

## UNIT REPORT

**Annual Highlights Report**

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**Annual Report: Department of Educational Leadership****NON-ACADEMIC AFFAIRS UNITS ONLY: Highlights of the Year:**

**A1. Highlights Related to AA Goal 1: Educate a diverse student body through an integrated academic experience that positions graduates for personal success and civic responsibility in the global environment of the 21st century.:**

**EDLD Program Highlights**

The Department of Educational Leadership has gone through many changes over the last four years. We have welcomed seven new faculty members with an additional four new colleagues joining us in 2018, added four new graduate programs, and we have revised all our current programs. The following sections provide some of the EDLD program highlights.

**Edd Educational Leadership**

- The student support provided by EDLD faculty and the Graduate Program Director assisted 15 doctoral students graduate this year.
- The Ed.D. program was revised and approved to (a) reduced hours to 48 from 60, (b) delivered using a cohort distance education model [P-12 concentration] to reduce cost, and (c) embedded dissertation components into the course work to reduce the time to graduate.

**Principal Preparation Programs (MSAD/PCER)**

- Our Principal Preparation programs (MSA/PCER) graduated 72 students in 2017-2018. This is the highest number of graduates for the principal preparation programs at UNC Charlotte.
- The Aspiring Principal program (UNCC's partnership with CMS) continues to grow (22 new students) admitting a diverse group of aspiring principal, which included three additional Latino candidates, who will join our five Latino candidates from 2017.

**Instructional Systems Technology Programs (MEd/CERT)**

- Quality Matters Certification was awarded for the IST program in the area of Program Design (Received August 2017 - <https://distanceed.uncc.edu/news/2017-10-18/ist-program-receives-national-quality-matters-certification>).
- The program reduced the number of credit hours (3 hours) required for graduation. For the MEd, 33 hours are now required (originally 36) and Graduate Certificate, 15 hours are required (originally 18 hours).
- The Online Learning and Teaching Concentration now accepts doctoral credits.
- A name change proposal has been submitted. The new proposed name is: *Learning, Design and Technology*.

**Types of Accomplishments Discussed Above::**

**A2. Highlights Related to AA Goal 2: To expand the frontiers of knowledge and leverage discovery for the public benefit through innovative programs that span the disciplines in research, creative activities, and graduate education.:**

**Four New Programs**

EDLD started four new programs (1. PhD Educational Research, Measurement, and Evaluation [ERME], 2. MEd Educational Leadership, 3. Graduate Certificate in University and College Teaching, and 4. Graduate Certificate in Quantitative Analyses)

- PhD ERME admitted the first group of students (N=8) in fall 2017.
- Post-Masters Certificate in University and College Teaching admitted the first group of students (N=10) in the fall 2017.
- Post-Masters Certificate in Quantitative Analyses admitted the first group of students (N=11) in fall 2017.
- MEd Educational Leadership (originally MEd Curriculum & Supervision) (a) reduced hours to 30 from 39; (b) renamed program and changed CIP code; (c) total revision of curriculum to PK-16; (d) development of recruitment materials; and (e) recruited the first group of students (N=8) to be admitted fall 2018.

**EDLD Faculty Highlights**

- Chuang Wang was selected as the 2018 Harshini V. Silva Graduate Mentor Award
- Ryan Miller was selected for Diversity Scholars Network coordinated by the National Center for Institutional Diversity based at the University of Michigan.
- Ryan Miller was 1 of 15 invited participants to "Making Disability Visible in the Measurement of Post-Secondary Educational Quality," Spencer Foundation Conference Grant for Advancing Education Research
- Florence Martin served as the Faculty Fellow for Digital Learning - Senior Associate Provost's Office - 2017-2018
- Florence Martin served as the Associate Quality Matters Fellow - 2017-2020
- Florence Martin served as the President of the Division of Distance Learning for Association for Educational Communications and Technology - 2017-2018
- Florence Martin served as the Vice President, Marketing and Communications, International Society of Performance Improvement, Charlotte - 2017

**Student Highlights**

- Meghan Lefevers, graduate of the MSA program, received the Milken Educator Award. The Milken Educator Awards recognizes educators who are deemed successful in the schools and are given \$25,000.
- Two IST students received ATD Charlotte Scholarships, Keith Williams and Cynthia Germaine.

**Types of Accomplishments Discussed Above:: Student Success**

Faculty Success

New Educational Programs

**A3. Highlights Related to AA Goal 3: To engage community partners in mutually beneficial programs that enhance the economic, civic, and cultural vitality of the region.:**

