Annual Highlights Report
Generated: 7/31/19, 11:53 AM

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

NON-ACADEMIC AFFAIRS UNITS ONLY: Highlights of the Year:

Major accomplishments in the Department of Special Education and Child Development included (a) redesigned Graduate Certificate Programs (Residency Model) in Special Education and in Child and Family Development, (b) hired five new faculty in SPCD, (c) planned for new Verified Course Sequence for a BCBA program, (d) improved recruitment efforts, and (e) secured external funding.

ACADEMIC AFFAIRS UNITS: Goal #1:

Teacher-Preparation Redesign was a major focus of the department's work this year. Beginning summer 2018, department faculty in special education and in child development redesigned Graduate Certificate programs with a 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. In the redesign effort, faculty reduced the total program hours, and addressed more effective clinical practices, retention, and timely graduation. Program Directors submitted the new programs and courses through Curriculog. The Graduate Council approved these programs in May 2019 and the redesigned programs will begin Fall Semester 2019.

During fall 2018, the SPCD department had an enrollment of 138 undergraduate students in its licensure programs: (a) CHFD: 41, (b) SPED: 56, and (c) Dual major (SPED/ELED): 41. The department also had 128 students enrolled in the SPED graduate certificate programs (SPED Grad Cert GC, SPED Grad Cert AC, SPED ASD Grad Cert, SPED AIG Grad Cert), and 19 enrolled in the CHFD graduate certificate program. (These numbers will serve as baseline for future reports.)

In the past year, the SPCD department also has focused on increasing recruitment efforts for each program. Faculty made on-site recruitment visits and professionally produced recruitment videos. Current graduate enrollment numbers as of Fall 2018 included the following: (a) CHFD M.Ed: 22, (d) SPED M.Ed: 19, (e) CHFD MAT: 7, (f) SPED MAT: 34.

Currently, department faculty are planning to redesign our MAT programs. This work (Phase 2) will be based on the department's newly revised Graduate Certificate programs. Department faculty with create curriculum maps to align Master's course content with professional standards, strengthen content in specific courses that had been reduced in the Graduate Certificate (Phase 1), and develop an efficient course sequence that will allow students to complete their degrees in a timely manner.

Types of Accomplishments Discussed Above::

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

ACADEMIC AFFAIRS UNITS: Goal #2:

The SPCD department is known for its innovative research productivity and its doctoral program. Efforts are being made to maintain that reputation. Of the 19 enrolled doctoral students, two leadership grants from the U.S. Department of Education (PIs Test/Beach and Wood/Lo) funded 9 students, while federal (Test, Mazzotti, Beach, Walker, Wakeman) research grants funded 9 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 2018, 7 SPCD faculty actively mentored doctoral students, and 10 faculty published 19 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 2018, 18 SPCD faculty published 59 peer-reviewed journal articles, as well as 11 book chapters, and 1 book. 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 2018, 17 faculty made a total of 75 presentations at national/international 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 (4 faculty secured 6 federal grants totaling $4.4 million from 1-5 years, 2 faculty secured 3 state-level grants totaling approximately $490,000, 5 faculty secured 4 UNC Charlotte grants for approximately $26,000). 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 two personnel preparation grants that support master's level students across (a) CHFD (Smith & McCorkle), and (b) SPED M.Ed. (Anderson) in conjunction with the Department of Counseling (Foxx). Plans are currently in place to submit a new personnel preparation grants in the coming year (Spooner & Pennington).

The SPCD department has several initiatives that will be a focus in 2019-2020. Two faculty will retire in June 2019 (Test and Lamorey). Department searches this past year resulted in 5 new hires (4 Assistant Professors and 1 Clinical Assistant Professor: Samantha Gesel, Leslie Bross (Special Education), Sloan Storie, Ann Mickelson, Kristi Godfrey-Hurrell (Child and Family Development).

Department faculty developed new course outlines and submitted proposals through Curriculog that will allow us to apply for an approved Verified Course Sequence through the Behavior Analyst Certification Board that will allow MEd/MAT students in our program to be eligible for license as a Board Certified Behavior Analyst (BCBA). Only one university in North Carolina offers this program (UNC Wilmington, Psychology) and ours would be the only online distance program in the state. There is great demand for this program at the state and local levels, and this will lead to increased graduate enrollment..

Faculty Publications

Peer-Reviewed Journal Articles (Total: 59)

Agran, M., **Spooner, F.,** Brown, F., Morningstar, M., Singer, G. H. S., & Wehman, P. (2018). Perspectives on the state of the art (and science) of life-span services. *Research and Practice for Persons with Severe Disabilities*, *43*, 61-68. doi:10.1177/1540796918769566

Agran, M., **Spooner, F.,** & Robertson, C. (2018). Ensuring quality education to promote transition: A summary of existing studies. *Inclusion*, *6*, 258-273. doi:10.1352/2326-6988-6.4.258

Beach, K.D., McIntyre, E., Philippakos, Z., Mraz, M., Pilonieta, P., & Vintinner, J. (2018). Effects of a summer reading clinic on *reading* skills for low-income Black and Hispanic students in elementary school. *Reading and Writing Quarterly: Overcoming Learning Difficulties*. doi.org/10.1080/10573569.2018.1446859

Browder, D. M., Spooner, F., Lo, Y.-y., Saunders, A. F., Root, J. R., Ley-Davis, L., & Brosh, C. (2018). Teaching students with moderate intellectual disability to solve word problems. *The Journal of Special Education*, *51*, 222-235. doi:10.1177/0022466917721236

Brosh, C., Root, J. R., Saunders, A., **Spooner, F.,** & Fisher, L. (2018). Promoting literacy and mathematics skills during problem solving instruction for learners with intellectual disability. *Inclusion*, *6*, 81-96. doi: 10.1352/2326-6988-6.2.81

Brosh, C. R., Fisher, L. B., **Wood, C. L.,** & **Test, D. W.** (2018). High-probability request sequence: An evidence-based practice for individuals with Autism Spectrum Disorder. *Education and Training in Autism and Developmental Disabilities, 53*, 276-286.

Campbell-Whatley, G. & Booker, K, (2018). How faculty create learning environments for diversity and inclusion, *InSight: A Journal of Scholarly Teaching*. Vol.14. 14-27.

Cleaver, S. L., & **Wood, C. L.** (2018). Using Pinterest to find and share evidence-based practices. *Intervention in School and Clinic, 54*(2), 111-117. DOI: 10.1177/105345121876521

Collins, B. C., Lo, Y.-y., Park, G., & Haughney, K. (2018). Response prompting as an ABA-based instructional approach for teaching students with disabilities. *TEACHING Exceptional Children*, *50*(6), 343-355. doi:10.1177/0040059918774920

Diegelmann, K. M., & **Test, D. W.** (2018). The effects of a self-monitoring checklist as a component of the Self-Directed IEP. *Education and Training in Autism and Developmental Disabilities*, *53*, 73-83.

