

UNIT REPORT

Annual Report - College of Education

Generated: 10/6/20, 8:34 AM

College of Education

Cato College of Education Annual Report (Highlights)

NON-ACADEMIC AFFAIRS UNITS ONLY: Highlights of the Year:**ACADEMIC AFFAIRS UNITS: Goal #1:****Cato College of Education Highlights:**

1. The Department of Educational Leadership received a \$3.75 million grant from the State of North Carolina for the Transforming Principal Preparation Program (TP3). This grant will allow the Master of School Administration program to continue its 26-year tradition of preparing principal fellows.
2. Niner University University, the sixth lab school in North Carolina, will open its doors in August 2020. Focusing on student-centered instruction, professional preparation and development, school-community partnerships, and development and application of research-validated practices, our program is intended to support students from high needs, low-performing schools, or individual students who are struggling with school. We will open for grades K-2 in 2020 with the intention of adding a grade level each year until we serve K-5.
3. The Ed.D. in Educational Leadership program launched two new concentrations in Fall 2019, the Superintendency concentration and the Learning, Design, and Technology concentration.
4. The Learning, Design and Technology faculty has provided significant leadership to both the college and university through service as QM fellows and delivery of many workshops during COVID-19 as faculty are adapting their instruction due to the pandemic.
5. The Department of Middle, Secondary & K-12 Education collaborated with the Office of International Programs and received a second \$900,000+ grant that brought 23 Saudis to campus for a year where they completed MDSK and English language training coursework.
6. The M.Ed. in Urban Education launched in Fall 2019 with its first cohort of students. This new program is offered 100% online and is open to both in-state and out-of-state students.
7. The Department of Reading and Elementary Education developed the TA (Teacher Assistants) to Teacher program, a unique program that is focused on helping paraprofessionals currently working as teacher assistants to achieve certification within two years of starting the program.
8. The implementation of all newly redesigned teacher preparation programs was a huge focus during this academic year. As we did the curricular work last year, this year we focused on implementing programs that are now practice-based, streamlined, and include more effective and connected clinical experiences. The enrollment in our Graduate Certificate in Teaching programs, most delivered online, grew about 40%.
9. The college, in partnership with Cabarrus County Schools, secured a \$1.8 million Teacher Quality Partnership (TQP) grant funded by the Department of Education. This TQP project focuses on recruiting and retaining a diverse teacher pipeline in hard-to-staff middle and high schools and high-needs areas (mathematics, science, foreign language, and teaching English as a second language).

COED Student Highlights:

1. Brittany Prioleau, second-year doctoral student was recipient of a 2020 NBCC Minority Fellowship award. This is a national competitive award that strives to ensure "the mental health of all Americans are met, regardless of language or culture, thereby reducing health disparities and improving overall community health and well-being" (nbccf.org)
2. Recent graduate Krystal Turner (MA, 2019) was selected as the recipient of the Outstanding Entry-Level Student by Chi Sigma Iota
3. Recent graduate Krystal Turner (MA, 2019) was selected as the recipient of the Outstanding Entry-Level Student by Chi Sigma Iota
4. C&I Urban Education Concentration Doctoral Students Annette Teasdell (L) and Sonya Richardson (R) received awards from the UNCC Graduate School. Annette received the John Lucas Scholarship in Education Leadership and Sonya received the Giles Dissertation-Year Graduate Fellowship.
5. Ed.D. Candidate, Kiran Budhrani was named the Lee. W. Cochran Intern for the Association for Educational Communications and Technology (AECT).
6. Doctoral student Cornelia Okraski was invited by ESL guru Larry Ferlazzo to write about her experiences teaching ESL students online during school closures in Ed Week. The link to her article is: <http://tiny.cc/q2mslz>

ACADEMIC AFFAIRS UNITS: Goal #2:**Cato College of Education Highlights:**

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
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Department of Counseling	1	14	17
Department of Educational Leadership	5	10	33
Department of Middle, Secondary and K-12 Education	8	15	37
Department of Reading and Elementary Education	1	11	34
Department of Special Education and Child Development	2	16	41
College TOTAL	17	66	162

The faculty also had a good year related to grant procurement. The college received \$4,346,388 in external funding during this academic year. The following awards were received during 2019-2020:

Sejal Foxx along with Brett Tempest, Stephanie Galloway and Chance Lewis received a grant valued at approximately \$1M from the National Science Foundation to develop engineering academic pathways for low income students.

The Department of Educational Leadership received a \$3.75 million grant from the State of North Carolina for the Transforming Principal Preparation Program (TP3). This grant will allow the MSA program to continue its 26-year tradition of preparing principal fellows.

Teresa Petty, along with Scott Kissau, Paul Fitchett, Drew Polly and Allison McCullough, partnered with Cabarrus County Schools and received a \$1.8 million Teacher Quality Partnership Grant that will fund teacher training for three diverse cohorts of 12 aspiring secondary school teachers (36 total) in high needs areas beginning fall 2020.

MDSK collaborated with the Office of International Programs and received a \$550,000 grant from the Saudi Arabian Cultural Mission that funded a 2nd cohort of Saudi English teachers to complete MDSK graduate coursework and an immersion experience in a CMS second language classroom.

Six faculty in the Department of Special Education received funding for 9 grants with a combined total funds of just under \$8 million.

Of the 20 enrolled SPED 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. Department faculty Pennington, Mazzotti, and Beach also received a Leadership Grant (\$1.2 million) from the US Department of Education to support five doctoral scholars beginning fall 2020.

Tina Heafner received a Curriculum Grant from the Library of Congress *valued at* \$1,154,550 to prepare students for college, career, and civic life. Curriculum Grant, Library of Congress.

Sejal Foxx and Kelly Anderson received a grant from the Office of Special Education Programs valued at \$1,199,455 to provide intensive counselor training.

COED Faculty Awards:

1. Rich Lambert received the 2019 Harshini V. de Silva Graduate Mentor Award.
2. Ryan Miller received the 2019 UNC Charlotte Cato College of Education Early Career Award
3. Bettie Butler received the 2019 *Emerald Literati award for outstanding paper* from the Journal of Multicultural Education.
4. Bettie Butler received the *Top Women Leaders* award from Business Today.
5. Heather Coffey received the Bonnie E. Cone Early-Career Professor in Teaching (2018-2021).
6. Tina Heafner, received the 2019-2020 National Leadership Award from the National Council for the Social Studies.
7. Chance Lewis received the Profound Gentlemen Impact on Education Award.

COED Student Awards:

1. Dr. Bradley Smith, doctoral alumnus, received the Legacy for Leadership, Dissertation of the Year Award.
2. Ed.D. in Educational Leadership Candidate, Kiran Budhrani was named the Lee. W. Cochran Intern for the Association for Educational Communications and Technology (AECT).

ACADEMIC AFFAIRS UNITS: Goal #3:

The Cato College of Education has continued to support literacy through the summer reading camp.

The Cato College of Education began a partnership with CMS to explore student teacher placement and the teacher pipeline. This work is supported by the Belk Foundation.

The Cato College of Education held its 3rd annual Teacher Education Institute where we brought in 120 faculty and school partners to learn more about coaching student teachers and our core practices with an equity focus.

Many faculty have worked closed with schools and other agencies in our community. Some examples include:

1. The TP3 grant was received in partnership with the Southwest Regional Education Alliance and their Executive Director, Reeves McGlohon, continues to serve as a liaison with the 11 partner school districts.
2. Dr. Alan Mabe served as consultant to APLU's national Aspire project to promote greater diversity among STEM faculty to contribute to greater diversity among STEM undergraduates.
3. Dr. Ryan Miller served on the Board of Directors of the Pointe Foundation, which is the nation's largest LGBTQ scholarship fund.
4. Mark D'Amico continued as a subject matter expert for *myFutureNC*, the organization charged with North Carolina's educational attainment goal.

5. Dr. Jae Hoon Lim led an afterschool tutoring program for at-risk students through the International Center for Community Development (ICCD) in Concord, NC. This tied into work discussed below regarding a UNC Charlotte Chancellor's Diversity Grant.
6. Dr. Post continued her collaborative research partnership with Koontz Elementary School on the project "Fostering Relationships and Resilience in the Classroom through Child Teacher Relationships Training" project.
7. Dr. Opiola continued her participation as an executive Board member on the Adoption Support Alliance -a non-profit organization for pre and post-adopted families. She also served on the Lab School board, Veritas Community Schools board, and on the Executive and Steering Committees of the Charlotte Resiliency Project.
8. The Department of Counseling hosted three educational events: (1) the Dr. Jonnie H. McLeod Institute on Addiction- May, 2019, (2) Special Topics in Play Therapy Conference, June, 2019, and (3) The Bob Barret Distinguish Lecture Series on Multicultural Issues in Counseling Conference October, 2019.
9. MDSK partnered with Charlotte-Mecklenburg Schools and offered a new Career & Technical Education concentration of its Graduate Certificate in Middle and Secondary Education. CMS collaborated by co-developing and co-teaching critical courses in the program.

Examples of Data-Based Improvements :

1. The Cato College of Education engaged in an "Assessing Ourselves on Assessment" activity for the third consecutive year. In this, each program is provided with a data summary of data collected in the program. As programs, we review the data to make informed decisions. As a college, we see where there are commonalities of things we need to work on as a whole college. One such item was engaging external partners, which we have begun to do more strategically.
2. The Department of Counseling reviewed FTE ratios to determine how we will continue meeting compliance with CACREP accreditation and course enrollment data and collaborated with Program Directors to set minimum caps on courses.
3. The Ed.D. in Educational Leadership faculty considered the extended time to degree for many Ed.D. completers and implemented the revised dissertation course-taking sequence to accelerate progress and improve dissertation quality. The new sequence seems to be having a positive effect as the majority of those participating in the dissertation proposal seminar are successfully defending proposals.
4. The Master of School Administration used student learning outcomes data as well as student and administrator feedback to make a curriculum revision. They combined content from ADMN 6140 into ADMN 6130, allowing the program to reduce from 39 to 36 credit hours.
5. MDSK faculty members participated in the re-design of the Department's Masters programs (MAT and MED). To guide and inform the re-design faculty and program directors met to determine the areas where courses intersected and places of redundancy. Student feedback along with faculty input were used to determine which courses in the programs were most useful and which ones could be re-evaluated. Difficult decisions were made to eliminate or collapse specific courses from the MAT and MED programs to make them more intentional and accessible to our current graduate candidates. As a result, all MAT and MED programs reduced the required program hours to 30 credits, across all content areas.
6. The Department of Reading and Elementary Education directed significant focus on using data for programmatic improvement to ensure our candidates were effectively prepared to be successful on the state assessments required for licensure recommendations. EdTPA represents one of these assessments. Examining data at several points during the academic year resulted in modifications to how we prepared our candidates relative to multiple tasks/rubrics associated with edTPA. For example, due to identified challenges related to rubrics 2 and 3 on Task 1, faculty developed activities to assist the candidates in documenting their knowledge of students' cultural, personal, and academic backgrounds, and making explicit connections between that information and their learning segment. Furthermore, faculty incorporated explicit language from the edTPA prompts into the clinical assignments and reflections to allow candidates to make connections to what they are learning throughout the program. To support candidates on assessment-related rubrics, an area that has proven problematic in the past, discourse and syntax supports were introduced in lesson and unit planning to improve candidates' performance in providing feedback using assessment data (Task 3). Relative to Task 4 (mathematics), revisions were made to MAED 3224 to improve candidates' conceptual understanding of mathematics, including the introduction of portfolio assignments and the requirement that candidates video record themselves explaining mathematical concepts. Furthermore, assignments were developed in the math courses that focused on having the candidates analyze student work and write about their findings, which is consistent with the narratives necessary for edTPA.