**EDLD P-12 School/Community Engagement Highlights**

- **Tracey Benson** collaborated with the assistant superintendent of Kannapolis City Schools to analyze data to examine patterns of inequality of student-teacher assignment. This project is still being conducted.
- **Tracey Benson** created the North Carolina Racial Equity Consortium. This Consortium works as a collaborative to identify and address issues of racial equity across the state of North Carolina. They engage in data analysis and program evaluation in order to identify areas of possible collaboration around key equity initiatives.
- **Lynn Ahlgrim-Delzell** worked with CMS, Rowan County Schools, and Cabarrus County School, in a summer weeklong TEI workshop to address 3 key priorities of managing small group work, managing group discussions, and eliciting student thinking. Training on coaching skills was conducted. Developing learning teams and Planning learning team meetings and activities. Data collection activities to capture changes in self-efficacy, confidence in teaching and coaching, and growth in teaching and coaching skills.
- **Jae Hoon Lim** worked with the International Center for Community Development (ICCD). She serves as a tutor and mentor for students coming to ICCD for after-school homework help and an enrichment program. She teaches reading/writing as well as math is a top priority along with stabilizing a STEM-focused enrichment program (CODING 101). She helped the center to smoothly run its afterschool program in collaboration with an IBM engineer.
- **Florence Martin** served as the VP of Marketing and Communications for International Society of Performance Improvement Charlotte. ISPI Charlotte provides opportunities for its members to first learn about HPT and later share their applications of human performance technology within this community of practice. The chapter also provides professional networking experience.
- **Debra Morris** worked with the Charlotte Islamic Academy to conduct formal observations of the teachers at the academy and coach them on instruction best practices. This past year, she led the school efforts to obtain accreditation from AdvancEd. She submitted their Beginning Teacher Plans to DPI and help their teachers and administrator renew licenses. She judged their Poetry slams and science fair work.
- **Debra Morris and Jim Watson** hosted information session in CMS for Latino staff interested in school leadership and sought funds to support educational leadership experience.
- **Beth Oyarzun and Ayesha Sadaf** provided a hands-on workshop to the 250 8th grade students at Lake Norman Charter School about how their digital footprints can affect their future. Facilitated hands on activity to help create students' digital footprints on iPads using Internet tools.
- **Chuang Wang and Bob Algozzine** developed a Disproportionality Technical Assistance Tool (DTAT) to help school administrators calculate the proportion of students in each category with respect to ethnicity, special education status, English language status, and socioeconomic status for each school and school district. We also published a manual to use this tool. This project was funded by a national grant and was provided to the schools and school districts for free. They are currently evaluating the use of this tool. The tool is being tested in Charlotte Mecklenburg County School, Cabbarus County School, and Union County Schools.
- **Jim Watson** worked with Gates County to Secure \$4.5 million to improve school construction.
- **Jim Watson** mentor/coach first year principals in Montgomery County Schools.
- **Jim Watson** prepared the Union County Schools Board for the evaluation of the superintendent.
- **Claudia Flowers** serves on NCDPI technical panel for large-scale assessments.

### Types of Accomplishments Discussed Above::

#### B. Examples of Data-Based Improvements During the Year:

Below are three examples of how EDLD used assessment data for the purpose of improvement during the year.

#### Example 1

Students in the EdD program were taking too long (usually seven years or longer) to complete the program and many students were accumulate a large debt. The table below shows that students in the EdD program who received a loan tended to accumulate approximately \$26,000 more than their peers in the PhD programs at UNC Charlotte. In consultation with the Graduate School, EDLD faculty members were asked to reexamine the 60-hour requirement for the EdD in all concentrations. Several accelerated Ph.D. models at UNCC (e.g., Computer Science and Biological Sciences) were reviewed to see how these programs combined the master's and doctoral credits. EdD program faculty determined that 42 doctoral-credit hours (number of hours in other doctoral programs at UNC Charlotte) was not sufficient to cover the content in the program and suggested the number of doctoral hours be 48 hours, combined with the accepted master's course hours for a total of 78 hours.

DOCTORAL DEGREE	DOCTORAL GRADUATION STATUS	NUMBER OF STUDENTS	TOTAL DEBT AMOUNT	AVERAGE DEBT AMOUNT
EDD	DID NOT GRADUATE	47	\$4,646,707	\$98,866
EDD	GRADUATED	40	\$3,278,519	\$81,963
PHD	DID NOT GRADUATE	221	\$13,847,613	\$62,659
PHD	GRADUATED	294	\$19,270,380	\$65,546

*Note.* Based on 10 years of data.

#### Example 2

On average EdD students were taking ADMN 8999 (Dissertation Research) seven times before graduating. To motivate students to continuously work on their dissertation throughout their program, ADMN 8699 (Dissertation Proposal) and ADMN 8999 (Dissertation Research) changed grading practices. Historically, students were given IP until they finished their proposal and dissertation. Now students are given a grade at the end of the course based on their progress during the semester. Students sign a contract at the being of the semester outlining the goals and outcome for the semester and grades are assigned on the student's progress toward reaching those goals. This change has had an immediate effect with 15 students graduating this year from the EdD Educational Leadership program.

**Example 3**

In the IST program, data from the survey of IST students and feedback from the advisory committee suggested RSCH 6101 (Research Methods) was not meeting the needs of the students. The content in the course focuses on P-12 schools and many of the students in the IST program work in the business learning environment. The advisory committee also suggested that students would be better prepared for the work environment if they were trained in program evaluation and data analytics. A new research course will be designed that will meet the needs of these students.

**Major Accomplishments: Discussion:**

- Chuang Wang was selected as the 2018 Harshini V. Silva Graduate Mentor Award, which is the highest honor give by the graduate school in service to our students.
- Florence Martin and her colleagues successfully earned Quality Matters Certification for the IST program in the area of Program Design (Received August 2017 - <https://distanceed.uncc.edu/news/2017-10-18/ist-program-receives-national-quality-matters-certification>).
- Ryan Miller was 1 of 15 invited participants to “Making Disability Visible in the Measurement of Post-Secondary Educational Quality,” Spencer Foundation Conference Grant for Advancing Education Research
- Debra Morris and Jim Watson increased (5%) the diversity of the CMS Aspiring Principal program by recruiting and offering scholarships to future Latino school leaders.
- Meghan Lefevers, graduate of the MSA program, received the Milken Educator Award. The Milken Educator Awards recognizes educators who are deemed successful in the schools and are given \$25,000.

