

## UNIT REPORT

**Annual Highlights Report**

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**Annual Report: Department of Special Education & Child and Family Development****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.:**

The SPCD department is currently beginning to undertake a redesign of its initial licensure programs, with attention to evaluating coursework for providing a sufficient focus on practices for inclusion of students with disabilities, the use special education technology, diversity content that promotes culturally responsive practices, and the use evidence-based special education practices. At the same time, the department will be paying attention to more effective clinical practices, retention, and timely graduation. This is especially important in a time of severe nationwide teacher shortages (exacerbating a previous shortage in special education), a local initiative for universal preschool, and competitive teacher preparation options that may not be effective at producing high-quality teachers.

At this time, faculty members have been identified to lead and to participate in this initiative, and redesign work will begin in the summer of 2018. The redesign effort is especially crucial to the CHFD program in that the local school district is moving toward mandating universal preschool, which will create a need for over 300 preschool teachers in the next 5 years. It is imperative that the CHFD program create an undergraduate licensure program that will appeal to non-traditional students who may already be working in the field. A plan to address this is in progress and should be implemented in 2018-19.

During the fall of 2017, the SPCD department had an enrollment of 136 students in its licensure programs: (a) CHFD - 38, (b) SPED - 58, and (c) Dual major (SPED/ELED) - 40. There were also declared pre-majors in CHFD (54) and SPED (56), as evidence of continuing numbers in the undergraduate programs. The department also had 104 students enrolled in the SPED graduate alternate certificate program and 20 enrolled in the CHFD graduate alternate certificate program. (These numbers will serve as baseline for future reports.)

A special focus in the department's redesign is on the alternate certificate programs in which students seek initial licensure at the graduate level. SPCD faculty are currently searching for ways to decrease the number of graduate hours needed to become certified while still meeting all state, CAEP, and professional (CEC) standards. This would decrease the tuition cost to students. In addition, faculty are investigating the feasibility of non-traditional methods of delivery to make their alternate certification programs more attractive in a competitive market. Faculty hope to have these changes finalized, approved, and implemented in 2018-19.

In the past year, the SPCD department also has focused on issues to improve its graduate programs. Current graduate enrollment numbers as of Fall 2017 included the following: (a) ASD graduate certificate - 11, (b) AIG certificate - 52, (c) CHFD M.Ed. - 28, (d) SPED M.Ed. - 15, (e) CHFD MAT - 2, (f) SPED MAT - 29.

Because the AIG, CHFD, and SPED Master's programs have been targeted for low enrollment twice in the past 4 years, the SPCD graduate program directors and faculty met with a representative of the UNCC Graduate School and decided to combine the three M.Ed. programs in AIG, CHFD, and SPED into one single SPCD master's degree with three separate concentrations in these respective area. Paperwork is currently being completed in Curriculog to make this change, and the new program should go into effect in 2018-19. The SPCD department also changed its program structure in 2017-18 to reflect this move, with a separate monthly meeting being held for those involved in the SPCD graduate programs so they can discuss related issues and make changes.

In the past year, Associate Dean Hancock has led the graduate program directors in designing and implementing graduate program enhancement plans that will make the SPCD graduate programs more marketable. The combined M.Ed. is but one of the changes that has been made. It should be noted that all coursework in the AIG and SPED graduate programs is online to make it more attractive and convenient for students. The CHFD graduate program has moved in the direction of offering hybrid courses, with the understanding that their courses eventually will need to be moved to an online format to sustain enrollment in a competitive market.

**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.:**

The SPCD department is known for its innovative research productivity and its doctoral program and efforts are being made to maintain that reputation. Of the 21 enrolled doctoral students, two leadership grants from the U.S. Department of Education (PIs Browder/Test and Lo/Wood) funded 14 students, while federal (Test) and state (Beach) research grants funded 5 students.

All doctoral students in the program are required to engage in two team studies prior to their dissertation and are encouraged to publish the results of their work. In 2017, 14 SPCD faculty actively mentored doctoral students, and 5 faculty published 15 articles with current students.

In addition to publishing with students, SPCD faculty continued to have a high rate of publications in respected refereed research journals in their respective content areas. In 2017, 12 SPCD faculty published 37 articles across 19 journals, as well as 10 book chapters. The list of these publications can be found at the end of this section.

Faculty have also disseminated their work through professional presentations at conferences. In 2017, 19 faculty made a total of 106 presentations at professional conferences. The list of these presentations can be found at the end of this section.

To support their work, 10 SPCD faculty received funding for 13 grants (2 state grants, 2 personnel preparation grants, 2 federal research grants, 2 leadership grants, 2 national centers, 1 regional center, 1 foundation grant, and 1 UNCC grant). The total amount of funding for these grants (1-5 years) was \$22,341,659. A list of funded grant, their PIs, and funding sources can be found at the end of this section.

Faculty in the SPCD department recognize the importance of securing funding for graduate students. At present, the department has three personnel preparation grants that support master's level students across (a) SPED - adapted curriculum (Spooner), (b) CHFD (Baughan to be replaced by Smith in 2018-19), and (c) SPED M.Ed. (Anderson) in conjunction with the Counseling program (Fox). Plans are currently in place to submit two new personnel preparation grants in the coming year (one in CHFD and one in SPED).

The SPCD department has several initiatives that will be a focus in 2018-19. First, the faculty member (W. Wood) who designed the ASD graduate certificate program recently retired. Two new faculty members with ASD experience (Pennington and Walker) have been hired to begin 2018-19 and will be charged with redesigning the ASD coursework to be appropriate for inclusion in a master's degree program to prepare students as Board-Certified Behavior Analysts. These faculty will work with C. Wood to have the BCBA program approved by both UNCC and the ABA board. It should be noted that most of the coursework for the BCBA already exists at UNCC.

Second, the CHFD program has a new graduate certificate program in Early Childhood Mental Health in conjunction with the Department of Social Work at UNCC. While this program got off to a good start 2 years ago, recent personnel changes in Social Work have kept the program from growing. Now that personnel have changed and stability is back in place, faculty member Smith will be recruiting new students for this program. Note that the numbers for this program are reported through the Department of Social Work.

Last, faculty member Smith also has begun work to create a new Master's degree program in Child Life, a nationally recognized credential that prepare early childhood majors to work in setting other than education (e.g., hospitals). A great deal of interest exists in students seeking this credential, and most of the coursework necessary for the credential currently exists at UNCC.

#### Faculty Publications:

Agran, M., & **Spooner, F.** (2017). Severe disabilities. In A. Hynds (Ed.), *Oxford bibliographies in education* (2<sup>nd</sup> ed.). New York, NY: Oxford University Press. doi: 10.1093/OBO/9780199756810-0098

Agran, M., **Spooner, F.**, & Singer, G. H. S. (2017). Evidence-based practices: The complexities of implementation. *Research and Practice for Persons with Severe Disabilities*, 42, 3-7. doi: 10.1177/1540796916685050

Allison, C., Root, J.R., **Browder, D.M.**, & Wood, L. (2017). Technology-based shared

Story reading for students with autism who are English-language learners. *Journal of Special Education Technology*, 1-11. DOI: 10.1177/0162643417690606.