Other Major Accomplishments :

- The Department of Special Education and Child Development recently placed number 16 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.
- The National Dual Language Education Teacher Preparation Standards, co-authored by Dr. Joan Lachance of UNC Charlotte, were published by Fuente Press in November of 2018. Based on these standards, Dr. Lachance spearheaded an application with a national teacher accreditation agency to create a new Specialized Program Area, entitled the National Dual Language Consortium. The application was recently accepted with conditions. We look forward to the momentum these accomplishments will create to support dual language instruction in North Carolina and nationwide.
- Deconstructing teacher quality in urban early childhood education, written by Dr. Bettie Ray Butler and one of her former students, has been selected by the editorial team of the Journal for Multicultural Education as an Outstanding Paper in the 2019 Emerald Literati Awards. The article was chosen as a winner for being one of the most exceptional pieces of work the team has seen throughout 2018.

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)

New Educational Programs

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

Other Accomplishments

Supporting Documentation:

Start: 07/01/2019

End: 06/30/2020

Progress:

Providing Department: College of Education

Responsible Roles:

Diversity Initiatives:

1. The Cato College of Education hosted Dr. Kathy O'Bear for a college-specific session on equity and inclusion, followed by a session open to the entire university. Both were well attended.
2. The Department of Counseling supported the development of a Minority Student Affinity Group and will collaborate with the College Director of Diversity and Inclusion to create a plan for implementation.
3. The Department of Counseling hosted the Bobb Barrett Multicultural Series conference.
4. The Cato College of Education has worked closely with the university in Ludwigsburg, Germany to facilitate the summer American-German Symposium. This effort is coordinated by Dr. Dawson Hancock.
5. Lisa Merriweather is Co-PI of an NSF grant on culturally responsive mentoring in STEM disciplines. Dr. Cathy Howell also participates in the project.
6. Jae Hoon Lim used a Chancellor's Diversity Grant to lead a STEM/ESL afterschool enrichment program that included bringing 25 students and families to campus to explore STEM academic and career opportunities.
7. Carl Westine received an NSF grant that seeks to understand the doctoral experiences in mathematics for underrepresented groups.
8. The Department of Reading and Elementary Education continues to maintain a focus on diversity, equity, and inclusion. A group of faculty (~12), referred to as "Strengthening Our Core," meets bi-weekly to discuss issues related to race, gender, sexism, ableism, and ways to integrate anti-racist and equitable practices into our classes. The group has read numerous books together, including: "Is everyone really equal?" (Sensory & DiAngelo, 2012) "How to be an anti-racist?" (Kendi, 2019). They are currently reading "We Want to Do More Than Survive" (Love, 2019).
9. Dr. Gloria Campbell-Whatley served as a Faculty Fellow for Diversity in the Cato College of Education and presented on her work titled Infusion 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

Faculty Development

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)

Counseling

Counseling Department Highlights

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

- a. Dr. Kristie Opiola was selected as the Cato College of Education Teaching Fellow (2019-2020)
- b. Dr. Phyllis Post received funding from Rowan Salisbury Schools to fund child parent teacher relationship training
- c. Brittany Prioleau, second-year doctoral student was recipient of a 2020 NBCC Minority Fellowship award. This is a national competitive award that strives to ensure "the mental health of all Americans are met, regardless of language or culture, thereby reducing health disparities and improving overall community health and well-being" (nbccf.org)
- d. Dr. Taryne Mingo was selected as an emerging leader by the North Carolina School Counselors Association and as Secretary-elect for the North Carolina Counseling Association
- e. Dr. John Nance was the national Chi Sigma Iota Award for Outstanding Supervisor
- f. Recent graduate Krystal Turner, MA (2019) was selected as the recipient of the Outstanding Entry-Level Student by Chi Sigma Iota
- g. Dr. Clare Merlin-Knoblich received the Sister Mary Thomas Burke Fellowship
- h. Dr. Clare Merlin-Knoblich, C. was Co-PI on an external grant, *An Exploration of Site Supervisors' Group Work Supervision Experiences with School Counselors in Training* funded by the Association for Specialists in Group Work Research Grant, \$540.
- i. 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
- j. 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.

ACADEMIC AFFAIRS UNITS: Goal #1:

- a. Brittany Prioleau, second-year doctoral student was recipient of a 2020 NBCC Minority Fellowship award. This is a national competitive award that strives to ensure "the mental health of all Americans are met, regardless of language or culture, thereby reducing health disparities and improving overall community health and well-being" (nbccf.org)
- b. Dr. Taryne Mingo was selected as an emerging leader by the North Carolina School Counselors Association and as Secretary-elect for the North Carolina Counseling Association
- c. Dr. John Nance received the national Chi Sigma Iota Award for Outstanding Supervisor
- d. Recent graduate Krystal Turner (MA, 2019) was selected as the recipient of the Outstanding Entry-Level Student by Chi Sigma Iota
- e. The Dr. Mary T. Burke Scholarship was awarded to Megan Draughn (MA) and Meg Garcia (PhD), The Jim Patterson Memorial Scholarship was awarded to Lauren Chase (PhD), Laura Markstein, Bethany Otten, and Janaye Simpson (MA), The Sheila McCullough Memorial Scholarship was awarded to Natalie Abou Reslan and Ashlan Vincent (MA).
- f. We maintained strong enrollment numbers across programs in the 2019-2020 academic year.
- g. We had 100% passing rates for the Praxis and National Certification Exams.

Major	Degree	Concentration	Enrollment Numbers			
			Fall 2018	Spring 2019	Fall 2019	Spring 2020
Counseling	MA	Mental Health	95	77	96	81
Counseling	MA	Addiction	20	20	19	18
Counseling	MA	School Counseling	58	47	50	42
Counseling	Post Masters	School Counseling	10	6	11	2
Addiction/Substance Abuse	Grad Cert	Addiction	0	1	1	1
Play Therapy	Grad Cert	Play Therapy	3	4	7	8
Counselor Education & Supervision	PhD		30	27	33	32
Total			216	182	217	184

ACADEMIC AFFAIRS UNITS: Goal #2:

CSLG Faculty published 17 peer-reviewed manuscripts, 1 edited book, and 14 book chapters. Publications were in top-tier counseling journals such as, *Journal of Multicultural Counseling and Development*, *Professional School Counseling*, *Counselor Education and Supervision*

CSLG faculty conducted 12 international/national presentations, 12 state, and 5 local presentations. Presentations were conducted at major counseling conferences such as *American Counseling Association*, *Association for Counselor Education and Supervision*, and *International Play Therapy conference*.

Several CSLG faculty members continued to provide support and guidance to research teams comprised mostly 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*, *Professional School Counseling*, and *Multicultural Counseling and Development*.

ACADEMIC AFFAIRS UNITS: Goal #3:

Dr. Post continued her collaborative research partnership with Koontz Elementary School on the project "Fostering Relationships and Resilience in the Classroom through Child Teacher Relationships Training" project.

Dr. Opiola continued her participation as an executive Board member on the Adoption Support Alliance -a non-profit organization for pre and post-adopted families. She also served on the Lab School board, Veritas Community Schools board, and on the Executive and Steering Committees of the Charlotte Resiliency Project.

The Department of Counseling hosted three educational events: (1) the Dr. Jonnie H. McLeod Institute on Addiction- May, 2019, (2) Special Topics in Play Therapy Conference, June, 2019, and (3) The Bob Barret Distinguish Lecture Series on Multicultural Issues in Counseling Conference October, 2019.

Dr. Merlin-Knoblich served on the Johnston YMCA Board of Managers and as co-leader of Charlotte-Mecklenburg Schools, School Counseling Fellows Program.

Drs. Mingo and Merlin-Knoblich provided supervision workshops to school counselors from several local districts in the Charlotte area.

Dr. Stare began efforts to establish a partnership with the Charlotte Mecklenburg Jail.

Began collaborating with Department faculty (Drs. Nance and Culbreth) to develop community partnerships with clinical mental health agencies (Renaissance West, Right Moves for Youth, Time out Youth, and UCity).

CSLG had 304 students in clinical placements 2019-2020. Some of Field placements included diverse settings such as Charlotte Mecklenburg Schools, Bethesda Community Health Center, Camino , and Koontz Elementary school.

Spring 2019	Summer 2019	Fall 2019	Spring 2020
CSLG 7430 = 34	CSLG 7430	CSLG 7430 = 21	CSLG 7430 = 39
CSLG 7435 = 62	CSLG 7435 = 22	CSLG 7435 = 53	CSLG 7435 = 49
CSLG 7436 = 3	CSLG 7436	CSLG 7436 = 12	CSLG 7436 = 1
		CSLG 8431 = 8	
Total = 99	Total = 22	Total = 94	Total = 89

Examples of Data-Based Improvements :

Examined student diversity data from Institutional Research Fact Books and responded by submitting and receiving funding from the UNC Diversity Grant

Reviewed FTE ratios to determine how we will continue meeting compliance with CACREP accreditation

Reviewed course enrollment data and collaborated with Program Directors to set minimum caps on courses

Other Major Accomplishments: :**Types of Accomplishments Discussed Above::**

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

Faculty Success (Publications, grants, awards)

Faculty Development

Other Accomplishments

Supporting Documentation:

Start: 07/01/2019

End: 06/30/2020

Progress:

Providing Department: Counseling

Responsible Roles:

Diversity Initiatives:

Supported the development of a Minority Student Affinity Group and will collaborate with the College Director of Diversity and Inclusion to create a plan for implementation.

Wrote a University Diversity Grant to support our recruitment efforts for Doctoral Admissions Day in Spring 2019 for Fall 2020 admissions.

Department of Counseling hosted the Bobb Barrett Multicultural Series conference.

Faculty attended diversity workshops and speaking engagements sponsored by the Cato College and University.

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)

External Public Relations/Outreach

Other Accomplishments

Types of Accomplishments Discussed Above::

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

Faculty Success (Publications, grants, awards)

New Student Support Programs

Other Accomplishments

Educational Leadership

Educational Leadership Annual Report (Highlights)

NON-ACADEMIC AFFAIRS UNITS ONLY: Highlights of the Year:**ACADEMIC AFFAIRS UNITS: Goal #1:**

- The Department of Educational Leadership received a \$3.75 million grant from the State of North Carolina for the Transforming Principal Preparation Program (TP3). This grant will allow the MSA program to continue its 26-year tradition of preparing principal fellows. This effort was led by Debra Morris, MSA Program Director with significant contributions from many K-12 faculty in the department, and the proposal was received in collaboration with the Southwest Regional Education Alliance and their Executive Director, Reeves McGlohon, who continues to serve as a liaison with the 11 partner school districts.
- The Ed.D. program launched two concentrations in Fall 2019, the Superintendency with 13 newly admitted students and Learning, Design, and Technology with 4 students.
- The Ed.D. faculty implemented the newly devised Ed.D. dissertation sequence with 24 students completing ADMN 8610 focused on Ch. 2 in Spring or Summer and 16 students in RSCH 8890 focused on the Chs. 1 & 3 in Fall. The majority of these students have gone on to successfully defend or schedule defenses for their proposals during the proposal seminar (ADMN 8699) in Spring 2020.