**EDUCATIONAL LEADERSHIP FACULTY PUBLICATIONS 2017**

(note – these publications and presentations are from 2017 faculty annual report)

Bold and highlighted citations indicate student involvement.

**BOOKS PUBLISHED**

Browder, D., Gibbs, S., Ahlgrim-Delzell, L., Courtade, G., & Lee, A. (2017). *Early Literacy Skills Builder, for Older Students*. Verona, WI: The Attainment Company.

**BOOK CHAPTERS--PUBLISHED**

**Budhrani, K. S.**, D’Amico, M. M., & Espiritu, J. L. D. (2017). Developing a skilled workforce through Technical Vocational Education and Training (TVET) in the Philippines. In R. Latiner Raby & E. J. Valeau (Eds.), *Handbook of comparative studies on community colleges and global counterparts*. Springer. Advance online publication. doi:10.1007/978-3-319-38909-7\_28-1

D’Amico, M. M. (2017). Noncredit education: Specialized programs to meet local needs. In K. 10. Wilson & R. L. Garza-Mitchell (Eds.), *Forces shaping community college missions, No. 180* (pp. 57-66). *New directions for community colleges*. San Francisco, CA: Jossey-Bass. doi:10.1002/cc.20281

D’Amico, M. M., Salas, S., González Canché, M. S., Rios-Aguilar, C., & Rutherford, G. F. (2017). Ways of knowing, community/technical college workforce (re)development, and “el mundo de hoy.” In S. Salas & P. R. Portes (Eds.), *U.S. Latinization: Education and the new Latino south* (pp. 89-108). Albany, NY: SUNY Press.

Fitchett, P.G., Lambert, R.G., McCarthy, C.J. (2017). Examining within and between school characteristics of secondary teachers at risk for occupational stress. In Moore, K. & Buchwald, P. (Eds.), *Stress and Anxiety: Coping and Resilience* (pp. 137-150). Berlin, Germany: Logos Verlag.

Fitchett, P. G., **Hopper, E. B.**, Eyal, M., McCarthy, C. J., & Lambert, R. G. (2017). Racial congruence, teacher stress, and professional commitment among African-American female teachers. In A. Farinde-Wu, A. Allen-Handy, & C. Lewis (Eds.), *Black Female Teachers: Diversifying the United States' Teacher Workforce* (pp. 135-158). Bingley, UK: Emerald Publishing.

Fitchett, P., **Lineback, S.**, McCarthy, C., & Lambert, R. (2016). Examining the relationship among teachers’ working conditions, stress, and professional trajectory. In Petty, T., Good, A., & Putman, M. (eds.). *Handbook of Research on Professional Development for Quality Teaching and Learning*. Hershey, PA: IGI Global.

Martin, F. & Kumar, S. (2017). Frameworks for Assessing and evaluating e-learning courses and programs. In Piña, A.A., Walker, V., Harris, B.R. (Eds). *What the e-Learning Leader Needs to Know: Leading and Managing e-Learning*. Springer.

Martin, F., & Oyarzun, B. (2017). Standards, Perception, and Best Practices of Online Learning. In R. West (Ed.), *Foundations of Learning and Instructional Design Technology* (1st ed.). Available at <https://lidtfoundations.pressbooks.com/>.

Miller, R. A., Wynn, R. D., & Webb, K. W. (2017). Complicating “coming out”: Disclosing disability, gender, and sexuality in higher education. In S. L. Kerschbaum, L. T. Eisenman, & J. M. Jones (Eds.), *Negotiating disability: Disclosure and higher education* (pp. 115-134). Ann Arbor, MI: University of Michigan Press. doi: 10.3998/mpub.9426902

Miller, R. A., Wynn, R. D., & Webb, K. W. (2017). Queering disability in higher education:



- Views from the intersections. In E. Kim & K. C. Aquino (Eds.), *Disability as diversity in higher education: Policies and practices to enhance student success* (pp. 33-46). New York, NY: Routledge.
- Oyarzun, B., & Conklin, S. A., Barreto, D. (2016). Instructor Presence: Truly connecting with your learners online. In V. Phu (Ed.), *Handbook of Research on Innovative Pedagogies and Technologies for Online Learning in Higher Education*. Hersey, PA: IGI Global.
- Oyarzun, B., & Gazza, E. A. (2017). Online applied learning in nursing education. In J. Stefaniak (Ed.), *Advancing Medical Education through Strategic Instructional Design*. Hersey, PA: IGI Global. Submitted August 22, 2016.
- Sadaf, A., & **Johnson, B. L.** (2017). Teachers' Beliefs About Integrating Digital Literacy into Classroom Practice: An Investigation Based on the Theory of Planned Behavior. *Journal of Digital Learning in Teacher Education*, 33(4), 129-137
- Sadaf, A., & Olesova, L. (2017). Enhancing cognitive presence in online case discussions with questions based on the practical inquiry model. *American Journal of Distance Education*. 31(1), 56-69.
- Shore, R. & Morris, D. (2017). The unconference: A constructivist approach to professional development. *Handbook of Research on Teacher Education and Professional Development*. D. Polly & K Martin Editors, IGI.
- Vaccaro, A. & Miller, R. A. (2017). Experiences of queer student leaders of color: Expanding leadership paradigms in higher education. In J. M. Johnson & G. C. Javier (Eds.), *Queer people of color in higher education* (pp. 195-210). Charlotte, NC: Information Age Publishing.
- Wang, C., & Kim, D-H. (2017). English-language learners in Chinese high schools: Self-efficacy profiles. In M. C. W. Yip (Ed.), *Cognition, metacognition and academic performance: An East Asian perspective* (pp. 27-39). New York, NY: Routledge.

