Winthrop University~School Partnership Network

Partnership Sites

Cherokee County School District
   Alma Elementary
   Gaffney Middle
Chester County School District
   Chester Park COLT
   Chester Park School of Inquiry
   Chester High
   Great Falls (Elementary, Middle/High)
   Lewisville Elementary
Fairfield County School District
   Kelly Miller Elementary
   McCrorey Liston Elementary
Lancaster County School District
   Buford Middle
   Clinton Elementary
   Indian Land (Elementary, Middle, High)
   South Middle
York School District One
   Cotton Belt Elementary
   Harold C. Johnson Elementary
   Hickory Grove-Sharon Elementary
   Hunter Street Elementary
   Jefferson Elementary
   York (Intermediate, Middle)
Clover School District
   Bethel Elementary
   Rock Hill School District
   Dutchman Creek Middle
   Ebenezer Avenue Elementary
   Ebinport Elementary
   Finley Road Elementary
   Independence Elementary
   Rawlinson Road Middle
   South Pointe High
   Sullivan Middle
   Sunset Park Center for Accelerated Studies
Fort Mill School District
   Fort Mill Elementary
   Gold Hill Elementary
   Nation Ford High
   Orchard Park Elementary
   Riverview Elementary
   Springfield Middle
   Sugar Creek Elementary
   Tega Cay 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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This past January, we convened groups of teachers, administrators, faculty, and Winthrop students to discuss various strands of teacher preparation curriculum. Named the “Education Core Council,” the sub-groups examined current coursework, discussed field experiences, and explored the challenges teachers face in today’s classrooms. Below are highlights from those group discussions that showcase the work of the Partnership to improve preparation. The notes also suggest next steps in our ever-evolving shared responsibility to meet the needs of all students!

Trends—Teacher candidates need to be able to:

• Progress monitor and conduct formative assessment
• Develop an inclusive, positive classroom climate (with plans and strategies for Tier I, II, and III)
• Participate in professional learning communities/discussions
• Build a “tool kit” for literacy (and other content) strategies as well as understanding the how and why behind the strategy
• Maintain high expectations for all learners (growth mindset)
• Authentically integrate technology to support specific needs

Challenges:

• Consistency of what candidates experience in the field is difficult to monitor (each candidate’s experience is different)
• At times, candidates are exposed to practices that do not align with core practices
• Access to district-level structures such as technology tools (especially during extended field experiences and internships) and critical data to make instructional decisions
• Training for host teachers related to field expectations and evaluation as well as strategies for communicating with Winthrop candidates in early field experiences

We will continue working in our subgroups to address the challenges presented and engage in the work of “simultaneous renewal” to ensure preparation and professional learning positively impacts our P-12 learners. I would encourage everyone to do the same – provide feedback to your school liaison or department chair, serve as a host teacher, offer professional learning opportunities – so many ways exist for getting involved and participating in this critical work!

Lisa Johnson, Executive Director
The Rex Institute

Congratulations to Dr. Audrey Allan of Winthrop University on being named the 2016 South Carolina State Physical Education Association Advocate award winner. Dr. Allan was recognized in November for creating York School District One’s PE curriculum that has been showcased all over the United States, from Hawaii to the Carolinas. In fact, Winthrop sends PE student interns every fall semester to YSD1 to observe the best practices from the model PE curriculum that Dr. Allan designed. Her efforts have also provided the YSD1 PE teachers with grant money, iPads, new PE equipment, plans, color brochures, and conference/professional development opportunities.

Dr. Allan has put YSD1 on the map as being regarded as one of the strongest district PE programs in the state of South Carolina as well as across the country. She was also the reason why the South Carolina PE Association recognized our YSD1 PE program as one of the BEST in South Carolina in 2012 and 2016. Thank you Dr. Allan for impacting all of the students and PE teachers in YSD1.

Lisa Johnson, Executive Director
The Rex Institute
Winthrop receives $3 million grant from U.S. Department of Education

Richard W. Riley College of Education to use grant to focus on English language acquisition in community schools

This fall, Winthrop’s Richard W. Riley College of Education received a grant from the U.S. Department of Education to specifically focus on English language acquisition. The grant, totalling around $3 million, will provide approximately $555,000 in yearly funding over a span of five years.