Fisher, L., **Spooner, F.**, Algozzine, B., **Anderson, K.,** Brosh, C., & Robertson, C. (2018). A content analysis of evidence-based *JSE* publications. *The Journal of Special Education*. Advance online publication. doi:10.1177/0022466918794952

Flowers, C. P., **Test, D. W.,** Povenmire-Kirk, T., Diegelmann, K.M., Bunch-Crump, K., & Kemp-Inman, A. (2018). A demonstration model of interagency collaboration for students with disabilities: A multi-level model. *The Journal of Special Education, 51,* 211-221. doi:1177/0022466917720764

Freeman-Green, S., Person, J., & **O'Brien, C.** (2018). Mathematics instruction for secondary students with learning disabilities in the era of tiered instruction. *Insights on Learning Disabilities, 15*(2), 175-194.

Freeman-Green, S., **Test, D. W**., Holzberg, D. (2018). Participation of students with disabilities in college ready programs. *International Journal of Special Education,* 33, 715-731

Gilson, C. M., Beach, K. D., & Cleaver, S. (2018). Reading motivation of adolescent struggling readers receiving general education support. Reading & Writing Quarterly: Overcoming Learning Difficulties, 34(6), 505-522. doi:10.1080/10573569.2018.1490672

Golloher, A., Whitenack, D., **Sacco, D. M.**, & Simpson, L. (2018). From the ground up: Providing support to emergent bilinguals to distinguish language difference from disability. *Insights on Learning Disabilities, 15*, 127-147.

Hoover, J. J., Erickson, J. R., Patton, J. R., **Sacco, D. M.**, & Tran, L. M. (2018). Examining IEPs of English learners with learning disabilities for cultural and linguistic responsiveness. *Learning Disabilities Research & Practice*. doi: 10.1111/ldrp.12183

Jolly, J. L., & **Matthews, M. S.** (2018). The chronicles of homeschooling gifted learners. *Journal of School Choice: International Research & Reform*, *12*(1), 123-145. doi:10.1080/15582159.2017.1354644

Jolly, J. L., & **Matthews, M. S.** (2018). The shifting landscape of the homeschooling continuum. *Educational Review* https://doi.org/10.1080/00131911.2018.1552661

Keilty, B., & **Smith, J.** (2018). State early intervention administrator perspectives of prenatal support for families with high probability diagnoses. *International Journal of Child Care and Education Policy,* 12:11. https://doi.org/10.1186/s40723-018-0051-4

Kittelman, A., **Mazzotti, V. L.**, & McIntosh, K. (2018). Toward a model for collaborative function-based planning in work-based learning environments. *Journal of Vocational Rehabilitation, 49,* 227-239. doi: 10.3233/JVR-180968

Lee, S-Y., **Matthews, M. S.**, Shin, J., & Kim, M-S. (2018). Academically gifted adolescents' social purpose. *High Ability Studies*. https://doi.org/10.1080/13598139.2018.1533452

Mazzotti, V. L., Rowe, D. A., Cease-Cook, J, & Bradley, K. (2018). Effects of Me! on students with disabilities self-determination knowledge and skills. *Inclusion, 6,* 194-207. doi: 10.1352/2326-6988-6.3.194

Mazzotti, V. L., Rowe, D. A., Simonsen, M., Boaz, B, & VanAvery, C. (2018). Steps for implementing a state-level professional development plan for secondary transition. *Career Development and Transition for Exceptional Individuals, 41,* 56-62. doi: 10.1177/2165143417741478

McBee, M. T., Makel, M. C., Peters, S. J., & **Matthews, M. S.** (2018). A call for open science in giftedness research. *Gifted Child Quarterly*, 62, 274-388. doi: 10.1177/0016986218784178

McKeown, D., **FitzPatrick, E**., Brown, M., Brindle, M., Owens, J., & Hendrick, R. (2018). Urban teachers' SRSD implementation following practice-based professional development: Positive effects mediated by compromised fidelity. *Reading and Writing*. https://doi.org/10.1007/s11145-018-9864-3

McKissick, B. R., Ley Davis, L., **Spooner, F.,** Fisher, L. B., & Graves, C. (2018). Using computer-assisted instruction to teach science vocabulary to students with autism spectrum disorder. *Rural Special Education* Quarterly, *37*, 207-218. doi:10.1177/875687051842742

Morningstar, M., Lombardi, A., **Test, D. W.** (2018). Including college and career readiness within a multi - tiered systems of support framework. *AERA Open, 4*(1), 1-11. doi.org/10.1177/2332858418761880

Muharib, R., Correa, V. I., **Wood, C. L.,** & Haughney, K. L. (2018). Effects of functional communication training using GoTalk Now iPad application on challenging behavior of children with autism spectrum disorder. *Journal of Special Education Technology.* Published ahead of print. DOI: 10.1177/0162643418783479

Muharib, R., & **Wood, C. L.** (2018). Evaluation of the empirical support of functional communication training for children with autism spectrum disorders. *Review Journal of Autism and Developmental Disorders, 5*(4), 360- 369. DOI: 10.1007/s40489-018-0145-5

Loman, S. L., Strickland-Cohen, M. K., & **Walker, V. L.** (2018). Promoting the accessibility of SWPBIS for students with severe disabilities. *Journal of Positive Behavior Interventions, 20*, 113-123. doi: 10.1177/109830071773397

O'Brien, C. (2018). Critical issues in the education of students with learning disabilities in the era of tiered instruction. *Insights on Learning Disabilities, 15*(2), 117-126.

Pennington, R. C., Flick, A., & Smith-Wehr, K. (2018). The use of response prompting and frames for teaching sentence writing to students with moderate intellectual disability. *Focus on Autism and Other Developmental Disabilities, 33,* 142-149.

Pennington, R. C., Forman, L. H., & Gurney, B. N. (2018). An evaluation of procedures for teaching students with moderate to severe disabilities to write sentences. *Remedial and Special Education. 39,* 27-38

Pennington, R. C., & Rockhold, J. (2018). A brief report: An evaluation of an instructional package for teaching sentence writing to students with autism spectrum disorder. *Journal of Autism and Developmental Disorders, 48,* 301-306.

Philippakos, Z. & **FitzPatrick, E.** (2018). Considering a model for tertiary support on writing instruction: Supporting the needs of all students. *Insights on Learning Disabilities*, *15*(2).