### REFEREED JOURNALS: PUBLISHED

- Algozzine, B. (2017). Toward an acceptable definition of emotional disturbance: Waiting for the change. *Behavioral Disorders*, 43, 136-144.
- Algozzine, B., Schmid, R., & Connors, B. (2017). Republication of "Toward an Acceptable Definition of Emotional Disturbance." *Behavioral Disorders*, 43, 132-135.
- Baddouh, P.** & Lambert, R. (2017). The Literacy Skills of Children with One versus Two Years of Head Start Attendance. *Journal of Applied Educational Policy Research*, 3(2). <https://journals.uncc.edu/jaepr/article/view/715/705>
- Benson, T. & Boaz, D. (2017). Leadership Amidst Racial Trauma and Unrest: UNC Charlotte's Response to the Shooting of Keith Scott. *Journal of Cases in Educational Leadership*.
- Boula, J., Morgan, K., Morrissey, C.,** & Shore, R. (2017). How do students understand new ideas? In response to the Deans for Impact Report (DFI). *Journal of Applied Educational and Policy Research*, 3(1), 5-13.
- Coryn, C. L. S., Wilson, L. N., Westine, C. D., Hobson, K. A., Ozeki, S., Fiekowsky, E. L., Greenman, G. D., & Schröter, D. C. (2017). A decade of research on evaluation: A systematic review of research on evaluation published between 2005 and 2014. *American Journal of Evaluation*, 38(3), 329-347.
- D'Amico, M. M., Algozzine, B., Algozzine, K. M., Correa, V. I., & Muharib, R. (2017). Content-driven faculty development in community college early childhood education programs. *Community College Journal of Research and Practice*. Advance Online Publication. doi:10.1080/10668926.2017.1357510
- D'Amico, M. M., Morgan, G. B., Katsinas, S. G., Adair, J. L., & Miller, M. T. (2017). A national analysis of noncredit community college education: Enrollment, funding, accountability, and contextual issues. *Community College Journal of Research and Practice*, 41(4-5), 288-302. doi:10.1080/10668926.2016.1251349
- Driscoll, L., Watson, J., & Hart, W. (2017). 2016 State of the States: North Carolina. *Journal of Education Finance*. 42:3, 31-313.
- Du, J., Wang, C., Zhou, M., Xu, J., Fan, X., & **Lei, S.**(2017). Group trust, communication media, and interactivity: Toward an integrated model of online collaborative learning. *Interactive Learning Environment*. doi=10.1080/10494820.2017.1320565
- Fitchett, P. G., Heafner, T., & Lambert, R. G. (2017). An analysis of predictors of history content knowledge: Implications for policy and practice. *Education Policy Analysis Archives*, 25(65). <http://dx.doi.org/10.14507/epaa.25.2761>
- Fitchett, P.G., McCarthy, C.J., Lambert, R.G., & **Boyle, L.**(2017). An examination of first-year teachers' risk for occupational stress: associations with professional preparation and occupational health. *Teachers and Teaching*, 10, DOI:10.1080/13540602.2017.1386648
- Flowers, C., Test, D, Povenmire-Kirk, T., **Diegelmann, K. M., Bunch-Crump, K., & Kemp-Inman, A.** (2018). Multi-level model of interagency collaboration for students with disabilities: A demonstration model. *Journal of Special Education*, 51, 211-221.
- Harden, S., Buch, K., & Ahlgrim-Delzell, L. (2017). Equal status: Shifting scholarship paradigms to fully include community-based research into undergraduate research programs. *Journal of Community Engagement and Higher Education*, 9, 48-66.
- Lambert, R. G., Kim, D., Durham, S., & Burts, D. (2017). Differentiated rates of growth across preschool dual language learners. *Bilingual Research Journal*, 40(1), 81-101. DOI: 10.1080/15235882.2016.1275884.
- Leahy, M. M.,** Shore, R. & Lambert R. G. (2017). Myths or misnomers: Research-based realities in the classroom literature review for Deans for Impact (2015). *Journal of Applied Educational and Policy Research*, 3(1), 81-90.
- Leahy, M. M.,** Shore, R. & Lambert R. G. (2017). Teachers can untangle the truth from myth in the classroom: Using an interdisciplinary approach to "developing the brain." An application of Deans for Impact (2015). *Journal of Applied Educational and Policy Research*, 3(1), 90-95.
- Lim, J. H., **MacLeod, B. P., Tkacik, P. T.,** & Dika, S. L. (2017). Peer mentoring in engineering: (Un)shared experience of undergraduate peer mentors and mentees. *Mentoring and Tutoring: Partnership in Learning*, 25, 395-416. <https://doi.org/10.1080/13611267.2017.1403628>
- Martin, F., Ahlgrim-Delzell, L., & **Budhrani, K.** (2017). Systematic review of two decades (1995 to 2014) of research on synchronous online learning. *American Journal of Distance Education*, 31, 3-19.