For the NExT LEVEL grant (NETwork for Leading Education that Values English Learners), Winthrop will partner with Lancaster County School District, York School District 3, and York School District 4. The Winthrop University-School Partnership Network will provide professional learning opportunities for teachers, administrators, parents, and faculty to meet the needs of English Learners.

According to Lisa Johnson, co-principal investigator of the grant and director of Winthrop’s Jim and Sue Rex Institute for Educational Renewal and Partnerships, the grant’s goal is to provide high quality education for every student. “South Carolina as a state has seen a 150 percent average increase in English learners,” Lisa said. “This increase is occurring so fast that institutions and schools struggle with preparation to meet the unique needs of second language learners and their families.

“We received feedback from our partner schools that this is a significant need and area in which teachers are asking for support.”

Dr. Lisa Johnson

We received feedback from our partner schools that this is a significant need and an area in which teachers are asking for support.”

Kelly Costner, co-principal investigator of the grant and coordinator of middle level education, and Elke Schneider, co-author of NExT LEVEL, agree that teachers need support in addressing the needs of English Learners and accessing content and resources to teach these students.

Over five years, NExT LEVEL will fund graduate coursework for teachers who want to pursue certification in teaching ELs, provide professional development, allow teacher candidates to take advanced coursework focusing on teaching ELs, and help districts implement a nine-week parent institute.

“We’re appreciative of the support that we have received while pursuing this grant, and we have benefited from the expertise of our school partners and colleagues in the design and content of this project,” Costner said. “We’re excited about this opportunity as we know it is going to address a significant need in our communities.”

For more information about NExT LEVEL, visit http://www2.winthrop.edu/rex/rex/next_level.html or contact Kelly Costner at costnerk@winthrop.edu or call 803/323-2478.
Welcome back Foster Hays, our NExT LEVEL Research and Technology Specialist

Having worked within the Winthrop University-School Partnership Network as a research assistant for the NetSCOPE grant, Foster Hays is now returning to the partnership as Research and Technology Specialist for the NExT LEVEL grant. Foster studied philosophy at Georgia Southern University before moving to Alabama to earn her MA in American Studies at the University of Alabama and attend seminary at Beeson Divinity School at Samford University. After completing her schoolwork, she relocated to South Carolina along with her husband, Phillip Hays, the Access Services Coordinator at Winthrop’s Dacus Library. Foster has been with Winthrop University since 2011, not only as a member of the NetSCOPE team, but also as an adjunct instructor for the Department of Philosophy and Religious Studies and University College. In addition to her love for learning, teaching, and contributing in any way that she can to the advancement of education, Foster is also passionate about her role as a mother. She recently had a new addition to the family, with her three-year-old Tom “Bug” becoming a big brother last May to Finlay “Pie.”

Now Foster is happy to get back to the Partnership Network and begin her work with NExT LEVEL. She is excited to see familiar faces once again and meet new ones along the way. If there’s any way that she can assist, or if you’d just like to say hello, feel free to contact her at any time at haysf@winthrop.edu.

Winthrop dual enrollment courses offer college credit to high-achieving high school students

Dual enrollment at Winthrop University provides an opportunity for academically strong secondary students to take college courses for either credit at the high school and college level or to start building college credit for use upon entering a post-secondary institution.

To qualify, a student must be a current/rising high school junior or senior, have a 3.0 GPA on the SC Uniform Grading Scale, and have received a 22 on the ACT or a 1050 on the SAT.

Courses are available on campus and online and are offered at various times during the fall and spring semesters. All dual enrollment courses are taught by Winthrop’s highly qualified faculty.

There are many benefits for students who enroll in dual enrollment courses. Students will have access to Winthrop University resources, such as tutoring, the library, and the wellness center. Students will become academically prepared for college before entering full-time, gain experience and confidence to succeed in higher education settings, and have a more productive high school experience. Plus, students will take advantage of significant cost savings for college and earn transferable college credits.