- Three Educational Research, Measurement, and Evaluation (ERME) faculty, Xiaoxia Newton (RSCH 7160/8160) and Stella Kim (RSCH 6110/8110), and Jae Hoon Lim (RSCH 6101) went through the Quality Matters process for their respective courses.
- Under the leadership of Florence Martin, The Post-Master's Certificate in University and College Teaching went 100% online. This was also supported by Ryan Miller taking ADMN 6171/8171 through the QM process.
- The LDT faculty has provided significant leadership through service as QM fellows and delivery of many workshops during COVID-19. The majority of faculty are adapting their instruction due to the recent changes in delivery.
- Florence Martin received the 2019 (Inaugural) Thomas Reynolds Leadership Award given for graduate program direction and the Association for Educational Communications and Technology (AECT) First Place Qualitative Award.
- Jim Watson and Walter Hart arranged a meeting for the Ed.D. Superintendency Cohort with Governor Cooper in the Governor's Mansion.
- In 2019-2020, enrollments continued to be strong with enrollment growth in most programs. Those with a decline are thought to be temporary dips that only account for a few students, and overall department enrollment was up 8.7% fall-to-fall and 11.2% spring-to-spring.
- In 2019-2020, the department graduated a total of 95 students during the fall and spring. Comparisons to last year are not available until summer completions are captured, but we are on track for another very productive year. Of note, the revised M.Ed. in Educational Leadership graduated its first 8 students by the end of its second academic year.

Program	Enrollment						2018-2019 Grads (Annual)	2019-2020 Grads* (Fall & Spring Only)
	Fall 2018	Spring 2019	Fall 2019	Spring 2020	% Change F18-F19	% Change Sp19-Sp20		
Ed.D. in Educational Leadership	68	62	80	77	17.6%	24.2%	16	10
Ph.D. in Ed Research, Measurement, and Evaluation	12	13	17	16	41.7%	23.1%	0	0
M.Ed. In Educational Leadership	11	10	19	18	72.7%	80.0%	0	8
M.Ed. In Learning, Design and Technology (and IST)	35	24	29	26	-17.1%	8.3%	18	7
Master's of School Administration	55	55	61	61	10.9%	10.9%	28	23
Post Master's Certificate in School Administration	34	39	34	44	0.0%	12.8%	25	23
Post-Master's Certificate in Univ. and College Teaching	14	18	21	22	50.0%	22.2%	8	4
Graduate Cert. in Learning, Design, and Technology (and IST)	46	45	44	37	-4.3%	-17.8%	26	17
Graduate Certificate in Quantitative Analysis	11	11	6	7	-45.5%	-36.4%	5	3
Total	286	277	311	308	8.7%	11.2%	126	95

ACADEMIC AFFAIRS UNITS: Goal #2:

- The EDLD faculty had a strong year for publications and grants: 33 journal articles, 10 book chapters, and 5 edited or authored books.
- Faculty submitted 11 external grant proposals thus far in FY2020 with six being awarded and two pending at the time of this report. Fourteen EDLD faculty were PI/Co-PI/or key personnel on the EDLD-led submissions, and 10 were PI or Co-PI on awarded grants.
- The EDLD faculty are actively engaged in publishing and presenting with graduate students. Faculty-student co-authorship/co-presentation in 2019 included: 19 journal articles, one book, 3 book chapters, 18 national/international conference presentations, and 9 state presentations.
- Faculty received national awards related to their scholarship: (1) Ayesha Sadaf, Best Quantitative Paper Award – 2019 AECT Division of Distance Learning, (2) Beth Oyarzun, Crystal award (3rd place) from AECT's Division of Distance Learning, (3) Ryan Miller, 2019 Intersectionality Award from ACPA College Student Educators International – Coalition for (Dis)ability.
- Rich Lambert received the 2019 Harshini V. de Silva Graduate Mentor Award.
- Ryan Miller received the 2019 UNC Charlotte Cato College of Education Early Career Award.
- Dr. Bradley Smith, doctoral alumnus, received the Legacy for Leadership, Dissertation of the Year Award.

- Ed.D. Candidate, Kiran Budhrani was named the Lee. W. Cochran Intern for the Association for Educational Communications and Technology (AECT).

ACADEMIC AFFAIRS UNITS: Goal #3:

- The TP3 grant was received in partnership with the Southwest Regional Education Alliance and their Executive Director, Reeves McGlohon, continues to serve as a liaison with the 11 partner school districts.
- Lisa Merriweather received the 2019 Cato College of Education Diversity Award for sustained teaching, scholarship, and service in many areas.
- Jillian La Serna was elected to the Chapel-Hill Carrboro City School Board of Education. She also serves on the district's Equity Advisory Council.
- Dr. Alan Mabe served as consultant to APLU's national Aspire project to promote greater diversity among STEM faculty to contribute to greater diversity among STEM undergraduates.
- Dr. Ryan Miller served on the Board of Directors of the Pointe Foundation, which is the nation's largest LGBTQ scholarship fund.
- Mark D'Amico continued as a subject matter expert for *myFutureNC*, the organization charged with North Carolina's educational attainment goal.
- Dr. Tracey Benson delivered many lectures on his 2019 book, *Unconscious Bias in Schools: A Developmental Approach to Exploring Race and Racism*.
- Dr. Stella Kim initiated and became co-chair of a Special Interest Group in Measurement in Education with the National Council on Measurement in Education.
- Dr. Hart has been invited three years in a row to present to the North Carolina Association of School Administrators at their annual state conferences.
- Dr. Claudia Flowers served on a NC Department of Public Instruction Technical Advisory Committee to inform the design of a statewide assessment system.
- Drs. Walter Hart, Jim Watson, and Debra Morris provided a series of workshops for school leaders in Stanly County Schools.
- Dr. Jae Hoon Lim led an afterschool tutoring program for at-risk students through the International Center for Community Development (ICCD) in Concord, NC. This tied into work discussed below regarding a UNC Charlotte Chancellor's Diversity Grant.

Examples of Data-Based Improvements :

- The Ed.D. in Educational Leadership faculty considered the extended time to degree for many Ed.D. completers and implemented the revised dissertation course-taking sequence to accelerate progress and improve dissertation quality. The new sequence seems to be having a positive effect as the majority of those participating in the dissertation proposal seminar are successfully defending proposals.
- The Master of School Administration used student learning outcomes data as well as student and administrator feedback to make a curriculum revision. They combined content from ADMN 6140 into ADMN 6130, allowing the program to reduce from 39 to 36 credit hours.
- Debra Morris, MSA Program Director worked with Laura Hart to restructure the assessment of student evidences in Taskstream to mirror the state rubric and meet CAEP requirements.

Other Major Accomplishments: :

- We worked to provide ongoing professional development for faculty. For pre-tenure faculty we implemented faculty research support through department writing retreats uptown and a series of workshops for pre-tenure faculty on RPT, ADVANCE FADO with Dr. Yvette Huet, scholarly productivity with Dr. Chance Lewis. All faculty had an opportunity to participate in department-specific training on Title IX, ALICE active shooter training, and Canvas.
- We worked with the university scholarship office to implement the Testerman student travel award and change the Philip Morris Fellowship to make part-time students eligible and offer two awards each year. In 2019-2020, we awarded 4 Testerman Travel Awards, supported 4 other students with travel funds to present

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)

Improvements in Student Advising

Other Accomplishments

Supporting Documentation:

Start: 07/01/2019

End: 06/30/2020

Progress: On Track

Providing Department: Educational Leadership

Responsible Roles:

Diversity Initiatives:

- We promoted the important work that faculty are doing to advance equity through their teaching, research, and service. We allocated time, typically at the beginning of department meetings, for Equity and Diversity Highlights. Jae Hoon Lim arranged the speakers, and we already have presentations lined up for next year.
- Program directors began the process to move to test-optional admission for master's programs in the department in an effort to expand access and inclusion.
- The department has been ever-present with diversity initiatives in COED. Evidence is Tracey Benson's serving as Co-Chair of the COED Diversity Committee through December 2019.
- Faculty attended diversity workshops offered by the Cato College of Education.
- The department has been actively involved for years in the German-American Symposium with the university in Ludwigsburg, Germany. This effort is coordinated by Dr. Dawson Hancock.

- Lisa Merriweather is Co-PI of an NSF grant on culturally responsive mentoring in STEM disciplines. Dr. Cathy Howell also participates in the project.
- Jae Hoon Lim used a Chancellor's Diversity Grant to lead a STEM/ESL afterschool enrichment program that included bringing 25 students and families to campus to explore STEM academic and career opportunities.
- The Master of School Administration, under the leadership of Dr. Debra Morris, added a section on equity to the internship leadership activities log. They added equity to our S.M.A.R.T.E. goals so school leaders and teachers consider equitable practices as they design school improvement plans. Drs. Morris and Watson hosted information sessions in CMS to recruit Latina/o candidates. This was publicized in the Charlotte Observer, and there were 11 Latina/o candidates in the principal preparation program largely due to this effort.
- Carl Westine received an NSF grant that seeks to understand the doctoral experiences in mathematics for underrepresented groups.

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)
 New Educational Programs
 New Student Support Programs
 Student Access (new or increased online delivery, number of course offerings, time to degree)
 External Public Relations/Outreach
 Faculty Development
 Other Accomplishments

Types of Accomplishments Discussed Above::

Student Success (Retention, graduation, high impact experiences, publications, scholarships, awards)
 Faculty Success (Publications, grants, awards)
 Improvements in Student Advising
 Other Accomplishments

Middle Grades, Secondary & K-12

Middle, Secondary, K-12 Education

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

ACADEMIC AFFAIRS UNITS: Goal #1:

Curriculum Development

- MDSK programs were revised to reflect a reduction of all MAT and MEd programs to 30 credit hours as well. This includes seven graduate programs (MAT- Foreign Language Education, MAT- Teaching English as a Second Language, MAT- Middle & Secondary Education). The reduction to 30 from 39 credit applies to the MED in Curriculum & Instruction program (3 strands that include Middle Grades, Secondary Education, and TESL)
- MDSK implemented all re-designed initial licensure (undergraduate and graduate). This includes 5 undergraduate programs (B.A Middle Grades, Secondary Minor, Minor in Teaching English as a Second Language, Minor in Foreign Language Education, Minor in Urban Youth and Communities) and seven graduate programs (Graduate Certificate - Foreign Language Education, MAT- Foreign Language Education, Graduate Certificate - Teaching English as a Second Language, MAT- Teaching English as a Second Language, Graduate Certificate - Middle & Secondary Education, MAT- Middle & Secondary Education, and Graduate Certificate – Art Education)
- We launched revised courses (14 undergraduate and 11 graduate courses) and offered eight newly created undergraduate and 13 new graduate courses.
- We admitted 3 cohorts into 3 newly approved programs (First cohort (n=17) in Career and Technical Education concentration of our Graduate Certificate in Middle and Secondary Education, the first cohort in MED in Urban Education, and a cohort of teachers from CMS, Union, Cabarrus, and Randolph Counties into the MED in Curriculum and Instruction, TESL strand (funded)

Faculty Recognition and Awards

- MDSK partnered with Cabarrus County Schools and received a \$1.8 million Teacher Quality Partnership Grant that will fund teacher training for a diverse cohort of 15 aspiring secondary school teachers beginning fall 2020
- The Department collaborated with the Office of International Programs and received a second \$900,000+ grant that brought 23 Saudis to campus for a year where they completed MDSK and English language training coursework. The grant from the Saudi Arabian Cultural Mission (SACM) put 23 experienced Saudi English teachers in classrooms across CMS, UCPS, Cabarrus County and Kannapolis City Schools to serve as teaching assistants in classrooms with large numbers of English learners.
- Profound Gentlemen honored Dr. Chance Lewis, University of North Carolina Charlotte. As one of the leading scholars on Urban Education, Dr. Lewis' research has been foundational to the development of Profound Gentlemen, and it's program model. His roles as a mentor and champion of the organization continue to fuel Profound Gentlemen's impact on male educators of color.
- The Office of Charlotte Mayor Vi Lyles nominated Dr. Bettie Ray Butler and her Ph.D. students enrolled in EDCI 8314: Urban Educational Reform for the 2020 Best Collaboration in Mentoring Award sponsored by the City of Charlotte. This nomination comes in response to their ongoing advocacy work with Turning Point Academy. Dr. Butler and her students have been champions for Turning Point Academy and its students and families for several years
- Dr. Hilary Dack received her second Official QM Certification in a row for MDSK 6162 (Planning for K-12 Instruction)! This marks the 7th course designed by MDSK faculty, and the 47th course from UNC Charlotte officially certified by Quality Matters.
- Dr. Spencer Salas was selected by the Language and Literacy Education Department of the University of Georgia for the 2020 LLED Distinguished Alumnus award.
- Dr. Chance W. Lewis has been selected as the recipient of the prestigious 2020 AERA Spencer Foundation Mentor Award. He will also receive a \$10,000 grant to support his mentoring work in the field of education research.

