

## UNIT REPORT

## Annual Report - College of Education

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## College of Education

### Cato College of Education Highlights 2020-21

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

#### ACADEMIC AFFAIRS UNITS: Goal #1:

Cato College of Education Highlights:

1. The College and faculty successfully navigated the shift to online delivery of instruction during the 2020 Spring Semester and transitioned all face-to-face classes to online delivery for the Fall Semester.
2. The Department of Reading and Elementary Education completed the development of the TA to Teacher program and prepared for the initial delivery in Summer 2021.
3. Cato College of Education candidates performed very well on licensure requirements, with the edTPA pass rate during the 2020 Spring Semester reaching 100% for some programs.
4. Niner University Elementary opened in August 2020 with 72 students in grades K-2.
5. The M.Ed. in Urban Education graduated its first cohort in May 2021.

#### ACADEMIC AFFAIRS UNITS: Goal #2:

Cato College of Education Highlights:

- U.S. News & World Report Rankings
  - Online Master's in Education ranks 27th.
  - M.Ed. in Curriculum and Instruction ranks 13th.
  - Learning, Design and Technology (LDT) programs rank 13th in the Educational/Instructional Media Design category.
  - Graduate special education programs rank 10th.

The faculty had an excellent year of publications. See table below for information regarding publications by department and college totals:

|   | Books | Book Chapters | Journal Articles |
|---|-------|---------------|------------------|
| Department of Counseling                              |       | 8             | 25               |
| Department of Educational Leadership                  | 2     | 14            | 56               |
| Department of Middle, Secondary and K-12 Education    | 3     | 19            | 31               |
| Department of Reading and Elementary Education        | 6     | 22            | 34               |
| Department of Special Education and Child Development | 1     | 28            | 60               |
|   |       |               |                  |
| College TOTAL   | 12    | 91            | 206              |

The faculty also had a good year related to grant procurement. The college received \$XXX in external funding during this academic year. The following awards were received during 2020-2021:

- Catherine Fowler and Val Mazzotti - National TA Center on Improving Transition to Postsecondary Education and Employment for Students with Disabilities Program (\$20 million)
- Rob Pennington - Department of Education Office of Special Education Programs Stepping-Up Technology Implementation Grant (\$2.2 million)
- The National Science Foundation has awarded a team of UNC Charlotte researchers, including Dr. David Pugalee, Dr. Florence Martin, and Dr. Lynn Ahlgrim-Delzell \$299,848 for their project: Preparing High School Teachers to Broaden Participation by Teaching Programming Online.
- Dr. Erik Byker, Dr. Drew Polly and colleagues from North Carolina Agricultural & Technical State University received a UNC System Undergraduate Research Program grant for their project, Preparing Teachers as Researchers: Equitable Quantitative Analysis through a Culturally Responsive Lens.
- Luke Reinke is the Principal Investigator for a North Carolina School Improvement Program (NCSIP) Institute of Higher Education (IHE) Partnership grant awarded by the North Carolina Department of Public Instruction (NCDPI).
- Scott Kissau, Shanique Lee, and Mike Putman received a grant from the UNC system's Future Teachers of North Carolina Program to offer a two-day virtual recruitment event in June, 2021 for up to 100 high school juniors and seniors from across North Carolina.
- The National Science foundation has awarded a \$500,000 Innovations in Graduate Education grant to a team of researchers at UNC Charlotte, including Dr. David Pugalee from the Center for STEM Education, that will support doctoral students in STEM disciplines, as they develop their capstone thesis projects for patenting instead of for journal publications, as has been the norm.
- Dr. Susan B. Harden recently received an external award from the Center for Racial Equity in Education (CREED-NC) Program. Dr. Harden is leading a community-engaged research team working with CREED-NC to evaluate the effectiveness and impact of CREED's contributions to the state-wide initiative, Learning for Equity: A Network of Solutions (LENS-NC).

#### COED Faculty Awards:

1. Heather Coffey received the Bank of America Award for Teaching Excellence.
2. Paola Pilonieta was selected as a UNC System Literacy Fellow.
3. Florence Martin received the 2020 *Online Learning Journal Outstanding Research Achievement Award in Online Education*
4. Cindy Gilson is this year's recipient of the Early Leader Award from the National Association for Gifted Children (NAGC)
5. Dr. Taryne Mingo was selected as the 2020 Counselor Educator of the Year by the North Carolina School Counselors Association.
6. Dr. Kristin Davin was named the American Council for Teachers of Foreign Languages (ACTFL) Anthony Papalia Award for Excellence in Teacher Education.
7. Dr. Ya-yu Lo was named the recipient of the Harshini V. de Silva Graduate Mentor Award.
8. Dr. Susan Harden was presented the Order of the Hornet, the county's highest award, in recognition of her extraordinary contributions to the community.
9. Dr. Spencer Salas was announced as Recipient of the English Language Specialist Program 30@30 Award
10. The National Association for Professional Development Schools recognized UNC Charlotte - Kannapolis City Elementary Schools PDS Partnership as an Exemplary PDS Achievement Award for 2021. Dr. I
11. Dr. Ryan Miller was named an Emerging Scholar by ACPA (American College Personnel Association) College Student Educators International.
12. Heather Coffey received the 2021 Board of Governors Award for Excellence in Teaching
13. Xiaoxia Newton was selected into the Student Experience Research Network's (SERN) 2021-2022 Midcareer Fellows Program cohort.

#### COED Student Awards:

1. Kaitlyn Holshouser, a graduate student in the Department of Reading and Elementary Education, was awarded the 2020-2021 Outstanding Graduate Teaching Assistant Award.
2. Marquis Mason, candidate of the PhD in Curriculum and Instruction program, received the Faye Jacques Memorial Graduate Fellowship.
3. Hannah Mixon, student in the MA Counseling program, received the Claudia Reynolds Graduate Fellowship.
4. Meg Garcia, a doctoral student in counseling, received the Interdisciplinary Minority Fellowship, funding by the Substance Abuse and Mental Health Services Administration.

#### ACADEMIC AFFAIRS UNITS: Goal #3:

Cato College of Education Highlights:

1. The Cato College of Education has continued to support literacy through the summer reading camp.
2. The Department of Reading and Elementary Education's partnership with Kannapolis City Schools continued as the program was delivered for a third year. While data is not available for Year 3, approximately 67% of those who participated in Years 1 and 2 accepted offers to teach in the district. Stanly and Gaston County Schools have expressed interest in participating in future years.
3. The College supported the opening of Niner University Elementary in Fall 2020.