**Anderson, K.**, Algozzine, B., **Spooner, F.**, & **Lo, Y.-y.** (2017). Challenges and advances in special education moving forward (Editorial). *The Journal of Special Education*, 50, 195-196. doi:10.1177/0022466916686102

Britton, N. S., **Collins, B. C.**, Ault, M. J., & Bausch, M. E. (2017). Using a constant time delay procedure to teach support personnel to use a simultaneous prompting procedure. *Focus on Autism and Other Developmental Disabilities*, 102-113. DOI: 10.1177/1088357615587505

**Browder, D. M.**, **Spooner, F.**, **Lo, Y.-y.**, Saunders, A. F., Root, J. R., Ley Davis, L., & Brosh, C. (2017). Teaching students with moderate intellectual disability to solve word problems. *The Journal of Special Education*. Advance online publication. doi:10.1177/002246691772123

Bruce-Davis, M. N., **Gilson, C. M.**, & **Matthews, M. S.** (2017). Fostering authentic problem seeking: A step toward social justice engagement. *Roeper Review*, 39, 250-261. doi: 10.1080/02783193.2017.1363099

Bunch-Crump, K. R., & **Lo, Y.-y.** (2017). An investigation of multi-tiered behavioral interventions on disruptive behavior and academic engagement of elementary students. *Journal of Positive Behavior Interventions*, 19 216-227. doi:10.1177/1098300717696939

**Collins, B. C.**, Ault, M. J., & Leahy, M. M. (2017). Guidelines for becoming a teacher leader in rural special education. *Rural Special Education Quarterly*, 36(4) 203-213. DOI: 10.1177/8756870517732038

**Collins, B. C.**, Tekin-Iftar, E., & Olcay-Gul, S. (2017). International collaboration and its contributions: Disseminating knowledge and supporting evidence-based practices across countries. *Education and Training in Autism and Developmental Disabilities*, 52(3), 227-239.

- Collins, B. C., Test, D.W., & Terrell, M.** (2017). Using a simultaneous prompting procedure to embed core content when teaching a potential employment skill. *Career Development and Transition for Exceptional Individuals*, 40(1), 36-44.
- Haughney, K., & **Browder, D.** (2017). Social studies for students with autism spectrum disorders. In H. Chiang (Ed). *Curricula for teaching students with autism spectrum disorder*. (pp. 137-160). Cham, Switzerland: Springer International Publishing.
- Henshon, Suzanna E. (2017). Toward a global vision of gifted education: An interview with **Michael S. Matthews**. *Roeper Review*, 39(2), 80-86. doi: 10.1080/02783193.2017.1289461
- Jolly, J. L. & **Matthews, M. S.** (2017). Why we blog: Homeschooling mothers of gifted children. *Roeper Review*, 39(2), 112-120. doi: 10.1080/02783193.2017.1289579
- Jolly, J. L., & **Matthews, M. S.** (2017). The chronicles of homeschooling gifted learners. *Journal of School Choice: International Research & Reform*, 1-23. doi:10.1080/15582159.2017.1354644
- Karvonen, M., **Wakeman, S.**, & Kingston, N. (2017). *Alternate assessment*. In Wehmeyer, M. L., & Shogren, K. A. (Eds.). *Handbook of research-based practices for educating students with intellectual disability*. New York, NY: Routledge.
- Knight, V. F., Karl, J., Creech-Galloway, C., & **Collins, B. C.** (2017 online). Evaluating supported eText to teach science comprehension to high school students with moderate intellectual disabilities. *Focus on Autism and Other Developmental Disabilities*, 30, 86-99. doi: 10.1177/1088357617696273
- Konrad, M., Clark, K A., **Test, D.W.** (2017). Effects of GO 4 IT . . . NOW! strategy instruction on expository writing skills for students with disabilities. *Career Development and Transition for Exceptional Individuals*, 40, 45-55.
- Lee, S. Y., **Lo, Y.-y.**, & Lo, Y. (2017). Teaching functional play skills to a young child with autism spectrum disorder through video self-modeling. *Journal of Autism and Developmental Disorders*, 47, 2295-2306. doi:10.1007/s10803-017-3147-8
- Lo, Y.-y.**, Anderson, A. L., & Bunch-Crump, K. (2017). Building vocabulary of English learners with reading disabilities through computer-assisted morphology instruction. *Intervention in School and Clinic*, 52, 133-140. doi:10.1177/1053451216644829
- Matthews, M. S.** & Farmer, J. (2017). Predicting academic achievement growth among low-income Mexican American learners using dynamic and static assessments. *Australasian Journal of Gifted Education*, 26(1), 5-21. doi: 10.21505/ajge.2017.0002
- Matthews, M. S.** & Foley-Nicpon, M. (2017). [Test review of the Wechsler Intelligence Scale for Children-Fifth Edition, Integrated]. In J. F. Carlson, K. F. Geisinger, & J. L. Jonson (Eds.), *The twentieth mental measurements yearbook* (pp. 871-874). Lincoln, NE: Buros Center for Testing.
- Morningstar, M., Lombardi, A., Fowler, C., & **Test, D.** (2017). Ready for college and careers? An organizing framework for secondary students with disabilities. *Career Development and Transition for Exceptional Individuals*, 40, 79-91.
- O'Connor, R.E., **Beach, K.D.**, Sanchez, V., Bocian, K., Roberts, S., & Chan, O. (2017). Building better Bridges: Teaching adolescent poor readers in eighth grade to comprehend history text. *Learning Disability Quarterly*, 40(3), 174-186.
- O'Connor, R.E., Sanchez, V., **Beach, K.D.**, & Bocian, K. (2017). Special education teachers integrating reading with eighth grade U.S. History content. *Learning Disabilities Research and Practice*, 32(2), 99-111. doi: 10.1111/ldrp.12131.
- Peters, S. J., Erstad, H., & **Matthews, M. S.** (2017). Advanced academics: A Response to Intervention perspective on gifted education. In J. A. Plucker, A. N. Rinn, & M. C. Makel (Eds.), *From giftedness to gifted education: Reflecting theory in practice* (pp. 267-282). Waco, TX: Prufrock Press.
- Peters, S. J., Rambo-Hernandez, K., Makel, M. C., **Matthews, M. S.**, & Plucker, J. A. (2017). Should millions of students take a gap year? Large numbers of students start the school year above grade level. *Gifted Child Quarterly*, 61, 229-238. doi: 10.1177/0016986217701834
- Plucker, J. A., Makel, M. C., **Matthews, M. S.**, Peters, S. J., & Rambo-Hernandez, K. E. (2017). Blazing new trails: Strengthening policy research in gifted education. *Gifted Child Quarterly*, 61, 210-218. doi: 10.1177/0016986217701838
- Regan, K., Evmenova, A., Boykin, A., **Sacco, D.**, Good, K., Ahn, S. Y., MacVittie, N., & Hughes, M. D. (2017). Supporting struggling writers with class-wide teacher implementation of a computer-based graphic organizer.\* *Reading and Writing Quarterly: Overcoming Learning Difficulties*. 33(5), 428-448. doi: 10.1080/10573569.2016.1221781 (Impact Factor: 0.452)
- Root, J. R., **Browder, D. M.**, Saunders, A. F., & **Lo, Y.-y.** (2017). Schema-based instruction with concrete and virtual manipulatives to teach problem solving to students with autism. *Remedial and Special Education*, 38, 42-52. doi:10.1177/0741932516643592
- Root, J. R., Saunders, A. F., **Spooner, F.**, & Brosh, C. (2017). Teaching personal finance mathematical problem solving to individuals with moderate intellectual disability. *Career Development and Transition for Exceptional Individuals*, 40, 5-14. doi: 10.1177/2165143416681288
- Sacco, D.** (2017). Role and function of academic language in IEPs. In J. J. Hoover & J. R. Patton (eds.), *IEPs for English Language and Other Diverse Learners*. Thousand Oaks, CA: Corwin Press, Inc.