Student Honors/ Awards

- Sonyia Richardson, a doctorate student in our Curriculum and Instruction program, was selected as the recipient of the 2019-2020 Lucille P. and Edward C. Giles Dissertation-Year Graduate Fellowship.
- Britney Held, a 2019 graduate of the M.Ed. in Secondary English Education program, was a finalist in the Beginning Teacher Awards from Fall 2018.
- C&I Urban Education Concentration Doctoral Students Annette Teasdel (L) and Sonyia Richardson (R) received awards from the UNCC Graduate School. Annette received the John Lucas Scholarship in Education Leadership and Sonyia received the Giles Dissertation-Year Graduate Fellowship.
- D'Aulan McCord, an M.Ed. in Middle and Secondary Education Cohorts and current member of the Rowan County Cohort, has been awarded the 2019-2020 Teacher of the Year for Central Cabarrus High School. She is among a growing number of M.Ed. graduates from our partners in learning cohorts who have been named Teacher of the Year and recognized for other leadership awards.
- Jeff Natoli, an alumnae of our M.A.T. in Middle and Secondary Education was awarded the Madison Fellowship. This is a prestigious and highly competitive award for teachers and includes continuation of his professional learning. Jeff is the first alumnae to be awarded this fellowship.

Enrollment for each program for 2018-2019 and 2019-2020

Program	Enrollment						2018-2019 Grads (Annual)	2019-2020 Grads* (Fall & Spring Only)
	Fall 2018	Spring 2019	Fall 2019	Spring 2020	% Change F18- F19	% Change Sp19- Sp20		
BA-MDLG	59	62	45	48	-23.7%	-22.6%	27	17
GC-ART	13	7	13	8	0.0%	14.3%	8	5
GC-CTE	0	0	11	17			0	0
GC-FLED	23	16	22	14	-4.3%	-12.5%	12	11
GC-MDLG	35	42	78	71	122.9%	69.0%	20	28
GC-National Board Certification	0	0	12	9			0	0
GC-SECD	65	53	89	87	36.9%	64.2%	14	20
GC-TESL	21	16	34	34	61.9%	112.5%	4	17
Minor - CUYC	87	87	109	109	25.3%	25.3%	37	31
Minor- SECD	64	70	69	72	7.8%	2.9%	25	30
Minor-FLED	7	7	6	6	-14.3%	-14.3%	0	1
Minor-TESL	18	17	21	16	16.7%	-5.9%	2	7
MAT-MDLG/SECD	32	32	30	27	-6.3%	-15.6%	21	20
MAT-FLED	6	9	10	11	66.7%	22.2%	3	7
MAT-TESL	5	4	2	8	-60.0%	100.0%	2	3
MEd MDLG/SECD	57	57	30	2	-47.4%	-96.5%	26	2
MEd TESL	34	32	29	27	-14.7%	-15.6%	5	25
MEd Curriculum & Instruction	0	2	37	99		4850.0%	0	28
MEd Urban Ed (no spring 2019 data)	0	0	35	28			0	0
PhD C&I (total, urban, literacy, math, ELED)	87	81	82	77	-5.7%	-4.9%	14	11
Total	613	594	764	770	24.6%	29.6%	220	263

Praxis pass rates for MDSK undergraduate programs continued to improve from spring 2018 to spring 2019 in all program and content areas.

Figure 4. Praxis Pass Rates - Undergraduate Programs by Licensure Area

Subject	Spring 2018	Spring 2019
MDLG-BA Language Arts	66.7%	75.0%
MDLG-BA Math	100.0%	100.0%
MDLG-BA Science	0.0%	50.0%
MDLG-BA Social Studies	100.0%	80.0%
SECD-Minor English	100.0%	100.0%
SECD-Minor Math	75.0%	75.0%
SECD-Minor Science	N/A	100.0%
SECD-Minor Social Studies	100.0%	100.0%
TESL-Minor	100.0%	100.0%

Praxis pass rates among graduate candidates in MDSK programs also improved from spring 2018 to spring 2019 in all program and content areas.

Figure 6. Praxis Passing Rates - Graduate Programs by Licensure Area

Subject	Spring 2018	Spring 2019
MDLG-GC Language Arts	100.0%	100.0%

MDLG-GC Math	100.0%	100.0%
MDLG-GC Science	50.0%	100.0%
MDLG-GC Social Studies	100.0%	100.0%
SECD-GC English	100.0%	100.0%
SECD-GC Math	50.0%	100.0%
SECD-GC Science	100.0%	100.0%
SECD-GC Social Studies	100.0%	100.0%
FLED-GC French	N/A	100.0%
FLED-GC German	100.0%	N/A
FLED-GC Spanish	N/A	100.0%
TESL-GC	100.0%	100.0%

ACADEMIC AFFAIRS UNITS: Goal #2:

- The department launched the re-designed graduate initial licensure programs in Summer 2019. This redesign was implemented to make the programs more competitive, more practice-based, and to better prepare candidates to meet the needs of diverse students in K-12 schools.
- MDSK launched seven graduate programs (Graduate Certificate - Foreign Language Education, MAT- Foreign Language Education, Graduate Certificate - Teaching English as a Second Language, MAT- Teaching English as a Second Language, Graduate Certificate - Middle & Secondary Education, MAT- Middle & Secondary Education, and Graduate Certificate – Art Education). MDSK offered revised courses (14 undergraduate and 11 graduate courses) and eight newly created undergraduate and 13 new graduate courses.
- The M.Ed. in Urban Education was launched in fall 2019
- The new CTE concentration of our Graduate Certificate in Middle and Secondary Education welcomed its first cohort
- The MEd in Curriculum and Instruction, TESL strand, welcomed a new cohort of 30 teachers from Charlotte-Mecklenburg, Cabarrus, Union, and Randolph counties in the fall 2019.

Faculty Publications

As demonstrated in the table below, in 2019, MDSK Faculty (n=18) published 37 articles in peer reviewed journals, 8 books, and 15 book chapters. They also wrote 9 reports, and 11 newsletters. MDSK Faculty published in top journals such as Teacher Education Quarterly, TESOL Journal, Teaching and Teacher Education, Journal of Social Studies Research, and Journal of Advanced Academics. MDSK Faculty have 18 articles in peer reviewed journals, 2 books, 12 book chapters, and 2 conference proceedings currently in press. MDSK Faculty conducted 126 presentations, received \$3,182,012 in funding, applied for an additional \$3,425,010 (unfunded), received 6 major awards, and was nominated for 5 awards.

	2016	2017	2018	2019
Books	6	4	4	8
Book Chapters	20	24	12	15
Articles	33	28	34	37
Total	59	56	50	60
Mean/Faculty	3.47	3.29	3.15	3.33

Student Research

- Yvonna Hines, a recent graduate of the M.Ed. in Middle and Secondary Education and current student in the Ph.D in Curriculum and Instruction, will be presenting her capstone action research project, "Discipline Disparities: An Analysis of School Discipline Practices in a North Carolina High School" at the annual conference of the American Educational Research Association (AERA) in spring 2020.
- The presentation by Dr. Kristin Davin and doctoral candidates Cornelia Okraski and Charlotte Hancock, "How can the Seal of Biliteracy impact your language program?" was recognized at the recent conference of the Foreign Language Association of North Carolina (FLANC) as one of the "Best of FLANC" sessions. They presented their session again at the spring conference to take place on UNCC's campus.
- Doctoral student Cornelia Okraski was invited by ESL guru Larry Ferlazzo to write about her experiences teaching ESL students online during school closures in Ed Week. The link to her article is: <http://tiny.cc/q2mslz>
- Steve Fulton and Cynthia Urbanski, both Teacher Consultants for the UNCC Writing Project and graduates of MDSK programs in the Cato College of Education recently published Making Middle School: Cultivating Critical Literacy and Interdisciplinary Learning in Maker Spaces. This book is a publication of the National Council for the Teaching of English. You can find their book here: <https://bit.ly/3eOzRA2>.

Faculty Awards & Nominations (2019-2020)

1. Butler, B. (2019). *Emerald Literati award for outstanding paper*, Journal of Multicultural Education.
2. Butler, B. (2019). *Top Women Leaders award*, Business Today.
3. Coffey, H. (2018-2021) Bonnie E. Cone Early-Career Professor in Teaching.
4. Heafner, T. L. (2019-2020). National Leadership Award. National Council for the Social Studies, Silver Springs, MD.
5. Lewis, C.W. (2019). Profound Gentlemen Impact on Education Award.
6. Dack, H. & Triplett, N. (2020). College of Education Excellence in Research Award

ACADEMIC AFFAIRS UNITS: Goal #3:

- Seven of MDSK faculty engaged in service to schools. They spent 2,065 hours working at the schools in North Carolina and nearby states. They impacted 30,970 teachers, administrators, and students.
- MDSK partnered with Charlotte-Mecklenburg Schools and offered a new Career & Technical Education concentration of its Graduate Certificate in Middle and Secondary Education. CMS collaborated by co-developing and co-teaching critical courses in the program
- MDSK partnered with Cabarrus County Schools and received a \$1.8 million Teacher Quality Partnership Grant that will fund teacher training for a diverse cohort of 15 aspiring secondary school teachers beginning fall 2020
- The Department was also successful in recruiting another cohort of approximately 30 teachers from 4 counties into the TESL strand of the MED in C & I program.
- The M.Ed. in Middle and Secondary Education (Rowan County) graduated in Spring 2020.

- The Department collaborated with the Office of International Programs and received a second \$900,000+ grant that brought 23 Saudis to campus for a year where they completed MDSK and English language training coursework. The grant from the Saudi Arabian Cultural Mission (SACM) put 23 experienced Saudi English teachers in classrooms across CMS, UCPS, Cabarrus County and Kannapolis City Schools to serve as teaching assistants in classrooms with large numbers of English learners.

Faculty Engagement in the Community

Dr. Bettie Butler

Dr. Butler collaborated with two community partners in 2019, Turning Point Academy and Virginia State Department of Education (VDOE). These projects targeted students, parents, teachers and administrators. Two hundred fifty participants in total were engaged in these projects. The priorities of these collaborative projects were to provide student and family support, oversee curriculum projects, provide professional development and instructional support, and increase understanding of culturally responsive instruction and classroom management. There are a few significant outcomes of these projects. Dr. Butler was recognized by the Mayor's Office for "Best Collaboration" for the Leaders in the Making Program. These projects increased student achievement through instructional support provided for the Senior Exit Project and heightened awareness of career and college options. Also, the work on this project increased teacher curriculum engagement.