#### Examples of Data-Based Improvements :

Three instances of data-based improvements were noted by departments within the Cato College of Education:

1. In the Department of Middle, Secondary, and K-12 Education, an advanced methods course in CTE was developed and a proposal to create a new MAT program in CTE was established. MDSK proposed the addition of a new core (Family and Consumer Sciences) to the CTE concentration based on a survey of needs from surrounding school districts. Currently, there is no licensure pathway for students seeking licensure in CTE with a concentration in Family & Consumer Sciences (FCS). According to the NC Department of Public Instruction Website, Family and Consumer Sciences (FCS) teachers prepare students to "deal with major societal issues such as work-and-family, health care, child and elder care, family and community violence and crime, global economics and politics, and technology usage. FCS Education is a catalyst to bring these issues into action-oriented, skill-building educational programs." The creation of this new core would allow for students to complete a pathway and obtain licensure in this area. Beginning fall 2021, we will have a track for Career and Technical Education (CTE).
2. In the Department of Special Education and Child Development, faculty used a variety of data sources such as the College of Education Data Dashboard from the COED Office of Assessment and Accreditation, and the Office of Institutional Research Fact Book Dashboards; this data review included examination of enrollment data for each program to determine recruitment needs and long-term program viability and analysis of licensure exam pass rates to determine needed program supports. From these activities, faculty developed strategies to address identified needs. First, faculty received Recruitment Grants from the Cato College of Education to develop promotional recruitment videos and materials. Second, the department added a team comprised of department faculty to support students during their edTPA implementation during student teaching/internships. In each program, faculty also reviewed SLO data and discussed goals for coming year.
3. In the Department of Counseling, faculty used data with a goal toward recruiting diverse candidates and increasing the knowledge/capacity of current candidates to interact with diverse populations. As a group, faculty reviewed admissions data related to the Master of Arts (MA) in Counseling to improve practices for recruiting students with diverse backgrounds over the last several years. This was to ensure that all faculty were aware of the current levels/trends of diversity among the MA population. Recruitment ideas for future events were also generated based on the available data. Next, the faculty reviewed CACREP (the Counseling accreditation agency) learning outcomes data to make improvements in core and specialty areas related to diversity. An example of one improvement was revising the Multicultural assessment to include social justice content to align with the Multicultural and Social Justice Counseling Competencies.

**Other Major Accomplishments:**

1. The Cato College of Education received full accreditation status from the Council for Accreditation of Educator Preparation (CAEP), with no areas of improvement noted. This accreditation will be valid for seven (7) years.
2. The Department of Reading and Elementary Education was awarded the 2020 Excellence in Assessment Award from the Office and Assessment and Accreditation, UNC Charlotte.
3. The TEAL office received the Provost's Award for Excellence in Undergraduate Academic Advising.

**Types of Accomplishments Discussed Above:** External Partnerships (internships, joint ventures, community engagement)  
 Student Access (new or increased online delivery, number of course offerings, time to degree)  
 Other Accomplishments

**Supporting Documentation:**

**Start:** 07/01/2020

**End:** 06/30/2021

**Progress:** On Track

**Providing Department:** College of Education

**Responsible Roles:**

**Diversity Initiatives:**

1. Created a statement to address systemic racism in the aftermath of the George Floyd shooting.
2. Faculty continue to engage with College-level activities for professional development focused on diversity, equity and inclusion, including participation in the various book studies, the Teaching Practice in Action Cadre, and the Teacher Education Institute.
3. Multiple faculty members within the College received Chancellor's Diversity Grants to enact various initiatives related to diversity, equity, and inclusion.
4. Hosted the 2020 Summer Diversity Institute.
5. Focused on recruitment of students of color through partnerships with Profound Gentlemen and a federal Teacher Quality Partnership grant.
6. Developed an Equity page on the college website.

**Types of Accomplishments Discussed Above:** External Partnerships (internships, joint ventures, community engagement)  
 Student Success (Retention, graduation, high impact experiences, publications, scholarships, awards)

**Types of Accomplishments Discussed Above:** Student Success (Retention, graduation, high impact experiences, publications, scholarships, awards)  
 Faculty Success (Publications, grants, awards)  
 Other Accomplishments

## Counseling

### Counseling Department Highlights 2020-21

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

1. Meg Garcia, second-year doctoral student was the recipient of a 2020-2021 Interdisciplinary Minority Fellowship. This is a nationally competitive award that is offered by APA and SAMHSA.
2. Todd Bolin, second-year doctoral student was selected as an Emerging Leader of the Association for Assessment and Research in Counseling (AARC).
3. Hannah Mixon (MA student) won the 2021-2022 Claudia M. Reynolds Graduate Fellowship.
4. Dr. Taryne Mingo was named North Carolina Counselor Educator of the Year by the North Carolina School Counselors Association
5. Dr. Kristie Opiola was selected to participate in Catalyst Boot Camp and received the Faculty Research Development Grant.
6. The Sheila McCullough Memorial Scholarship was awarded to Natalie Abou, Melissa Gratton, Hannah Mixon, Caroline Swindel, the Dr. Mary T. Burke Scholarship was awarded to Amy Biang Nia Robinson, The Jim Patterson Memorial Scholarship was awarded to Ashley Armistead, Cherria Moore, Kelsey Smith. The first two inaugural Anjali Arnold Memorial Scholarship awards were given to Caitlin Scagnelli and Sara Jean-Philippe.
7. Two school counseling students, Tanya Fuentes and Whitney Belk, partnered with UNCC Prospect for Success to develop a training video for UNCC faculty preparing to teach incoming undergraduate students who have experienced a year of virtual learning in their senior year of high school.
8. 2018-2023. Dr. Sejal Foxx 2018, (PI) along with Dr. Brett Tempest (PI) and Co-PI's Dr. Stephanie Galloway and Dr. Chance Lewis. Developing Engineering Academic Pathways for Low Income Students. National Science Foundation. \$999,591.00, Funded
9. 2017-2022, Dr. Sejal Foxx with Co-PI, Dr. Kelly Anderson (SPED), Project Intensive Needs and Counselor Training (INTACT). U.S. Department of Education. Office of Special Education Programs Grant. \$1,199,455.00. Funded.
10. Dr. Lassiter received \$10,000 Governor Institute Grant from the NC Department of Health and Human Services awarded to students in the form of scholarships.

**ACADEMIC AFFAIRS UNITS: Goal #1:**

1. Meg Garcia, second-year doctoral student was the recipient of a 2020-2021 Interdisciplinary Minority Fellowship. This is a nationally competitive award that is offered by APA and SAMHSA.
2. Todd Bolin, second-year doctoral student was selected as an Emerging Leader of the Association for Assessment and Research in Counseling (AARC).
3. Hannah Mixon (MA student) won the 2021-2022 Claudia M. Reynolds Graduate Fellowship.
4. Doctoral program graduate, Dr. Missy Moore, won the 2020 Association for Counselor Education and Supervision Outstanding Dissertation Award.
5. The Dr. Mary T. Burke Scholarship was awarded to (MA) and (PhD), The Jim Patterson Memorial Scholarship was awarded to (PhD), (MA), The Sheila McCullough Memorial Scholarship was awarded to (MA).
6. We had 100% passing rate on the the Praxis and National Certification Exams
7. We had a record number of applications and enrollment in the MA program.
8. Working on improvements to advising documents; hosted monthly check-in meetings for all Masters students from December-May and answered advising questions then; hosted our first Advising Week for all current advisees
9. Hosted four virtual program information sessions for recruitment, contacted 8 local universities and HBCUs in NC to recruit psychology or social work students interested in counseling, had record applications, admitted 130 of 320 students, enrolled 92 students to begin courses in 2021
10. 100% of courses moved online which allowed all students to maintain the academic progression.
11. Partnerships with CMS schools, hosting site supervisor trainings, participation on North Carolina School Counseling Association executive team
12. Continued communications with Mecklenberg County Sheriff regarding practicum students providing counseling at Jail Central mental health unit.

