

UNIT REPORT

Annual Highlights Report

Generated: 7/31/19, 11:51 AM

Annual Report: Department of Middle, Secondary, and K-12 Education**NON-ACADEMIC AFFAIRS UNITS ONLY: Highlights of the Year:****Top five accomplishments of the department**

1. Curriculum Development

- Merger of M.Ed. in Middle and Secondary Education with M.Ed. in TESL to create the broader M.Ed. In Curriculum and Instruction
- UNC Board of Governors unanimously voted to move forward with the implementation of the Ed. in Urban Education. Over 30 applicants have already applied.
- Completion of re-design of all initial licensure (undergraduate and graduate).
 - revision of 5 undergraduate programs (B.A Middle Grades, Secondary Minor, Minor in Teaching English as a Second Language, Minor in Foreign Language Education, Minor in Urban Youth and Communities)
 - revision of seven graduate programs (Graduate Certificate - Foreign Language Education, MAT- Foreign Language Education, Graduate Certificate - Teaching English as a Second Language, MAT- Teaching English as a Second Language, Graduate Certificate - Middle & Secondary Education, MAT- Middle & Secondary Education, and Graduate Certificate – Art Education)
 - Revision of 14 undergraduate and 11 graduate courses
 - Creation of eight new undergraduate and 13 new graduate courses.
 - Addition of a Career and Technical Education concentration of our Graduate Certificate in Middle and Secondary Education.
 - Expansion of Graduate Certificate in Foreign Language Education to include multiple new languages and a strategic partnership with STARTALK

2. External Reviews

- Completion of the external review of the Ph.D. in Curriculum and Instruction in spring 2019
- Successful SACS review of approved off-site program (Graduate Certificate in Common Core Instruction) with no suggested recommendations for improvement.
- The Department was recognized across campus for the 2nd time in 3 years for its use of assessment data. This time our use of student learning outcomes (SLOs) was highlighted. Special recognition was given to SACS reports for the following initial licensure programs in MDSK: BA Middle Grades Education, Graduate Certificate Foreign Language Education, Graduate Certificate Teaching English as a Second Language, Stand Alone Minor Secondary Education.

3. Research

- 3rd annual MDSK Faculty and Graduate Student Research Symposium was held on March 28, 2019. The event continues to grow with over 40 faculty and students presenting a total of 26 poster sessions this year.
- 3rd annual International Conference on Urban Education (ICUE 2018) was held in Nassau, Bahamas with over 400 attendees.

4. New Student Cohorts

- A 2nd Rowan County cohort started the M.Ed. in Middle and Secondary Education.
- 25 teachers involved in the NC Quest grant project enrolled in the M.Ed. in TESL.
- 23 Saudi English teachers completed a year-long grant project in January (2019) that involved them completing MDSK coursework
- A 2nd grant-funded cohort of Saudi teachers is expected to arrive in summer 2019.
- Funding was secured to cover tuition for 25-30 new students in the M.Ed. In Curriculum & Instruction (TESL concentration).

5. Faculty Accomplishments

- Susan Harden was elected Mecklenburg County Commissioner representing District 5.
- Heather Coffey received the Bonnie Cone Early-Career Professor for Teaching Award (August 2018).
- Hilary Dack was selected as the President Elect of the National Professors of Middle Level Education (NaPOMLE) at the annual Conference for Middle Level Education.
- Tina Heafner began her term as President Elect of the National Council for the Social Studies.
- Michelle Stephan's co-authored article, What mathematics education may prepare students for the society of the future? has been recognized by Springer's Change the World, One Article at a Time Initiative.
- Chance Lewis was presented with the International Colloquium on Black Males Warrior Award.

ACADEMIC AFFAIRS UNITS: Goal #1:

The department completed the re-design of all graduate initial licensure programs to make the programs more competitive, more practice-based, and to better prepare candidates to meet the needs of diverse students in K-12 schools. The re-designed included the following:

- o revision of seven graduate programs (Graduate Certificate - Foreign Language Education, MAT- Foreign Language Education, Graduate Certificate - Teaching English as a Second Language, MAT- Teaching English as a Second Language, Graduate Certificate - Middle & Secondary Education, MAT- Middle & Secondary Education, and Graduate Certificate – Art Education)
- o Revision of 11 graduate courses
- o Creation of 13 new graduate courses.