The application deadline for Fall 2017 courses is April 14, 2017. The dual enrollment program cost is $495 per course.

For more information about the application process, course offerings, and registration visit http://www2.winthrop.edu/rex/rex/dual_enrollment.html or contact Dr. Prickett at prickettr@winthrop.edu.
Global Goals: teacher candidates travel abroad to China during full-time internship

This spring (March 20 - May 1), two senior teacher candidates have the incredible opportunity to travel abroad to Shanghai, China to complete their Internship II experiences. Cassidy Laber and Amanda Sabin will be teaching at Shanghai Far East School, an International K-12 school in a suburb of Shanghai.

Helping them prepare for their journey are Winthrop faculty members Dr. Marleah Bouchard, Dr. Crystal Glover, and Dr. Mark Dewalt, who is currently spending a year living and teaching at the school.

Living in European-style apartments located near the school, the students will experience Chinese culture and their new school community to the fullest.

“I am stoked about meeting my students and being completely immersed into a new culture!” Cassidy said.

“I am excited to try new things and experience education from a different perspective.

While in Shanghai, both students and faculty will be challenged to expand their views of teaching and experiment with new strategies and methods, such as teaching English as a second language, that work for their Chinese students and even students in American classrooms.

“I hope to gain more knowledge about working with ELs for my future classroom. The number of non-English speaking students is rising, and I want to be prepared to teach them and support their academic needs,” Amanda said. “I am so intrigued by how diverse and similar education is in different cultures.”

On top of venturing into a new teaching environment, students will also live in an entirely new culture and country. Some of the excursions planned include trips to Beijing to explore The Great Wall and The Forbidden City.

“I hope to gain a love for Chinese culture, learn more as a teacher and grow, and gain a new perspective on education,” Cassidy said.
Winthrop University~School Partnership Network

**Partnership Community**

**INTERNS IN ACTION AT OUR PARTNERSHIP SCHOOLS**

Gold Hill Elementary

Matt Rohring, Gold Hill’s partnership liaison and lead teacher, provided his interns with the opportunity to attend a conference about the innovator’s mindset sponsored by South Carolina’s ASCD (Association for Supervision and Curriculum Development). Guest speaker George Couros shared insight and inspiration.

- **Sarai Ramos**
  Early Childhood Education
  “Teachers should use technology to collaborate with other educators. We can go beyond these four walls with technology, and we have to recognize that. At the conference, I created a twitter account and tweeted that I needed ideas for creating community in my third grade classroom. I got so many amazing replies and used one of the suggestions shortly after.”

- **Jessica Fulmer**
  Early Childhood Education
  “Couros said ‘You need to make the positive so loud that the negatives are impossible to hear.’ We need to empower students and tell them what to do instead of what not to do. Also, he reminded us that everyone is a teacher and everyone is a student. He reminded us to always ask ‘would I want to spend a day in my classroom?’

- **Britney Black**
  Special Education
  “We talked about how isolation is a teacher’s choice. In SPED, it’s sometimes hard to find things that will work with my students who have severe disabilities, but it’s up to me if I just stay in my classroom or reach out. Learning is messy, and there’s many ways to teach one thing, but don’t be afraid to mess up.”

- **Lindsey Hawkins**
  Early Childhood Education
  “The world doesn’t care what you know; it cares about what you do with what you know. Are we asking students to just repeat information or are we asking them to do something with that information that’s relevant to the world that we live in? Learning is a process, not a product, so with 22 different students, I should have 22 different projects every time.”

- **Matt Rohring**
  Lead Teacher
  “We are always looking for new and innovative ideas to reach our students, and it’s all about instilling that same innovator’s mindset in both our educators and students. We hoped to bring back information to use in our own classrooms as well as share with the school. George Couros captivated us from word one.”

- **Hannah Brandon**
  Special Education
  “Students need to be problem finders, not just problem solvers. Students need to learn how to find a problem, solve it, and if the solution doesn’t work, then they need to be resilient, bounce back, and try again. This is important for students with learning disabilities because they face challenges all the time. Resiliency is key.”