**ACADEMIC AFFAIRS UNITS: Goal #2:**

CSLG Faculty published 25 peer-reviewed manuscripts and 8 book chapters. Publications were in top-tier counseling journals such as the *Journal of Multicultural Counseling and Development*, *Professional School Counseling*, *Counselor Education and Supervision*, and *Journal of Counseling and Development*.

CSLG faculty conducted or were to conduct 13 international/national presentations, 9 state, 10 local, and 6 invited presentations. Presentations that were conducted, occurred virtually. Presentations were accepted to the American School Counselors Association, American Counseling Association, and Southern Association for Counselor Education and Supervision, North Carolina Counseling Association, and North Carolina School Counselors Association conferences.

Several CSLG faculty members continued to provide support and provide guidance to research teams comprised mostly of doctoral and some MA students.

Several CSLG faculty members continued to serve on editorial boards on national journals that included *Journal of Addictions and Offender Counseling*, *Journal of Counseling and Development*, *Professional School Counseling*, and *Multicultural Counseling and Development*.

Dr. Clare Merlin-Knoblich received the 2021 Scholarship of Teaching and Learning Grant.

Dr. Kristie Opiola was selected to participate in CATALYST Boot Camp and received the Faculty Research Development Grant.

#### ACADEMIC AFFAIRS UNITS: Goal #3:

1. Counseling had 326 placements in school, clinical, college and addictions settings. The table below provides the numbers for each semester according to Practicum (CSLG 7430), Internship (CSLG 7435), Advanced Internship (CSLG 7436), and Doctoral Practicum (CSLG 8431).
2. Dr. Clare Merlin-Knoblich has several partnerships that the City of Charlotte's Mayor's Youth Employment Program, Johnston Y board, and Wake County Public School System.
3. Dr. Kristie Opiola maintained a partnership with the Winer Family Foundation and has established a network with 3 local charter schools for services next academic year.
4. Dr. Tabitha Haynes was invited to present at the 2021 Triangle Case Management Society of America's Spring Conference. This conference highlights interdisciplinary and integrated approaches to mental health care in North Carolina.
5. Dr. Bryan Stare continued communications with Mecklenberg County Sherriff regarding practicum students providing counseling at Jail Central mental health unit. 2020-2021 was not an option due to Covid, but instructed by MCS to stay in touch regarding changes.
6. Dr. Taryne Mingo continued partnerships with CMS schools, hosted virtual site supervisor trainings and participated on North Carolina School Counseling Association Executive Team.

| Spring 2020   | Summer 2020   | Fall 2020     | Spring 2021   |
|---------------|---------------|---------------|---------------|
| CSLG 7430= 38 |               | CSLG 7430= 25 | CSLG 7430= 42 |
| CSLG 7435= 49 | CSLG 7435= 12 | CSLG 7435=48  | CSLG 7435=60  |
|               |               | CSLG 7436=23  |               |
| CSLG 8431=9   |               |               | CSLG 8431=10  |
| Total= 96     | Total= 12     | Total= 96     | Total= 122    |

#### Examples of Data-Based Improvements :

Reviewed MA admissions data to improve practices for recruiting students with diverse backgrounds.

Reviewed CACREP SLO data to make improvements in core and specialty areas. Such improvements include revising the Multicultural SLO assessment to include social justice content to align with the Multicultural and Social Justice Counseling Competencies.

Review our FTE ratios to ensure we continue to maintain our CACREP accreditation requirements as well as quality teaching and supervision practices.

#### Other Major Accomplishments: :

We pivoted our programs to 100% online instruction. Faculty attended workshops, consulted, collaborated, and worked really hard to provide quality instruction. They utilized various technologies to engage students and, thus, we have maintained our graduation rates and exam passing rates.

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

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

Faculty Success (Publications, grants, awards)

Student Access (new or increased online delivery, number of course offerings, time to degree)

External Public Relations/Outreach

Improvements in Student Advising

#### Supporting Documentation:

**Start:** 07/01/2020

**End:** 06/30/2021

**Progress:**

**Providing Department:** Counseling

**Responsible Roles:**

**Diversity Initiatives:**

Faculty participated in College, University, and other workshops related to diversity, equity, and inclusion. The Department created a social justice dialogue group for faculty. Urban School Counseling Collaborative established the Students of Color Affinity Group to support Graduate students in the College.

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

Faculty Success (Publications, grants, awards)

New Educational Programs

**Types of Accomplishments Discussed Above::** Student Success (Retention, graduation, high impact experiences, publications, scholarships, awards)

Faculty Success (Publications, grants, awards)

## Educational Leadership

### EDLD Department Highlights 2020-21 - DID NOT USE SEE NEXT ITEM

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

**ACADEMIC AFFAIRS UNITS: Goal #1:**

**ACADEMIC AFFAIRS UNITS: Goal #2:**

**ACADEMIC AFFAIRS UNITS: Goal #3:**

**Examples of Data-Based Improvements :**

**Other Major Accomplishments: :**

**Types of Accomplishments Discussed Above::**

**Supporting Documentation:**

**Start:** 07/01/2020

**End:** 06/30/2021

**Progress:**

**Providing Department:** Educational Leadership

**Responsible Roles:**

**Diversity Initiatives:**

**Types of Accomplishments Discussed Above::**

**Types of Accomplishments Discussed Above::**

### Educational Leadership Highlights 2020-21

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

**ACADEMIC AFFAIRS UNITS: Goal #1:**

1-The range of graduate opportunities available to students through Educational Leadership is extensive and expanding. We are close to completing the planned expansion.

#### Master's degree programs

1. Ed. In Educational Leadership
2. Ed in Learning Design and Technology

Masters of School Administration [Prepares principals]

#### Doctoral Degree programs:

Ed. D. in Educational Leadership

Higher Education  
 Superintendency [Prepares superintendents]  
 LDT concentration  
 Ph. D. in Educational Research, Measurement, and Evaluation

#### Certificate Programs

Post-Master's Certificate in School Administration  
 Post-Master's Certificate in College and University Teaching  
 Graduate Certificate in Learning Design and Technology  
 Graduate Certificate in Quantitative Analysis  
 Educational Leadership is likely the only department focused solely on graduate program.

2-The Growth in enrollment is quite amazing giving the past 16 months has been dominated by a pandemic. The overall enrollment in these 10 graduate degree and certificate programs has grown by 23% overall in one year, from 2019-2020 to 2020-2021. Some of the programs are not fully ramped up so we can expect further growth over the next few year related to just getting each program fully ramped up. In addition, the demand would seem to support ever more expansion.

Here is the details of the growth:

| Program  | Enrollment |             |           |             |                  |                    |
|--|------------|-------------|-----------|-------------|------------------|--------------------|
|  | Fall 2019  | Spring 2020 | Fall 2019 | Spring 2020 | % Change F19-F20 | % Change Sp20-Sp21 |
| Ed.D. in Educational Leadership                              | 80         | 77          | 92        | 84          | 15%              | 9%                 |
| Ph.D. in Ed Research, Measurement, and Evaluation            | 17         | 16          | 17        | 17          | --               | 6%                 |
| M.Ed. In Educational Leadership                              | 19         | 18          | 33        | 29          | 73%              | 61%                |
| M.Ed. In Learning, Design and Technology (and IST)           | 29         | 26          | 48        | 46          | 65%              | 76%                |
| Masters of School Administration                             | 61         | 61          | 69        | 69          | 13%              | 13%                |
| Post Master's Certificate in School Administration           | 34         | 44          | 43        | 43          | 26%              | -2%                |
| Post-Master's Certificate in Univ. and College Teaching      | 21         | 22          | 27        | 32          | 28%              | 45%                |
| Graduate Cert. in Learning, Design, and Technology (and IST) | 44         | 37          | 46        | 46          | 4%               | 24%                |
| Graduate Certificate in Quantitative Analysis                | 6          | 7           | 9         | 14          | 50%              | 100%               |
| Total  | 311        | 308         | 384       | 380         | 23%              | 23%                |

3-The department has engaged in a year-long effort to recognize where the department is and to address all aspects of shaping a plan that will move the department to be more diverse, equitable, and inclusive led by a small committee of department members.

