



WINTHROP UNIVERSITY

PROFESSIONAL DEVELOPMENT SCHOOLS

NEWS UPDATE



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A collaborative partnership between the Richard W. Riley College of Education, Winthrop Olde English Consortium Board of Governors, Cotton Belt Elementary School, Crowders Creek Complex, Lancaster High School, Lewisville Elementary School, and Sullivan Middle School.

THE VISION AND MISSION

The PDSs began in 1993 to link the university's teacher education resources with the Winthrop Olde English Consortium's six area school districts. The aim of the PDS is to strengthen teacher education and development by serving as exemplary sites of instruction, builders of knowledge and vehicles for mentoring novice and experience teachers.

The mission of each PDS is dedicated to meet four purposes:

1. Provide exemplary education.
2. Renew and improve professional preparation programs.
3. Establish continuing professional development opportunities for both public school and Winthrop University educators.
4. Conduct an organized program of school-based research designed to improve practice.

Each PDS directs its resources to connect theory and practice in such a way as to meet the educational needs of South Carolina's children. Contact Person: Anita D. Sanders PDS Coordinator 803-323-4745

PROFESSIONAL DEVELOPMENT SCHOOLS ASSESSMENT RETREAT

On June 14-15, 2001, Winthrop University Richard W Riley College of Education faculty who work with professional development schools and public school representatives were led through a series of self-assessment activities. Dr. Jonatha Vare, Center for Pedagogy chairperson, facilitated the event leading PDS sites to revisit the NCATE PDS standards.

For self-assessment purposes, each Winthrop PDS used the NCATE standards to assess their relationship with Winthrop University and their PDS work. The five standards addressed included:

The PDS is a learning-centered community that supports the integrated learning and development of P-12 students, candidates, and PDS partners through inquiry-based practice. PDS partners are accountable to themselves and to the public for upholding professional standards for teaching and learning. PDS partners and partner institutions systematically move from independent to interdependent practice by committing themselves and committing to each other to engage in joint work focused on implementing the PDS mission. PDS partners ensure that the policies and practices of the PDS partner institutions result in equitable learning outcomes for all PDS participants. The partnership effectively uses communication for

and linkage with the school district, university, and other constituencies and to inform the public, policy makers, and professional audiences of its work.

The next scheduled PDS retreat is Spring 2002.

ELEMENTARY SCHOOL TECHNOLOGY CREATING CONNECTIONS

Submitted by Christina Melton
(Lewisville Elementary School educator)

Can you imagine a group of six-year old children handling a school owned digital camera? Can you imagine six-year old children viewing pictures and deciding whether to delete or save them? Stacey Knutson, Lewisville Elementary School first grade teacher, knew her fifteen first grade students were capable of this endeavor.

Ms. Knutson's objective was to create a PowerPoint presentation while learning about her students. They interviewed each other to gather interesting facts for the presentation. Clip art was added to enhance the presentation. Students in small groups armed with a hall pass and digital camera photographed the school's support staff. Meanwhile, back in the classroom, other students were busy completing a biographical PowerPoint presentation.

Ms. Knutson and three other Lewisville Elementary teachers

attended Winthrop's 2000 PDS Sunnier Technology Camp directed by Ms. Lisa Harris and Dr. Rebecca Evers. Participants were trained to use PowerPoint, digital cameras, and Front Page (designing web pages). The camp began an association between the Instructional Technology Center (ITC) and Lewisville Elementary It should be noted that the Technology Camp is a continuing activity. Last year, four Lewisville Elementary teachers attended the camp. The teachers' projects are posted on the TECH4learning.com website.

As a Technology PDS, Lewisville is able to offer unique opportunities for its teachers. Ms. Dena Chilson, an ITC employee, taught a site-based technology course especially designed for the Lewisville faculty.

As teachers begin to feel more comfortable with technology, they will expand its use in their classrooms. Teachers may become as fearless as Ms. Knutson's first graders. When students were asked about their project, one student responded, "We liked it because it was easy"

CBM AT CBES

Submitted by Dr. Susan Green

At Cotton Belt Elementary School, Susan Green met with grade level teams to work on tailoring a method of monitoring student academic progress in basic skills areas to their needs. This assessment technique, Curriculum Based Measurement (CBM), was designed to 1) tap fluent, integrated achievement acts analogous to vital signs measured in health (e.g., body temperature) that could be tracked over time; 2) document individual growth over brief time periods, in contrast to other standardized measures that only convey relative standing, within a group and are insensitive to

change over the short term; and 3) provide information for instructional planning.

This technique has been used successfully in other elementary schools to help identify and intervene with lower performing students who often "fall through the cracks." We think this technique will provide useful information to teachers and interns and will help us all generate ideas about how to better integrate assessment with teaching and learning.