The M.Ed. in Urban Education is scheduled to launch in fall 2019, as is the Graduate Certificate in National Board Certification and the new CTE concentration of our Graduate Certificate in Middle and Secondary Education.

Types of Accomplishments Discussed Above:: New Educational Programs

ACADEMIC AFFAIRS UNITS: Goal #2:

Faculty Publications

As demonstrated in the table below, in 2018, MDSK faculty published four books, 12 book chapters, and 34 articles in peer reviewed journals for a total of 50 publications.

	2016	2017	2018
Books	6	4	4
Book Chapters	20	24	12
Articles	33	28	34
Total	59	56	50
Mean/Faculty	3.47	3.29	3.15

Faculty Publications

Books

Cuenca, A., Benton, B., Castro, A. J., Heafner, T., Hostetler, A., & Thacker, E. (2018). *National Standards for the Preparation of Social Studies Teachers*. National Council for the Social Studies, Silver Springs, MD.

Heafner, T. L., Hartshorne, R., Thripp, R. (2019). *Handbook of research on emerging practice and methods for K-12 online and blended learning*. Hershey, PA: IGI Global. (Invited revised edition).

Howell, P., Faulkner, S., Jones, J.P., and Carpenter, J., Ed. (2018). *Preparing middle level educators for 21st century schools: Enduring beliefs, changing times, evolving practices*. AERA Research Handbook Series, Middle Level SIG. Charlotte, NC: Information Age Press.

Liontas, J. I. (Series Ed.).(2018). *The TESOL Encyclopedia of English Language Teaching, First Edition, Volume 4* [M.. DelliCarpini (Project Ed.); Park, G. & Salas, S. (Volume Eds.)]. Boston, MA: Wiley-Blackwell.

Book Chapters

Coffey, H., Harden, S.B., Byker, E., Good, A., & Fisher, L. (2018). Developing self and cultural awareness through introductory education courses: The “Me” semester. In Polly, Petty, Putman, & Good (Eds.). *Handbook of Research on Innovative Practices in Teacher Preparation and Graduate-Level Teacher Education Programs*. Hersey, PA: IGI Global. ISBN: 9781522530688; DOI: 10.4018/978-1-5225-3068-8.

Dack, H., van Hover, S., & Hicks, D. (2018). Beyond facts and fun: The need for purposeful simulations. In C. Wright-Maley (Ed.), *More like life itself: Simulations as powerful and purposeful social studies* (pp. 63-84). Charlotte, NC: Information Age Publishing.*#

Davin, K.J. (2018). Mediator and learner engagement in co-regulated inter-psychological activity. In J. Lantolf, M.E. Poehner, & M. Swain (Eds.), *Handbook of sociocultural theory and second language learning* (pp. 282–294). New York: Routledge.

Donato, R., & Davin, K.J. (2018). The role of ontogenetic development in teacher education. In J. Lantolf, M.E. Poehner, & M. Swain (Eds.), *Handbook of sociocultural theory and second language learning* (pp. 457–471). New York: Routledge.

Harden, S.B. & Witt, R. (2018). Interview theatre: An active learning pedagogy for developing empathy and allies for immigrants in our communities. In S. Wong, E.S. Gosnell, A.M. Foerster Luu, & L. Dobson (Eds.), *Teachers as Allies: Transformative Practices for Teaching DREAMers & Undocumented Students*. Teachers College Press. ISBN: 9780807758878.

Harden, S.B. & Brown, K. (2018). Instructional and community engagement. In J. Liontas, (Ed.). *The TESOL Encyclopedia of English Language Teaching, First Edition, Organizational and Administrative Issues*. [M. DelliCarpini (Project Ed.); Salas, S. (Volume Ed)]. Boston, MA: Wiley-Blackwell. DOI: 10.1002/9781118784235.