- Saunders, A., **Browder, D. M.**, & Root, J. (2017). Chapter 20: Teaching mathematics and science to students with intellectual disability. In M. Wehmeyer and K. A. Shogren (Eds.), *Research-based practices for educating students with intellectual disability* (pp. 343-364). New York, NY: Routledge.
- Saunders, A. F., **Spooner, F.**, & Ley Davis, L. (2017). Using video prompting to teach problem solving of real-world mathematical video simulation problems. *Remedial and Special Education*. Advance online publication. doi:10.1177/0741932517717042
- Singer, G. H. S., Agran, M., & **Spooner, F.** (Eds.). (2017). Special issue: Evidenced based practice in severe disabilities [Special Issue]. *Research and Practice for Persons with Severe Disabilities*, 42(1).
- Singer, G. H. S., Agran, M., & **Spooner, F.** (2017). The relationship between evidence based practices and values based practices. *Research and Practice for Persons with Severe Disabilities*, 42, 62-72. doi: 10.1177/1540796916684877
- Spooner, F.**, & Brown, F. (2017). Educating students with significant cognitive disabilities: Historical overview and future projections. In J. M. Kauffman, D. P. Hallahan, & P. C. Pullen (Eds.), *Handbook of special education* (2<sup>nd</sup> ed., pp. 617-631). New York, NY: Routledge.
- Spooner, F.**, McKissick, B., & Knight, V. (2017). Establishing the state of affairs for using evidence-based practices in teaching students with severe disabilities. *Research and Practice for Persons with Severe Disabilities*, 42, 8-18. doi: 10.1177/1540796916684896
- Spooner, F.**, Saunders, A. F., Root, J. R., & Brosh, C. (2017). Promoting access to common core mathematics for students with severe disabilities through mathematical problem solving. *Research and Practice for Persons with Severe Disabilities*, 42, 171-186. doi: 10.1177/1540796917697119
- Tekin-Iftar, E., **Collins, B. C.**, **Spooner, F.**, & Olcay-Gul, S. (2017). Teaching teachers to use systematic instruction to teach core content to students with ASD. *Teacher Education and Special Education*, 40, 225-245. doi: 10.1177/0888406417703751
- Test, D.W.**, Diegelmann, K., & Bethune, L. (2017). Promising career and workforce development practices in supporting the transition needs for youth with disabilities. In S. Solberg & A. Saba (Eds.), *The Handbook of Career and Workforce Development Practice and Policy*. (pp. 180-198). New York, NY: Routledge.
- Test, D. W.**, **Spooner, F.**, Holzberg, D. G., Robertson, C., & Ley Davis, L. (2017). Planning for other educational needs and community-based instruction. In M. L. Wehmeyer & K. A. Shogren (Eds.), *Handbook of research-based practices for educating students with intellectual disability* (pp. 130-150). New York, NY: Routledge.

### Faculty Presentations

- Agran, M., Copeland, S., Dymond, S., Lehr, D., & **Spooner, F.** (2017, December). *Publishing in RPSD (and other journals)*. Panel presentation at the annual meeting of TASH, Atlanta, GA.
- Anderson, K. & Smith, J.** (2017, March). *Looking for a Needle in a Haystack: Finding Inclusive Clinical Field Placements*. 36<sup>th</sup> Annual American Council on Rural Special Education (ACRES) Conference, Asheville, NC.
- Baughan, C.C. & Smith, J.D.** (November, 2017). Early Childhood Special Education Leaders (ECSEL): Scholar perspectives and recommendations on personnel preparation. Lecture presented at the Teacher Education Division of the Council for Exceptional Children Conference, Savannah, Georgia.
- Baughan, C.C.**, & Muharib, R. (November, 2017). Coaching model to enhance the use of evidence-based practices in Pre-Kindergarten Settings. Lecture presented at the Teacher Education Division of the Council for Exceptional Children Conference, Savannah, Georgia.
- Baughan, C.C.** (July, 2017). Scholar perspectives of personnel preparation in EI/ECSE. Poster presented at the Office of Special Education Programs (OSEP) Leadership Conference, Washington, D.C.
- Beach, K.D.**, Bowling, J., Okoro, F., Sinclair, C., Terentiva, E., Wantland, E., & Zuber, P. Creating an Active Learning Culture. Presented at the UNCC Active Learning Expo, Charlotte, NC. (April, 2017).
- Beach, K.D.** & Cleaver, S. *Integrating reading strategies and motivational supports to improve struggling adolescents' reading*. Paper presented at the annual meeting for the Council for Exceptional Children. Boston, MA. (April, 2017).
- Beach, K.D.** & Cleaver, S. *Middle school students' motivation to read within a multi-component reading intervention*. Poster presented at the annual meeting for the Pacific Coast Research Conference. San Diego, CA. (February, 2017).
- Billingsley, B., Griffin, C., Hudson, R., Kennedy, M., Kilgo, K., Maheady, L., ... **Spooner, F.** (2017, November). Research roundtables. In M. Leko (Chair), *Research strand*. Symposium presented at the annual meeting of the Teacher Education Division of the Council for Exceptional Children, Savannah, GA.
- Brown, J.L.** (2017, August). "Engaging Read Alouds" Presented for Bethlehem Center Head Start Professional Development, Charlotte, NC (Invited)