Almost all faculty in the department served on one of the five working groups focus on Mentoring, workload, promotion and tenure, curriculum, and teaching evaluation. Each committee developed recommendations that will be the basis for the department adopting an action plan in the fall with goals, measures, and responsibility that lays out an action plan for what is to be achieved in 2021-2022.

The department has had the benefit of a consultant who led departmental discussion about these issue and helped the department and sub-committees to more clearly articulate diversity and equity.

#### ACADEMIC AFFAIRS UNITS: Goal #2:

1-In 2020-, EDLD faculty published 56 journal articles, 14 book chapters, and 2 edited or authored books. This represents an increase in journal articles (23) and book chapters (4), but the number of published books was slightly lower. Summary:

|                  | 2019 | 2020 | Change |
|------------------|------|------|--------|
| Journal Articles | 33   | 56   | 23     |
| Book Chapters    | 10   | 14   | 4      |
| Books            | 5    | 2    | -3     |

This represent over a 60% increase in published journal articles and a 40% increase in book chapters. The department is certainly making its contribution to helping the university move to be classified as a high research university.

2-The EDLD faculty were actively engaged in publishing and presenting with graduate students. Faculty-student co-authorship/co-presentation included: 21 journal articles, one book, 8 national/international conference presentations, and one state presentation. This represents an increase of 2 journal articles and decrease in conference presentations based on faculty annual reports, which is a result in part of the pandemic. Co-publishing with students give our students a head start on doing cutting-edge research and assures their recognition in the field even before completing their degree program.

3-The department faculty received numerous awards both from within the university and from without. A few will be identified.

#### From the college:

Dr. Richard Lambert – Cato College Distinguished Faculty Award 2021  
 Dr. Carl Westine – Cato College Faculty Research Award 2021  
 Dr. Jae Hoon Lim – Cato College of Education Diversity Award 2021

#### From outside the University:

Dr. Ryan Miller – The University of California National Center for Free Speech and Civic Engagement Fellow 2021-2022  
 Dr. Ryan Miller – Emerging Scholar-Designee by ACPA College Student Educations International 2021-2022  
 Dr. Xiaoxia Newton -- Selected to be a Fellow of Student Experience Research Network's (SERN) Midcareer Fellows Program for 2021-2022  
 Dr. Florence Martin – Online Learning Journal Research Award

#### ACADEMIC AFFAIRS UNITS: Goal #3:

1-The Department has received numerous external grants most of which are of a service nature that promotes community engagement. Here is a list of current grants listed in the UNCC contracts and grants database.

| Principal Investigator | Federal or State | Begin Date | End Date   | Awarded Amount |
|------------------------|------------------|------------|------------|----------------|
| Westine, Carl          | State            | 4/1/2019   | 12/31/2021 | 71,999         |
| Debra Morris           | State            | 7/1/20     | 6/30/2025  | 205,079        |
| Lambert, Richard       | State            | 7/1/20     | 6/30/2021  | 699,921        |
| Lambert, Richard       | Fed              | 7/1/20     | 6/30/2021  | 1,221,877      |
| Lambert, Richard       | State            | 7/1/20     | 6/30/2021  | 537,781        |
| Martin, Florence       | Fed              | 4/1/2020   | 3/31/2023  | 399,999        |
| Carl Westine           | Fed              | 9/1/2019   | 8/31/2021  | 15,231         |
| Miller, Ryan           | Other            | 01/01/2021 | 3/31/2023  | 3,000          |
| Westine, Carl          | State            | 10/06/2021 | 6/30/2021  | \$13,292       |
|                        |                  |            |            | 3,168,179      |

The Morris grant is working to produce more and better principals for North Carolina and the entire grants is for \$3.7 million. The Lambert grants work to assess the quality and outcomes for programs in education and health in North Carolina. These are examples of university expertise together with grant funds being used to improve the community.

Drs. D'Amico, Miller, and Dika just received notice that they had been awarded \$450,000 from the John M Belk Foundation to do research on Understanding Experiences of Vertical Transfer Students in North Carolina. This grant will support research that will contribute to the *myFutureNC* goal of two million more North Carolinians with a high quality post-secondary credential by 2030.

2-Our faculty in the Principalship and Superintendency programs regularly work with school districts to assist them in self-improvement. Here are a few projects:

- Worked with Stanly County leaders to deliver staff development on leveraging Teacher Evaluations to improve student achievement.
- Working with CMS to help them apply for a grant from the Wallace Foundation.
- Did facilities studies for both Scotland and Montgomery Counties.
- Provided Master Board Training for Caldwell County Board of Education.
- Led professional development sessions for Stanley County Board of Education.
- Worked to deliver master's program for independent school teachers in NC.

- Serving as a school board member for an NC LEA.
- Served on the Curriculum Design Committee for the Socrates Academy High School.

3-The Learning, Design, and Technology produces graduates for school, universities, and business and industry. Most of their courses and programs are online and they have strongly supported Quality Matters, a guide for developing and accrediting high quality online courses. In the past year and a half they have been an invaluable resources to assist other faculty and students, within and without the university, with online delivery of their courses with a continuing emphasis on quality.

**Examples of Data-Based Improvements :**

The Department is continuously using data at all levels to make evidenced-based decisions.

**Other Major Accomplishments: :**

Advised to limit to three for each goal.

**Types of Accomplishments Discussed Above::** Student Success (Retention, graduation, high impact experiences, publications, scholarships, awards)  
Faculty Development

**Supporting Documentation:**

**Start:** 07/01/2020

**End:** 06/30/2021

**Progress:** On Track

**Providing Department:** Educational Leadership

**Responsible Roles:**

**Diversity Initiatives:**

See Goal 1

**Types of Accomplishments Discussed Above::** External Partnerships (internships, joint ventures, community engagement)  
Faculty Success (Publications, grants, awards)