REALIZING THE PARTNERSHIP PROMISE: POLICIES, PRACTICES AND POSSIBILITIES

Fifteen Winthrop University and WOEK PDS faculty representatives will attend the NNER Annual Conference in Denver, Colorado on October 25-28, 2001. At this conference featuring a keynote address by Dr. John I. Goodlad, the participants will gain new perspectives of thinking about advancing the partnerships' work, strategies for working in current policy environments, new connections with people doing similar work, and gathering innovative ideas. Participants will engage actively in site visits to the Colorado Partnership schools, inquiry sessions, ongoing critical friends groups, and interactive presentations.

HIGH STANDARDS AT LEWISVILLE ELEMENTARY

During October, Mr. Greg Norton (Lewisville), Mrs. Christina Melton (Lewisville), and Dr. Richard Ingram (Winthrop) will attend the School Development Program Institute (also known as Corner Training) in Connecticut. Dr. James Comer emphasizes the African proverb, "it takes an entire village to raise a child." Dr. Corner supports the

development of strong partnerships and collaborative teaming in creating effective school climates. Ms. Christina Melton (Lewisville), Ms. Jan Massey (North Central HUB-Math Specialist), Ms. Libby Baker (North Central HUB-Science Specialist), and Dr. Richard Ingrain (Winthrop C & I) will form a collaborative team. They will engage the Lewisville faculty in small group sessions focusing on curriculum, assessment and standards. The purpose of these professional development sessions is to revisit and internalize the state PACT standards, review portfolio assessment, develop rubrics, and focus on voice in the Language Arts.

SULLIVAN MIDDLE: "CONNECTING THEORY AND PRACTICE"

(Submitted by Dr. Cindy Cooley,
Winthrop Director of Student
Services)

During the fall 2001 semester, Dr. Cindy Cooley is conducting a very interesting pilot project and study with a Social Foundations class at Winthrop. This course entitled EDUC 110, Teachers, Schools, and Society, is being taught on-site at Sullivan Middle School rather than in a traditional Winthrop classroom. Twenty-nine freshmen are currently registered for the class.

Sullivan Middle School is a PDS located approximately 1.8 miles from the campus of Winthrop. Dr. Robert Heath, principal, is extremely supportive of any efforts that lead to collaboration between the Winthrop University and the public school.

Ms. Gretchen Werrell is serving as Teacher Consultant for the project. Ms. Werrell is a 7th grade Language Arts teacher at Sullivan who is National Board Certified. She is working with Dr. Cooley on making the course content more relevant.



They hope to do this by coming up with activities students can engage in at Sullivan related to their reading and class discussions. For example, Chapter One of the text discusses the realities of teaching. After reading about the realities of teaching and holding class discussion and lecture on this topic, students will go in pairs into classrooms at Sullivan Middle School and observe for 30 minutes. They will come back to the whole class and discuss which of the realities of teaching they actually saw during a 30-minute lesson. Other activities include a field trip to Historic Brattonsville, a trip to Sylvia Circle Elementary School which is exploring a Montessori focus, two panel discussions with teachers at Sullivan, and five classroom observations.

Dr. Cooley is planning to select one student from the section of EDUC 110 at Sullivan Middle School and one student from a section on campus and assess their perceptions about the teaching profession before the class begins and after the semester ends to determine if teaching the class on-site in public school had a positive or negative impact upon the student's perceptions of the teaching profession or no impact at all. The results of this case study will be presented during spring 2002 semester.

LANCASTER HIGH SCHOOL FACULTY TAKE THE CLASSROOM BACK

(Submitted by Dr. Mark Dewalt,
Winthrop Director of Graduate
Studies)

In the fall and spring, Dr. Mark Dewalt will teach the course, Understanding and Working with Children of Poverty, at Lancaster High School. Twenty-nine teachers have registered for the class that will meet each Tuesday afternoon on-site at Lancaster High School. The course is designed to equip teachers, counselors, and administrators with the skills and expertise to meet the needs of a variety of students but most especially students of poverty. The course will promote an appreciation and understanding of diversity in families and society. Students will explore how the methods discussed in the readings and during class sessions can be implemented in a high school setting. The course will utilize guest speakers from other educational settings in both North and South Carolina.

The first class session held in early August focused on how to use a course contract to build ownership in the curriculum. Later sessions will focus on the hidden rules of different social groups, peer leadership, providing effective support systems, creating relationships, and positive expectations. Mrs. Angelia Green, 5th Grade teacher at Cotton Belt, co-presented with Dr. Dewalt at the August 14 session.

PDS PHOTO GALLERY

(Pictures at Various PDS sites)



PDS BROKERS

"Brokers" are university faculty who serve as liaisons to professional development schools. A SPECIAL THANKS TO PDS BROKERS FOR THEIR TIME, EFFORT, AND SERVICE TO THE HIGHER EDUCATION/PUBLIC SCHOOL COLLABORATIVE INITIATIVE.

Dr. Barbara Blackburn
Dr. Mark Dewalt
Dr. Susan Green
Dr. Richard Ingrain