- Bruce-Davis, M. N., & **Gilson, C. M.** (2017, June). *Seven strategies for developing social justice problem seeking and solving*. Louisiana Lagniappe Conference, Lafayette, LA.
- Brosh, C. R., Fisher, L. B., & **Wood, C. L.** (2017, February). *High probability request sequence: An evidence-based practice for individuals with autism spectrum disorder*. Poster presented at the Association for Behavior Analysis International Conference, Denver, CO.
- Brosh, C. R., Fisher, L. B., & **Wood, C. L.** (2017, February). *High probability request sequence: An evidence-based practice for individuals with autism spectrum disorders*. Poster presented at the North Carolina Association for Behavior Analysis Conference, Wrightsville Beach, NC.
- Byker, E., Heafner, T., **O'Brien, C.** (2017). *Constructing What It Means to Teach: Applications of the Inquiry Processing Model with First-Year Students*. Paper presented at the international meeting of the American Educational Research Association, San Antonio, Texas.
- Carter, E., Mazzotti, V. L., Martin, J., Shogren, K., & **Test, D.**, (October, 2017). *Strategies and recommendations on conducting research and getting published: Advice from the experts*. Paper presented at the International Division of Career Development and Transition Conference, Milwaukee, WI.
- Collins, B. C.** & Bausch, M. (January, 2017). *How to make a congressional visit*. Invited presentation at the Higher Education Consortium for Special Education (HECSE) annual summit, Washington, DC.
- Collins, B. C.**, & Courtade, G. (March, 2017). *Publishing in Rural Special Education Quarterly*. Paper presented at the American Council on Rural Special Education annual conference, Asheville, NC.
- Fisher, L., Ley Davis, L., McKissick, B., & **Spooner, F.** (2017, April). *Computer-aided instruction for teaching science to middle school students with ASD*. Poster session presented at the annual meeting of the Council for Exceptional Children, Boston, MA.
- FitzPatrick, E.** & McKeown, D. (2017). *Impact of SRSD for Informational Writing Citing Text-based Evidence on the Writing of Students with Learning Disabilities and Other Struggling Writers*. Presentation at Teacher Education Division of the Council for Exceptional Children national conference, Savannah, GA.
- Gilson, C. M.** (2017, July). *Differentiating curriculum and instruction in a student-oriented elementary classroom*. Conference strand presented at the Neag Center for Gifted Education Conference, Storrs, CT.
- Gilson, C. M.** (2017, July). *Fostering authentic reading discourse: Advice from gifted students*. Neag Center for Gifted Education Conference, Storrs, CT.
- Gilson, C. M.**, & Little, C. A. (2017, November). *Enhancing the Rigor of Reading Discourse*. National Association for Gifted Children Annual Conference, Charlotte, NC.
- Gilson, C. M.**, & Bruce-Davis, M. N. (2017, June). *Enrichment for teachers to support the creativity of students*. Louisiana Lagniappe Conference, Lafayette, LA.
- Gilson, C. M.**, Bruce-Davis, M. N., & **Matthews, M. S.** (2017). *Strategies for Promoting Social Justice Problem Seeking*. Session presented at the 64<sup>th</sup> Annual Convention of the National Association for Gifted Children, Charlotte.
- Gilson, C. M.**, & Chancey, J. (2017, July). *Developing teacher creativity to inspire student creativity!* Neag Center for Gifted Education Conference, Storrs, CT.
- Gilson, C. M.**, Bruce-Davis, M. N., & **Matthews, M. S.** (2017). *Creatively promoting social justice*. Presented at the 43<sup>rd</sup> annual conference of the North Carolina Association for the Gifted and Talented, Winston-Salem, NC
- Gilson, C. M.**, & **Matthews, M. S.** (2017, April). *Case study of a new engineering early college high school: advancing educational opportunities for urban students*. Poster presentation at the Annual Meeting of the American Educational Research Association, San Antonio, TX.
- Gilson, C. M.**, Siegle, D., Stephens, K., Fogarty, E., Dole, S., Worrell, F., & **Matthews, M. S.** (2017). *Research Crackerbarrel (invited mentoring session addressing graduate students)*. Presented at the 64th Annual Convention of the National Association for Gifted Children, Charlotte.
- Hart, L., & **Wakeman, S.** (2017, April). *Taming the tiger: Developing a valid and reliable assessment system in partnership with faculty*. Presentation at the Southeastern Region edTPA conference, Raleigh, NC.
- Hart, L., & **Wakeman, S.** (2017, September). *Taming the tiger: Developing a valid and reliable assessment system in partnership with faculty*. Presentation at the North Carolina Association of Colleges and Teacher Education, Raleigh, NC.
- Harvey, M., **Test, D.W.**, & Rowe, D. (2017, October). *Discussion forum: Workforce development for 21<sup>st</sup> century jobs- What role does Career Technical Education (CTE) play?* Presentation presented at the 21<sup>st</sup> International Division of Career Development and Transition Conference, Milwaukee, WI.
- Haughney, K., Muharib, R., & **Collins, B. C.** (March, 2017). *Connecting literacy outcomes with leisure communication skills for students with severe disabilities*. Paper Presented at the American Council on Rural Special Education annual conference, Asheville, NC.
- Hughes, M., **Sacco, D.**, Kurz, L., Lee, J., & Gumbert, M. (2017, October). *The future of professional development across disciplines*. Paper presented at the 39th International Conference on Learning Disabilities by the Council for Learning Disabilities (CLD), Baltimore, MD.