Plotner, A. J., **Mazzotti, V. L.**, Rose, C. A., & Teasley, K. (2018). Perceptions of interagency collaboration: Relationships between secondary transition roles, communication, and collaboration. *Remedial and Special Education*. Advance online publication. doi: 10.1177/0741932518778029

Povenmire, K., **Test, D. W.,** Flowers, C. P., Diegelmann, K. M., Bunch-Crump, K., Kemp-Inman, A, & Schnorr, C. I. (2018). CIRCLES: Building an interagency network for transition planning. *Journal of Vocational Rehabilitation*, *49*, 45-57. doi:10.3233/JVR-180953

Regan, K., Evmenova, A. S., **Sacco, D.**, Schwartzer, J., Chirinos, D. S., & Hughes, M. D. (2018). Teacher perceptions of integrating technology in writing. *Technology, Pedagogy, and Education.* doi.org/10.1080/1475939X.2018.1561507

Rivera, C. J., **Wood, C. L.,** Callahan, M., & Williams, S. (2018). Improving study outcomes for college students with executive functioning challenges. *Career Development and Transition for Exceptional Individuals.* Published ahead of print. doi/10.1177/2165143418758256

Rowe, D. A., McNaught, J., Yoho, L. M., Davis, M., & **Mazzotti, V.L.** (2018). Tools for success: Helping students with disabilities make informed decisions about transition. *Career Development and Transition for Exceptional Individuals, 41,* 252-259. doi: 10.1177/2165143417736266

Saadatzi, M. N., **Pennington, R. C.,** Welch, K. C., Graham, J. (*2018)*. Small-group technology-assisted instruction: Virtual teacher and robot peer for individuals with autism spectrum disorder. *Journal of Autism and Developmental Disorders, 48, 3816-3830.*

Saunders, A. F., **Spooner, F.,** & Ley Davis, L. (2018). Using video prompting to teach problem solving of real-world mathematical video simulation problems. *Remedial and Special* Education, *39*, 53-64. doi:10.1177/0741932517717042

Schrodt, K. M., Gilbert, S., & **FitzPatrick, E**. (2018). Our voices carry: Six fresh, authentic publishing opportunities for young writers. *The Ohio Journal of English Language Arts*.

Simonsen, M., Novak, J., & **Mazzotti, V. L.** (2018). Status of credentialing structures related to secondary transition: A state-level policy. *Career Development and Transition for Exceptional Individuals, 41,* 27-38. doi 10.1177/2165143417742109

Spooner, F., Root, J. R., Saunders, A. F., & **Browder, D. M.** (2018). An updated evidence-based practice review on teaching mathematics to students with moderate and severe disabilities. *Remedial and Special Education*. Advance online publication. doi:10.1177/0741932517751055

Test, D. W., Clark, K. A., & Rusher, D. E. (2018). Transition from high school to adulthood. New Directions for Adult and Continuing Education: Support and Transitions for Adults with Special Needs, 160, x-25-38. doi.org/10.1002/ace.20297

Test, D. W., & Fowler, C. (2018). A look at the past, present, and future of rural secondary transition. *Rural Special Education Quarterly, 37*, 68-78. doi: 10.1177/8756870517751607

Test, D. W., Terrell, M., Clark, K., & Rusher, D. (2018). A summary of NCSER funded projects in the area of Transition Outcomes for Secondary Students with Disabilities. *Journal of Disability Policy Studies, 29,* 67-81. doi: 10.1177/1044207318759447

Thompson, J. R., **Walker, V. L.**, Shogren, K., & Wehmeyer, M. L. (2018). Expanding inclusive educational opportunities for students with significant cognitive disabilities through personalized supports. *Intellectual and Developmental Disabilities, 56*, 396-411. doi: 10.1352/1934-9556-56.6.396

Toms, O., **Campbell-Whatley, G.,** Stuart, S. & Shultz, T. (2018). The effects of check-in, check- out on the academic planning and behavior of African-American males. *Journal of Multicultural Education.* Emerald Publishing. Vol. 12 Issue: 3, pp.278-293

Trump, C. E., **Pennington, R. C.,** Travers, J. Ringdahl, J. E., Whiteside, E., & Ayers, K. (2018). Rumors and reason: Applied behavior analysis in special education. *TEACHING Exceptional Children, 6,* 381-393.

Vail, C.O., Lieberman-Betz, R. & **McCorkle, L**. (2018). Is the dog wagging the tail or the tail wagging the dog: The impact of funding sources on Part C services. *Journal of Early Intervention*.

Walker, V. L., Chung, Y., & Bonnet, L. K. (2018). Function-based intervention in inclusive school settings: A meta-analysis. *Journal of Positive Behavior Interventions, 20*, 203-216. doi: 10.1177/1098300717718350

Walker, V. L., DeSpain, S. N., & Thompson, J. R. (2018). Supporting educators to implement mand training for a student with multiple disabilities. *Exceptionality.* Advance online publication. doi: 10.1080/09362835.2018.1480947

Walker, V. L., Loman, S. L., Hara, M., Park, K. L., & Strickland-Cohen, M. K. (2018). Examining the inclusion of students with severe disabilities in school-wide positive behavioral interventions and supports. *Research and Practice for Persons with Severe Disabilities, 43*, 223-238. doi: 10.1177/1540796918779370

Walker, V. L., Lyon, K. J., Loman, S. L., & Sennott, S. (2018). A systematic review of functional communication training interventions involving augmentative and alternative communication in school settings. *Augmentative and Alternative Communication, 34*, 118-129. doi: 10.1080/07434618.2018.1461240

Walker, V. L., & Pinkelman, S. (2018). Minimizing restraint and seclusion in schools: A response to Beaudoin and Moore. *Intellectual and Developmental Disabilities, 56*, 165-170. doi: 10.1352/1934-9556-56.3.165

Wood, C. L., Kisinger, K. W., Brosh, C. R., Fisher, L. B., & Muharib, R. (2018). Stopping behavior before it starts: Antecedent interventions for challenging behavior. *TEACHING Exceptional Children, 50*(6), 356-363. DOI: 10.1177/0040059918775052

Books (Total: 1)

Pennington, R. C. (2018). *Autism and low incidence classroom observation tool.* Verona, WI: Attainment.

Book Chapters (Total: 11)

Courtade, G. C., & **Pennington, R. C.** (2018). Assessing students with intellectual disability. In E. Bouck & R. Gargiulo (Eds). Intellectual disabilities. Sage.

Gilson, C. M. (2018). Moving towards differentiated professional learning for teachers learning to differentiate for gifted students. In A. Novak & C.L. Weber (Eds.), *Best practices in professional learning and teacher preparation: Methods and strategies for gifted professional developmen*t (pp. 93-120). Waco, TX: Prufrock Press.

Jolly, J. L. & **Matthews, M. S.** (2018). Homeschooling: An alternative approach for gifted and talented learners? In C. M. Callahan & H. L. Hertberg-Davis, *Fundamentals of Gifted Education* (2nd Ed., pp. 467-471). New York, NY: Routledge.

Matthews, M. S. (2018). Utilizing non-test assessments in identifying gifted and talented learners. In C. M. Callahan & H. L. Hertberg-Davis, *Fundamentals of Gifted Education* (2nd Ed., pp. 135-145). New York, NY: Routledge.

Matthews, M. S. & Jolly, J. L. (2018). Parents and the development of gifted students. In C. M. Callahan & H. L. Hertberg-Davis, *Fundamentals of Gifted Education* (2nd Ed., pp. 447-456). New York, NY: Routledge.

Matthews, M. S. & Jolly, J. L. (2018). The learning environment at home: Parents and families. In J. Roberts, T. Inman, & J. Robins (Eds.), *Introduction to Gifted Education* (pp. 197-210). Waco, TX: Prufrock Academic Press

Matthews, M. S. & Peters, S. J. (2018). Methods to increase the identification rate of students from traditionally underrepresented populations for gifted services. In S. I. Pfeiffer, E. Shaunessy-Dedrick, & M. Foley-Nicpon (Eds.), *APA Handbook of Giftedness and Talent* (pp. 317-332). Washington, DC: American Psychological Association.

