Partnership Sites

Cherokee County School District
   Alma Elementary

Chester County School District
   Chester Park COLT
   Chester Park School of Inquiry
   Great Falls Elementary
   Great Falls Middle/High
   Lewisville Elementary

Fairfield County School District
   Kelly Miller Elementary
   McCrorey Liston Elementary

Lancaster County School District
   Buford Middle
   Clinton Elementary
   Indian Land High
   Indian Land Middle
   South Middle

York School District One
   Cotton Belt Elementary
   Hunter Street Elementary
   Jefferson Elementary
   York Middle

Clover School District

Rock Hill School District
   Finley Road Elementary
   India Hook Elementary
   South Pointe High
   Sullivan Middle
   Sunset Park Center for Accelerated Studies

Fort Mill School District
   Gold Hill Elementary
   Riverview Elementary
   Springfield Middle
   Sugar Creek Elementary

Union County School District
   Buffalo Elementary
   Foster Park Elementary
   Jonesville Elementary/Middle
   Monarch Elementary

Partnership Goals

- Improve student academic achievement
- Improve professional learning for school-university faculty and student candidates
- Strengthen the pre-baccalaureate preparation of teacher candidates
- Increase support for new teachers

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The NetSCOPE project is funded by the US DOE Teacher Quality Partnership Grant Award CFDA 84.336S.
A Note from the Director

I recently read a report by TNTP, a nonprofit agency working to eliminate educational inequality, especially for poor and minority students. Struck first by an unusual, yet completely and utterly appropriate title, The Irreplaceables highlights those teachers who are so successful that, should a school lose them, good luck ever finding another. They are the top 20% of teachers who, although retained at a similar rate as ineffective teachers, generate five to six more months of student learning. They are the teachers who provide such engaging learning experiences and care so much about students it is hard to imagine them not being a teacher. Yet, that is exactly what is happening. The Irreplaceables are leaving the classroom at alarming rates due to lack of support, little opportunity for leadership, low expectations for school faculty, and other factors. As a Partnership Network, we can tackle this challenge together by better preparing new teachers to be irreplaceable, supporting school efforts to raise expectations for effectiveness, and creating avenues for teacher leadership. Take a few minutes to read the report (http://tntp.org/irreplaceables) as well as the report’s avenues for teacher leadership. Take a few minutes to read the report (http://tntp.org/irreplaceables) as well as avenues for teacher leadership. Take a few minutes to read the report (http://tntp.org/irreplaceables) as well as avenues for teacher leadership.

Dr. Lisa Johnson
NetSCOPE Project Director

Outstanding 2011-2012 Mentor Teachers

Congratulations to these exceptional mentor teachers who were recognized for their outstanding service:

**Super Supportive Award**
- Christa Sullivan
  - Indian Land Middle School
  - pictured with: Cierra Martoccia
  - Winthrop Intern

**Super Supportive Award**
- Rhonda Hollingsworth
  - Monarch Elementary School
  - pictured with: Kelsey Grizzle
  - Winthrop Intern

**Receptive to Innovation Award**
- Adrian Deese
  - South Middle School
  - pictured with: Christian Walker
  - Winthrop Intern

**Effective Communication Award**
- Berh Cister
  - Hunting Street Elementary School
  - pictured with: Amber Marion
  - Winthrop Intern

Shirnetha Stinson, Learning Design Practitioner

During the summer of 2011, Shirnetha Stinson, NetSCOPE school liaison and assistant principal and instructional facilitator at Clinton Elementary School, and her third-grade team received Learning Forward’s Shirley Hord Learning Team Award. As an exemplary example of professional development in action, this team demonstrated the collaboration and effort needed to achieve effective teaching and administration and improvement in student learning. This year, Learning Forward has featured Stinson as a Learning Designs Practitioner who works to “increase educator effectiveness and results for all students by integrating theories, research, and models of human learning to achieve intended outcomes.” In an interview with Learning Forward’s Book Editor, Valerie von Frank, Stinson shares her story:

As instructional facilitator and assistant principal, I worked with my principal to develop a vision of sustained, ongoing professional development. We had to change from a “spray-and-pray” model -- spray it out there and pray the teachers go back in the classroom and implement it -- to professional development on campus involving everyone in our school. Now, we purposefully plan and execute professional development. We have eliminated faculty meetings. If we meet, we meet for a learning purpose.

We have a school leadership team that includes representatives from each grade level, the special education department, and the special areas, as well as the assistant principal and principal.