Dr. Heafner

Dr. Tina Heafner partnered with China Grove Middle School and the National Council for Social Studies. Thirty thousand and two hundred participants were engaged in these projects. Kristen Beach and Dr. Heafner have worked with two teachers in their impact on student reading comprehension and content learning in social studies. Dr. Heafner has also been the legally identified spokesperson and leader of the NCSS organization from July 2019 to June 2020. Dr. Heafner has been instrumental in forming and advancing local and international partnerships.

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, assigning pre-service students with the mentor teachers to complete a 25-hour field-based clinical experience with ELL students in this teacher's classroom, and writing a case study of their experience at the end of the semester. Both projects lasted from August 2018 to December 2020. For these two 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. Salas

Dr. Spencer Salas partnered with Cabarrus County Schools. This project targeted Administrators (Counselors) and High School Seniors.

Dr. Greg Wiggan

Dr. Wiggan partnered with Girls Power NICE and Community Family HELP Center. This project targets K-6 students. Thirty participants were engaged in this project. The purpose of this collaborative project was to provide culturally responsive teaching and curriculum to the students, teach cultural and heritage knowledge, teach social and cultural etiquette, and provide exposure to colleges and universities. Activities performed to address the priorities identified in collaboration included conducting workshops on culturally responsive teaching practices and curriculum development. This project started January 2019 and will end in January 2022. There are a few significant outcomes of this project, such as improved student achievement, improved student engagement, and increased cultural capital.

Dr. Joan Lachance

Dr. Lachance partnered with Wake County Public Schools and Burke County Public Schools in August 2019. These two projects targeted teachers and administrators. Three hundred participants were engaged in these projects. Activities performed to address the priorities identified included three half-day presentations and debriefs and two-hour sessions with school-wide teams of dual language educators to analyze classroom patterns of language development, create language scaffolds for increased engagement, and more specific language goals.

Dr. Heather Coffey

Dr. Coffey partnered with Advent Lutheran Church. The target population of this group is the homeless neighbors who live in University City along the Tryon/49/29 Corridor. Ten participants were engaged in this project. Dr. Coffey works with the outreach coordinator at this church to support various programs. The priorities of this project include providing shelter and food for the homeless neighbors during the winter months; preparation and distribution of meals and cold weather clothing; and fundraising for continued support of the programing. Activities performed to address the priorities identified included preparing and distributing meals on Monday night and Sunday afternoons, and planning, preparing, and executing a pasta dinner fundraiser for Room in the Inn. This project started January 2019 and ended in July 2019. The outcomes of this project include raising a total of \$250, which the church used to replace linens.

Examples of Data-Based Improvements :

- In 2019, multiple MDSK faculty members participated in the re-design of the Department's Masters programs (MAT and MED). To guide and inform the re-design faculty and program directors met to determine the areas where courses intersected and places of redundancy. Student feedback along with faculty input were used to determine which courses in the programs were most useful and which ones could be re-evaluated. Difficult decisions were made to eliminate or collapse specific courses from the MAT and MED programs to make them more intentional and accessible to our current graduate candidates. As a result, all MAT and MED programs reduced the required program hours to 30 credits, across all content areas.
- In the first semester that edTPA is a consequential licensure test in the state of North Carolina, approximately 95% of all MDSK initial licensure candidates passed the high-stakes assessment. Pass rates were 100% in several licensure areas (i.e., foreign language, ESL, middle and secondary English language arts). Data collected during pilot period were used to improve the experiences and pass rates of students.

Other Major Accomplishments: :

- MDSK worked to provide ongoing professional development for faculty. For pre-tenure faculty we implemented faculty research support through department writing retreats uptown and a series of workshops for pre-tenure faculty on RPT, ADVANCE FADO with Dr. Yvette Huet, and scholarly productivity with Dr. Chance Lewis.

- MDSK supported 6 doctoral students in travel to present their dissertation work. Due to COVID 19, travel expenses that could not be used were reallocated to provide students with textbook or support in technology

Research

- A grant-writing team led by Drs. Teresa Petty and Scott Kissau recently received a Teacher Quality Partnership grant valued at over \$1.8 million. The grant will fund 3 cohorts of diverse teacher candidates in high needs areas (e.g., math) over the next 3 years through our Residency Model.
- The National Dual Language Education Teacher Preparation Standards, co-authored by Dr. Joan Lachance of UNC Charlotte, were published by Fuente Press in November of 2018. Based on these standards, Dr. Lachance spearheaded an application with a national teacher accreditation agency to create a new Specialized Program Area, entitled the National Dual Language Consortium. The application was recently accepted with conditions. We look forward to the momentum these accomplishments will create to support dual language instruction in North Carolina and nationwide.
- Deconstructing teacher quality in urban early childhood education, written by Dr. Bettie Ray Butler and one of her former students, has been selected by the editorial team of the Journal for Multicultural Education as an Outstanding Paper in the 2019 Emerald Literati Awards. The article was chosen as a winner for being one of the most exceptional pieces of work the team has seen throughout 2018.
- In a podcast published by the Journal of Teacher Education (JTE), Drs. Hart and Kissau describe their research published in JTE that investigated the impact of Clinical Educator professional development on teacher candidate preparation and performance on a high stakes assessment (edTPA). The research was funded by a Scholarship of Teaching and Learning (SoTL) grant and led to changes in the way UNC Charlotte prepares Clinical Educators to support teacher candidates.

Outreach

- MDSK faculty members, Dr. Scott Kissau and Dr. Kristin Davin, in collaboration with the Office of International Programs, received a grant from the SaudiArabian Cultural Mission that brought a 2nd cohort of 12 Saudi English as a foreign language teachers to campus for 2019/2020. During this time, the teachers will be immersed in K-12 classrooms and receive mentoring from UNC Charlotte faculty members and K-12 second language teachers. They will also take coursework to hone their English skills and learn second language teaching strategies. During their year at UNC Charlotte, the 12 teachers will create a professional development plan that they implement upon their return to Saudi Arabia in order to share what they have learned with their colleagues back home. We are excited to welcome another Saudi cohort to campus.
- The U.S. Department of State announced the selection of Spencer Salas of the University of North Carolina at Charlotte's Cato College of Education for a July 2019 English Language Specialist project focusing on teacher capacity building with Tunisian, Libyan, and Moroccan Ministries of Education. Dr. Salas, Professor in the Department of Middle, Secondary and K-12 Education, is part of a select group, as one of approximately 80 U.S. citizens each year selected to serve on an English Language Specialist assignment.
- Dr. Kiristin Davin's work on the Seal of Biliteracy was featured in Minnesota Public Radio. The story may be found at <https://www.mprnews.org/story/2019/05/28/biliteracy-seal-offers-graduates-recognition-for-language-skills>.
- The U.S. Department of State announced the selection of Dr. Spencer Salas of the University of North Carolina at Charlotte for a 10-day English Language Specialist project to support national public school curricular reform in Tunisia. Dr. Salas, Professor in the Department of Middle, Secondary and K-12 Education, is part of a select group, as one of approximately 80 U.S. citizens each year selected to serve on an English Language Specialist assignment.
- In September, Dr. Tina L. Heafner, President of the National Council for the Social Studies (NCSS) was featured on Education Talk Radio PreK-20. She was interviewed by the Baltimore Sun regarding a new social studies curriculum in Baltimore, MD entitled BMore Me (<https://bit.ly/2mSxjKQ>) and represented NCSS at the National Technology Leadership Summit in Washington, DC. Dr. Heafner also delivered the opening address at the National Summit on Religion and Education. Serving in her role as President of NCSS, in the month of October, Dr. Heafner gave keynote and invited speeches at conferences in Montana, Virginia, and Pennsylvania.
- Dr. Tina Heafner, President of the National Council for the Social Studies (NCSS), chaired and hosted the 99th annual conference in Austin, TX. Highlights included Dr. Heafner delivering her presidential speech entitled "Agency, Advocacy, and Activism for Informed Action in Social Studies," collaborating with Dr. Garza to make the first Land Acknowledgment ever offered by NCSS, and delivering a keynote address on the Legacy of the Korean War and another address at the LBJ Presidential Library. Dr. Heafner also received a leadership award from NCSS for her national service, foresight and visionary leadership of the association.
- In March, Dr. Tina Heafner delivered the keynote address titled, Teach Social Studies like Our Democracy Depends on It, at the Tennessee Council for the Social Studies. She offered luncheon remarks titled, Taking Action for Social Studies, at the North Carolina Council for the Social Studies.
- Dr. Heafner was a featured speaker at the California Council for the Social Studies in which she spoke about Social Studies Advocacy and Policy. She also presented sessions at state conferences on Gerrymandering and Voting, Teaching about Religion, and Social Studies for the Common Good. In addition, Tina was an invited panelist for the National Academy of Education's Civic Reasoning and Discourse Workshop held in Washington, D.C. More recently, she led the NCSS in approving a position statement entitled, Supporting Curricular Promotion and Intersectional Valuing of Women in History and Current Events.
- Tina Heafner was an invited guest on national talk radio on Wednesday, April 22, to discuss teaching social studies online and remotely in a pandemic. The show can be accessed at: TEACHING SOCIAL STUDIES AMID THE #COVIDk12 PANDEMIC (<http://tobtr.com/11720465>).

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)

New Educational Programs

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

External Public Relations/Outreach

Supporting Documentation: Attached Files

[Annual Report_FINAL MDSK Faculty Productivity \(2019\).pdf](#)

Start: 07/01/2019

End: 06/30/2020

Progress: On Track

Providing Department: Middle Grades, Secondary & K-12

Responsible Roles:

Diversity Initiatives:

- In 2019, multiple MDSK faculty members participated in the re-design of the Department's Masters programs (MAT and MED). To guide and inform the re-design faculty and program directors met to determine the areas where courses intersected and places of redundancy. Student feedback along with faculty input were used to determine which courses in the programs were most useful and which ones could be re-evaluated. Difficult decisions were made to eliminate or collapse specific courses from the MAT and MED programs to make them more intentional and accessible to our current graduate candidates. As a result, all MAT and MED programs reduced the required program hours to 30 credits, across all content areas.
- In the first semester that edTPA is a consequential licensure test in the state of North Carolina, approximately 95% of all MDSK initial licensure candidates passed the high-stakes assessment. Pass rates were 100% in several licensure areas (i.e., foreign language, ESL, middle and secondary English language arts). Data collected during pilot period were used to improve the experiences and pass rates of students.
- MDSK students in PhD and Masters programs contributed chapters to the following edited book after a study abroad experience led by faculty to China and Korea: Wang, C., Kolano, L., & Kim, D.H. (Eds.) (2019). *Educational Practices in China, Korea, and the United States: Reflections from a Study Abroad Experience*. Charlotte, NC: IAP Publishing.