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More than 200 Teacher Cadets participate in the Winthrop Experience

In February, over 200 high school students visited Winthrop’s campus as part of the Teacher Cadet program, which was started in the 1980s by none other than Jim Rex and is currently sponsored by CERRA (the Center for Educator Recruitment, Retention, and Advancement). To start the day, teacher cadets had the unique opportunity to attend a virtual reality seminar through the ITC, a new addition to this year’s itinerary. After tinkering with robots, students could stop by Tillman to have official Winthrop IDs made and visit an expo of different Winthrop clubs and organizations in the Richardson Ballroom. To formally kick off the day, cadets gathered together with their peers from schools in surrounding areas and listened to Winthrop’s admissions program share what makes Winthrop great and how to apply. A quick ice breaker game set an excited tone for the day.

The cadets then filed into historic Tillman Auditorium for an engaging talk with a panel of Winthrop Teaching Fellows about the realities of college life and how the teacher education program works for different disciplines and grade levels. As in past years, topics steered toward how to balance school work and fun, and answers were as diverse as Winthrop’s student population. Next on the agenda, students attended informational classes from a variety of educational disciplines depending on their interests and intended majors. Classes were followed by campus tours that concluded with lunch in Thomson Cafeteria and time to explore campus.

This year, Teacher Cadet day, again, served as a great way to get Winthrop faculty and students connected with high school students in the area who are eager to experience college for a day and ponder their futures.

For more information about the Teacher Cadet program, visit www2.winthrop.edu/rex/rex/cadet/html

Graduating Teacher Candidates excel at the COE Career Fair

Spring semester is undoubtedly a busy one for graduating teacher candidates. In addition to completing their edTPA portfolios and teaching full time, Internship II students had the opportunity to attend a career fair especially for education majors in February.

More than 50 school districts from around the state attended the event, which is coordinated each year through the Office of Career and Civic Engagement. Participating districts came in search of well-qualified teacher candidates to fill positions for the next academic year.

Teacher candidates prepared resumes and portfolios to present to prospective employers and participated in preliminary interviews. Through this experience, teacher candidates put interviewing skills and professional presentation into practice. Many walked away with potential job offers and lasting professional connections were made.

In Winthrop’s Teacher Education Program, administrators, and faculty members pride themselves on preparing teacher candidates for every aspect of the teaching profession, which is why the annual career fair has become such a core part of the program. Because of these kinds of experience-based program requirements, students graduate from Richard W. Riley College of Education with confidence in their ability to join the profession with ease. Many students already have jobs lined up when they walk across the stage in May, and that is often many thanks to the Career Fair and the professional connections they have formed through their field placements and full-time internships.

“The education career fair celebrates the culmination of everything our graduating teacher candidates have worked so hard for throughout their degree programs,” Carolyn Grant, Director of Field and Clinical Experiences, said. “Our candidates truly demonstrate how well equipped they are for the teaching profession through their professional and engaging interactions with district representatives.”
Calendar of Events

April
- April 14: Dual Enrollment Deadline
- April 24: Technology Night (Registered Participants Only)

May
- May 4: Graduate Commencement
- May 5: College of Education Convocation
- May 6: Undergraduate Commencement

June
- June 6: 6th Annual Partnership Conference

Professional Learning Opportunities

Winthrop University’s Partnership Network serves 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.

Please visit the PLO website, www2.winthrop.edu/rex/rex/professional_learning.html, to view professional development offerings, explore possible opportunities schools might consider hosting, and find directions for submitting requests for specific professional learning topics.

Schools in the Spotlight

Ebenezer Elementary

Mr. McQuiston’s after-school pottery club, funded by a grant from the Rock Hill Schools Foundation called “Building Community, Confidence, and Control through Clay”, challenges students to be creative and experiment with clay using five new portable wheels.

Winthrop University - School Partnership Network
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803/323-2012

Mrs. Sara Wyatt, Graduate Assistant
wyatts5@winthrop.edu
803/323-4734

For location and participant information, visit:
www2.winthrop.edu/rex/rex/calendar.html