Shirnetha Stinson
Assistant Principal & Instructional Facilitator
Clinton Elementary School

The team meets six times throughout the year, beginning with a leadership planning meeting in the summer. We look at performance expectations using state standards, federal Adequate Yearly Progress goals, and at our trends across the school to decide which areas to focus on. From there, we select professional development needs that align with our school improvement goals. We also get teacher input through a survey as an additional data point.

We have shifted our professional development to work more with one another. We have book studies based around student needs and teacher interests. I facilitate study groups in which we analyze the data and research instructional strategies. I work with teachers to develop their abilities to lead these groups. We hire substitutes to allow us to do peer observations, co-teach, or observe model lessons, and then we have dialogue about what we observe and have consultants or coaches work with us to follow up. The district also offers daylong or half-day sessions that grade-level teams use in their studies.

We periodically evaluate ourselves as a form of reflection, either individually or as a learning team. These are not performance evaluations. We use Innovation Configuration maps for teachers to decide at what level they are performing and to set goals for themselves.

We have a schoolwide focus. Everyone in the school, from paraprofessionals to office secretary to principal, takes part in professional learning around the topic. We also involve parents.

For example, we discovered students were struggling with figurative language and not understanding metaphors, similes, and idioms. Parents use idioms a lot in everyday language. So teachers would point out whenever a child used an idiom; we asked parents to explain the meaning of the idioms they used, and even the bus driver had students on the bus sharing idioms with him to see whether he knew what they meant. Sometimes it’s not all looking at data, but having everybody aware of the strategies that are in place.

Our teachers are really teaching as one unit, teaching our children what they need to know according to the standards and the learning goals we have.

For more information on Learning Forward’s Learning Designs, please visit: http://www.learningforward.org/standards/learningdesigns/
3rd Annual Mentor Teacher Symposium

On the evening of April 26, 2012, Winthrop University-School Partnership mentor teachers gathered for the 3rd Annual Mentor Teacher Symposium. Arriving at 5 p.m. for a pre-dinner conversation, mentors were asked to share their thoughts on six questions: What professional value do you gain from being a mentor teacher?; What support is needed to make co-teaching a more natural part of the internship experience?; Describe your co-teaching experiences with your Winthrop intern; What is the most difficult aspect of being a mentor?; Describe your professional development needs related to your role as a mentor teacher; and What advice would you like to give a novice mentor teacher?. To see the results of these discussions, please visit: www.winthrop.edu/netscope/birthtofive_mentormodel.htm.

At 6 p.m., guests moved to the Tuttle Dining Room for an official welcome and the presentation of the Outstanding Mentor Teacher awards (see page two). Interns and supervisors were provided the opportunity to nominate mentor teachers for awards in the following categories: Super Supportive, Receptive to Innovation, and Effective Communication. After all nominations had been submitted, the selection committee carefully deliberated and chose five nominees. At the Mentor Teacher Symposium, NetSCOPE Project Director Lisa Johnson, Mentoring and Induction Specialist Lisa Hudson-Lucas, and Director of Field and Clinical Experience Carolyn Grant announced the winners followed by the appreciative supervisors and interns who read their nominations to the assembly. The Outstanding Mentor Teacher award winners were presented with a framed certificate and several rounds of thankful applause.

To close the evening, Dean Jennie Rakestraw shared inspiring words about the pivotal role our mentor teachers play in the Partnership Network. Reminiscing about her own experience as a terrified intern, Dean Rakestraw elaborated on the importance of the mentor in shaping the future of our teachers-in-training. Furthermore, not only do mentors provide priceless guidance to future educators, they also bring the knowledge and experience of “theory in practice” to the university. In doing so, they bridge the gap between school and university to provide the best education possible for both teacher and student. Thank you to all of our mentor teachers for your hard work, dedication, and commitment to collaboration!
**W.I.S.E. Summer Internship**

Working to recruit and support mathematics and science teachers, the WISE (Winthrop Initiative for Stem Educators) program hosted a cohort of 18 freshmen and sophomores majoring in biology, chemistry, and mathematics in its second summer internship this May. Introducing the students to education and research in their content area, the interns spent three weeks working with Winthrop faculty members, taking field trips to places like the Columbia Zoo and Union County’s Rose Hill Plantation (pictured), and visiting classrooms at Union County High School and York Comprehensive High School to assist students in preparation for their end-of-year exams. The eight biology interns conducted research on the nation’s food supply and the five chemistry interns studied proteins, while the five mathematics interns applied their content knowledge to a study on breast cancer. Compiling their research at the end of the three week internship program, the students divided into their respective groups to present their individual and group findings at a closing ceremony on May 25, 2012. For more information, please visit the WISE website at http://birdnest.org/wise/index.shtml.