McKeown, D. & **FitzPatrick, E**. (2019). Planning. In S. Graham, C. MacArthur, & M. Hebert (Eds.), *Best Practices in Writing Instruction*. New York, NY: The Guilford Press.

Patton-Terry, N., Irving, M., & **FitzPatrick, E**. (2017). Cultural and linguistic diversity: Issues in education. In R.P. Colarusso, C.M. O'Rourke, & Leontovich, M. (Eds.), *Special education for all teachers*. Dubuque, IA: Kendall Hunt Publishing.

Test, D. W., Holzberg, D. G., Clark, K., Terrell, M., & Rusher, D. E. (2017). Employment training for young adults with autism spectrum disorders. In N. Gelbar (Ed.) *Adolescents with autism spectrum disorder*. (pp. 196 - 222). New York, NY: Oxford University Press.

Test, D. W., Mazzotti, V. L., & Mustian, A. L. (2019). Leadership for transition to postsecondary settings. In J. Crockett, N.L. Boscardin, & B. Billingsley (Eds.), Handbook of Leadership and administration for special education. (pp. 417-437). New York, NY: Routledge

SPCD National/International Conference Presentations

2018 (75 presentations)

O'Connor, R.E. & **Beach, K.D.** *Building Academic Language for Sixth Grade Students with Learning Disabilities.* Paper presented at the annual meeting for the Council for Exceptional Children. Tampa, FL. (February, 2018).

Campbell-Whatley, G.D., & Toms, O. (2018, June). *Reaching the resistant: Innovative inclusion infusion in curricular.* National Conference on Race and Ethnicity in American Higher Education. New Orleans, LA.

Philippakos, Z., Howell, E., MacArthur, C., **FitzPatrick, E**., & Kaufman, D. (2018). Research design on writing: Challenges and promises. Presentation at Literacy Research Association conference, Indian Wells, CA.

Taylor, D. B., Handler, L. K., Whittingham, C. E. & **FitzPatrick, E.** (accepted, 2018). A systems level view of third-grade reading instruction: Questions about cohesion. Paper presentation at 2018 annual conference of the American Reading Forum (ARF) in Sanibel Island, Florida.

Gilson, C. M. (2018, November). *All about soccer, by Zach. Wait!...Is this project challenging enough?* National Association for Gifted Children Annual Conference, Minneapolis, MN.

Gilson, C. M. (2018, November). *Best practices in professional learning and teacher preparation* [book panel presenter]. National Association for Gifted Children Annual Conference, Minneapolis, MN

Gilson, C. M. (2018, November). *Hot off the press! The latest research news on increasing equity in gifted education* [panel facilitator]. National Association for Gifted Children Annual Conference, Minneapolis, MN.

Jordan, L., & O'Brien, C. (February, 2018). *Literacy Success in the Smoky Mountains: Small School Makes Steady Gains.* Paper presented at the International Council for Exceptional Children, Tampa, FL.;

Jordan, L, & Reyes, M. (November, 2018). *Pairing edTPA Tasks and Progress Monitoring = Informed Decisions.* Paper presented at the Teacher Education Division (TED) of the International Council for Exceptional Children (CEC), Las Vegas, NV.

Gladney, D., **Lo, Y.-y.**, Kourea, L., & Werunga, R. (2018, March). *Teaching culturally responsive social skills within SWPBS.* Oral presentation at the annual meeting of the International Conference on Positive Behavior Support, San Diego, CA.

Werunga, R., & **Lo, Y.-y.** (2018, March). *Combining SRSD and self-monitoring to improve writing and self-monitoring skills.* Invited presentation at the annual meeting of the International Conference on Positive Behavior Support, San Diego, CA.

Lo, Y.-y., Owens, T., Werunga, R. N., & Gladney, D. (2018, February). Culturally responsive social skill instruction within SWPBS implementation. In D. Whitford (Chair), *Culturally responsive teachers, classrooms, and schools*. Strand conducted at the annual meeting of the Council for Exceptional Children (CEC), Tampa, FL.

Owens, T., & **Lo, Y.-y.** (2018, February). *The effects of teaching students with or at risk for EBD to self-advocate function-based needs to general education teachers.* Oral presentation at the annual meeting of the Council for Exceptional Children (CEC), Tampa, FL.

Adelson, J. A., Ambrose, D., Johnsen, S., Jolly, J. L., Kettler, T., Kronborg, L. **Matthews, M. S**., Rinn, A. M., & Robbins, J. (2018). What Gifted Education Journal Editors Say about Getting Published. Session presented at the 65th Annual Convention of the National Association for Gifted Children, Minneapolis.

McBee, M., **Matthews, M. S.,** & Makel, M. (2018). Bringing Open Science Practices to Gifted Education Research. Session presented at the 65th Annual Convention of the National Association for Gifted Children, Minneapolis.

Demeter, E. & **Matthews, M. S.** (2018). Examining the Efficacy of Add-On Licensure Coursework in Academically or Intellectually Gifted (AIG). Presented at the Annual Meeting of the American Educational Research Association, New York, NY.

McCorkle, L., Acar, S., Diamond, S., & Mickelson, A. (2018, November). *Making the most of career opportunities: Planning your future as an EI/ECSE Leader.* Paper presented at the annual Teacher Education Division Conference, Las Vegas, NV.

McCorkle, L. (2018, October). *DECIDE Mentor/Mentee Meet & Greet*. Session presented at the annual Division of Early Childhood Conference, Orlando, FL.

McCollum, J., Weglarz-Ward, J., Santos, R.M., Schertz, H., Robinson, J. & **McCorkle, L.** (2018, October). *Interaction in Action! DEC Recommended Practice Monograph No. 5 Interaction Authors' Panel*. Discussion presented at the annual Division of Early Childhood Conference, Orlando, FL.

McCorkle, L., Vail, C.O., & Lieberman-Betz. (2018, October). *Examining pre-service teachers' perceptions of using BIE technology in early childhood classrooms.* Poster session presented at the annual Division of Early Childhood Conference, Orlando, FL.

Mickelson, A., **McCorkle, L.,** Diamond, L., & Acar, S. (2018, October). *Career planning for future EI/ECSE leaders: Exploring opportunities and ensuring readiness.* Session presented at the annual Division of Early Childhood Conference, Orlando, FL.

Dickson, T. & Mickelson, A. Contributors: Horn, E., Banerjee, **McCorkle, L.,** & Diamond, L. (2018, October). *Examining the pipeline: Intentional collaboration to increase diversity of faculty and personnel*. Discussion panel presented at the annual Division of Early Childhood Conference, Orlando, FL.