**Types of Accomplishments Discussed Above::** Faculty Success (Publications, grants, awards)  
Other Accomplishments

## Middle Grades, Secondary & K-12

### MDSK Department Highlights 2020-21

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

- Highest Recognition for Teaching Excellence and Service** – MDSK faculty received the highest honors for their excellence in teaching and commitment to the community over the past year (a) **Dr. Heather Coffey**, Professor of Education, was honored for her demonstrated excellence in motivating and mentoring students to achieve in the classroom, in the community and in future careers. She was the 2020 winner of the UNC Charlotte **Bank of America Award for Teaching Excellence**. Coffey was also named the **NC Board of Governors Excellence in Teaching Award** winner for UNC Charlotte, one of the most prestigious awards for any faculty member across the entire UNC system. (b) **Dr. Kristin Davin**, Associate Professor and Director of the Minor, Graduate Certificate, and Master of Arts in Teaching Foreign Languages programs was named the recipient of the **Anthony Papalia Award for Excellence in Teacher Education**. A prestigious and national honor, the Anthony Papalia Award is bestowed upon just one world language teacher educator per year from the American Council on the Teaching of Foreign Languages (ACTFL). (c) **Dr. Susan Harden** was honored with the **Order of the Hornet (December 2020) from the Mecklenburg County Board of County Commissioners**. The Order of the Hornet, established in 1972, is bestowed on those who have displayed valor or high order of service uniquely and specifically to the citizens of Mecklenburg County. UNC Charlotte employees who have received this honor: Chancellor Philip L. Dubois (2020), Bonne Cone UNC Charlotte Founder and Vice Chancellor (1991), Chancellor E.K. Fretwell (1989); Chancellor Dean W. Colvard (1978). This is the highest civic honor awarded by Mecklenburg County.
- National Program Recognition:** UNC Charlotte Distance Education has been recognized consistently by U.S. News & World Report during the past four years, with several programs earning increasingly higher rankings. Online Graduate Education Programs from the Cato College of Education are ranked 27th overall, up from 28th in 2020 and 29th in 2019. The M.Ed. in Curriculum and Instruction ranks 13th in the curriculum and instruction category, placing for the first time.
- PhD. Program Redesign:**The Ph.D. program developed a programmatic plan in response to the External Review and Self-Study to strategically strengthen and advance the rigor and quality of the program in relation to student and community needs and interests. The program will now require a pro-seminar, EDCI 8620, for all concentrations. Topics courses were created for each specialization area. An internship course (EDCI 8460 - Internship in Urban Education to specialization electives for the Urban Education Concentration) was also added. The most significant change is the revision of the Elementary Education Concentration to include Middle and Secondary Education. This concentration will be renamed: Curriculum and Educator Development (CED). These changes led to an increase in interest. The program admitted forty new students to the redesigned PhD program for 2021-2022.
- New Grants:** In October 2020 Catherine Fowler, Val Mazzotti, and **Bettie Butler (MDSK)** (along with a host of other researchers from various universities from across the country) received a five-year grant for over \$20 million dollars by the U.S. Department of Education, Office of Special Education and Rehabilitative Service (OSERS) to establish the National Technical Assistance Center on Transition for Students and Youth with Disabilities, also known as NTA:CTC. Dr. Butler will serve as a content specialist on this grant. In this role she will lead the division on culturally responsive practices in transition planning and oversee the Center's school completion and dropout prevention initiative.

**ACADEMIC AFFAIRS UNITS: Goal #1:**

#### Student Achievements

2020 was an accomplished year for the MDSK graduates. Dr. Michelle Plaisance (alumna) who received her Ph.D. in Curriculum and Instruction was recently promoted to Dean of the School of Humanities at Greensboro College. Dr. Sonyia Richardson (alumna) who received her Ph.D. in Curriculum and Instruction was appointed by Gov. Roy Cooper to a statewide task force on health inequities brought to light during the COVID-19 epidemic. Dr. Torriann Dooley-Kennedy (alumna) who received her Ph.D. in Curriculum and Instruction was awarded the 2020 Dean's Distinguished Dissertation Award in the Social Sciences category. Shanice Hill, a graduate of our Middle Grades program, was granted the 2020 Beginning Teacher of the Year Award for Henderson County. Yvonna Hines, who is a Ph.D. candidate in Curriculum and Instruction had her book review of *We Want to Do More Than Survive* accepted for publication in *The Journal of Negro Education*. Also, Nina Bailey, a doctoral student in the Mathematics Education concentration, led a paper along with several colleagues that won the 2021 NTLI Fellowship. Jessica Robinson, a doctoral student in the PhD in Curriculum and Instruction, was invited by Dean Reynolds to represent the Graduate and Professional Student Government on the Harshini V. de Silva Graduate Mentoring Award selection committee. Candace Chambers, a doctoral student in the Urban Literacy concentration, is one of 30 literacy leaders named to the International Literacy Association's (ILA) 2021 30 Under 30 list. Moreover, a registered dietician and Masters of Urban Education student, Tessa Nguyen, has received the 2020-2021 Diversity Leadership Scholarship from the Academy of Nutrition and Dietetics foundation.

### Program Enrollment (2019-2020 and 2020-2021) and Overall Licensure Pass Rates

| Program                            | Fall 2019 Enrollment | Spring 2020 Enrollment | Fall 2020 Enrollment | Spring 2021 Enrollment | Licensure Pass Rate (2019-20) |
|------------------------------------|----------------------|------------------------|----------------------|------------------------|-------------------------------|
| BA, Middle Grades Education        | 45                   | 49                     | 48                   | 41                     | 71.4%                         |
| Minor, FLED                        | 6                    | 7                      | 9                    | 8                      | N/A                           |
| Minor, TESL                        | 21                   | 17                     | 22                   | 20                     | 100.0%                        |
| Minor, Urban Youth and Communities | 95                   | 98                     | 78                   | 75                     |                               |
| Minor, Secondary Education         | 66                   | 73                     | 72                   | 93                     | 77.8%                         |
| GC, Art Education                  | 13                   | 8                      | 22                   | 14                     | 80.0%                         |
| GC, FLED                           | 21                   | 14                     | 36                   | 32                     | 87.5%                         |
| GC, Middle Grade Education         | 57                   | 56                     | 63                   | 61                     | 87.5%                         |
| GC, Secondary Education            | 59                   | 71                     | 97                   | 77                     | 100.0%                        |
| GC, TESL                           | 30                   | 34                     | 44                   | 43                     | 100.0%                        |
| MAT, MDSK                          | 31                   | 27                     | 24                   | 30                     |                               |
| MAT, FLED                          | 10                   | 11                     | 9                    | 5                      |                               |
| MAT, TESL                          | 2                    | 8                      | 12                   | 13                     |                               |
| MED Urban Ed                       | 35                   | 28                     | 69                   | 64                     |                               |
| MED C & I                          | 34                   | 69                     | 70                   | 75                     |                               |
| PhD C & I                          | 81                   | 77                     | 81                   | 78                     |                               |

**Table 2: Licensure pass rates by content area**  
**Table 2: Licensure pass rates by content area**

| <a href="#">Program</a>            | # of students (2019-20) | Licensure Pass Rate (2019-20) |
|------------------------------------|-------------------------|-------------------------------|
| BA, Middle Grades Education        | 14                      | 71.4%                         |
| BA, MDLG - ELA                     | 5                       | 60.0%                         |
| BA, MDLG - Math                    | 4                       | 100.0%                        |
| BA, MDLG - Science                 | 3                       | 100.0%                        |
| BA, MDLG - Social Studies          | 2                       | 0.0%                          |
| Minor, FLED (Spanish)              | 0                       | N/A                           |
| Minor, TESL                        | 1                       | 100.0%                        |
| Minor, Urban Youth and Communities |                         |                               |
| Minor, Secondary Education         | 18                      | 77.8%                         |
| Minor, SECD - English              | 8                       | 100.0%                        |
| Minor, SECD - Math                 | 2                       | 100.0%                        |
| Minor, SECD - Science              | 0                       | N/A                           |
| Minor, SECD - Social Studies       | 8                       | 50.0%                         |
| GC, Art Education                  | 5                       | 80.0%                         |
| GC, FLED                           | 8                       | 87.5%                         |
| GC, FLED - French                  | 2                       | 100.0%                        |
| GC, FLED - German                  | 0                       | N/A                           |
| GC, FLED - Spanish                 | 6                       | 83.3%                         |
| GC, Middle Grades Education        | 16                      | 87.5%                         |
| GC, MDLG - ELA                     | 3                       | 33.3%                         |
| GC, MDLG - Math                    | 6                       | 100.0%                        |
| GC, MDLG - Science                 | 4                       | 100.0%                        |
| GC, MDLG - Social Studies          | 3                       | 100.0%                        |
| GC, Secondary Education            | 12                      | 100.0%                        |
| GC, SECD - English                 | 1                       | 100.0%                        |
| GC, SECD - Math                    | 2                       | 100.0%                        |
| GC, SECD - Science                 | 4                       | 100.0%                        |
| GC, SECD - Social Studies          | 5                       | 100.0%                        |
| GC, TESL                           | 11                      | 100.0%                        |