UNCC student contributions (Chapters)

Elizabeth M. Landon & Peter L. Johnson. (MAT, TESL)

Kathryn Wagner (PhD, Urban Education) & Lauren Schmidt (MAT, TESL)

Taylor Allen and Michelle Chen (MAT, TESL)

Laurie Dymes (PhD, Urban Education)

Kelsey Alvarez and Jessie Lay (MED, TESL)

Jennifer James (MAT, TESL)

Cory Alexander (MAT, TESL)

Lori J. Williams (MAT, TESL)

Michelle Pazzula (PhD, Urban Education)

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)

External Public Relations/Outreach

Other Accomplishments

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

Faculty Development

Reading & Elementary ED

Reading and Elementary Education (Highlights)

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

ACADEMIC AFFAIRS UNITS: Goal #1:

The Department of Reading and Elementary Education had a very successful and impactful year, thus there are a number of accomplishments to report upon. Programmatic development continued to be an important activity over the past year and the initial delivery of the graduate certificate/residency program represented an important accomplishment, especially given the significant increase in enrollment that was experienced for the Fall 2019 Semester. Notably, these efforts were successful due to faculty leadership, especially Dr. Tracy Rock and Dr. Karen Cross, as well as extensive faculty involvement in the development and delivery of the courses. Furthermore, we developed the TA to Teacher program, a unique program that is focused on helping paraprofessionals currently working as teacher assistants to achieve certification within two years of starting the program.

A second significant accomplishment within the department was the culmination of the inaugural year-long internship in partnership with Kannapolis City Schools. Preliminary data has revealed the potential for the partnership to be a powerful way to structure collaborative relationships to maximize candidate development. More than 80% of the participants were offered positions in Kannapolis City Schools and 72% of the participants accepted these offers of employment. A second cohort commenced in August, 2019, and we continue to receive positive reports about candidate performance.

In 2019, the Department of Reading and Elementary Education was awarded the Provost's Excellence in Teaching Award. While this accomplishment represented the collaborative work of the department, there were also a number of individual honors that demonstrate the impactful work that faculty members are engaging in. While the list is too extensive for this report, some of these honors include Race and Social Equity Academy Faculty Fellow, CTL Faculty Fellow, CTI Fellow, Kingston Resident Director, Global Teacher Education Fellow, SGA Professor of the Year, and the 2019 AERA SIG Research in Reading and Literacy Graduate Student Award for Literacy Excellence.

The department continued to be a leader within the Cato College of Education in the implementation of practice-based teacher education. Especially noteworthy were the efforts of Drs. Polly, Colonnese, and Reinke who worked with Dr. Fitchett to provide model classroom lessons for observations of faculty from around the College. Dr. Reinke was also selected by Deans for Impact to have his instruction recorded as they sought to create a case study of innovative practice-based teacher education using rigorous instructional tasks. The videos have been published on DFI's website and are available to serve as a model for reflection for any institution interested in implementation of these practices.

ACADEMIC AFFAIRS UNITS: Goal #2:

The Department of Reading and Elementary Education continued to address Academic Affairs Goal #2 through the active dissemination of research and scholarly activities through publications and presentations. In 2019, faculty in the department published one book, 11 book chapters, 34 articles in refereed journals, and 10 other publications (i.e., technical reports, conference proceedings). Eight of these publications included doctoral candidates. Furthermore, faculty made 20 international presentations, 39 national presentations, 11 state presentations, and 12 local presentations. Five faculty members also gave invited presentations. Twelve of the presentations were made with doctoral candidates. Finally, the department obtained funding from internal and external sources totaling \$320,651.

The Department engaged various efforts to update its graduate programs. Literacy faculty engaged in revising the M.Ed. in Reading Education to address current professional practices. This work included the development of a graduate certificate in coaching. As previously noted, the revised Graduate Certificate in Elementary Education was offered for the first time in the Fall 2019 Semester. Current enrollment in this program stands at 110, up from 39 in Spring 2019. Coursework associated with the graduate certificate in Anti-Racism in Urban Education was updated to enable cross-listing with doctoral courses.

ACADEMIC AFFAIRS UNITS: Goal #3:

The partnership with Kannapolis City Schools continues to thrive, with current plans in development to deliver the program for a third year. As noted previously, more than 80% of the participants in the first year were offered positions in Kannapolis City Schools and 72% of the participants accepted these offers of employment. Activities for the second cohort were abbreviated because of COVID 19, but we're engaging in data collection now to determine if the level of success was retained. Furthermore, three other faculty are currently engaging in activities with KCS, including the development of a grant focused on helping students in the district to develop a growth mindset.

Individual faculty retain partnerships with specific schools/organizations in the area to deliver professional development, to support curriculum development, or to support specific initiatives (among other activities). Many of these activities involve candidates, from the undergraduate through the doctoral level. Examples include:

Dr. Daniel Alston - Veritas Community School, United Community Charter

Dr. Ian Binns - Cox Mill Elementary

Dr. Miranda Fitzgerald - Lake Norman Charter School

Dr. Amy Good - Charlotte Mecklenburg Schools (Aspiring Teacher Curriculum Showcase)

Dr. Adriana Medina - Camino Community Center

Dr. Paola Pilonieta - Sugar Creek Charter School, Charlotte Lab School

Dr. Drew Polly - Schools in the Southwest Educational Alliance

Examples of Data-Based Improvements :

The Department of Reading and Elementary Education directed significant focus on using data for programmatic improvement to ensure our candidates were effectively prepared to be successful on the state assessments required for licensure recommendations. EdTPA represents one of these assessments. Examining data at several points during the academic year resulted in modifications to how we prepared our candidates relative to multiple tasks/rubrics associated with edTPA. For example, due to identified challenges related to rubrics 2 and 3 on Task 1, faculty developed activities to assist the candidates in documenting their knowledge of students' cultural, personal, and academic backgrounds, and making explicit connections between that information and their learning segment. Furthermore, faculty incorporated explicit language from the edTPA prompts into the clinical assignments and reflections to allow candidates to make connections to what they are learning throughout the program. To support candidates on assessment-related rubrics, an area that has proven problematic in the past, discourse and syntax supports were introduced in lesson and unit planning to improve candidates' performance in providing feedback using assessment data (Task 3). Relative to Task 4 (mathematics), revisions were made to MAED 3224 to improve candidates' conceptual understanding of mathematics, including the introduction of portfolio assignments and the requirement that candidates video record themselves explaining mathematical concepts. Furthermore, assignments were developed in the math courses that focused on having the candidates analyze student work and write about their findings, which is consistent with the narratives necessary for edTPA.

An edTPA task force was created in 2019 to specifically examine various facets and data points associated with edTPA. As a result of this analysis, the following resources were created to support faculty and students:

- An annotated Understanding Rubric Level Progressions document that aligned each rubric with the relevant prompts, expectations for each score level, and additional comments to support candidates' understanding of edTPA expectations.

- An annotated Workshop Lesson Plan template that incorporated sections that would increase candidates' chances of success on edTPA and in the classroom.
- A scaffolded theorists database to help candidates support their instructional decisions with research.
- A scope and sequence to support faculty's understanding of how edTPA is supported throughout our programs.
- A Weebly of resources to support candidates during their process of completing edTPA, including literacy resources to support our primary grades candidates in reaching the expectations for comprehension and composition established by edTPA in classrooms where students are in early/emergent stages of literacy development.

Candidate performance on the NC Foundations of Reading remained a focus during the past year, and one key change relative to this assessment was the inclusion of READ 4161 as a required course within the program of study for the first time. Focused on data-based decision-making, the course presented an opportunity to review content introduced within previous courses on literacy and to apply the content, especially effective assessment practices, in an authentic context. This direct connection between theory and practical application was hypothesized to enable candidates to more effectively learn content that has direct relevance to the NC Foundations of Reading test, improving candidate performance. Analysis of data and candidate feedback also revealed candidates needed multiple opportunities to review content at various phases within the program. Thus, the department incorporated tasks and common assessments that are now administered across the program to provide practice for the exam and to review key test objectives. This includes embedding opportunities for candidates to take practice assessments during specific READ courses and to receive feedback from course instructors. Candidates were also given access to an annotated study resource that pulls together the outline of all the sub-areas of the test, provides Pearson's definitions for the relevant terminology (found throughout the various Pearson study resources and released test items), and aligns practice test questions for each subarea of the test. This allows candidates to review material while practicing relevant test questions. Additionally, content-specific videos were added to coursework to provide candidates with opportunities to engage with content in a different medium. In combination, the articulated changes will provide multiple opportunities for course instructors to identify candidates who may benefit from additional resources/support prior to taking the assessment and to provide individualized supports for those students, thus impacting future performance.

Student Learning Outcome 4 (Candidates model and apply technology standards to design, implement, and assess developmentally-appropriate learning experiences to engage students and improve learning) represented an area of focus in 2019. Notably, overall proficiency on several criteria was below 40% in Spring 2019. Reflecting on this performance, faculty engaged in more deliberate efforts to familiarize candidates with the expectations associated with technology integration, including multiple opportunities to develop their understanding of instruction and assessment that incorporated technology. Faculty members also intentionally helped candidates reflect upon their performance on the technology integration assignment. As a result, scores relative to all four criteria included in the assignment rubric increased, as demonstrated through an average of 75.7% proficiency on all rubrics. There remains room for improvement, a fact acknowledged by faculty, and we will continue to examine ways to improve candidates' development in this area.

The preceding examples represent a portion of the work that involved the use of data for programmatic improvement. Importantly, the department's efforts to effectively use assessment data to enact programmatic changes resulted in recognition by the Office of Assessment and Accreditation. The Department's efforts were noted among "exemplary colleges, departments and units who have modeled the effective use of assessment results for improvement in student success" (email from the Office of Assessment and Accreditation).

Other Major Accomplishments: :

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)
 New Educational Programs
 External Public Relations/Outreach

Supporting Documentation:

Start: 07/01/2019

End: 06/30/2020

Progress: On Track

Providing Department: Reading & Elementary ED

Responsible Roles:

Diversity Initiatives:

The Department of Reading and Elementary Education continues to maintain a focus on diversity, equity, and inclusion. A group of faculty (~12), referred to as "Strengthening Our Core," meets bi-weekly to discuss issues related to race, gender, sexism, ableism, and ways to integrate anti-racist and equitable practices into our classes. The group has read numerous books together, including: "Is everyone really equal?" (Sensory & DiAngelo, 2012) "How to be an anti-racist?" (Kendi, 2019). They are currently reading "We Want to Do More Than Survive" (Love, 2019).

One group of faculty members continued to successfully obtain Chancellor's Diversity Grants, with 2019 marking the 5th year in a row. The funding is subsequently used to continue to integrate activities associated with preparing our candidates to work with diverse P-12 students into junior-level courses.

One faculty member, Dr. Tehia Starker Glass, was part of a team that submitted a grant that was funded by American Association of Colleges & Universities to form a center focused on racial healing.

Faculty continue to engage with College-level activities for professional development focused on diversity, including participation in the Teaching Practice in Action Cadre and the Teacher Education Institute.

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

Special Ed & Child Dev

Special Education & Child Family Development Annual Report (Highlights)

NON-ACADEMIC AFFAIRS UNITS ONLY: Highlights of the Year:**ACADEMIC AFFAIRS UNITS: Goal #1:**

Implementation of Teacher-Preparation Redesign Programs 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 began Fall Semester 2019. After the fall 2020 semester all redesigned programs should be at a full implementation (i.e., new courses or redesigned courses will have been offered at least one semester).

During fall 2019, the SPCD department had an enrollment of 144 undergraduate students in its licensure programs: (a) CHFD: 30, (b) SPED: 63, and (c) Dual major (SPED/ELED): 51. The department also had 126 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 48 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 2019 included the following: (a) CHFD M.Ed: 21, (d) SPED M.Ed: 21, (e) CHFD MAT: 3, (f) SPED MAT: 27.

In Summer 2019, department faculty redesigned our MAT programs. This work (Phase 2) was based on the department's newly revised Graduate Certificate programs. Department faculty created 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 developed an efficient course sequence that will allow students to complete their degrees in a timely manner.