- Martin, C., Lambert, R. G., Polly, D., Wang, C., & Pugalee, D. K. (2016). The measurement properties of the Assessing Math Concepts' assessments of primary students' number sense skills. *Journal of Applied Measurement, 17*(3).
- Martin, F., Polly, B., Jokiahio, A., & Birgit, M. (2017). Global Standards for Enhancing Quality in Online Learning. *Quarterly Review of Distance Education, 18*(2), 1-10.
- Martin, F., Wang, C., Petty, T., Wang, W., & Wilkins, P. (2017). Middle school students' social media use. *Educational Technology and Society, 21*, 213-224.
- McCray, E. D., Ribuffo, C., Lane, H, Murphy, K. M., Gagnon, J. C., Houchins, D. E., & Lambert, R. G. (2017). "As real as it gets": A grounded theory study of a reading intervention in a juvenile correctional school. *Child & Youth Care Forum*. DOI: 10.1007/s10566-017-9429-7
- Plaisance, M.,**Salas, S., & D'Amico, M. M. (2017). Like driving from "the back seat": Teaching ESL in commodified curricular terrains. *TESOL Journal*. Advance online publication. doi:10.1002/tesj.314
- Miller, R. A. (2017). "My voice is definitely strongest in online communities": Students using social media for queer and disability identity-making. *Journal of College Student Development, 58*(4), 509-525.
- Miller, R. A., Guida, T., Smith, S. L., Ferguson, S. K., & Medina, E. G. (2017). Free speech tensions: Responding to bias on college and university campuses. *Journal of Student Affairs Research and Practice, 54*(4). Advance online publication. doi: 10.1080/19496591.2017.1363051
- Miller, R. A., Jones, V. A., Reddick, R. J., Lowe, T., Franks Flunder, B., Hogan, K., & Rosal, A. I. (2017). Educating through microaggressions: Self-care for diversity educators. *Journal of Student Affairs Research and Practice, 55*(1). Advance online publication. doi: 10.1080/19496591.2017.1358634
- Oyarzun, B., Stefaniak, J., Bol, L., & Morrison, G. R. (2017). Effects of learner-to-learner interactions on social presence, achievement and satisfaction. *The Journal of Computers in Higher Education*. doi:10.1007/s12528-017-9157-x
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- Polly, D., Wang, C., Martin, C. S., Lambert, R., Pugalee, D. K., & **Middleton, C.**(2017). The influence of mathematics professional development, school-level, and teacher-level variables on primary students' mathematics achievement. *Early Childhood Education Journal, 1*-15. DOI 10.1007/s10643-017-0837-y
- Rodriguez, S. L., Garbee, K., Miller, R. A., & Sáenz, V. B. (2017). How community colleges in Texas prioritize resources for Latino men. *Community College Journal of Research and Practice*. Advance online publication. doi: 10.1080/10668926.2017.1281179.
- Rosenbach, L. J.,** Flowers, C., Bird, J., & Algozzine, B. (2017). An evaluation of strategic staffing initiative in a large urban school district. *Journal of Applied Educational and Policy Research, 3*(2), 10-25.
- Shore, R. (2017). Left brains, learning styles, and who cares what time it is? Commentary on Deans for Impact (2015). *Journal of Applied Educational and Policy Research, 3*(1), 105-107.
- Spaulding, B., Thomas, D., Yearta, C., Miller, A.,**& Shore, R. (2017). How do students learn and retain new information? A practical application of Deans for Impact Report, The Science of Learning. *Journal of Applied Educational and Policy Research, 3*(1), 30-36.
- Stonier, F., Teed, K., & Westine, C. (2017). Using GIS (Geographic Information Systems) to analyze public school bullying: A statewide survey of 587,128 students. *Journal of Computers in Mathematics and Science Teaching, 36*(1), 47-56.
- Wang, C., & Bai, R. (2017). Chinese secondary school students' self-efficacy beliefs and self-regulated learning behaviors in learning English. *TESOL Quarterly, 51*, 931-947.
- Wang, C., Hancock, D. R., & Muller, U. (2017). Factorial and item-level invariance of a principal perspectives survey: German and U.S. principals. *Journal of Applied Measurement, 18*(2).
- Wilkins, P.,** Flowers, C. P., & Algozzine, B. (2017). Preliminary analysis of technical characteristics of the *Basic Technology Competencies for Educators Inventory-Revised*. *Journal of Applied Educational and Policy Research, 3*(2), 26-47.
- Zhang, J., Wang, C., Lambert, R., **Wu, C., & Wen, H.** (2017). Validity evidence for the Chinese version Classroom Appraisal of Resources and Demands (CARD). *Psychology in the Schools, 54*(9), 1079-1093, DOI: 10.1002/pits.22053

#### PRESENTATIONS

- Baddouh, P.,** Lambert, R., & Ferrara, A. (April, 2017). *An Examination of the Implementation of a Statewide Kindergarten Electronic Portfolio Assessment*. Paper presented at the Annual Meeting of the American Educational Research Association, San Antonio, TX.
- Bai, B., Wang, C. (2017). The relationships among use of writing strategies, grade level, and writing competence in Singapore primary schools. Paper presentation at the Annual Conference of American Educational Research Association (AERA), San Antonio, TX.
- Benson, T. & Fiarman, S. (2017, November). *Despite Our Best Intentions: Unconscious Racial Bias*. Paper presented at 2017 University Council for Educational Administration Annual Conference, Denver, CO.
- Benson, T., Benavides, V. (2017, July). *Leaving to Learn: Lessons from Ferguson, A day trip to the center of the new civil rights movement*. Big Picture Learning Big Bang Conference, Workshop facilitator, St. Louis, MO.
- Benson, T. (2017, April). *Can't We Just Talk About Diversity?: Addressing Intrinsic Barriers to Naming Racism and White Supremacy in the Workplace*. White Privilege Conference, Workshop facilitator, Kansas City, MO.