#### ACADEMIC AFFAIRS UNITS: Goal #2:

### MDSK Faculty Publications 2020 Summary

- MDSK Faculty had 64 publications and 38 manuscripts accepted for publication in 2020.
- MDSK Faculty published 31 articles in peer reviewed journals, 19 book chapters, 3 books, and 11 other publications, such as reports, newsletters, or conference proceedings.
- MDSK Faculty have 26 articles in press and 12 book chapters in press.
- MDSK Faculty published in top journals such as *Theory & Research in Social Education*, *Journal of School Leadership*, *Journal of Education*, and *Urban Review*.

MDSK faculty and students have published numerous articles, book chapters, technical reports, and books in the past year. Their commitment and research on educational issues were recognized in many distinguished journals, for example, an article *Race trump training: Comparing teacher training, teacher race and their effect on the educational attainment for Black students* by Jones-Fosu, S., Johnson, J., Richardson, S., Williams, J., and Lewis, C. appeared in *Journal of Negro Education*. Also, a MDSK doctoral student, Portia York, published four articles with the fellow students and professors, such as a book review, newsletter article, journal article, and a book chapter. Dr. Salas has also a few publications, two journal articles and one book chapter. In addition, the faculty published a couple of books, for example, *Studying a World Language: An Interactive Guidebook* by Drs. Hobgood and Medina. Also a few book chapters were published, including *A comparative case study: Administrators' and students' perceptions of the Seal of Biliteracy* by Charlotte Hancock and Kristin Davin.

### Conference Presentations 2020 Summary

- MDSK Faculty conducted 77 presentations in 2020.
- MDSK Faculty conducted 13 keynote presentations in 2020.
- MDSK Faculty conducted 51 presentations at national and international conferences in 2020.

#### Graduate Education

##### Enhanced Use of Technology and Online Instruction—QM courses developed in 2020-2021

MDSK 4253/5253 Teaching Social Studies to Middle and Secondary School Students

MDLG 5130 - The Middle Grades Experience (2)

MDSK 5100L: Lab in Content Pedagogy (Foreign Language)

SECD 5140 The Secondary School Experience (2)

MDSK 2100 - Foundations of Education in Secondary Schools (3)

#### ACADEMIC AFFAIRS UNITS: Goal #3:

### Faculty Engagement in the Community

#### Dr. Nick Triplett

Dr. Triplett worked with one community partner during the 2020 year. He collaborated with administrators from the Charlotte Lab School to develop academic intervention plans based on the analysis of school outcomes. The activities included the school governance, diversity equity inclusion efforts, and program evaluation. He provided consultation on the Equity Task Force, school culture committee, and anti-racism curricula. This partnership started in 2018.

#### Dr. Lan Kolano

Dr. Kolano partnered with Newell Elementary School. Two projects in that school targeted faculty, staff, administrators, and pre-service teachers in developing their understanding of immigration, poverty, and equity. Activities performed to address the priorities identified in collaboration include monthly professional development sessions. For three years, Dr. Kolano conducted professional development for all teachers, staff, and administrators and book study groups and taught multicultural courses that engaged pre-service teachers in work with English Language Learners.

#### Dr. Bettie Butler

Dr. Butler worked with four community partners during the 2020 year. She has collaborated with the Charlotte Mecklenburg Board of Education since January 2020, and her activities included reviewing regulations, policy, and practices around school discipline, socioemotional health, physical wellness, and school attendance in CMS. She was also part of the regular monthly meetings with the subcommittee to collect data, meet with district officials, and construct recommendations and with the CMS Community Equity Committee to provide subcommittee updates and discuss proposed recommendations. In addition, Dr. Butler collaborated with the state leaders and educational stakeholders at the NTACTION. This collaboration focused on improving school completion and dropout prevention and disseminating culturally responsive practices for transition planning. Dr. Butler has hosted and co-hosted webinars and professional development workshops, developed tools and resources to share information on engaging students from marginalized backgrounds. This partnership started in 2018. Dr. Butler has also been collaborating with the administrators, teachers, students and families at the Turning Point Academy since 2015. She has provided edTPA consultation, co-chaired Student Wellness Subcommittee, and participated in Family Parent Engagement Workshops to sustain an effective school-community-university partnership. Moreover, Dr. Butler has collaborated with administrators, teachers, students and families at the Veritas Charter School (CMS). She has provided consultation on integration and implementation of restorative practices. This partnership started in January 2020.

#### Dr. Spencer Salas

Dr. Salas worked with one community partner during the 2020 year. He collaborated with administrators, high school counselors, and high school seniors in the Cabarrus County Schools. The activities included conducting senior class writing workshops to enhance college readiness. This partnership started in 2015.

#### Dr. Greg Wiggan

Dr. Wiggan worked with one community partner during the 2020 year. He has collaborated with the Association for the Study of African American Life and History Teacher Workshops for Public Schools since August 2020, and activities were related to the Diversity, Equity, and Culturally Responsive Teaching. He has served as one of the hosts and presenters for workshops for teachers and administrators that focused on culturally responsive teaching and curriculum development practices.

#### Examples of Data-Based Improvements :

**PhD. Program Changes:** The Ph.D. program, under the leadership of the Program Director, Tina Heafner, developed a programmatic plan in response to the data collected and results from the 2019 External Review and Self-Study to strategically strengthen and advance the rigor and quality of the program in relation to student and community needs and interests. Moreover, the programmatic changes include strategic efforts to increase enrollment and to balance low enrollments by cross-listing courses with high enrollment M.Ed. programs. The program will now require a pro-seminar, EDCI 8620, for all concentrations. Topics courses were created for each specialization area. An internship course (EDCI 8460 - Internship in Urban Education to specialization electives for the Urban Education Concentration) was also added. The most significant change is the revision of the Elementary Education Concentration to include Middle and Secondary Education. This concentration will be renamed: Curriculum and Educator Development (CED).