ACADEMIC AFFAIRS UNITS: Goal #2:

The SPCD department is known for its innovative research productivity and its nationally recognized doctoral program. Efforts are being made to maintain that reputation. Of the 20 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. Department faculty Pennington, Mazzotti, and Beach also received a Leadership Grant (\$1.2 million) from the US Department of Education to support five doctoral scholars beginning fall 2020.

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 2019, 11 SPCD faculty actively mentored doctoral students, and 6 faculty published 14 articles or book chapters 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 2019, 24 SPCD faculty published 41 peer-reviewed journal articles, as well as 16 book chapters, and 2 books. 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 2019, faculty made over 75 presentations at national/international professional conferences.

To support their work, 6 SPCD faculty received funding for 9 grants with a combined total funds of just under \$8 million. 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 (Foxy). Other faculty members submitted proposals this year, but did not receive funding. These faculty are revising their proposals to resubmit in the coming year.

Five new faculty joined the Department of Special Education and Child Development in August 2019: Sam Gesel, Leslie Bross (Special Education), Sloan Storie, Ann Mickelson, Kristi Godfrey-Hurrell (Child and Family Development). The new faculty were excellent hires and brought great strength to our department.

In summer 2019, Special Education faculty completed a redesign and program approval (including the Curriculog approval process) of the MAT in Special Education. This revision was in response to the previously revised Graduate Certificate in Special Education program. The redesigned MAT in Special Education filled in the curricular gaps left from the redesigned Graduate Certificate. Special Education faculty also revised the Graduate Certificate in Autism Spectrum

Disorders.

The department submitted a proposal for a Verified Course Sequence (VCS) in Applied Behavior Analysis (ABA) to the Association for Behavior Analysis International (ABAI). In summer 2019, ABAI approved the VCS. Department faculty helped navigate the university approval process for the MEd in Special Education-Concentration in Applied Behavior Analysis. Our department will begin offering an MEd Concentration in ABA in the Fall 2020 semester. We are one of two universities in North Carolina to offer the program, and we are the only program in the state to offer the program 100% online. Students who complete the course work and supervision requirements will be eligible to take the exam to become a Board Certified Behavior Analyst. There is great demand for this program at the state and local levels, and I anticipate this will lead to increased graduate enrollment in our MEd program. This year, we maintained previously established partnerships with organizations and schools (Melmark Carolinas, Achieve Therapy, Alternative Behavior Strategies, Positive Behavior Supports Co.) and formed new partnerships (Access Family Services, Behavioral Health & Wellness Center, Solving Autism) that can serve as a resource to the MEd-ABA program.

Faculty Publications

Peer-Reviewed Journal Articles (Total: 41)

- Alzrayer, N., Muharib, R., & **Wood, C. L.** (2019). Effects of a behavior intervention package on augmented and vocal mands by children with developmental disabilities. *Journal of Developmental and Physical Disabilities*. Published ahead of print. DOI 10.1007/s10882-019-09681-5
- Anderson, K., Smith, J.,** Algozzine, B., & Olsen, J. (2019). An evaluation of contextual-fit and value of clinical placements in a dual licensure program. *Journal of Applied Educational and Policy Research*, 4(1).
- Booker, K. C., & **Campbell-Whatley, G. D.** (2019). Student perceptions of inclusion at a Historically Black University. *The Journal of Negro Education*, 85(2), 146-159.
- Brigandi, C. B., **Gilson, C. M.,** & Miller, M. (2019). Professional development in gifted education: Change and barriers to differentiation in an elementary school pullout program. *Journal for the Education of the Gifted*, 42(4), 362-395. doi:10.1177/0162353219874418
- Bross, L. A.,** Travers, J. C., Munandar, V. D., & Morningstar, M. (2019). Video modeling to improve customer service skills of an employed young adult with autism. *Focus on Autism and Other Developmental Disabilities*, 34, 226-235. doi:10.1177/1088357618805990
- Bross, L. A.,** Zane, T., Kellems, R. O. (2019). Customer service skill development for students with autism spectrum disorder using video modeling. *Career Development and Transition for Exceptional Individuals*, 42, 246-252. doi: 10.1177/2165143418794626
- Casa, T. M., Cardetti, F., & **Gilson, C. M.** (2019). An exploration of conferences between a preservice and inservice teacher about mathematical discourse. *The Teacher Educator*, 55, 66-87. <https://doi.org/10.1080/08878730.2019.1672228>
- Chung, Y., Douglas, K. H., **Walker, V. L.,** & Wells, R. (2019). Interactions of high school students with intellectual and developmental disabilities in inclusive classrooms. *Intellectual and Developmental Disabilities*, 57, 307–322. doi:10.1352/1934-9556-57.4.307
- Common, E. A., **Bross, L. A.,** Oakes, W. P., Cantwell, E. D., Lane, K. L., & Germer, K. A. (2019). Systematic review of high probability requests in K-12 settings: Examining the evidence-base. *Behavioral Disorders*, 45, 3-21. doi: 10.1177/0198742918800029
- Common, E. A, Lane, K. L., Cantwell, E. D., Brunsting, N. C., Oakes, W. P., Germer, K. A., & **Bross, L. A.** (2019). Teacher-delivered strategies to increase students' opportunities to respond: A systematic methodological review. *Behavioral Disorders*. Advance online publication. doi: 10.1177/0198742919828310
- Coogle, C. G., **Storie, S.,** Ottley, J. R., Rahn, N. L., & Burt, A. (2019). Technology enhanced performance-based feedback across routines to support teacher practice and child outcomes. *Topics in Early Childhood Special Education*. doi: 10.1177/0271121419838624
- Coogle, C. G., **Storie, S.,** Ottley, J. R., Rahn, N. L., & Price. (2019). Peer mediated intervention: Peers' use of choices to promote communication in children with disabilities. *International Journal of Early Childhood Special Education (INT JECSE)*. <https://doi.org/10.20489/intjecse.670464>
- Fisher, L., **Spooner, F.,** Algozzine, A., **Anderson, K.,** Brosh, C., & Robertson, C., (2019). A content analysis of evidence-based JSE publications. *The Journal of Special Education*, 52(4), 219-227. doi: [10.1177/0022466918794952#](https://doi.org/10.1177/0022466918794952#)
- Gesel, S. A.,** LeJeune, L. M., & Lemons, C. J. (2019). Teaching phonological awareness to preschoolers with Down syndrome: Boosting reading readiness. *Young Exceptional Children*. Advance online publication. doi:10.1177/109625061986595
- Gilson, C. M., & Matthews, M. S.** (2019). Case study of a new engineering early college high school: advancing educational opportunities for underrepresented students in an urban area. *Journal of Advanced Academics*, 30(3), 235-267. doi:10.1177/1932202X19840024
- Goodnight, C. I., **Wood, C. L.,** & Thompson, J. L. (2019). Effects of in-service and coaching to increase kindergarten teachers' use of research-based strategies in beginning reading. *Preventing School Failure*. Published ahead of print. DOI: 10.1080/1045988X.2019.1680944
- Huffman, J., **Bross, L. A.,** Watson, E., Wills, H. P., & Mason, R. (2019). Preliminary investigation of a self-monitoring application for a postsecondary student with autism. *Advances in Neurodevelopmental Disorders*, 3, 423-433. doi: 10.1007/s41252-019-00124-y

- Hussey, W. J., Thomas, S. H., **Anderson, K.** & Algozzine, B. (2019). A Survey of Responsibilities, Workload, and Satisfaction of Administrators of Special Education. *Journal of Special Education Leadership*, 32(2), 117-128.
- Jordan, L., Spooner, F., Anderson, K.,** & Dillion, A. S. (2019). Creative, yet practical: Twenty years of distance education teacher preparation. *Rural Special Education Quarterly*, 38(4), 188-200.
- Lemons, C. J., Sinclair, A. C., **Gesel, S. A.**, Gandhi, A. G., & Danielson, L. (2019). Integrating intensive intervention into special education services: Guidance for special education administrators. *Journal of Special Education Leadership*, 32(1), 29-38.
- Lindström, E. R., **Gesel, S. A.**, & Lemons, C. J. (2019). Data-based individualization in reading: Tips for successful implementation. *Intervention in School and Clinic*, 55(2), 1-7. doi: 10.1177/1053451219837634
- Muharib, R., Alrasheed, F., Ninci, J., **Walker, V. L.**, & Voggt, A. P. (2019). Thinning schedules of reinforcement following functional communication training for children with intellectual and developmental disabilities: A meta-analytic review. *Journal of Autism and Developmental Disorders*, 49(12), 4788-4806. doi:10.1007/s10803-019-04191-x
- Muharib, R., Alzrayer, N. M., **Wood, C. L.**, & Voggt, A. P. (2019). Backward chaining and speech-output technologies to enhance functional communication skills of children with autism spectrum disorder and developmental disabilities. *Augmentative and Alternative Communication*. Published ahead of print. DOI: 10.1080/07434618.2019.1704433
- Muharib, R. & **Pennington, R. C.** (2019) My student cannot wait! Teaching tolerance following functional communication training. *Beyond Behavior*.
- O'Connor, R.E., **Beach, K.D.**, Sanchez, V., Kim, J., Knight Teague, K., Orozco, G., & Jones, B. (2019). Teaching academic vocabulary to sixth grade students with disabilities. *Learning Disabilities Quarterly*. Advance online publication. doi: 10.1177/07319487188210
- Owens, T. L., **Lo, Y.-y.**, & Collins, B. C. (2019). Using tiered coaching and bug-in-ear technology to promote teacher implementation fidelity. *The Journal of Special Education*. Advance online publication. doi:[10.1177/0022466919852706](https://doi.org/10.1177/0022466919852706)
- Pennington, R. C.** & Carpenter, M. (2019). Teaching written expression to students with autism spectrum disorder and severe communication impairments. *Topics in Language Disorders*, 39, 191-207.
- Pennington, R. C.**, Stanger, C. Mims, P., J., Kirkman, C., Aldridge, S., Stanley, M., & Chapman, S. (2019). A Pilot investigation of an autonomous technology-based instructional program for teaching sentence construction to students with extensive support needs. *Journal of Special Education Technology*. Online first.
- Peters, S. J., Rambo-Hernandez, K. E., Makel, M. C., **Matthews, M. S.**, & Plucker, J. A. (2019). The effect of local norms on racial and ethnic representation in gifted education: A modeling study. *AERA Open*, 5(2), 1-18. <https://doi.org/10.1177/2332858419848446>
- Pugach, M. C., Blanton, L. P., **Mickelson, A.**, & Boveda, M. (2019). Curriculum theory: The missing perspective in teacher education for inclusion. *Teacher Education and Special Education*. Published ahead of print. <https://doi.org/10.1177/0888406419883665>.
- Schrodt, K.E., Elleman, A., **FitzPatrick, E.**, Hasty, M., Kim, J. Tharp, T., & Rector, H. (2019). An examination of mindset instruction, self-regulation, and writer's workshop on kindergartener's writing performance and motivation: A mixed methods study. *Reading & Writing Quarterly: Overcoming Learning Difficulties*. <https://doi.org/10.1080/10573569.2019.1577778>
- Sinclair, A. C., **Gesel, S. A.**, LeJeune, L. M., & Lemons, C. J. (2019). A review of the evidence for real-time performance feedback to improve teacher instructional practice. *The Journal of Special Education*. Advance online publication. doi: 10.1177/0022466919878470
- Sinclair, A. C., **Gesel, S. A.**, & Lemons, C. J. (2019). The effects of peer assisted learning on student behavior and reading fluency. *Journal of Positive Behavior Interventions*. Advance online publication.
- Spooner, F.**, Root, J. R., Saunders, A. F., & **Browder, D. M.** (2019). An updated evidence-based practice review on teaching mathematics to students with moderate and severe disabilities. *Remedial and Special Education*, 40, 150-165. doi:[10.1177/0741932517751055](https://doi.org/10.1177/0741932517751055)
- Stevenson, B. S., **Wood, C. L.**, & Iannello, A. C. (2019). Effects of function-based crisis intervention on the severe problem behavior of students with autism. *Education and Treatment of Children*, 42, 321-343.
- Thier, M., Martinez, C., Al-Resheed, F., **Storie, S.**, Sasaki, A., Meline, M., Rochele, J., Witherspoon, L., & Yim-Dockery, H. (2019). Cultural adaptation of evidence-based practices: A scoping literature review. *Prevention Science*. doi: 10.1007/s11121-019-01042-0
- Thompson, J. L., **Wood, C. L.**, Preston, A. I., & Stevenson, B. S. (2019). Teaching unison responding during small-group direct instruction to students with autism spectrum disorder who exhibit interfering behaviors. *Education and Treatment of Children*, 42, 1-24.
- Trainor, A. A., Carter, E. W., Karpur, A., Martin, J. E., **Mazzotti, V. L.**, Morningstar, M. E., Newman, L., & Rojewski, J. W. (2019). A framework for research in transition: Identifying important areas and intersections for future study. *Career Development and Transition for Exceptional Individuals*. Advance online publication. <https://doi.org/10.1177/2165143419864551>
- Walker, V. L.**, Douglas, K. H., & Brewer, C. (2019). Teacher-delivered training to promote paraprofessional implementation of systematic instruction. *Teacher Education and Special Education*. Advance online publication. doi:10.1177/0888406419869029
- Walker, V. L.**, Hirsch, S. E., & Kennedy, M. (2019). Exploring videos to support SWPBIS initiatives: A survey study. *Preventing School Failure: Alternative Education for Children and Youth*, 63, 184–193. doi:10.1080/1045988X.2018.15452