- Jordan, L., & O'Brien, C. P.** (March, 2017). The content literacy continuum (CLC) on mountainous terrain: Success in Swain County, NC. Paper presented at the annual meeting of the American Council on Rural Special Education (ACRES), Asheville, NC.
- Jordan, L.,** Reyes, M., and Galloway, T. (November, 2017). *Find Progress Monitoring Treasure in edTPA Tasks*. Paper presented at the Teacher Education Division (TED) of the International Council for Exceptional Children (CEC), Savannah, GA.
- Jordan, L.,** Rusher, D., Fallon, E., and Reyes, M. (November, 2017). *Wanted: Treasure Hunters*. Paper presented at the Teacher Education Division (TED) of the International Council for Exceptional Children (CEC), Savannah, GA.
- Keilty, B., & **Smith, J.** (2017, October). *Family Reflections of Prenatal Diagnosis: New Opportunities for Developmental and Medical Collaboration*. Poster presented at 33<sup>rd</sup> Annual International Conference on Young Children with Special Needs and Their Families. Portland, OR.
- Kemp-Inman, A., Spooner, F., & Wood, C. L.** (2017, February). *Effects of pre-teaching on comprehension and generalization during inclusive book club discussions*. Poster session presented at the annual meeting of the North Carolina Association for Behavior Analysis, Wrightsville Beach, NC.
- Lembke, E., Lloyd, J. W., Mason, L., **Spooner, F., Test, D. W., & Zucker, S.** (Discussants). (2017, April). Editors' comments. In B. Cook & W. Therrien (Co-Chairs). *CEC-DR showcase: Can reforms to academic publishing improve the validity of special education research*. Paper presented at the annual meeting of the Council for Exceptional Children, Boston, MA.
- Ley Davis, L., & **Spooner, F.** (2017, April). *Mathematical problem solving for students with ID using peer-mediated instruction*. Paper presented at the annual meeting of the Council for Exceptional Children, Boston, MA.
- Ley Davis, L., & **Spooner, F.** (2017, May). Peer-mediated pictorial instruction on chained tasks for students with severe disabilities. In F. Spooner (Chair). *Pictorial self-instruction to teach chained mathematical task to students with severe disabilities*. Symposium conducted at the annual meeting of the Association for Behavior Analysis International, Denver, CO.
- Lo, Y.-y., Kourea, L., Gladney, D., & Werunga, R.** (2017, November). *Promoting social behavior through culturally responsive social skill instruction*. Poster presentation at the 67<sup>th</sup> Conference on Exceptional Children, Greensboro, NC.
- Luffman, W., Brown, E., Bachmeyer, M. H., & Spooner, F.** (2017, May). *North Carolina Association for Behavior Analysis*. Poster session presented in the ABAI Expo at the annual meeting of the Association for Behavior Analysis International, Denver, CO.
- Makel, M., **Matthews, M. S.,** Peters, S. J., Plucker, J. A., & Rambo-Hernandez, K. (2017). How Many American Students are Above Grade Level? Session presented at the 64<sup>th</sup> Annual Convention of the National Association for Gifted Children, Charlotte.
- Makel, M. T. **Matthews, M. S.,** Peters, S. J., Rambo-Hernandez, K., & Plucker, J. (2017). *Invisible Talent: NC in Plain Sight*. Presented at the 43<sup>rd</sup> annual conference of the North Carolina Association for the Gifted and Talented, Winston-Salem, NC.
- Matthews, M. S.,** Adelson, J. A., Rinn, A. M., Kettler, T. & Robbins, J. (2017). What Gifted Education Journal Editors Say about Getting Published. Session presented at the 64<sup>th</sup> Annual Convention of the National Association for Gifted Children, Charlotte.
- Matthews, M. S.,** Jung, J. Y., & Kronborg, L. (2017). *Publishing your work in gifted education: Ask the journal editors*. Symposium presented at the 22nd Biennial Conference of the World Council for Gifted & Talented Children, Sydney, NSW, Australia.
- Matthews, M. S.,** McBee, M. T., & Peters, S. J. (2017). Identifying gifted English learners: Reforging the leaky pipeline into appropriate programming and services. Paper in symposium session *Talent Ignored: Investigating the Under Identification of English Learners for Gifted Programs* presented at the Annual Meeting of the American Educational Research Association, San Antonio, TX.
- Mazzotti, V. L., Lombardi, A., **Test, D. W., & Morningstar, M. E.** (2017, October). *Assessing fidelity in secondary transition: A framework for transition personnel*. Presentation presented at the 21<sup>st</sup> International Division of Career Development and Transition Conference, Milwaukee, WI.
- Mazzotti, V. L., Rowe, D. A., **Test, D. W., & Fowler, C. H.** (2017, October). *Secondary evidence-based practices and predictors of post-school success: Findings from NACT's systematic literature review*. Presentation presented at the 21st International Division of Career Development and Transition Conference, Milwaukee, WI.
- Mazzotti, V. L., **Test, D. W.,** Rowe, D. A., & Stevenson, B. (2017, April). DCDT Showcase: *What do we know about secondary EBPs and predictors of post-school success? NACT findings and implementation fidelity in secondary transition*. Paper presented at the Council for Exceptional Children's Convention and Expo, Boston, MA.
- McCorkle, L.,** Luke, S., & Vail, C.O. (2017, October). *Analysis of Single-Case Design Research for Coaching in Early Childhood Special Education*. Poster session presented at the annual Division for Early Childhood Conference, Portland, OR.
- McCorkle, L.,** Minish, S., & Vail, C.O. (2017, October). Exploring Father Involvement in Educational Environments: A Literature Review. Poster session presented at the annual Division for Early Childhood Conference, Portland, OR.
- McCorkle, L.,** Vail, C.O., Lieberman-Betz, R. (2017, November). *Pre-service Teacher Interpretations: The Use of Immediacy Feedback, Bug-in-the-Ear Technology, and Responsive Interaction*. Paper presented at the annual Teacher Education Division Conference, Savannah, GA.

- McIntyre, E. & **Beach, K.D.** Summer Reading Camp: A Great Opportunity for Kids. Presented to Read Charlotte. Charlotte, NC. (October, 2017).
- McIntyre, P.P.** (2017, June). *Globalizing Course Content for Family and Consumer Sciences Students*. Education and Business Summit, Greenville, South Carolina.
- McIntyre, P.P.** & Allen, L. (2017, November). *Cooking Up Fun with Math and Science*. Healthy Futures. Central Piedmont Community College, Charlotte, North Carolina.
- McIntyre, P.P.** & Allen, L. (2017, March) *Grow It, Try It, Like It*. Healthy Futures. Central Piedmont Community College, Charlotte, North Carolina.
- McIntyre, P.P.** & Allen, L. (2017, December). *MyPlate for Preschoolers*. Healthy Futures. Central Piedmont Community College, Charlotte, North Carolina.
- McIntyre, P.P.** & Allen, L. (2017, August). *Promoting Nutrition through the Arts*. Healthy Futures. Central Piedmont Community College, Charlotte, North Carolina.
- McLaughlin, V., Rude, H., Shepherd, K., **Spooner, F.**, & West, J. (2017, March). *The nexus of special education policy, practice, and scholarship: A call to action*. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, Tampa, FL.
- McKeown, D. & **FitzPatrick, E.** (2017). Asynchronous audio feedback and its impact on student writing outcomes. Presentation at Teacher Education Division of the Council for Exceptional Children national conference, Savannah, GA.
- McKissick, B. R., **Spooner, F.**, Ley Davis, L., Fisher, L., & Graves, C. (2017, February). *Using computer-assisted instruction to teach science to students with autism spectrum disorder*. Poster session presented at the annual meeting of the Mississippi Council for Exceptional Children, Biloxi, MS.
- McKissick, B., **Spooner, F.**, Ley Davis, L., Fisher, L., & Graves, C. (2017, December). *Using computer-assisted instruction to teach grade-aligned science to students with ASD*. Poster session conducted at the annual meeting of TASH, Atlanta, GA.
- Miller, K., **Collins, B. C.**, Bausch, B. Courtade, G., and Galyon, C. (March, 2017). *Department chairs: Seasoned and new department level leaders share their experiences*. Paper presented at the American Council on Rural Special Education annual conference, Asheville, NC.
- Miller, K., **Collins, B. C.**, Bausch, M., & Galyon, C. (November, 2017). *Department and college leadership: The treasure of challenges and riches*. Paper presented at the Teacher Education Division annual conference, Savannah, GA.
- Nagro, S., deBettencourt, L., Kennedy, M., Yell, M., & **Spooner, F.**, & Walker, J. (2017, November). *Publishing in special education: Words of wisdom from current journal editors*. Panel presentation at the annual meeting of the Teacher Education Division of the Council for Exceptional Children, Savannah, GA.
- O'Brien, C.** (2017, July). Keynote speaker to MTSS Summer Institute. Cabarrus County Schools. Concord, NC. *Reflecting on 20 years of working with adolescents with reading problems and the role of RTI (MTSS): Where we've been. Where we are now. Where secondary schools go from here.*
- Olszewski-Kubilius, P. (Moderator), **Matthews, M. S.**, Gallagher, R., & Wells, A. (2017). Creating Systems that Honor Context, Culture, and Individual Differences (invited panel). Invited preconference session presented at the 64<sup>th</sup> Annual Convention of the National Association for Gifted Children, Charlotte.
- Owens, T. L., **Lo, Y.-y.**, & **Collins, B.** (2017, April). *Tiered teacher coaching in general education to improve student on-task behaviors*. Poster presentation at the annual meeting of the Council for Exceptional Children (CEC), Boston, MA.
- Owens, T. L., **Lo, Y.-y.**, & **Collins, B.** (2017, March). *Tiered teacher coaching to increase support for students with behavioral challenges*. Invited oral presentation at the annual meeting of the International Conference on Positive Behavior Support, Denver, CO.
- Root, J., Saunders, A., Lee, A., & **Spooner, F.** (2017, December). Measuring the gap: State of math research and practice in severe disabilities. In L. Montgomery (Chair), *Research symposium*. Symposium conducted at the annual meeting of TASH, Atlanta, GA.
- Root, J. R., Saunders, A. F., **Spooner, F.**, & Brosh, C. (2017, May). *Teaching students with moderate intellectual disabilities to solve personal finance word problems*. In F. Spooner (Chair). *Pictorial self-instruction to teach chained mathematical task to students with severe disabilities*. Symposium conducted at the annual meeting of the Association for Behavior Analysis International, Denver, CO.
- Root, J. R., & **Spooner, F.** (2017, November). *Measuring the gap: State of research and practice in mathematics instruction for students with extensive support needs*. Paper presented at the annual meeting of the Teacher Education Division of the Council for Exceptional Children, Savannah, GA.
- Sacco, D.** (2017, November). *Changing demographics of a rural school*. \* Paper presented at the 40th Annual Conference of the Council for Exceptional Children
- Sacco, D.** (2017, April). *Including supports for language acquisition in an IEP*. Virginia Council for Learning Disabilities, Harrisonburg, VA.