Mazzotti, V. L., & Test, D. W. (2018, October). *Reviewing and Publishing in CDTEI: What's new and what's coming.* Presentation presented at the International Division of Career Development and Transition Conference, Cedar Rapids, IA. (refereed)

Kittelman, A., **Mazzotti, V. L.**, Bromley, K. W., & Hirano, K. (2018, October). *Supporting secondary students with disabilities during work-based learning: Results from a single-case experimental study and national survey of job coaches*. Presentation presented at the International Division of Career Development and Transition Conference, Cedar Rapids, IA. (refereed)

Raley, S., **Mazzotti, V.**, & Test, D. (2018, October). *The Secondary Transition Fidelity Assessment: A new measure for secondary personnel to assess fidelity of implementation in transition*. Paper presented at the International Division of Career Development and Transition Conference,, Cedar Rapids, IA. (refereed)

Shogren, K. A., Trainor, A. A., Martin, J. A., Test, D. W., & **Mazzotti, V. L.** (2018, October). *Strategies and recommendation on conducting research and getting published: Advice from the experts*. Presentation presented at the International Division of Career Development and Transition Conference, Cedar Rapids, IA. (refereed)

Mazzotti, V. L., & Rowe, D. A. (2018, February). *Academic, secondary transition, and vocational rehabilitation EBPs: Findings from NTACT's systematic literature review.* Paper presented at the Council for Exceptional Children's 2018 Convention and Expo, Tampa, FL. (refereed)

Mazzotti, V. L., Lombardi, A., Test, D. W., & Morningstar, M. E. (2018, February). *Assessing fidelity of implementation in secondary transition: A tool for secondary personnel.* Paper presented at the Council for Exceptional Children's 2018 Convention and Expo, Tampa, FL. (refereed)

Roney, K., Baughan, C., & **O'Brien, C.** (2018, November). *Seeing is Perceiving: Reported Knowledge and Experience of Early Childhood Educators Regarding Vision and Learning.* Paper presented at the Teacher Education Division of the Council for Exceptional Children, Las Vegas, Nevada.

Person, J., & **O'Brien, C.** (2018, November). *Schema-Based Instruction for Solving Word Problems.* Paper presented at the Teacher Education Division of the Council for Exceptional Children, Las Vegas, Nevada.

Boudah, D. **O'Brien, C.,** Wooten, D., & Hock, M. (2018, November). *Translating Research to Practice for Adolescent Learners: Recent Advances and Critical Perspectives*. Paper presented at the Conference of the Council for Learning Disabilities, Portland, Oregon.

Byker, E., **O'Brien, C.,** Taylor, B., Good, A., Putman, M., Gladney, D., & Norwood, J. (2018, April). Research and Real Life Belong Together:" *A Year Long Investigation into the Inquiry Processing Cycle.* Paper presented at the international meeting of the American Educational Research Association, New York, NY.

Jordan, S.L., & **O'Brien, C**. (2018, February). *The Content Literacy Continuum (CLC) on Mountainous Terrain: Success in Swain Count*y. Paper presented at the meeting of the Council for Exceptional Children, Tampa, FL.

Pennington, R. & Meyer, A. (2018). A collaborative program improvement system for autism & low incidence disabilities, *Urban Collaborative Annual Conference.* San Antonio, TX.

Pennington, R., & Mims, P. (2018). The kids will have their say; Teaching children with MSD/ASD to write opinions about text. *Annual Conference for the American Council for Rural Special Education.* Salt Lake City, UT.

Pennington, R. (2018). An IEP for me: Program Improvement for Teachers of Students MSD and ASD *Annual Conference for the American Council for Rural Special Education*. Salt Lake City, UT.

Pennington, R., Ault, M. & Courtade, G. (2018). Statewide Collaboration for Developing and Delivering Competencies for Teachers of Students with Severe Disabilities Publishing in RSEQ. *Annual Conference for the American Council for Rural Special Education*. Salt Lake City, UT.

Pennington, R., Courtade, G., & Ault, M. (2018). All hands on Deck; Building university program competencies to improve statewide practice for students with severe disabilities and ASD. *Annual Conference for the Council for Exceptional Children, Division of Autism and Developmental Disabilities,* Clearwater, FL.

Pennington, R., & Mims, P. (2018). The kids will have their say; Teaching children with MSD/ASD to write opinions about text. *Annual Conference for the Council for Exceptional Children, Division of Autism and Developmental Disabilities,* Clearwater, FL.

Pennington, R., & Rockhold, J. (2018). Using multiple exemplars and response prompting to teach sentence writing to students with ASD. *Annual Conference for the Council for Exceptional Children, Division of Autism and Developmental Disabilities,* Clearwater, FL.

Trump, C., **Pennington, R.,** Travers, J., Ayers, K. (2018). Applied behavior analysis and education. *Annual Conference for the Council for Exceptional Children, Division of Autism and Developmental Disabilities,* Clearwater, FL.

Wakeman, S., & **Sacco, D.** (2018, November). Embedding High Leverage Practices within a SPED Teacher Preparation Program: One IHE's Story. Paper presented at the 40th Annual Conference of the Council for Exceptional Children Teacher Education Division (TED), Las Vegas, NV

Sacco, D. (2018, October). Addressing Interfering Stressors of English Learners with Learning Disabilities. Paper presented at the 40th International Conference on Learning Disabilities by the Council for Learning Disabilities (CLD), Portland, OR

Sacco, D. (2018, October) How Networking and Collaboration Can Help in Balancing the Research, Teaching, and Service Expectations. Round Table Discussion at the Second Leadership Institute pre-conference for the 40th International Conference on Learning Disabilities by the Council for Learning Disabilities (CLD), Portland, OR;

Sacco, D. & Berkeley, S. (2018, February). *Special educators' Instruction for English learners in three settings: Urban, suburban, and rural.* Paper presented at the annual meeting of the Council for Exceptional Children (CEC), Tampa, FL

Berkeley, S., **Sacco, D.,** & Sutton, J. (2018, February). *A snapshot of RTI implementation a decade later: New picture, same story?* Paper presented at the annual meeting of the Council for Exceptional Children (CEC), Tampa, FL.

Agran, M., Carter, R., **Spooner, F.,** Voggt, A., & Brown, F. (2018, November). *What is the student's role in determining positive behavior intervention support*? Paper presented at the annual meeting of TASH, Portland, OR.

Agran, M., Copeland, S., Dymond, S., & **Spooner, F.** (2018, November). *Publishing in RPSD (and other journals)*. Panel presentation at the annual meeting of TASH, Portland, OR.

Dymond, S., Carter, E. W., & **Spooner, F.** (2018, November). *Getting published in Research and Practice for Persons with Severe Disabilities*. Paper presented at the annual meeting of TASH, Portland, OR.

Lane, H., Ricommi, P., **Spooner, F.,** Owiny, R., & Josephson, J. (2018, November). Expectations of higher education faculty jobs. In A. Markelz, K. Randolph, R. Muharib, & W. van Dijk (Co-Chairs), *Teacher Education Division k*a*leidoscope*. Panel presentation conducted at the annual meeting of the Teacher Education Division of the Council for Exceptional Children, Las Vegas, NV.

Kennedy, M., Smith, S., & **Spooner, F.** (2018, November). Research roundtable session. In C. Roberts (Chair), *Research strand*. Symposium presented at the annual meeting of the Teacher Education Division of the Council for Exceptional Children, Las Vegas, NV.