- Benson, T. & Boaz, D. (2017, March). *Traversing Racial Flashpoints: An Analysis of UNCC & Keith Scott*. Paper presented at 2017 American Association of Blacks in Higher Education Annual Conference, Raleigh, NC
- Cifarelli, V., Stephan, M., Pugalee, D. K., & Wang, C. (2017). Implementing an instructional sequence for solving net worth problems. Paper presentation at the International Symposium Elementary Mathematics Teaching, Prague, Czech Republic.
- Coryn, C. L. S., Wilson, L. N., Westine, C. D., Hobson, K. A., Vo, A. T., Schröter, D. C., Fiekowsky, E. L., Abu-Obaid, R. N., & Ramlow, M. (2017, November). Do incentives increase response rates to internet surveys of American Evaluation Association (AEA) members? Findings from a randomized experiment. Paper presented at the American Evaluation Association Annual Conference. Washington, DC.
- D'Amico, M. M., Gonzalez-Canche, M. S., Rios Aguilar, C., & Salas, S. (2017, April). Community college students and career capital: The alignment of college and careers. Paper presented at the 2017 Annual Meeting of the American Educational Research Association, San Antonio, TX
- Dika, S. L. (2017, February). *Navigating the dissertation process*. Invited presentation to Urban Educators for Change, UNC Charlotte, Charlotte, NC.
- Dika, S. L., Pando, M. A., Tempest, B. Q., & Allen, M. E. (2017, November). *Engineering self-efficacy, interactions with faculty, and other forms of social capital for transfer engineering students*. Roundtable presentation at the 2017 Association for the Study of Higher Education Conference, Houston, TX.
- Driscoll, L., Hart, W. & Watson, J.R. (2017). *Changing the public school funding formula in North Carolina*. Presentation at the annual meeting of the National Education Finance Academy, Cincinnati, OH.
- Driscoll, L., Hart, W. & Watson, J.R. (2017) 2016 State of the States: North Carolina. Roundtable presentation on the annual meeting of the National Education Finance Academy, Cincinnati, OH.
- Ferrara, A., Merrill, E., Lambert, R., & **Baddouh, P.** (April, 2017). *Effects of District-Specific Professional Development on Teacher Perceptions of a Statewide Kindergarten Formative Assessment*. Paper presented at the Annual Meeting of the American Educational Research Association, San Antonio, TX.
- Fitchett, P., Lambert, R., McCarthy, M., Eyal, M., & **Hopper, E.**(April, 2017). *Examining Teacher Stress and Vocational Concerns: Does Cultural Congruence Matter?* Paper presented at the Annual Meeting of the American Educational Research Association, San Antonio, TX.
- Flores, S. M., Sáenz, V. B., Hurtado, S., Bonner, F. A., Valenzuela, A., Reddick, R. J., Horn, C. L., Rodriguez, C., Gandara, D., Miller, R. A., & Kauffman, A. (2017, April). *Texas, born and raised: Higher education Tejano scholars and equity-minded research agendas*. Invited Division J Vice Presidential Session panelist at the American Educational Research Association (AERA) Annual Meeting, San Antonio, TX.
- Hart, W. & Watson, J.R. (2017). *The ten-year impact of the North Carolina Education Lottery*. Presentation at the North Carolina School Boards Association annual conference, Greensboro, NC. (invited)
- Huett, K. & Westine, C. D. (2017, November). Needs assessment case study to gauge a school district's readiness to broaden participation in computing. Paper presented to the 2017 Association for Educational Communications & Technology International Convention. Jacksonville, FL.
- Interiano, C. G.**, Lim, J. H., & Nowell, C. E (February, 2017). Constructing authentic pedagogical content knowledge and professional identity: Case study of a successful engineering class. A paper presented at the annual meeting of North Carolina Association of Educational Researchers. Raleigh, NC.
- Interiano, C. G.**, Lim, J. H., Tkacik, P. T., & Dahlberg, J. L. (November, 2017). Challenging unidimensional models of student veterans' cultural transition: A multi-layered framework. Paper presented at the 2017 annual meeting of the Association for the Study of Higher Education. Houston, TX.
- Interiano, C. G.**, Nowell, C. E., Lim, J. H., & Tkacik, P. T. February, 2017). Integrating military technology into a civilian engineering course design. Poster presented at the University of North Carolina Military Health conference. Charlotte, NC.
- Jones, A. P., & Miller, R. A. (2017, November). *Challenges conducting intersectional research: Reflecting on studies exploring spirituality and disability among LGBTQ students*. Roundtable presented at the Association for the Study of Higher Education (ASHE) Annual Conference, Houston, TX.
- Kim, D.H. & Lambert, R. (April, 2017). *Psychometric Analysis of a Statewide Kindergarten Electronic Portfolio Assessment*. Paper presented at the Annual Meeting of the National Council for Measurement in Education, San Antonio, TX.
- Kim, D. H., Wang, C., & Jiang, C. (2017). Investigation of psychometric properties of the National Higher Education Entrance Examination in China. Roundtable presentation at the Annual Conference of American Educational Research Association (AERA), San Antonio, TX.
- Lambert, R., **Baddouh, P.**, **Merrill, E.**, Ferrara, A., Wang, C., & Martin, C. (August, 2017). *The Implementation of a Statewide Kindergarten Entry Assessment of Object Counting*. Paper presented at the International Symposium on Elementary Mathematics Teaching, Prague, the Czech Republic.
- Lambert, R., **Boyle, L.**, McCarthy, C., & Fitchett, P. (July, 2017). *Identifying Elementary Teachers at Risk for Occupational Stress Using the Schools and Staffing Survey*. Paper

presented at the Annual Conference of the Stress and Anxiety Research Society, Hong Kong.