- Sacco, D.** & Kurz, L. (2017, October). *University teaching tips for early career faculty: Adult learning theory and interactive classrooms*. Paper presented at the 39th International Conference on Learning Disabilities by the Council for Learning Disabilities (CLD), Baltimore, MD.
- Sacco, D.**, Liu, K. & Christopher, C. (2017, October). *Effective writing strategies for English learners with specific learning disabilities*. Paper presented at the 39th International Conference on Learning Disabilities by the Council for Learning Disabilities (CLD), Baltimore, MD.
- Sacco, D.** & Reybold, L. E. (2017, November). "Every day is a Helen Keller moment": Child disability, mindfulness, and family quality of life.\* Paper presented at the American Association for Adult and Continuing Education. (AAACE), Memphis, TN.
- Saunders, A. F., Ley Davis, L., & **Spooner, F.** (2017, April). Using video-based interventions and real-world simulated problems to teach mathematical problem solving. In R. Satsangi (Moderator), *Technology in math instruction*. Panel presented at the annual meeting of the Council for Exceptional Children, Boston, MA.
- Saunders, A. F., **Spooner, F.**, & Ley Davis, L. (2017, April). *The solutions project: Real-world mathematical problem solving for students with severe disabilities*. Paper presented at the annual meeting of the Council for Exceptional Children, Boston, MA.
- Shepherd, K., West, J. E., deBettencourt, L., **Spooner, F.**, & Anderson, J. A., (2017, April). *The nexus of policy and practice: ESSA, educator preparation, and policy engagement*. Paper presented at the annual meeting of the Council for Exceptional Children, Boston, MA.
- Smith, J.**, & Keilty, B. (2017, December). *Family and Professional Perspectives: Essentials for Establishing a Prenatal EI Curriculum*. Session presented at the Spooner, F. (Chair). (2017, May). *Pictorial self-instruction to teach chained mathematical task to students with severe disabilities*. Symposium conducted at the annual meeting of the Association for Behavior Analysis International, Denver, CO.
- Spooner, F.** (2017, April). Accomplishments of a productive career in doctoral-level training and research. In F. Spooner (Master of Ceremonies). *A tribute to Diane Browder*. Ceremony held at the annual meeting of the Council for Exceptional Children, Boston, MA.
- Spooner, F.** (2017, December). Expanding access to academic learning. In G. H. S. Singer (Chair), *Going to scale—research on systems change for people with severe disabilities: Education, employment, community living, and family support*. Colloquium conducted at annual meeting of TASH, Atlanta, GA.
- Spooner, F.**, & Agran, M. (2017, December). *Promotion and tenure*. Panel presentation at the annual meeting of TASH, Atlanta, GA.
- Spooner, F.**, Brosh, C., & Saunders, A. F. (2017, February). *Teaching mathematical problem solving to students with moderate/severe disabilities*. Paper presented at the annual meeting of the North Carolina Association for Behavior Analysis, Wrightsville Beach, NC.
- Spooner, F.**, & McKissick, B. (2017, December). *Developing and sustaining a research agenda*. Panel presentation at the annual meeting of TASH, Atlanta, GA.
- Spooner, F.**, Saunders, A. F., Root, J. R., & Brosh, C. (2017, May). Conceptual model for training mathematical problem solving to students with severe disabilities. In F. Spooner (Chair). *Pictorial self-instruction to teach chained mathematical task to students with severe disabilities*. Symposium conducted at the annual meeting of the Association for Behavior Analysis International, Denver, CO.
- Stevenson, B. S., **Wood, C. L.**, & Iannello, A. C. (2017, February). *Effects of function-based crisis intervention on severe problem behavior of students with autism*. Paper presented at the North Carolina Association for Behavior Analysis Conference, Wrightsville Beach, NC.
- Test, D. W.**, Morningstar, M., & Clark, K. A. (2017, July). *Examining professional development practices in secondary transition*. Poster Presentation at the OSEP Leadership Conference, Washington, DC.
- Wakeman, S.** (2017, September). *edTPA scoring: Special education*. Workshop to North Carolina IHE faculty at the North Carolina Association of Colleges and Teacher Education, Raleigh, NC
- Wakeman, S.** (2017, November). *Improving the edTPA performance of pre-service special education candidates: One IHE's journey*. Presentation at the annual meeting of the Council for Exceptional Children Teacher Education Division, Savannah, GA.
- Werunga, R., **Lo, Y.-y.**, & Owens, T. L. (2017, April). *Examining the effects of a culturally responsive social skills curriculum on lower elementary African American students at-risk of emotional and behavioral disorders*. Oral presentation at the annual meeting of the Council for Exceptional Children (CEC), Boston, MA.
- Wood, C. L.** (2017). Discussant, *Applied behavior analysis in public schools: Strategies for academics, severe problem behavior, and sustainability*. Paper presented at the Association for Behavior Analysis International Conference, Denver, CO.
- Wood, C. L.**, & Stevenson, B. S. (2017, May). *Effects of function-based crisis intervention on the severe problem behavior of students with autism*. Paper presented at the Association for Behavior Analysis International Conference, Denver, CO.