Spooner, F., & Agran, M. (2018, November). *Promotion and tenure*. Panel presentation at the annual meeting of TASH, Portland, OR.

Spooner, F., & Knight, V. (2018, November). *Developing and sustaining a research agenda*. Panel presentation at the annual meeting of TASH, Portland, OR.

Hurst, R., Baker, M., & **Spooner, F.** (2018, 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, San Diego, CA.

Courtade, G., Hott, B., **Spooner, F**., Kennedy, M., & Pullen, P. (2018, February). Journal editor panel. In A. Markelz, K. Randolph, R. Muharib, & W. van Dijk (Co-Chairs), *Teacher Education Division Kaleidoscope*. Panel presentation conducted at the annual meeting of the Council for Exceptional Children, Tampa, FL.

Test, D. W., & De Jongh, X. (2018, July). *What works in secondary transition in the United States and South Africa*. Paper presented at the DISES International Conference, Cape Town, South Africa.

Jordan Shurr, J., Bouck, E., Cihak, D., Slocum, V., & **Test, D.** (2018, February). Life skills instruction for students with Intellectual Disability (ID): Best practices and future directions. DADD Showcase (Part 2), 2018 Council for Exceptional Children's Convention and Expo, Tampa, FL.

Konrad, M., Clark, K., Mims, P., Knight, V., Root, J., & **Test, D**. (2018, February). *Integrating transition content into academic instruction*. Program Chairs Invited Strand**,** CEC 2018 Annual Convention and Expo, Tampa, FL.

Fuchs, L., Kea, C., Stovall, J., & **Test, D.** (2018, July). *IDEA Part D impact panel*. Invited panel member at the OSEP Project Director's meeting, Crystal City, VA.

Mazzotti, V. L., & **Test, D. W.** (2018, October*). Reviewing and publishing in CDTEI: What's new and what's coming?* Paper presented at the annual conference of the Division for Career Development and Transition, Cedar Rapids, IA.

Raley, S., Mazzotti, V., & **Test, D.** (2018, October). *The Secondary Transition Fidelity Assessment: A new measure for secondary personnel to assess fidelity of implementation in transition*. Paper presented at the annual conference of the Division for Career Development and Transition, Cedar Rapids, IA.

Test, D.W. (2018, October). *A look at the past, present, and future of secondary transition/An unplanned career.* Paper presented at the annual conference of the Division for Career Development and Transition, Cedar Rapids, IA.

Test, D. W., Coyle, J., & Rusher, D. E. (2018, October). *Young adults with Autism Spectrum Disorders and secondary transition: Research-based resources*. Preconference workshop presented at the annual conference of the Division for Career Development and Transition, Cedar Rapids, IA.

Test, D. W., Coyle, J., Rusher, D. E., & Carlson, S. (2018, October). *Young adults with Autism Spectrum Disorders and secondary transition: Research-based resources.* Paper presented at the annual conference of the Division for Career Development and Transition, Cedar Rapids, IA.

Test, D.W., Martin, J., Trainor, A., Shogren, K., & Mazzotti, V. (2018, October). *Strategies and recommendations on conducting research and getting published: Advice from the experts*. Paper presented at the annual conference of the Division for Career Development and Transition, Cedar Rapids, IA.

Test, D. W., & Coyle, J. (2018, November). *Young adults with Autism spectrum disorders and secondary transition: Research-based resources.* Paper presented at OCALICON, Columbus, OH.

Haughney, K. & **Wakeman, S.** (2018). *Higher education feedback: A framework for quality in edTPA support*. Presentation at the annual meeting of the Council for Exceptional Children Teacher Education Division, Las Vegas, NV.

Douglas, S. N., **Walker, V. L.**, Snodgrass, M., & Chung, Y. (November, 2018). *Voices from the field: Results from an AAC practitioner focus group*. Research presented at the #talkingAAC Conference, East Lansing, MI.

Kurth, J., Zagona, A., **Walker, V. L.**, & Lansey, K. (November, 2018). *Expert perspectives on the inclusion of students with extensive support needs in SWPBIS.* Research presented at the TASH Annual Conference, Portland, OR.

Loman, S., & **Walker, V. L.** (November, 2018). *Practice guides for universally designing school-wide positive behavior supports to promote inclusion.* Research presented at the TASH Annual Conference, Portland, OR.

Walker, V. L., Snodgrass, M. R., Douglas, S. N., & Chung, Y. (June, 2018). *Decision-making to promote communicative competence among individuals who use AAC: A survey of experts.* Research presented at the 142th American Association on Intellectual and Developmental Disabilities Annual Meeting, St. Louis, MO.

Walker, V. L., Loman, S., & Strickland-Cohen, M. K. (March, 2018). *Including students with severe disabilities in SWPBIS: A call to action.* Research presented at the 15th International Conference on Positive Behavior Support, San Diego, CA.

Voggt, A. P., Muharib, R., & **Wood, C. L**. (2019, February). *Comparative effects of paraprofessional-delivered function-based interventions on problem behavior of a student with autism in a rural setting.* Poster presented at the Council for Exceptional Children Annual Convention and Expo, Indianapolis, IN.

Robertson, C., **Wood, C. L., & Spooner, F.** (2018, February). *Comparing print vs. digital technology for students with low incidence disabilities and complex communication needs.* Poster presented at the Council for Exceptional Children Annual Convention and Expo, Tampa, FL.

Kisinger, K. W., Muharib, R., & **Wood, C. L.** (2018, February). *Effects of small talk on off-task behavior of elementary students with disabilities.* Poster presented at the Council for Exceptional Children Annual Convention and Expo, Tampa, FL.

New Grants Awarded

National (Total: 6, Amount: $4.4 million)

Karvonen, M. Anderson, L., Bechard, S., **Wakeman, S.,** & Pugalee, D. (2018). *5E-SESE: 5E model professional development in science education for special educators*. Institute of Education Sciences $304,044 subcontract.

Mazzotti, V. L., Shogren, K., & Little, T. (2018). *Promoting Self-Determination for Students with Disabilities: Goal-Setting Challenge App*. Developed and submitted to the United States Department of Education Institute for Education Sciences: Special Education Research Grants Goal 2 Development & Innovation Proposal. [PI, Funded 6/13/18; CFDA Number: 84.324A, 07/07/17, $1,400,000]

Stanger, C. & **Pennington, R.** (2018). GoWrite. *Small Business Initiate Research Grant*, Source, IES. Awarded, $200,000.

Thompson, J., Shogren, K., Wehmeyer, M., & **Walker, V. L.** (2018). *Promoting teacher use of the Supports Intensity Scale-Children's Version to engage in supports planning to enhance access to the general education curriculum for children with intellectual disability.* Submitted to the Institute of Educational Sciences, U.S. Department of Education, Special Education Research Grants Competition, Goal 2: Development and Innovation Projects, CFDA #84.324A. [Funded, $1,395,000]

Wakeman, S., Saunders, A., & **Pennington, R.** (2018). *Project IMPACT: Inclusion Made Practical for All Children and Teachers.* Office of Special Education Programs: Model Demonstration Project. $1,085,547

Walker, V. L. (2018). *Training paraprofessionals to implement FCT with students with autism who use AAC.* Submitted to the Organization for Autism Research (OAR), Applied Research Competition. [Funded, $29,465]

Local/State/Regional (Total: 3)

Anderson, K. (2018). *Regional EC Education Consultant and State Performance Plan Consultant Center.* Principal Investigator, Funded by the North Carolina Department of Public Instruction, Exceptional Children's Division, $404,778.75.