Lambert, R. G., Fitchett, P. G., **Boyle, L. H.**, & McCarthy, C. J. (2017, May). *Mobility as a coping response by new teachers*. Poster presented at the Annual Meeting of the Association for Psychological Science, Boston, MA.

Lambert, R., Fitchett, P., McCarthy, C., **Boyle, L.**, Eyal, M., & Fisher, T. (April, 2017). *Examination of Educational and Contextual Factors Associated with Secondary Teachers' Risk for Occupational Stress*. Paper presented at the Annual Meeting of the American Educational Research Association, San Antonio, TX.

Lambert, R. G., Fitchett, P. G., McCarthy, C. J., & **Eyal, M.** (2017, May). *Examining the loci secondary teacher stress: Within- and between-school variability*. Poster presented at the Annual Meeting of the Association for Psychological Science, Boston, MA.

Lambert, R. & Kim, D. (September, 2017). *Statewide Kindergarten Formative Assessment systems: Challenges and Innovative Designs: Reliability and Validity Evidences*. Paper presentation to the Special Conference on Classroom Assessment, National Council for Measurement in Education, University of Kansas.

Lambert, R. & Rowland, B. (2017, August). *Conducting performance evaluations of BK licensed teachers*. Winston Salem Forsyth County Schools, Winston Salem, NC.

Katsinas, S. G., Adair, L., D'Amico, M. M., & Friedel, J. (2017, April). *What ten years of national surveys of state directors say about the future of community colleges*. Paper presented at the Council for the Study of Community Colleges 2016 Annual Meeting, Fort Worth, TX.

Kim, D.-H., & Wang, C. (October, 2017). Examining the relationship between self-efficacy and self-regulated learning strategies profiles of English as a second language learners. Paper presented at the annual meeting of the Georgia Educational Research Association (GERA), Augusta, GA.

Martin, F., Ahlgrim-Delzell, L., & **Budhrani, K.** (2017, April). Systematic review of two decades (1995 to 2014) of research on synchronous online learning. Roundtable presented at American Educational Research Association, San Antonio, TX.

Martin, F., Ahlgrim-Delzell, L., **Budhrani, K.** (2017, February). Systematic Review of two decades (1995 to 2014) of research on synchronous online learning. Paper presented at the North Carolina Association for Research in Education.

Martin, C., Lambert, R., Wang, C., & Polly, D. (2017). Supporting mathematics learning through object based learning: A fifth grade case study. Paper presentation at the International Symposium Elementary Mathematics Teaching, Prague, Czech Republic.

Martin, C., Wang, C., Polly, D., Lambert, R., & Pugalee, D. (April, 2017). *Formative Assessment Associated with Students' Mathematical Skills*. Paper presented at the Annual Meeting of the American Educational Research Association, San Antonio, TX.

Martin, F., Wang, C., & Sadaf, A. (2017, February). Being There: Student perception of instructor facilitation strategies in online learning. Paper presented at the North Carolina Association for Research in Education.

Martin, F., Wang, C., & Sadaf, A. (November 2017) Student Perception of Facilitation Strategies that enhance Instructor Presence, Connectedness, Engagement and Learning in Online Courses. Paper presented at the AECT Conference, Jacksonville, FL.

Merriweather, L. (2017, February). Racialized Gendered Literacy: A Racial Realist Reading of Museum Space of the African American Female. Paper presented at Gender Justice, Adult Education and Curatorial Dreams Workshop. Victoria, British Columbia, Canada.

Miller, R. A., & **Pouraskari, N.** (2017, November). *"This is not normal": Talking Trump in undergraduate diversity courses*. Paper presented at the Association for the Study of Higher Education (ASHE) Annual Conference, Houston, TX.

**Mims, P.** & Ahlgrim-Delzell, L. (2017, April). Using technology and systematic instruction to promote grade-aligned ELA instruction for students with significant disabilities. Paper presented at the annual meeting of the Council for Exceptional Children, Boston, MA.

Morris, D., Shore, R., Benson, T., Nelson, E. (March 9, 2017). *The aspiring high school principal program: Strengthening the principal pipeline through PD*. Presented at the National Association for Professional Development Schools 2017 Conference, Washington D.C.

**Muharib, R.**, & D'Amico, M. M. (2017, October). *Collaboration model for infusing early childhood special education content in community colleges*. Paper presented at the 2017 Division for Early Childhood of the Council for Exceptional Children Annual Conference.

Nowell, C. E. **Interiano, C.G.**, & Lim, J. H., & (February, 2017). Unpacking "veteran-friendly" campuses: A critical analysis of cultural assumptions in higher education. A paper presented at the annual meeting of North Carolina Association of Educational Researchers. Raleigh, NC.