Heafner, T. L., & Handler, L. (2018). Online, hybrid, blended, and technology-mediated learning in social studies. In Ferdig, R. E. & Kennedy, K., (Ed.), *Handbook of research on K-12 online and blended learning* (2nd ed., pp. 337-357). Pittsburgh, PA: ETC Press. (Invited chapter).

Heafner, T. L. (2018). The promise of policy and action for the reprioritization of social studies. In Fitchett, P., & Meuwissen, K. (Eds.), *Social Studies in the New Educational Policy Era* (pp. 79-89, 105-108). Philadelphia, PA: Routledge.

Heafner, T. L., & Norwood, J. (in press). Teachers at the crossroads of democracy: A case study of elementary civic education. In Samuels, G., & Samuels, A., (Ed.), *Democracy at a Crossroads: Examining the Past and Facing the Future*. Charlotte, NC: Information Age Publishing Inc.

Lachance, J., & Kissau, S. (2018). edTPA and Language Development: Supporting Second Language Teachers' Readiness to Scaffold Language Instruction. In P. Swanson, & S. Hildebrandt (Ed.) *Researching edTPA Problems and Promises: Perspectives from English as an Additional Language, English Language Arts, and World Language Teacher Education* (pp.163-185). Information Age Publishing.

Salas, S. (2018). Introduction to Volume 4. In J. I Liontas, (Series Ed.). *The TESOL Encyclopedia of English Language Teaching, First Edition, Volume 4* [M.. DelliCarpini (Project Ed.); Park, G. & Salas, S. (Volume Eds.)]. Boston, MA: Wiley-Blackwell

Williams III, J., Bryant, A. C. & Lewis, C. (2018). Education, economics, & segregation in Baton Rouge. In K. J. Fasching-Varner, K. J. Tobin, & S. M. Lentz, (Eds.), *Black deaths, & blue ribbons* (pp. 111-116). Boston, MA: Brill Sense.

Articles

Adewale, T., D'Amico, M. M., & Salas, S. (2018). "It's kinda weird": Hybrid identities in the international undergraduate community. *Journal of International Students*, 8(2), 861-883.

Ash, A., & Wiggan, G. (2018). Race, multiculturalisms and the role of science in teaching diversity: Towards a critical post-modern science pedagogy. *Multicultural Education Review*. doi.org/10.1080/2005615X.2018.146089

Butler, B. R., Coffey, H., & Young, J.L. (2018). Justice-oriented teaching dispositions in urban education: A critical interpretive case study. *Urban Education*, 1-35.

Coffey, H. & Fulton, S. (2018). The Responsible Change Project: Building a justice-oriented middle school curriculum through critical service-learning. *Middle School Journal*, 49(5), 16-25.

Dack, H. (2018). Structuring teacher candidate learning about differentiated instruction through coursework. *Teaching and Teacher Education*, 69(1), 62-74. DOI: 10.1016/j.tate.2017.09.017.

Davin, K.J., & Heineke, A. J. (2018). The seal of biliteracy: Adding students' voices to the conversation. *Bilingual Research Journal*, 41(3), 312-328.

Davin, K.J., Heineke, A.J., & Egnatz, L. (2018). The seal of biliteracy: Successes and challenges of implementation. *Foreign Language Annals*, 51(2), 275-289.

Davin, K.J., Okraski, C., & Heineke, A. (2018). Empowering heritage learners through the seal of biliteracy. *The Language Educator*, 13(2), 37-40.

Davis, A., & Wiggan, G. (2018). Black education and the great migration. *Black History Bulletin*, 81(2), 12-16.

Donato, R., & Davin, K.J. (2018). The genesis of classroom discursive practices as history in person processes. *Language Teaching Research*, 22(6), 739-760.

Fitchett, P., Brown, E., Fisher, T., Coffey, H., & Harden, S. (2018). Building program coherence and the (un)intentional clinical experiences for first-semester preservice teachers. *Action in Teacher Education*, 40(3), 319-335.