#### Faculty Grants

- Algozzine, B., & **Anderson, K.** (2017, July). *NCDPI State Systemic Improvement Plan Evaluation Project*. Co-Principal Investigator, Funded by the North Carolina Department of Public Instruction, Exceptional Children's Division for \$ 185, 000.00.
- Anderson, K.** (2017, July). *Regional EC Education Consultant and State Performance Plan Consultant Center*. Funded by the North Carolina Department of Public Instruction, Exceptional Children's Division for \$ 358,377.07.



- Anderson, K., & Foxx, Sejal** (2017, March). *Project Intensive Needs Teacher and Counselor Training (INTACT)*. Interdisciplinary Preparation in Special Education, Early Intervention, and Related Services for Personnel Serving Children with Disabilities Who Have High-Intensity Needs (CFD A 84.325K), Department of Education, Office of Special Education Programs. Proposal awarded (September 2017) \$1,200,000.00 funding for 5 years.
- Beach, K.** North Carolina State Improvement Project (NC SIP) and Institute of Higher Education Partnership, Supported by NC SIP, \$10,000, 2016-2017.
- Beach, K.,** Co-PI, Vocabulary CHAAOS: Creating Habits Accelerating Academic Language of Students, supported by the U.S. Department of Education, IES, 2016-2019, \$1,437,122. (Subcontract to UNCC: \$177,946).
- Browder, D. M. (replaced by Beach, K.) & Test, D. W.** *The PhD Program in Special Education at UNC Charlotte*. OSEP, US-DOE, Preparation of Leadership Personnel. [Funded for four years, 8/1/14 – 7/31/19, \$249,998 annually]
- Correa, V.I, Shue, P., & Baughan, C.C.,** (2014) *Early Childhood Special Education Leadership (ECSEL) Project*. **\$1,250,000** Personnel Preparation Grant # H325K140105 through the US Department of Education Office of Special Education and Rehabilitative Services.
- Gilson, C. M.** (2016-2017). *Teaching Fellows Institute research study*. Reemprise & The Foundation for the Carolinas, Charlotte, NC. \$9925. Funded.
- Gilson, C. M.** (2016-2017). *Understanding teachers listening orientations*. UNCC Faculty Research Grant, Charlotte, NC. \$6000. Funded.
- Sacco, D..** Principal Investigator: (Awarded 2017) *NCSIP IHE partnership*. North Carolina State Board of Education: \$10,000
- Test, D. W.,** Flowers, C., & Mazzotti, V. L. *Project CIRCLES: Communicating Interagency Relationships and Collaborative Linkages for Exceptional Students*. US-DOE Institute for Education Sciences: Special Education Research Grants. Funding for year one (5/1/11-4/30/12): \$589,200. [Funded for four years, 5/1/11-4/30/15]
- Test, D. W.,** Kohler, P., & Fowler, C, Bost, L., Unruh, D., Luecking, R., & Morningstar, M. *National Technical Assistance Center on Transition*. OSEP/RSA, US-DOE, National Technical Assistance Center on Improving Transition to Postsecondary Education and Employment for Students with Disabilities (CFDA 84.326E). Funded at \$2,500,000 annually. [Funded for five years, 2015-2019]
- Wakeman, S.,** National Center on Educational Outcomes. (2017). *TIES Center: Increasing time, instructional effectiveness, engagement, and state support for inclusive practices for students with significant cognitive disabilities*. U.S. Department of Education's Office of Special Education Programs: National Technical Assistance Center on Inclusive Practices and Policies. \$1,787,627 subcontract.
- Wood, C. L., & Lo, Y.-y.** (2017). *UNC Charlotte's Ph.D. program in special education with a specialty in multi-tiered interventions*. OSERS, U.S. Department of Education, Preparation of Leadership Personnel (funded for 5 years, 01/01/2018-12/31/2022, total \$1,249,984).

#### Types of Accomplishments Discussed Above::

#### **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.:**

Faculty in the SPCD department are committed to service, as reflected in their faculty activities reports and their vitae. They serve on a number of committees in the department, college, and university as well as serving as program directors or program members to oversee their respective programs. In spite of this, they still participate in a large number of service activities that engage with the local community and with their professional organizations. The following are a sampling of 54 activities in which 13 faculty members took part in 2017-18. Also, two faculty engaged in coaching as part of the the College of Education Teacher Education Institute.

Consulting and Advising - 14 (e.g., Beach - HillRap Learning, NC DPI Literacy, The Hill Center, Augustine Literacy Project, Read Charlotte; Brown - Stanly County Community College Early Childhood program, Re-Charge, Head Start; Gilson - Metrolina Scholars Academy; Matthews - Untapped Parent Potential Project, Seoul National University; McIntyre - Stanly County Community College, Metorlina Early Childhood Collaborative)

Professional Journal Editorial Board - 11 (i.e., Baughan - *Topic in Early Childhood Special Education, Infants and Young Children, International Journal of Research in Education*; Collins - *Teacher Education and Special Education, Focus on Autism and Other Developmental Disabilities*; Gilson - *Journal of Advanced Academics, Gifted Child Quarterly*; Lo - *Journal of Special Education*; O'Brien - *Insights in Learning Disabilities*; Sacco and Wood *Intervention in School and Clinic*)

Committee Member of professional organization - 9 (e.g., Brown - Renaissance West Planning; Matthews - chair of special interest research group on gifted education for AERA; Sacco - Sponsorship committee for CLD, Elections committee and Professional standards committee for CEC; Spooner - Publications committee for TASH)

Professional Journal Editor - 6 (Baughan - *Literacy Development in Young Children*, Collins - *Rural Special Education Quarterly*, Matthews - *Gifted Child Quarterly* and *Journal of Advanced Academics*, Spooner - *Journal of Special Education* and *Research and Practice for Persons with Severe Disabilities*)

Board member of Professional Organization - 5 (i.e., Baughan, Greenville Disability and Special Needs Board, Metrolina Early Childhood Collaborative, Charlotte Bilingual Preschool; Collins - HECSE; Matthews - National Association for Gifted)

Inservices and Workshops - 4 (e.g., FitzPatrick - writing and literacy workshops in Santo, Haiti, and Nashville, TN; Gilson and Matthews - Gifted Educaiton workshop for Gaston Count Schools)

Officer on a professional board - 3 (i.e., Collins - HECSE treasurer, Lo - president of NC Council for Children with Behavioral Disorders, Wood - NC Regional representative to CEC)

Professional conference planning - 3 (i.e., Beach - Pacific Coast Research Conference, Matthews - NACG, Sacco - CLD)

Evaluator - 1 (Matthews - Promoting PLACE federal grant)

### Types of Accomplishments Discussed Above::

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

The SPCD department was recognized with the UNC Charlotte Office of Assessment and Accreditation 2018 Excellence in Assessment Award for the data-based changes faculty made in their programs based on the data that they collect. In addition, faculty member Wakeman received an award for her work with Laura Hart on validating and scoring reliability on the edTPA assessment with students seeking licensure. Dr. Cindy Gilson represented the SPCD department at the annual assessment meeting and gave the following report:

As a result of the College of Education's initiatives to align Student Learning Outcomes with the CAEP standards, faculty in our department have conducted extensive work to update or create comprehensive rubrics to analyze student growth and subsequently improve our programs.