**MAT program additions:** In 2020, an advanced methods course in CTE was developed and a proposal to create a new MAT program in CTE was established. MDSK proposed the addition of a new core (Family and Consumer Sciences) to the CTE concentration based on a survey of needs from surrounding school districts. Currently, there is no licensure pathway for students seeking licensure in CTE with a concentration in Family & Consumer Sciences (FCS). According to the NC Department of Public Instruction Website, Family and Consumer Sciences (FCS) teachers prepare students to "deal with major societal issues such as work-and-family, health care, child and elder care, family and community violence and crime, global economics and politics, and technology usage. FCS Education is a catalyst to bring these issues into action-oriented, skill-building educational programs." The creation of this new core would allow for students to complete a pathway and obtain licensure in this area. Beginning fall 2021, we will have a track for Career and Technical Education (CTE)

#### Other Major Accomplishments: :

**Types of Accomplishments Discussed Above::** Student Success (Retention, graduation, high impact experiences, publications, scholarships, awards)

**Supporting Documentation:** Attached Files

[MDSK Faculty Grants\\_Pubs\\_Conferences\\_YOR2020.pdf](#)

**Start:** 07/01/2020

**End:** 06/30/2021

**Progress:** Complete

**Providing Department:** Middle Grades, Secondary & K-12

**Responsible Roles:**

**Diversity Initiatives:**

*Diversity Related Keynotes (Select)*

**Anderson, B. N.** (January 2020). *Removing constraints to focus on pedagogy*. Invited Keynote speaker MLK Jr. Teacher In-Service Training. Knoxville, TN.

**Anderson, B. N.** (2020). *Invisible no more: Understanding the experiences of gifted Black girls*. Workshop presented at the meeting of the Texas Association of the Gifted and Talented, virtual meeting.

**Butler, B. R.** (2021, February). *Culturally responsive mentoring and higher education*. Greater Steps Scholars. Charlotte, NC.

**Butler, B. R., & Achola, E.** (2020, November). *Toward a conception of culturally responsive practices in transition planning (CRPTP): Bridging theory with practice*. National Technical Assistance Center on Transition: The Collaborative. Eugene, OR.

**Butler, B. R.** (2020, November). *Culturally responsive mentoring in the academy: A multitiered approach to effective mentorship*. North Carolina Central University. Durham, NC.

**Butler, B. R. & Achola, E.** (2020, August). *A first look: Culturally responsive practices in transition planning*. National Technical Assistance Center on Transition. Charlotte, NC.

**Butler, B. R.** (2020, August). *Culturally responsive activity planning: Considerations and recommendations*. College Mentors for Kids. Indianapolis, IN

**Lewis, C.** (2020, October). *The dilemmas of being an African American male in the new millennium: Solutions for life transformation*. Invited guest lecture at the University of Alabama. Tuscaloosa, AL.

**Lewis, C.** (2020, October). *Strategies for Engaging Black males in a virtual and face-to-face setting*. Inservice training for Literacy Coaches in Wake County Schools. Wake County Public Schools. Raleigh, NC.

**Lewis, C.** (2020). *Equity and instructional support for students in blended/virtual learning environments: 12 Strategies for success*. Inservice training for Wayne County Public Schools. Goldsboro, NC.

#### Diversity Related grants

Ladenheim, R., CO-PIs: Kissau, S., **Davin, K.**, & Meyers, S. (2020-2021). *Building Leadership for change through School Immersion*. Cultural Mission of the Royal Embassy of Saudi Arabia.

**Butler, B. R.** (2020). *Creating culturally responsive classrooms and campuses for transgender youth and young adults in K-12 and higher education*. (\$1000). Chancellor's Diversity Mini Grant, Division of Academic Affairs. Role **Principal Investigator**. (Funded).

**Wiggan, G., Campbell-Whately, G., & Mack, V.** (2020). *Diversity and equity: Preparing for the professoriate*. Chancellor's diversity fund. University of North Carolina at Charlotte. [\$3,300 awarded]

**Wiggan, G., Mack, V., & Campbell-Whately, G.** (2020). *Summer diversity institute*. Chancellor's diversity fund. University of North Carolina at Charlotte. [\$5,500 awarded]

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

External Public Relations/Outreach

**Types of Accomplishments Discussed Above::** Faculty Success (Publications, grants, awards)

New Educational Programs

Student Access (new or increased online delivery, number of course offerings, time to degree)

## Reading & Elementary ED

### REEL Department Highlights 2020-21

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

**ACADEMIC AFFAIRS UNITS: Goal #1:**

1. The department and faculty successfully navigated the shift to online delivery of instruction during the 2020 Spring Semester and transitioned all face-to-face classes to online delivery for the Fall Semester.
2. The department completed the development of the TA to Teacher program and prepared for the initial delivery in Summer 2021.
3. The department delivered the partnership program with Kannapolis City Schools for the third straight year.
4. Enrollment increased in the B.A. in El. Ed. (including pre-majors) from Spring 2020 to Fall 2020.
5. Candidates performed very well on all licensure requirements, with the edTPA pass rate during the 2020 Spring Semester reaching 100%.

**ACADEMIC AFFAIRS UNITS: Goal #2:**

1. In 2020, faculty in the department published 6 books, 22 book chapters, 34 articles in refereed journals, and 21 other publications (i.e., technical reports, conference proceedings). Furthermore, despite the challenges with the pandemic, faculty made 60 presentations (international, national, state, and local). Four faculty members also gave invited presentations.
2. The department obtained funding from internal (\$41,550) and external sources (\$447,465).
3. The department received approval to deliver the Graduate Certificate in Advanced Literacy Instruction and Intervention.
4. Enrollment in the Anti-Racism in Urban Education grew significantly given targeted recruitment activities within professions outside of education. The name of the program was changed to Graduate Certificate in Anti-Racism to encompass the broader focus.
5. The first cohort of participants in the revised Graduate Certificate in Elementary Education program completed coursework and graduated in December, 2020.
6. Enrollment in all graduate programs increased during 2020.

**ACADEMIC AFFAIRS UNITS: Goal #3:**

1. The partnership with Kannapolis City Schools continued as the program was delivered for a third year. While data is not available for Year 3, approximately 67% of those who participated in Years 1 and 2 accepted offers to teach in the district. Stanly and Gaston County Schools have expressed interest in participating in future years.
2. Four faculty members within the department provided ongoing and substantive support of teachers and students at Niner University Elementary.
3. Multiple faculty members continued to deliver professional development to local schools and districts.

#### Examples of Data-Based Improvements :

1. Based on data from SLO 2 and course evaluations, faculty incorporated literature and adapted clinical experiences to develop candidates' capacity for supporting students who lack foundational concepts in mathematics. (GCT Math)
2. Based on data from SLO 2 and the program exit survey, faculty incorporated ELED 6303 into the program of study to strengthen skills associated with action research. Data compiled through action research will be used to develop a leadership project in the capstone course, READ 6474. (M.Ed. in Reading Education)
3. Using anecdotal data collected from candidates, modifications were incorporated into the GCT program and coursework (i.e., changes to lab delivery and structures, incorporation of specific content and resources associated with edTPA) to enhance candidate development and edTPA performance. (GCT in Elementary Education)
4. Through an analysis of student data related to industry/profession, modifications were made to assignments to increase applicability to industry/profession/interests. (GCT in Anti-Racism in Urban Education)

5. Based on data from SLO 4, changes were made to the Technology Integration Project, the rubric used to assess the project, and the associated supplemental materials (i.e., evidence sheets for students, data analysis video for asynchronous module). Program faculty established a goal of increasing the pass rate to 80%. (B.A. in Elementary Education)

**Other Major Accomplishments:**

1. The department was awarded the 2020 Excellence in Assessment Award from the Office of Assessment and Accreditation, UNC Charlotte.
2. Faculty in the department collaboratively developed an [Anti-Racism Statement](#) to guide ongoing department and programmatic work focused on diversity, equity, and inclusion.
3. Multiple individual faculty accolades, awards, and special opportunities, including CTL Faculty Fellow, Cato College of Education Excellence in Diversity Award, International Education Faculty Award, Office of International Programs Globally Networked Learning Recognition Award, and University of North Carolina System Office Literacy Fellow, among others.