Fitchett, P. G., & Heafner, T. L. (2018) Teacher quality or quality teaching? Eighth grade social studies teachers' professional characteristics and classroom instruction as predictors of U.S. history achievement. *RMLE Online*, 41(9), 1-17, DOI: 10.1080/19404476.2018.1514826

Fitchett, P.G., King, E.T., Fisher, T., Coffey, H. & Harden, S.B. (2018). Building program coherence and the (un)intentional clinical experiences for the first-semester preservice teachers. *Action in Teacher Education*.

Garo, L., Allen-Handy, A., & Lewis, C.W. (2018). Race, poverty, and violence exposure: A critical spatial analysis of African American trauma vulnerability and educational outcomes in Charlotte, North Carolina. *Journal of Negro Education*, 87(3), 246-269.

Heafner, T. L. (2018). Elementary ELA/social studies integration: Challenges and limitations. *The Social Studies*, 1-12.

Heafner, T. L. (2018). More time for social studies?: Examining the promise of school reform. *Journal of Social Studies Research*, 42(3), 229-237.

Heafner, T. L., & Fitchett, P. G. (2018). Incorporating Item Response Theory (IRT) to predict US history content knowledge. *Journal of Social Education Research*, 42(1), 11-25. http://dx.doi.org/10.1016/j.jssr.2017.01.001

Heafner, T. L., & Norwood, J. (2018). An elementary social studies teacher's quest to develop democratic citizens: The boundaries of ambitious teaching. *Journal of Social Studies Research*, 1-12.

Heafner, T.L., Triplett, N., Handler, L., & Massey, D. (2018). Situated word learning: Words of the Year (WsOY) and social studies inquiry. *Theory and Research in Social Education*, 1-39.

Heineke, A.J., & Davin, K.J. (2018). The seal of biliteracy: Considering equity and access for English learners. *Education Policy Analysis Archives*, 26(99), 1-8.

Heineke, A.J., Papola-Ellis, A., Davin, K., Cohen, S., Roudebush, A., Wright-Costello, B., & Fendt, C. (2018). Language matters: Developing educators' expertise for English learners in linguistically diverse communities. *Language, Culture and Curriculum*. Advance online publication. doi: 10.1080/07908318.2018.1493493

- Hutchison, C.B. (2018). Re-thinking disproportionality in special education as a self-fulfilling prophecy. *Insights on Learning Disabilities*, 15(2), 113-116.
- Kissau, S., Davin, K., & Wang, C. (2018). Aspiring world language teachers: Their influences, perceptions, and commitment to teaching. *Teaching and Teacher Education*, 78, 174-182.
- Miller, E., Murray, E., Salas, S. (2018/online first). Artistic and collaborative approaches to social justice: A self-study about immigrant deportation with elementary teacher education candidates. *Studying Teacher Education*. DOI: 10.1080/17425964.2018.1544120
- Okraski, C., & Kissau, S. (2018). Impact of content-specific seminars on candidate edTPA preparation and performance. *Foreign Language Annals*, DOI: 10.1111/flan.12351
- Page, C., Lewis, C., Autenrieth, R., & Butler-Purry, K. (2018). Enrichment experiences in engineering summer teaching program: Analysis of student surveys regarding engineering awareness. *Journal of STEM Education*, 119(4), 27-37.
- Plaisance, M., Salas, S., D'Amico, M. M. (2018). "Like driving from "the back seat": Teaching ESL in commodified curricular terrains. *TESOL Journal*, 9(1), 160-184.
- Rodriguez-Castro, M., Salas, S., & Benson, T. (2018). To Google Translate™ or not? Newcomer Latino communities in the middle. *Middle Grades Journal*, 49(2), 3-9.
- Salas, S., D'Amico, M.M., Rios-Aguilar, C., Gonzalez Canche, M., & Atwell, A. (2018). *Association of Mexican American Educators (AMAE) Journal*, 12(1), 1-19.
- Siefert, B., Salas, S., & D'Amico, M. M. (2018). Problematizing deficit representations of in-service teachers. *TESOL Journal*, 9(2), 397-400.
- Talley-Matthews, S., & Wiggan, G. (2018). Black migration: How can social studies educators teach the new majority public school students using culturally sustaining pedagogy? *Black History Bulletin*, 81(2), 24- 30.
- Watson, M., & Wiggan, G. (2018). The genius of Imhotep: Lessons from a high achieving urban minority school. *Teaching and Teacher Education*. doi.org/10.1016/j.tate.2018.09.00
- Wiggan, G. (2018). Blacks migrations and urban realities. *Black History Bulletin*, 81(2), 32-33.
- Wiggan, G., & Watson, M. (2018). Urban school success: Lessons from a high achieving urban school, and students' reactions to Ferguson, Missouri. *Education and Urban Society*. doi: 10.1177/0013124517751721