Anderson, K. (2018). *NCDPI State Systemic Improvement Plan Evaluation Project* (SSIP) *Indicators 8 and 17*. Funded by the North Carolina Department of Public Instruction, Exceptional Children's Division, $75,931.00.

Sacco, D. (2018). *NCSIP IHE partnership*. North Carolina State Board of Education. $10,000

UNC Charlotte and Cato College of Education Grants (Total: 4)

Beach, K. D., & Heafner, T. (2018). Evaluation of Effects of a Disciplinary Literacy Intervention in History for Adolescent Readers, supported by the University of North Carolina, Charlotte's Internal Faculty Research Grant competition, July 1, 2018 – May 30, 2019, $16,000.

McCorkle, L. & **McIntyre, P.** (2018). *Cato College of Education Recruitment Grant.* Teacher Education Advising and Licensure Office, UNC Charlotte, $1000.

O'Brien, C. (2018). *Cato College of Education Recruitment Grant.* Teacher Education Advising and Licensure Office, UNC Charlotte, $1000.

Walker, V. L. (2018). *Including students with severe disabilities in school-wide positive behavioral interventions and supports.* Submitted to the University of North Carolina at Charlotte, Faculty Research Grant Program. [Funded, $7,974.25]

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:

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 43 activities in which 16 faculty members took part in 2018-2019.

Professional Journal Editors or Guest Editors: 9 (e.g., Anderson - Managing Editor, *The Journal of Special Education*, Spooner – Co-Editor, *The Journal of Special Education*, Lo - Associate Editor, *Education and Treatment of Children*, Matthews – Co-Editor, *Gifted Child Quarterly*, Mazzotti – Co-Editor, *Career Development and Transition for Exceptional Individuals*, Pennington – Guest Editor for Special Issue, *Teaching Exceptional Children*.

Committee Member of professional organization: 13 (e.g., Anderson - CEC Teacher Education Division, Knowledge and Skills Committee, McCorkle - Personnel Preparation Council of Division of Early Childhood, Walker - TASH Inclusive Education Committee Member).

Officer, Board member of Professional Organization – (e.g., Gilson - Program Chair and Chair-Elect for the Research and Evaluation Network: National Association for Gifted Children, Matthews - Past Chair of the AERA-SIG: Research on Giftedness, Creativity, & Talent, Beach - Chair, Publications and Communications Committee, Division for Learning Disabilities, McCorkle - Chair, Division for Early Childhood's Consortium for Innovations in Doctoral Excellence, Spooner - TASH, Co-chair of the Research and Publications Committee, Test - Board of Directors, CEC Division on Career Development and Transition, Walker - TASH Early Career Researcher Network Founding Member and Co-Leader).

Professional conference planning - 1 (i.e., Pennington - Conference Co-chair, American Council on Rural Special Education).

Types of Accomplishments Discussed Above:: External Public Relations/Outreach
Other Accomplishments

Examples of Data-Based Improvements :

The Department of SPCD used Office of Institutional Research, Fact Book Dashboards to (a) review enrollment data for each program to determine recruitment needs and long-term program viability, and (b) review foundations and licensure pass rates to determine program support. Each program reviewed SLO data and set goals for program improvement.

CHFD BA: Continue to provide candidates with more practice in using a variety of formal and informal assessment strategies and using, monitoring, and recording assessment data. More practice using a variety of formal and informal assessment strategies has been incorporated in additional coursework, for example, more opportunities to practice in CHFD 3414. Students continue to need more practice in using a variety of formal and informal assessment strategies as well as using and recording assessment data.

The program will continue to explore emphasizing Interdisciplinary topics in CHFD 3116 more and continue to explore options for embedding the concept of interdisciplinary into other courses; increase percentage of passing edTPA scores. Interdisciplinary learning experiences are being emphasized in additional courses such as CHFD 3414. Continue to need more opportunities to embed interdisciplinary learning experiences in courses in addition to CHFD 3116.

With a new course and faculty, the CHFD Program will work together to discuss the possibility of revising this assessment to provide more information, as well as examining other possible strategies for improvement. This goal is deleted due to programmatic and personnel changes within this program. We will re-visit this goal at a later time. Low proficiency in this area is a concern. We will continue to monitor this when personnel and programmatic changes have been made.

SPED BA (General Curriculum and Adapted Curriculum): Implement new technology project and data collection instrument in SPED 4279 to address all major areas of the North Carolina Digital Competencies for Educators. Program faculty met to discuss limitations of the current curricular and assessment processes associated with SLO 4. It was determined that a new technology integration assignment would be developed with the intent of aligning knowledge and skills with the North Carolina Digital Competencies for Educators. The assignment and associated rubric have been drafted and will proceed through fine-tuning and rubric validation in the Fall 2019.

Program faculty planned to enhance the ability of candidates to demonstrate proficiency in oral and written communication skills appropriate for educators by creating a new assignment in SPED 3173, Diagnostic Assessment, such that research-based writing skills would be developed in alignment with the ability to reflect on assessment data and describe logical conclusions for planning and teaching. The purpose of the enhancement of this assignment in the "W" course was to more closely align the development of written and oral communication skills with the educator competencies demonstrated in their EdTPA product. The plans were implemented in SPED 3173, Diagnostic Assessment, as a new major writing product was development and added to the course in collaboration between Drs. Beach and Fitzpatrick who lead this course.

Despite a national trend toward lowering scoring among special education candidates, student performance on EdTPA continues to trend up. There is clear evidence of score improvement over the last several years. This change also supported the program's ability to demonstrate the expected experiences associated with a "W" course while supporting our long-term goal of developing educators who can thoughtfully reflect on their practice, synthesize research

findings and discuss them using the academic style of our discipline (APA), and demonstrate their oral and written skills in a manner that aligns with the competencies of professional educators.

Program faculty met to discuss more effective procedures for supporting performance with EdTPA. Faculty determined that practice tasks would be phased out of coursework with the current senior cohort being the last to experience this approach. Feedback from students and scores being somewhat flat were evidence of a need for a new approach. The practice task will transition to practice skill development. The faculty also created a new course SPED 4400 which will be focused on instructional coaching in the first intensive clinical semester--Fall of senior year. Students will simulate the full EdTPA experience grounded in an actual clinical setting based on a real student, rather than case study.

SPED/ELEM BA: To assess, SLO 4, a new rubric is being developed to assess the use of technology to facilitate and enhance instruction of K-6 learners. Candidates will demonstrate knowledge and skill of their use of technology in the course ELED 3221 Teaching Science to Elementary School Learners. The rubric is being developed and will be implemented for the first time in spring 2020.