“"The education workshops we did were insanely helpful. I learned a lot about how to come up with activities, how to engage the students and KEEP them engaged, but I also learned a lot about myself. I have always been a very shy, quiet person, but being in front of a classroom brought out a side of me I didn’t know I had. I absolutely LOVED my students and teaching them.

I plan to be a teacher in the future. That was a 95% before the internship and now I can’t wait to teach. High School science is something that I took for granted until my junior year, when I had a teacher that truly loved science and truly loved teaching. If you are missing either one of those in a teacher, students can tell and show apathy towards the subject. I know science isn’t for everyone, just like math is NOT for me, but I hope to be the kind of teacher that pulls the passion for science out of the students that didn’t know they had it. I also realized that just because the school has the best technology or best facilities, does not mean the students will learn more. At Union High School, the kids were coming from rough lives, and when we talked about their future, none of them thought college was in their grasp. They didn’t have smart technology in any class rooms and had to share labs, but once we encouraged them, they wanted to be there, they wanted to learn, and I made connections with them in the short amount of time I had them, and the teachers, they were some of the most wonderful people I have ever met.

Overall, the internship was one of the best experiences I have had thus far in my college career and I wish I could be able to do it again.”

—Bethany Foil, WISE Intern
Family and Friends Math and Science Fair: Project-Based Learning at Chester Park Elementary School of Inquiry

Three years ago, Chester Park Elementary School of Inquiry (CPESI) worked collaboratively with Winthrop Faculty in Residence Sue Spencer to develop and implement a program that would support NetSCOPE’s four Partnership Network goals. After researching the positive effects of project-based learning (PBL) on student achievement, especially among underperforming student groups, CPESI selected this school-wide initiative, and grade level teams met weekly with Spencer and school principal, Dena Dunlap, for professional development in PBL methods, resources, and technology support. After honing their knowledge and skills, the teachers moved the initiative into their classrooms, introducing projects where students work collaboratively using technology resources and critical thinking skills to answer real-life problems.

Pre-K classes became boat captains and tried to determine “who sank the boat?” by studying materials that sink or float. Making toy boats out of styrofoam, cardboard, sandpaper, wood, aluminum foil, and paper, the students discovered what materials make the best boats. Kindergarten classes participated in projects to learn about 3D shapes, recycling, and plant life. In a project called “Beanstalks and Castles,” students built their own castles out of recycled goods at home and grew their own beanstalks, keeping journals and calendars of the growth process. Similarly, another project consisted of students making their own plans for the Chester County School District office, creating miniature offices out of recycled items. Students learned the parts of trees, what trees need to live, and the various types of trees, and then included their favorite ones in their plan for the district office to show how “Trees Make It Beautiful.”

At the end of the projects, students presented their work, data, and artifacts to over 300 family and community members at the annual Family and Friends Math and Science Fair on Wednesday, March 28, 2012. With anonymous teacher surveys showing that 100% of the teachers had parents who were “favorably impressed” by their children’s learning outcomes and pre- and post-assessment data reflecting a school-wide growth in student learning, teachers, school administrators, and the Chester County District Superintendent are excited to continue the PBL Initiative at CPESI indefinitely and introduce the program to other schools in the district.

For more information, please visit CPESI’s PBL Resource Center, providing all educators access to an online database of standards-aligned instructional units: http://cpesipbl2.wikispaces.com/. Professional development opportunities with PBL may also be found at: http://www2.winthrop.edu/netscope/professional_learning.htm.

“This year was my first attempt with PBL. I was intrigued by the project and interested in trying a project with my classes. I chose to do a webquest on Adding Fractions and the children would complete the webquest individually. The children really enjoyed the project and were invested in their learning. After having the experience this year, I am excited about doing more PBL next year. I have already started looking up topics and webquests!”

—Krystle Mizwa
Fifth Grade Teacher

Other elementary classes partook in an array of projects—some studying the lifecycle of a plant, others researching colors and how new ones are made, and still others learning how to have healthy teeth and why it’s important, all about the solar system, or that “Matter does matter!” Second grade classes learned about animal habitats. In a project called “Zoologists to the Rescue,” students were told a new zoo opened in their town, but the zookeeper was missing. In urgent need of help, students are asked to save the day by filling in for the zookeeper, setting up habitats for each of the zoo animals, and training the zoo workers on each animal’s needs. To successfully complete the project, each child chose an animal, researched its life cycle and needs, interviewed a local expert, and created shoebox habitats for the zoo. In another environmental exercise, a group of third graders participated in the “Sassafras Mountain Project,” becoming junior geologists who must study the building blocks of the earth by classifying rocks, conducting mineral tests, and creating their own models of various landforms.