Student Publications

As demonstrated in the table below, the research productivity of MDSK students increased in 2018. The greatest was in the number of articles published in peer-reviewed journals. The caliber of the journals should also be noted. As documented in the detailed list provided below, MDSK students co-authored publications with MDSK faculty that appeared in such prestigious journals as *Foreign Language Annals*, *Teaching and Teacher Education*, *Journal of Social Studies Research*, and *Action in Teacher Education*. It should also be noted when describing student research activity that the number of MDSK students that presented in the MDSK Faculty and Graduate Student Research Symposium increased significantly from 2018 to 2019. In 2019, the number of poster sessions increased from 21 to 26 and we had over 40 presenters.

	2016	2017	2018
Books	0	1	1
Book Chapters	5	5	3
Journal Articles	10	3	16
Total	15	9	20

Books

Heafner, T. L., Hartshorne, R., Thripp, R. (2019). *Handbook of research on emerging practice and methods for K-12 online and blended learning*. Hershey, PA: IGI Global. (Invited revised edition).

Book Chapters

Harden, S.B. & Brown, K. (2018). Instructional and Community Engagement. In J. Lontas, (Ed.). *The TESOL Encyclopedia of English Language Teaching, First Edition, Organizational and Administrative Issues*. [M. DelliCarpini (Project Ed.); Salas, S. (Volume Ed)]. Boston, MA: Wiley-Blackwell. DOI: 10.1002/9781118784235.

Heafner, T. L., & Handler, L. (2018). Online, hybrid, blended, and technology-mediated learning in social studies. In Ferdig, R. E. & Kennedy, K., (Ed.), *Handbook of research on K-12 online and blended learning* (2nd ed., pp. 337-357). Pittsburgh, PA: ETC Press. (Invited chapter).

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Articles

Ash, A., & Wiggan, G. (2018). Race, multiculturalisms and the role of science in teaching diversity: Towards a critical post-modern science pedagogy. *Multicultural Education Review*. doi.org/10.1080/2005615X.2018.1460894

- Davin, K.J., Okraski, C., & Heineke, A. (2018). Empowering heritage learners through the seal of biliteracy. *The Language Educator*, 13(2), 37–40.
- Davis, A., & Wiggan, G. (2018). Black education and the great migration. *Black History Bulletin*, 81(2), 12-16.
- Fitchett, P., Brown, E., Fisher, T., Coffey, H., & Harden, S. (2018). Building program coherence and the (un)intentional clinical experiences for first-semester preservice teachers. *Action in Teacher Education*, 40(3), 319-335.
- Garo, L., Allen-Handy, A., & Lewis, C.W. (2018). Race, poverty, and violence exposure: A critical spatial analysis of African American trauma vulnerability and educational outcomes in Charlotte, North Carolina. *Journal of Negro Education*, 87(3), 246-269.
- Heafner, T. L., & Norwood, J. (2018). An elementary social studies teacher's quest to develop democratic citizens: The boundaries of ambitious teaching. *Journal of Social Studies Research*, 1-12.
- Heafner, T.L., Triplett, N., Handler, L., & Massey, D. (2018). Situated word learning: Words of the Year (WsOY) and social studies inquiry. *Theory and Research in Social Education*, 1-39.
- Heineke, A.J., Papola-Ellis, A., Davin, K., Cohen, S., Roudebush, A., Wright-Costello, B., & Fendt, C. (2018). Language matters: Developing educators' expertise for English Learners in linguistically diverse communities. *Language, Culture and Curriculum*. Advance online publication. doi: 10.1080/07908318.2018.1493493
- Okraski, C., & Kissau, S. (2018). Impact of content-specific seminars on candidate edTPA preparation and performance. *Foreign Language Annals*, DOI: 10.1111/flan.12351.
- Plaisance, M., Salas, S., D'Amico, M. M. (2018). "Like driving from "the back seat": Teaching ESL in commodified curricular terrains. *TESOL Journal*, 9(1), 160-184.
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- Siefert, B., Salas, S., & D'Amico, M. M. (2018). Problematizing deficit representations of in-service teachers. *TESOL Journal*, 9(2), 397-400.
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- Watson, M., & Wiggan, G. (2018). The genius of Imhotep: Lessons from a high achieving urban minority school. *Teaching and Teacher Education*. doi.org/10.1016/j.tate.2018.09.001
- Wiggan, G., & Watson, M. (2018). Urban school success: Lessons from a high achieving urban school, and students' reactions to Ferguson, Missouri. *Education and Urban Society*. doi: 10.1177/0013124517751721
- Williams III, J., Bryant, A. C. & Lewis, C. (2018). Education, economics, & segregation in Baton Rouge. In K. J. Fasching-Varner, K. J. Tobin, & S. M. Lentz, (Eds.), *Black deaths, & blue ribbons* (pp. 111-116). Boston, MA: Brill Sense.