#### AIG program

The AIG program has worked collaboratively with their adjunct professors during this process, since they play an important role in teaching, data collection, and evaluation. First, adjuncts were included in a panel of experts to validate the rubrics for major projects such as lesson plans.

However, after piloting the rubrics, we noted that while 100% of teacher candidates met proficiency, not all assessments submitted were scored in Taskstream by the adjuncts or the students uploaded it to the wrong portfolio and thus scores were not counted. So we have worked hard to establish clearer expectations for assessment procedures.

#### CHFD GC

The Child and Family Development Program had extensive data meetings where they analyzed edTPA data from the Graduate Certificate in CHFD. Their goal was to design a more efficient set of courses to prepare candidates to be successful with edTPA completion. Multiple practice tasks were all originally housed in CHFD 5115. The team decided to split the tasks among two new courses, CHFD 6200 and CHFD 6230. **Splitting up the practice tasks into multiple courses over two semesters gave students more time to understand the tasks.**

#### CHFD BA

Similarly, CHFD analyzed Task 3 from their edTPA data for their Bachelor of Arts Program. In the 2015-2016 academic year, they noted rubric 13 for the edTPA Task 3 did not reach the 80% pass rate. Task 3 was originally taught and assessed in SPED 4210, which was held on-site with faculty supervision. However, the course was not able to be taught there in Fall 2015 and consequently, students were completing Task 3 without typical supervision. Therefore, the program moved practice Task 3 to a new course occurring during the yearlong internship at a school setting. As a result, this was a more meaningful experience for candidates in practicing edTPA skills and developing their knowledge. The following year, the passing rate was far the above 80% criterion (at 94% Spring).

#### SPED BA

The Special Education faculty analyzed edTPA data from candidates in their Bachelor of Arts program in SPED. Candidates made gains in edTPA tasks, equating to about a 30% increase in the % of candidates making proficiency (Ex. Task 1 and 3). These improvements occurred after multiple supports and changes were implemented. First, the SPED faculty improved information flow to key stakeholders, including adjuncts, by developing a video, concept map, handouts, and a support site in our online LMS. A new course mentor chart for adjuncts was disseminated. They also moved edTPA practices tasks from one course to another and added more lesson plan instruction in the program; instructors reviewed error patterns to remediate and improve student outcomes. Finally, to sustain growth, a standing agenda item is to review key assessment procedures and data at every program faculty meeting.

#### SPED Phd

Last, faculty from the SPED Ph.D. program reviewed their existing data sources, which included the dissertation proposal and defense, and created a rubric to capture this data source that was already in place. They created one rubric for the written dissertation proposal, or chapters 1-3 as well as two additional rubrics, one for the full written dissertation, or chapters 1-5, and one for the oral examination. These changes enhanced their already strong program by using common assessment rubrics and the majority of 2016 PhD candidates completed their dissertations successfully, which met the 80% criterion.

In addition to this report, the SPCD Department also used data in the following ways:

The SPCD doctoral program used many of its monthly meetings to evaluate its program by the Doctoral Program Quality Indicators from the Higher Education Consortium for Special Education (HECSE; Dept. Chair Collins served on the committee that created the list). As a part of the evaluation as well as feedback from the annual program assessment, the program fine-tuned its doctoral program through implementing doctoral student lunches to discuss content relevant to students but not covered in courses and a session to provide feedback on job interview presentations.

SPED seniors in the fall participated in aligned field experiences in fewer placements. Students indicated that courses were not aligning well and required more placements. The SPED undergraduate program reduced the number of placements to one whenever possible and ensured that assignments for multiple classes could be completed in one semester long clinical experience.

SPED faculty proposed and passed a motion to move EdTPA tasks to provide a more systematic development of practice tasks and reduce likelihood that students would have too many practice tasks at the same time. Task 3 was moved from SPED 4276, Secondary Reading to SPED 4277, Teaching Writing based on feedback from course instructors and student commentary.

Updates to the topical paper in SPED 3173 were made based on data (Instructor and student feedback) indicating that the intensity of the writing task were detracting from the course experience and were unnecessary data collection for state evidences. Faculty concluded that writing intensive expectations are currently measured by EdTPA writing in student teaching, but further development of academic writing experiences are required to ensure students have both a W course experience in SPED 3173 focusing on technical writing and extensive feedback in addition to consistent academic writing experiences (i.e., writing that summarizes research and utilizes APA format).

In the SPED M.Ed., MAT, and ASD certificate, major changes made last year were to finalize revised or newly developed rubrics for better alignment with SLOs and complete content validity procedures. All of the "new" rubrics were in effect last year (2017) to measure the SLOs.

The following changes were made in 2017 to the SPED Graduate Certificate program: (a) additional support for faculty in edTPA task evaluation and (b) continual directive edTPA review for candidates during the student teaching experience. SPED Graduate Certificate candidates exceeded the goal on the three edTPA tasks.

### **Major Accomplishments: Discussion:**

The Department of Special Education and Child Development recently placed number 14 in the ranking of special education programs by U.S. News and World Report, and its doctoral program has been recognized as one of the best in the nation. In the past 4 years, the SPCD department has lost five faculty members and will lose three more in the next 2 years, as well as having two go on phased retirement. (A number of these have been noted researchers in the field.) At the same time, the Department has hired eight new faculty members (four to begin in 2018-19) and hopes to hire two more in the coming year. To be strategic, the department is focusing on hiring those faculty who show evidence of research and grant writing skills, as well being recognized for their work in the field. For that reason, the department is currently focused on maintaining its high rankings, level of grant funding, number of publications, and mentoring of doctoral students, with the future goal of increasing this productivity once the number of faculty becomes stable.

Evidence of the high quality of the department faculty can be seen through the awards that faculty have won. In 2017-18, the following faculty were recognized with awards from their professional organizations:

Kristen Beach received the Niner Research Award from the UNCC Office fo Research and Economic Development.

Kristen Beach received the Outstanding Review award from *Teaching Exceptional Children*, one of the premiere journals of the Council for Exceptional Children.

Diane Browder received the Burton Blatt Humanitarian Award from the Council for Exceptional Children Division for Autism and Developmental Disabilities.

Diane Browder received the Special Education Research Award from the International Council for Exceptional Children.

Belva Collins received the Eagle Award for lifetime service to the field or rural special education from the American Council for Rural Special Education.

Belva Collins received the North Carolina Special Education Teacher Educator of the Year Award from the North Carolina Teacher Education Division of the Council for Exceptional Children.

**Start:** 07/01/2017

**End:** 06/30/2018

**Progress:** On Track

**Providing Department:** Special Ed & Child Dev