Olesova, L. & Sadaf, A. (November 2017). Using learning analytics to examine the relationship between questions and interaction in online case discussions. Paper presented at the AECT Conference, Jacksonville, FL.

**Olsen, J.**, Preston, A. I., Algozzine, B., Algozzine, K., & Cusumano, D. (2017). A review and analysis of selected school climate measures. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*. 91(2), 47-58. doi.org/10.1080/00098655.2017.1385999

Oyarzun, B., Baretto, D., & Conklin, S. (2017, November). Instructor Social Presence Effects on

- Learner Social Presence, Achievement, and Satisfaction. Presented at Association of Educational Communications and Technology Conference. Jacksonville, Florida.
- Oyarzun, B., Conklin, S., Mulder, D., Moore, M., & Balentyne, P. (2017, November). Voices of Doctoral Students at a Distance. Presented at Association of Educational Communications and Technology Conference. Jacksonville, Florida.
- Raby, R. L., Kisker, C., D'Amico, M. M., Zhang, L., & Gross, J. (2017, April). *The expanding role of the community college: Using new lenses to analyze international applications*. Symposium session at the Council for the Study of Community Colleges 2016 Annual Meeting, Fort Worth, TX.
- Romano, R. M., Kirshstein, R., D'Amico, M. M., & Hom, W. (2017, November). *Reconsidering community college per FTE expenditures: Adjusting for noncredit enrollment*. Roundtable presentation at the Association for the Study of Higher Education Annual Conference.
- Romaro-Hall, E., Colorado, J., Watson, G. S., Dickson-Deane, C., Sadaf, A., & Aldemir, T. (November 2017) Instructional Design Research Women's Caucus. Panel presented at the AECT Conference, Jacksonville, FL.
- Sadaf, A., Bolliger, D. U., Martin, F., & Shepherd, C. (November 2017). Student Engagement in online learning. Panel presented at the AECT Conference, Jacksonville, FL.
- Sadaf, A., & Olesova, L. (November 2017). An examination of interaction in online case-based discussions through evidence-based learning analytics. Paper presented at the Online Learning Consortium Accelerate (OLC), Orlando, FL.
- Sadaf, A. & Oyarzun B. (2017, March). Digital Literacy in the k-12 classroom. Presented at North Carolina Technology in Education Society. March, 2017.
- Sadaf, A. & Oyarzun, B. A. (November 2017). Digital Footprints. Presentation at the Lake Norman charter school, Huntersville, NC.
- Schwanzer, A., **Ullrich, A.**, & Lambert, R. (April, 2017). *Burnout and Stress Prevention Among Teaching and Social Work Internship Students in Germany*. Paper presented at the Annual Meeting of the American Educational Research Association, San Antonio, TX.
- Shore, R. (January 18, 2017). *Developing young minds*. Keynote address presented at the Louisiana Lagniappe Meeting, Baton Rouge, LA.
- Shore, R. (January 31, 2017). *Developing young minds from conception to kindergarten*. Author's Alley Participant, Union County Public Library Event.
- Shore, R., Morris, D., Watson, J., Glasgow, J. (March 9, 2017). *The unconference: A constructivist approach to PD*. Presented at the National Association for Professional Development Schools 2017 Conference, March 9, 2017, Washington D.C.
- Shore, R., Starker, T., & Heafner, T., (2017, February). *The Science of Learning*. Cato College of Education, University of North Carolina at Charlotte, Charlotte, NC.
- Tkacik, P. T., Tolley, P., Lim, J. H., & Dahlberg, J. L. (February, 2017). Engaging military veterans to increase STEM enrollment and degrees awarded. Poster presented at the University of North Carolina Military Health conference. Charlotte, NC.
- Todd, A. W., Algozzine, B., Horner, R. H., Preston, A. I., Cusumano, D., & Algozzine, K. (2017). A descriptive study of school-based problem solving. *Journal of Emotional and Behavioral Disorders*, 00, 1-11. doi: 10.1177/1063426617733717
- Wang, C., & Bai, B. (2017). Validating the instruments to measure ESL/EFL learners' self-efficacy beliefs and self-regulated learning strategies. Roundtable presentation at the Annual Conference of American Educational Research Association (AERA), San Antonio, TX.
- Wang, C., Fan, X., Bai, B., & Zuo, H. (2017). Impact of teachers' advanced degree on middle school students' mathematics achievement. Poster presentation at the Annual Conference of American Educational Research Association (AERA), San Antonio, TX.
- Wang, C., Lambert, R., & Zhang, J. (April, 2017). *Differential Item Functioning Analysis of the Classroom Appraisal of Resources and Demands*. Paper presented at the Annual Meeting of the Chinese American Educational Research and Development Association, San Antonio, TX.
- Westine, C. D. & Huett, K. (2017, November). Needs assessment: An evaluator's role to broaden participation in computing. Paper presented at to the American Evaluation Association Annual Conference. Washington, DC.
- Zhang, J, Wang, C., Lambert, R., **We, C., & Wen, H.**(July, 2017). *Validity Evidence for the Classroom Appraisal of Resources and Demands: Measuring Elementary School Teachers' Stress and Coping in China*. Paper presented at the Annual Conference of the Stress and Anxiety Research Society, Hong Kong.

**Start:** 07/01/2017

**End:** 06/30/2018

**Progress:** On Track

**Providing Department:** Educational Leadership