Because of the significant undertaking by the College of Education to redesign (revise) our undergraduate initial licensure programs, faculty decided the best assessment of candidates' knowledge and use of technology would be to assess in the course ELED 3221 Teaching Science to Elementary School Learners. This was a change from the plan/goal in 2018 report. The change was in which course to place the assessment measure. Although candidates will have opportunities to increase their knowledge and skills throughout their program, the assessment rubric in ELED 3221 will be used to measure proficiency for this SLO 4.

Grad Cert Autism Spectrum Disorder: identify an additional data source from a different course in the program to measure SLO 2, identify an additional data source from a different course in the program to measure SLO 3.

CHFD Grad Cert: Changes have been made with the graduate certificate program in relation to the residency model. The proposed program changes are currently under review with the Graduate Council and students will obtain this licensure with 21 hours instead of 27 hours. As a result, the following changes have been proposed: add one course to the proposal, drop two courses, and the sequence of courses will change. Due to proposed changes for the residency model and pending approval from the Graduate Council, one course will be added to the program of study, two courses will be deleted, and the sequencing of the courses will be adjusted. Additionally, there will be changes regarding embedding the tasks into coursework.

SPED Grad Cert (General Curriculum and Adapted Curriculum): The Program Director collected examples of observations instruments used with student teachers and shared those with the faculty. Faculty discussed ways to emphasize concepts in classes, including previews and discussions of parts of the instruments, and previews of the actual instrument in courses within the new program. Finally, the Program Director discussed where the instruments could be best shared with the internship supervisor for SPED from the Office of School and Community Partnerships (OSCP).

This change has increased awareness of important concepts and skills for our students, but has not impacted student data. We met our goal to increase (a) faculty understanding of the observation instrument, and (b) awareness of course activities that are used or could be used to support development of important teaching skills.

Grad Cert AIG: Because exit survey comments continue to indicate that a few candidates would benefit from further development, we will continue to examine the curriculum and ongoing candidate feedback to identify improvements to these two areas. Program faculty will review the curriculum in SPED 6224 and determine whether there are specific changes that could be made to strengthen these areas.

Program faculty reviewed the curriculum in SPED 6224 and made minor curricular and instructional changes to improve candidates' ability to identify standards and learning objectives, and to connect technology and assessment tools to the relevant standards and objectives. NC AIG Standards were updated to reflect their most recent (2018) revision.

Scores rose in the current year from the previous reporting period (4.44) to 5.00 for Criterion 2: Candidate identifies standards and the related unpacked learning objectives that guide the lesson. Scores rose in the current year from the previous reporting period (4.48) to 4.97 for Criterion 5: Candidate explains how the assessment tool and technology-based differentiated assessment(s) are aligned with the learning standards and unpacked objectives. These increases suggest the changes have been effective.

MAT Child and Family Studies: Provide greater support via the instructor and committee for the design of the proposal. Graduate Program Director will formally communicate the process for data collection to current and new faculty at the beginning of the academic year.

MAT SPED (General Curriculum and Adapted Curriculum): Based on last year's assessment data, the program developed a goal to make instructional revisions (e.g., scaffolding, clarity in expectations and assessment method, additional student support) to address deficits in candidates' performance. Instructors of SPED 6502 Advanced Classroom Management provided these instructional revisions as appropriate to support candidates in achieving performance criteria as stated in the PBS Project Rubric 1. Previous year's data showed that the performance outcome was not met. After providing instructional revisions, the performance outcome for this year was met with at least 80% of candidates obtaining a score of 2 ("Meets Expectations") or better on all of the elements of PBS Project Rubric 1.

MED Child and Family Studies: During this reporting period, the mid-point Assessment of Professional dispositions was moved to CHFD 6900. No data were reported in the 2017 report. This year, instructor and student professional dispositions were completed for all students enrolled in CHFD 6900 during the Fall (18) semester. Data from instructor ratings and candidate self-rating were reviewed. The goal was achieved for this SLO. The Program Director will continue to convey formal expectations to the current and new faculty at the beginning of the academic year to ensure ongoing collection and reflection of this data.

MED SPED (General Curriculum and Adapted Curriculum): A goal for continuous improvement of student learning for SLO #4 is to (1) develop an additional rubric element about candidates' ability to access online research databases and to identify research-based practices to improve students' learning, engagement, and outcome, and (2) develop a rubric element about candidates' ability to articulate how the selection of the intervention allows them to promote students'

learning through access to educational technology or assistive technology.

To achieve the above goal, two additional elements were developed to add to the Technology Rubric, addressing constructs of (a) accessing and using online research databases and (b) reflecting on application of technology, resulting in a total of three elements for the Technology Rubric to measure SLO #4. The Technology Rubric went through Content Validity Review procedures developed by the Cato College of Education Office of Educational Assessment and Accreditation during the Fall 2018/Spring 2019 semester. Data from 2018 (for this report) only included candidates' performance on one rubric element (i.e., element 2 of the new Technology Rubric). Data collection using the new rubric will start in Spring 2019 semester.

MED Academically Gifted: Program faculty planned to review the curriculum in SPED 6224 to determine whether there are specific changes that could be made to strengthen the areas identified in the previous report. Program faculty reviewed the curriculum in SPED 6224 and made minor curricular and instructional changes to improve candidates' ability to identify standards and learning objectives, and to connect technology and assessment tools to the relevant standards and objectives. NC AIG Standards were updated to reflect their most recent (2018) revision.

Scores rose in the current year from the previous reporting period (4.57) to 5.00 for Criterion 2: Candidate identifies standards and the related unpacked learning objectives that guide the lesson. Scores rose in the current year from the previous reporting period (4.57) to 5.00 for Criterion 5: Candidate explains how the assessment tool and technology-based differentiated assessment(s) are aligned with the learning standards and unpacked objectives. These increases suggest the changes have been effective.

PHD Special Education: We do not anticipate revising our SLO 2 Rubric in the coming year; however, because this rubric measures our candidates' ability to prepare a Personnel Preparation Grant, doctoral faculty should consider the adequacy of this rubric on an annual basis (based on Federal changes to personnel prep grants).

Other Major Accomplishments: :

The Department of Special Education and Child Development recently placed number 15 in the ranking of special education programs by U.S. News and World Report, and its doctoral program continues to be recognized as one of the top programs in the country. Evidence of the high quality of the department faculty can be seen through the awards that faculty have won. In 2018-2019, the following faculty were recognized with awards:

Kristen Beach - Cato College of Education Early Career Award, 2018

Gloria Campbell-Whatley – Cato College of Education Diversity Award, 2018

Erin FitzPatrick - Georgia State University Outstanding Doctoral Dissertation in Special Education, 2018

David Test – CEC J. E. Wallace Wallin Special Education Lifetime Achievement Award, 2019

Shawnee Wakeman - Office of Assessment Award for Excellence: Rubric Norming, UNC Charlotte, 2018

Virginia Walker - Association for Positive Behavior Support, E.G. "Ted" Carr Initial Researcher Award, 2018

Start: 07/01/2018

End: 06/30/2019

Progress: On Track

Providing Department: Special Ed & Child Dev