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

Student Success (Retention, graduation, high impact experiences, publications, scholarships, awards)  
New Educational Programs  
New Student Support Programs  
Student Access (new or increased online delivery, number of course offerings, time to degree)

**Supporting Documentation:**

**Start:** 07/01/2020

**End:** 06/30/2021

**Progress:** Complete

**Providing Department:** Reading & Elementary ED

**Responsible Roles:**

**Diversity Initiatives:**

1. The Department of Reading and Elementary Education continues to maintain a focus on diversity, equity, and inclusion. The faculty collaborated on a Statement of Anti-Racism and a set of guiding principles that are published on the department's website. Furthermore, they engaged in an analysis of syllabi and program elements to comprehensive plan for how to include anti-racist pedagogy throughout the department's programs of study.
2. Faculty continue to engage with College-level activities for professional development focused on diversity, including participation in the various book studies, the Teaching Practice in Action Cadre, and the Teacher Education Institute.
3. Three faculty members received Chancellor's Diversity Grants to enact various initiatives related to diversity, equity, and inclusion.

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

Student Success (Retention, graduation, high impact experiences, publications, scholarships, awards)  
External Public Relations/Outreach

**Types of Accomplishments Discussed Above:** Student Success (Retention, graduation, high impact experiences, publications, scholarships, awards)

Faculty Success (Publications, grants, awards)  
New Educational Programs  
External Public Relations/Outreach

## Special Ed & Child Dev

### SPCD Department Highlights 2020-21

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

**ACADEMIC AFFAIRS UNITS: Goal #1:**

*Implemented an online-tutoring clinical experience in collaboration with faculty, community partners, undergraduate, and doctoral students.*

In Fall 2020, Dr. Samantha Gesel received approval from the Office of School and Community Partnerships, the Exceptional Children Program in Charlotte-Mecklenburg Schools, and Hornets Nest Elementary to offer a virtual clinical experience for Dual Majors in Special Education and Elementary Education taking SPED 3173 and SPED 4275. Students enrolled in these courses received online professional development to be tutors. Tutors used *Road to Reading* (adapted for online use by Dr. Gesel) to provide explicit instruction in foundational reading skills to struggling first graders at Hornets Nest Elementary. SPED Faculty and doctoral students served as coaches throughout the school year. The number of tutors (Junior-year SPED majors) nearly tripled in the spring 2021 semester.

**ACADEMIC AFFAIRS UNITS: Goal #2:**

*Produced a substantial number of publications and a record amount of external funding in 2020.*

Department faculty (n = 23) in SPCD had a substantial number of publications in 2020 and increased the overall publication rate by 30 compared to 2019. Sixty of 89 (67%) publications appeared in peer-reviewed journals, and several publications included our doctoral students as co-authors. Faculty published in some of the field's top journals such as *Exceptional Children*, *The Journal of Special Education*, *Teaching Exceptional Children*, *Young Exceptional Children*, *Dimensions of Early Childhood*, *Topics in Early Childhood Special Education*, *Journal of Learning Disabilities*, *Learning Disability Quarterly*, *Reading and Writing Quarterly*, *Journal of Advanced Academics*, *High Ability Studies*, *Gifted Child Today*, *Teacher Education and Special Education*, *Career Development and Transition for Exceptional Individual*, *Journal of Intellectual Disability Research*, *Education and Training in Autism and Developmental Disabilities*, *Intellectual and Developmental Disabilities*, *Education and Treatment of Children*, and *Journal of Applied Educational and Policy Research*.

SPCD faculty continued implementing externally funded grant projects (5E Model PD, ECSEL Goal-Setting Challenge App, INTACT, TIES, NTACT, Project IMPACT, Student-Centered Transitions Network, CCR4T, two US Department of Education Leadership Grants, NCDPI grants, SIS-C, Adapted Partnership for Robotic Treatment of Autism). New funded-projects over the past year have secured over \$22 million. NTACT-C (\$20 million) became the university's largest grant ever funded.

**ACADEMIC AFFAIRS UNITS: Goal #3:**

*Implemented a highly successful virtual Summer Reading Program and Online Tutoring*

Due to Covid-19, the UNC Charlotte Summer Reading Camp was delivered virtually. The Summer Reading Camp, led by Dr. Kristen Beach (SPCD) with support from Dr. Jean Vintinner (REEL), Dr. Erin Washburn (REEL), Dr. Sam Gesel (SPCD), is a partnership with Charlotte-Mecklenburg Schools, Aldersgate Retirement Community, and the HELPS Education Fund. The Mebane Foundation, Stephen L. Cornwell Foundation, and the Cato College of Education provide financial support for the camp, which allows all students to attend free of charge. The camp had another highly successful summer as measured by positive outcomes in student attrition, attendance, oral reading fluency, mastery of skills, and teacher and parent perspectives.

**Examples of Data-Based Improvements:**

The Department used a variety of data sources such as the College of Education Data Dashboard from the Office of Assessment and Accreditation, and the Office of Institutional Research Fact Book Dashboards. Faculty review enrollment data for each program to determine recruitment needs and long-term program viability. Faculty received Recruitment Grants from the Cato College of Education to develop promotional videos and materials. Faculty reviewed foundations and licensure pass rates to determine program support. This year we added a team comprised of department faculty to supports students during their edTPA implementation during student teaching/internships. In each program, faculty reviewed SLO data and discussed goals for coming year. As a Department Chair, I reviewed faculty teaching evaluations to determine faculty supports (e.g., CTL) or needed mentorship.

**Other Major Accomplishments:**

*Successfully provided 100% online instruction in all programs during the Covid-19 Pandemic.*

In March 2020, all full-time and adjunct faculty moved all courses in the department to 100% synchronous or asynchronous instruction, and the department held all program and department meetings virtually. Faculty did an incredible job making the necessary pivot and continued to provide high-quality instruction. Faculty provided online instruction through Spring 2020, Summer 2020, Fall 2020, and Spring 2021 semesters. In February 2021, two faculty members received permission to offer face-to-face classes on campus while following all Covid-19 health and safety guidelines.

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

Student Success (Retention, graduation, high impact experiences, publications, scholarships, awards)  
New Student Support Programs  
Student Access (new or increased online delivery, number of course offerings, time to degree)  
External Public Relations/Outreach

**Supporting Documentation:** Attached Files

[SPCD Jan 2020-Dec 2020.pdf](#)

**Start:** 07/01/2020

**End:** 06/30/2021

**Progress:**

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

**Responsible Roles:**

**Diversity Initiatives:**



The department engaged in a range of activities to promote diversity, equity, and inclusion. In the fall semester, two faculty members led a department-level discussion on person-first versus disability-first language and identity. Throughout the year, several faculty members participated in online professional development related to anti-racism (e.g., Brownicity's What Lies Between Us) and engaged in college-wide book discussions on anti-racism.

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

**Types of Accomplishments Discussed Above::** Faculty Success (Publications, grants, awards)