Types of Accomplishments Discussed Above::

Student Success (Retention, graduation, high impact experiences, publications, scholarships, awards)

Faculty Success (Publications, grants, awards)

ACADEMIC AFFAIRS UNITS: Goal #3:

- MDSK faculty continued partnerships with 20 different schools and school districts and six community organizations in 2018.
- School partners participated in the re-design of multiple MDSK initial licensure programs.
- MDSK has partnered with Charlotte-Mecklenburg Schools to develop a Career & Technical Education concentration of its Graduate Certificate in Middle and Secondary Education.
- MDSK has partnered with Cabarrus County Schools to submit a Teacher Quality Partnership Grant that would fund teacher training for a diverse cohort of 15 aspiring secondary school teachers.
- The NC Quest grant project came to a conclusion. The project provided intense professional development related to the Common Core State Standards to 28 teachers at 3 high needs schools with a large percentage of English language learners.
- The Department was also successful in recruiting another cohort of approximately 25 students into the M.Ed. in Middle and Secondary Education (Rowan County). The Iredell County cohort of the M.Ed in Middle and Secondary Education is scheduled to graduate in spring 2019.
- The Department also secured funding from the Graduate School to support a new cohort of 25-30 candidates in the M.Ed. in Curriculum & instruction (TESL concentration) to start in fall 2019.
- The Department collaborated with the Office of International Programs to receive a \$900,000+ grant that brought 23 Saudis to campus for a year where they completed MDSK and English language training coursework. The grant from the Saudi Arabian Cultural Mission (SACM) put 23 experienced Saudi English teachers in classrooms across CMS, UCPS, Cabarrus County and Kannapolis City Schools to serve as teaching assistants in classrooms with large numbers of English learners. A 2nd cohort is expected to arrive in 2019 after submission of another successful grant proposal to SACM.
- As demonstrated in the table below, the number of community partnerships involving MDSK faculty decreased in 2018. A more detailed list and description of the individual partnerships are provided below.

	2017	2018
Number of Partnerships	14	6
Number of MDSK Faculty	8	5
Increase in Number of Partnerships from Previous Year		-57%

Community Partnerships

Kristin Davin

1. Foreign Language Association of North Carolina
 1. Catalyst Editor

Heather Coffey

1. Advent Lutheran Church

1. Through the outreach efforts of Advent Lutheran Church, students enrolled in my service-learning courses and I have provided countless hours of volunteering with residents of the College Downs/Robinsdale Apartments community and the homeless population of Charlotte.
2. Through this partnership, we meet the needs of the congregation and leaders of Advent Lutheran Church. Their outreach program supports several efforts with underserved populations in Charlotte. We assist with Hit the Streets, a bi-weekly outreach that feeds the homeless community in uptown Charlotte. We help with set up and prepare the church gym for Room in the Inn, a temporary homeless shelter for 14 residents on Monday nights from December-March. And we serve as tutors for youth residents of Robinsdale Apartments, which is a section 8 housing community in the College Downs neighborhood across from the university.
3. 50 participants

