund of the Patient Protection and Affordable Care Act to focus on policy, systems, and environmental changes to improve health throughout York County. Strategies funded include tobacco-free schools, colleges, and universities; workplace lactation support; and active community environments. Partners include York County Schools; City of Rock Hill Parks, Recreation, & Tourism; South Carolina Safe Routes to School Resource Center; United Way of York County; South Carolina Breastfeeding Coalition; York County Schools; All on Board; and Tobacco Free York County. Successes so far include three completed workplace lactation rooms in local businesses and agencies; record participation in Fall Walk to School Day; plans for signed, marked bike routes throughout the City and County; completed walkability assessments in the Town of Clover that resulted in pedestrian improvements; development of physical education lesson plans for bicycling; and all four York County school districts adopting or in-process of adopting a 100 percent model tobacco-free policy.



COMMUNITY

Macfeat Laboratory School

The history of Macfeat Laboratory School dates back to 1895 when D. B. Johnson, president of Winthrop, established a "Practice School for Children" as a laboratory for teacher education. This first laboratory



school at Winthrop was in Tillman Hall. In 1899, kindergarten was added to the Practice School with Miss Minnie Macfeat as the teacher. In the fall of 1913, the school was in a new building, the present Withers/W.T.S. Building, and was called Winthrop Training School. In 1935, Macfeat Nursery School was started by the Home Economics Department to serve as a laboratory for child development courses. In 1986 the nursery school was moved to Withers/W.T.S. Building where it joined the kindergarten to become Macfeat Early Childhood Laboratory School as a training/demonstration/research center for the College of Education.

Today, Macfeat Laboratory School, the oldest, continuously operating laboratory school in the country, has two preschool classes for three- and four-year-olds and one kindergarten class for five-year-olds. Macfeat is accredited by the National Association for the Education of Young Children (NAEYC) and licensed by the South Carolina Department of Social Services (DSS). Macfeat is an exemplary early childhood program which has two primary missions. Staffed by professional educators with advanced degrees, graduate and undergraduate students, and numerous volunteers, the lab school promotes holistic development of children in a student-centered environment and provides opportunities to meet the physical, cognitive and social/emotional needs of each child while exploring ways to best meet the educational challenges facing parents and teachers of young children. The school also serves Winthrop University and the community as a research and training center, helping tomorrow's educators and other professionals successfully meet the challenges of an increasingly diverse student population.

Please visit our website, www.winthrop.edu/macfeat.

Preparing Financially Literate Students

With the recent financial crisis and effects of the recession playing a role in the lives of all Americans, the Family and Consumer Sciences (FACS) program now ensures graduates are financially literate individuals and able to teach basic financial principles to others. Consumer Education is one of six content areas offered to FACS students, requiring completion of two related courses, Consumer Economics and Family Resource Management.

Last fall, students in the Family Resource Management course studied personal finance. With a common sense approach, students developed the confidence and skills to make wise financial decisions. Concepts learned include calculating student loan repayments, developing real life budgets, using credit cards effectively, selecting employee benefits, and analyzing the impact of money on relationships.

Upon graduation, students are eligible for two certification programs, the Certified Personal and Family Finance Educator (CPFFE) and the Certified Personal Financial Manager (CPFM) credentials. These additional credentials add to career readiness for FACS graduates. There are formal and informal programs across the nation with a focus on educating Americans of all ages to increase financial literacy. Winthrop University FACS graduates are well positioned to lead this effort.

Centennial Celebration

The Withers/W.T.S. Building, home of the Richard W. Riley College of Education at Winthrop University, marked its 100th year last fall. A celebration to commemorate this milestone was held on Saturday, November 10. The building was home of the Winthrop Training School (W.T.S.), a K-12 school, from 1912-1972. In 1969 the building was renamed the Withers Building after Sarah Withers, the school's first principal and a graduate of Winthrop College. The building now houses the College of Education as well as the Macfeat Early Childhood Laboratory School, a school for children ages 3-5. Former W.T.S., Macfeat, and College of Education students attended the celebration of the Withers/W.T.S. Building—a building with fascinating architectural features inspired by eclectic Tudor Gothic style. Participants in the event toured the building, enjoyed old photos and memorabilia, attended a fashion show of clothing from Winthrop's past, and reunited with old friends and classmates.



The Withers/W.T.S. Building celebrated its 100th anniversary.