For more information, please visit CPESI’s PBL Resource Center, providing all educators access to an online database of standards-aligned instructional units: http://cpesipbl2.wikispaces.com/. Professional development opportunities with PBL may also be found at: http://www2.winthrop.edu/netscope/professional_learning.htm.
What World Would Work Without Art?:
Gold Hill Elementary’s Related Arts Showcase

On Thursday March 22, 2012, Gold Hill Elementary hosted their 3rd annual Related Arts Showcase. This event first came to the school in 2010 when Gold Hill Elementary’s Parent/Teacher Association introduced the idea as a way to raise awareness of the many special additions to related arts supported by the school P.T.A., including a potter’s wheel, rock climbing wall, and keyboards for the music room.

The evening started at 5 p.m. with pre-ordered boxed dinners from Beef O’ Brady’s served in the cafeteria. Following dinner, families could explore the school halls to see their children’s artwork: pinchpots and Claude Monet waterlilies by the kindergarteners; slumpbowls and Faith Ringgold quilts by the first graders; cave paintings, coil pots, and Henri Rousseau landscapes by the second graders; aboriginal dot paintings and Catawba turtles by the third graders; mummy boxes and Keith Haring pastels by the fourth graders; and Andy Warhol self-portraits, Chuck Close teacher grids, and Alice Ballard teapots by the fifth graders. In addition to the student art exhibit, students shared their poetry, musical compositions, creative stories, and digital creations along the school walls. Presentations were also offered throughout the evening. In the school’s media center, members of the “Story Spinners” Storytelling Club took turns sharing tales. While some told narratives learned from fairytales or storybooks, others related more personal family memories with animated voice and gestures. In the school gymnasium, kindergarteners performed Tony Chestnut and their parents joined them in a dance that demonstrated left and right brain coordination. Also in the gym, families could see demonstrations on the rock climbing wall. In the art room, all students were able to display their skills throwing pots on the pottery wheels, recycling the clay as they took turns and picking up their already-fired piece on display. Presentations were also given in the music room, with first graders sharing how stories can be used to learn musical concepts and second graders demonstrating how they learn using the classroom’s Yamaha keyboards.

In the guidance room, guidance counselors invited parents to sessions on “Internet Safety,” sharing materials used in individual and group counseling sessions and providing parents with the opportunity to learn about the life skills studied. Finally, in the technology lab, families could see demonstrations on the rock climbing wall. In the art room, all students were able to display their skills throwing pots on the pottery wheels, recycling the clay as they took turns and picking up their already-fired piece on display. Presentations were also given in the music room, with first graders sharing how stories can be used to learn musical concepts and second graders demonstrating how they learn using the classroom’s Yamaha keyboards.

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With the best turnout yet at around 400 attendees, the evening closed with a performance of Cinderella done in Spanish by the Give and Teach club, followed by a live show by the Buzzy Beats. According to art teacher Rebecca New, the Gold Hill Elementary Showcase is “a great way for us as related arts teachers to show off the talents of our students, raise awareness for the effects of our programs, and bring our school community together in a fun and exciting way!”
Calendar of Events

August
Aug. 21: First Day of Classes, WU Fall 2012
Aug. 30: 2011-12 Final Evaluation Plans Due
          2012-13 Evaluation Plans Due

September
Sept. 6: Partnership Advisory Council Meeting
Sept. 14: Grant Management Team Meeting

October
Oct. 2-4: Foundations in Mentoring Training
Oct. 12-15: Winthrop University Fall Break
Oct. 18: Partnership Advisory Council Meeting
Oct. 26: Grant Management Team Meeting

November
Nov. 6: Election Day, WU Offices Closed
Nov. 22-23: Thanksgiving Holidays, WU Offices Closed

December
Dec. 3: Last Day of Classes, WU Fall 2012
Dec. 6: Partnership Advisory Council Meeting
Dec. 14: Grant Management Team Meeting
Dec. 24-31: Christmas Holidays, WU Offices Closed

January
Jan. 1: New Years Holiday, WU Offices Closed

For location & participant information, visit:
www.winthrop.edu/netscope/Upcoming_dates.htm

Professional Learning Opportunities

Winthrop University’s NetSCOPE grant established the Partnership Network to promote collaborative professional learning hosted by university and school faculty. The learning opportunities are open to all educators in the nine partner districts as well as university faculty and staff. Schools do not have to be a Professional Development School or Partner School to participate.

Go to: www.winthrop.edu/netscope/professional_learning.htm to view the professional development offerings, explore possible opportunities schools might consider hosting, and find directions for submitting requests for specific professional learning topics.

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“Oh! Do not attack me with your watch.
A watch is always too fast or too slow.
I cannot be dictated to by a watch.”

~ Jane Austin