Tina Heafner

1. National Council for the Social Studies

1. K-12 Social Studies teachers and administrators, College and University faculty, state social studies specialists, district social studies specialists from across the nation. International scholars and educators.
2. Keynote addresses, represent organization at other professional meetings, engage with members and political leaders, to organize opportunities for member learning (e.g. webinars, workshops, leadership academies), plan conferences, write and publish position statements, and etc.
3. 100 participants

Lan Kolano

1. Southeast Asian Coalition

1. Provide academic support of high school English Learners from diverse CMS schools such as West Charlotte, Garinger, Independence high schools in an after school program.
2. 15 UNCC students; 20 SEAC students

2. ourBRIDGE for Kids

1. CMS students K-8th grade received academic and linguistic support from UNCC undergraduate and graduate students in TESL on a weekly basis at ourBRIDGE for kids during the spring and fall semesters
2. 15 UNCC students; ourBRIDGE participants
3. Students at ourBRIDGE experienced growth in reading and math scores, increased academic language, and developed higher confidence through their participation at ourBRIDGE.

Michele Stephan

1. North Carolina Collaborative on Mathematics Learning; NC Department of Public Instruction
2. NC mathematics teachers and students
3. Create a state-wide infrastructure to support a shared vision of high quality mathematics instruction among teachers, administrators, and broader community; A social network among mathematics teachers across the state, especially for teachers in small and rural districts; Creation of and access to research-based resources to teach K-12 mathematics.

Types of Accomplishments Discussed Above:: External Partnerships (internships, joint ventures, community engagement)

New Educational Programs

External Public Relations/Outreach

Examples of Data-Based Improvements :

- In 2018, multiple MDSK faculty members participated in the re-design of the Department's initial licensure programs (undergraduate and graduate). To guide and inform the re-design faculty and administrators 1) participated in "learning tours" of innovative teacher preparation programs, 2) attended related conferences, 3) organized "text talks" to read and discuss influential articles on critical teaching skills, and 4) participated in the 2018 Teacher Education Institute (TEI). Complementing the above-mentioned initiatives, MDSK faculty sought, collected, and analyzed data and feedback to inform the re-design from a variety of sources. After two years of professional development and data collection, in summer and fall 2018, task forces of MDSK faculty completed a major re-design of our initial licensure programs to make them more convenient (online), cost-effective (fewer required credit hours and distance education pricing), time-sensitive (less than 1 year to complete), practice-based, and attentive to focus practices and opportunities for candidate rehearsal and coaching. Further, responding to data from multiple sources, the re-designed programs offer greater to previous areas of weakness (i.e., classroom leadership, working in urban schools, and using data to guide and inform instruction).
- The Department was recognized across campus for the 2nd time in 3 years for its use of assessment data. This time our use of student learning outcomes (SLOs) was highlighted. Special recognition was given to SACS reports for the following initial licensure programs in MDSK: BA Middle Grades Education, Graduate Certificate Foreign Language Education, Graduate Certificate Teaching English as a Second Language, Stand Alone Minor Secondary Education.
- Extensive amounts of data specific to the Ph.D. in Curriculum and Instruction were compiled, analyzed, and shared as part of an external review of the program to be conducted in May, 2019.

Other Major Accomplishments: :

1. Licensure test (Praxis) pass rates for MDSK undergraduate programs improved from spring 2017 to spring 2018. Most notable improvement was among candidates in the B.A Middle Grades Program, for which pass rates improved from 70% in spring 2017 to 85% in spring 2018.
2. Praxis pass rates among graduate candidates in MDSK programs also improved from spring 2017 to spring 2018. For example, 100% of TESL candidates passed the Praxis in in spring 2018 compared to 85% in spring 2017.

Start: 07/01/2018**End:** 06/30/2019**Progress:** Ongoing or Future Activity**Providing Department:** Middle Grades, Secondary & K-12