Wood, L., **Browder, D. M., & Spooner, F.** (2019). Teaching listening comprehension of science e-texts for students with moderate intellectual disability. *Journal of Special Education Technology*. Advance online publication. doi: 10.1177/0162643419882421

Books (Total: 2)

O'Brien, C., Beattie, J. R., & Sacco, D. (2019). *Teaching students with special needs: A guide for future Educators (3rd Edition)*. Dubuque, IA: Kendall Hunt.

Pennington, R. (2019). *Applied behavior analysis for everyone. Principles and practices explained by researchers who use them*. Shawnee, KS: Autism Asperger Publishing Company.

Book Chapters (Total: 16)

Coogle, C. G., Ottley, J.R., **Storie, S.**, & Larson, A. L. (2019). Stories as social narratives for students identified with autism spectrum disorder. In K. Kerry-Moran & J. A. Aerila (Eds.), *Story in children's lives: Contributions of the narrative mode to early childhood development, literacy, and learning*. Educating the Young Child (pp. 253-274) (Advances in Theory and Research, Implications for Practice), vol. 16. Cham: Springer.

Courtade, G. C., & **Pennington, R. C.** (2019). Collaborating with colleagues. In E. Bouck, J. Schurr, & B. Jimenez (Eds.). *Foundational information for teaching students with intellectual disability & autism spectrum disorder*. Reston, VA: Council for Exceptional Children.

Delano, M., **Walker, V. L.**, & Snell, M. E. (2019). Teaching self-care skills. In F. Brown, J. McDonnell, & M. Snell (Eds.), *Instruction of students with severe disabilities*, 9th edition (pp. 340–383). Upper Saddle River, NJ: Pearson.

Freeman-Green, S., **O'Brien, C.**, Kolano, L., Lachance, J., & Perez, T. (2019). Providing special education supports in urban schools: High-needs communities and culturally, linguistically diverse students. In C. O'Brien, J.R. Beattie & D. Sacco (Eds.), *Teaching students with special needs: A guide for future educators (3rd ed., pp. 82-107)*. Dubuque, IA: Kendall Hunt.

Holzberg, D., Person, J., & **O'Brien, C.** (2019). Universal design: Reducing barriers and creating access for a more inclusive school and society. In C. O'Brien, J.R. Beattie, & D. Sacco (Eds.) (2019). *Teaching students with special needs: A guide for future Educators (3rd ed., pp. 383-415)*. Dubuque, IA: Kendall Hunt.

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National Funding Agencies (Total: \$5,409,913)

Garet, M., **Mazzotti, V. L.**, Heppen, J., & Miller, T. (2019). *NCEE: Evaluation of Transition Supports for Youth with Disabilities*. United States Department of Education, National Center for Educational Evaluation. [Co-PI, Funded, Solicitation # 919900-19-R-0022, 09/27/19, Sub-contract budget: \$1,470,204].

Lombardi, A., Morningstar, M. E., **Mazzotti, V. L.**, Swaminathan, H., & Rogers, H. J. (2019). *Secondary Transition Assessment: Development and Validation of a Student College and Career Readiness Measure*. Developed and submitted to the United States Department of Education Institute for Education Sciences: Special Education Research Grants Goal 5 Measurement Proposal. [Co-PI, Funded 07/01/19, R324A190170, CFDA Number: 84.324A, 08/01/19, \$1,400,000]

Mazzotti, V. L. (2019). *Student-Centered Transitions Network in Texas*. Subcontract with Houston State University. [PI, Funded from 07/01/19-08/31/20, \$110,683]

Pennington, R. C., Mazzotti, V. M., & Beach, K.D. (2019). *UNC Charlotte's Ph.D. Program in Special Education: 2019-2024*, OSEP, US-Department of Education, Preparation of Leadership Personnel. \$1,230,555.

Popa, D., Welch, K., **Pennington, R.**, & Barnes, G. (2019). Adaptive partnership for robotic Treatment of autism. Source National Science Foundation, Award \$1,198,471.09, Role Co-PI.

University/Local/State/Regional Funding Agencies (Total: \$2,535,531.95)

Anderson, K. (2019). *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. Award amount for 2019 \$401,903.75.

Anderson, K. (2019). *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. Award amount for 2019 \$78,229.00.

Smith, B., **Wood, C. L.**, McIntyre, E., & Prescott, B. (2019). *CELC Undergraduate Early Childhood Education Scholarship*. Submitted to Charlotte Executive Leadership Council. Proposed amount: \$2,048,453 (fully funded).

Washburn, E. K., Fitzgerald, M. S., **Gesel, S. A.** (2019). *Examining the Impact of a Literacy Assessment Course and Related Internship Experiences on Teacher Candidates' Knowledge, Skills, and Beliefs Related to Data-Based Decision-Making*. 2019-2020 Teacher Preparation Redesign Research Grant. Proposed amount: \$6,946.20 (fully funded).

External and Internal Grants Awarded in 2019 (Combined Total: \$7,945,445)
<p>National Funding Agencies (Total: \$5,409,913)</p> <p>Garet, M., Mazzotti, V. L., Heppen, J., & Miller, T. (2019). <i>NCEE: Evaluation of Transition Supports for Youth with Disabilities</i>. United States Department of Education, National Center for Educational Evaluation. [Co-PI, Funded, Solicitation # 919900-19-R-0022, 09/27/19, Sub-contract budget: \$1,470,204].</p> <p>Lombardi, A., Morningstar, M. E., Mazzotti, V. L., Swaminathan, H., & Rogers, H. J. (2019). <i>Secondary Transition Assessment: Development and Validation of a Student College and Career Readiness Measure</i>. Developed and submitted to the United States Department of Education Institute for Education Sciences: Special Education Research Grants Goal 5 Measurement Proposal. [Co-PI, Funded 07/01/19, R324A190170, CFDA Number: 84.324A, 08/01/19, \$1,400,000]</p> <p>Mazzotti, V. L. (2019). <i>Student-Centered Transitions Network in Texas</i>. Subcontract with Houston State University. [PI, Funded from 07/01/19-08/31/20, \$110,683]</p> <p>Pennington, R. C., Mazzotti, V. M., & Beach, K.D. (2019). <i>UNC Charlotte's Ph.D. Program in Special Education: 2019-2024</i>, OSEP, US-Department of Education, Preparation of Leadership Personnel. \$1,230,555.</p> <p>Popa, D., Welch, K., Pennington, R., & Barnes, G. (2019). Adaptive partnership for robotic Treatment of autism. Source National Science Foundation, Award \$1,198,471.09, Role Co-PI.</p>

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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 table provides a sampling of activities in which faculty members took part in 2019-2020.

Journal Editorships

Kelly Anderson	Managing Editor, <i>The Journal of Special Education</i>
Gloria Campbell-Whatley	Consulting Editor, <i>Insights for Learning Disabilities</i>
Michael Matthews	Co-Editor, <i>Gifted Child Quarterly</i>
Valerie Mazzotti	Co-Editor, <i>Career Development and Transition for Exceptional Individuals</i>
Robert Pennington	Associate Editor for Special Issues, <i>Rural Special Education Quarterly</i>
Fred Spooner	Co-Editor-in-Chief, <i>The Journal of Special Education</i> Associate Editor, <i>Research and Practice for Persons with Severe Disabilities</i>

Leadership Positions (State, National)

Kristen Beach, 2019	Chair of the Publications and Communications Committee, CEC Division for Learning Disabilities
Kristi Godfrey-Hurrell, 2019	Early Childhood Education Advisory Group
Ya-yu Lo, 2019	Past President, North Carolina Council for Children with Behavioral Disorders
Michael Matthews, 2019	Past Chair, American Educational Research Association, SIG-Research on Giftedness, Creativity, & Talent.
Valerie Mazzotti, 2019	Executive Committee member, Immediate Past President, Council for Exceptional Children's Division of Career Development and Transition

Laura McCorkle, 2019	<p>Member, Leadership Team, Personnel Preparation Council of Division for Early Childhood</p> <p>Chair, Division for Early Childhood's Consortium for Innovations in Doctoral Excellence (DECIDE), Council for Exceptional Children</p>
Pamela McIntyre, 2019	<p>Early Childhood Education Birth through Kindergarten Articulation Agreement Transfer Committee, University of North Carolina System</p>
Ann Mickelson, 2019	<p>DEC Representative on the CEC Knowledge and Skills Committee</p> <p>Member, EI/ECSE Performance Based Standards Development Taskforce</p> <p>Member, DEC's Standards Alignment Workgroup</p> <p>Institutes of Higher Education (IHE) Strand Leader on the DEC Personnel Preparation Council</p> <p>Member, DEC Personnel Preparation Council</p> <p>Membership Chair, NC-DEC</p>
Robert Pennington, 2019	<p>Vice-President, Council for Exceptional Children Division for Autism and Development Disabilities</p> <p>Council for Exceptional Children Representative Assembly</p> <p>Council for Exceptional Children: Program Advisory Committee</p> <p>Cambridge Center for Behavior Studies: Board of Trustees</p>
Donna Sacco, 2019	<p>Council for Learning Disabilities: Leadership Institute planning (shadowing to be chair 2021); Diversity Committee; Sponsorship Chair</p>
Fred Spooner, 2019	<p>Co-Chair, Research and Publications Committee, TASH</p> <p>Chair, Search Committee for editor selection of TASH's new practitioner-oriented journal (<i>Inclusive Practices for Persons with Significant Support Needs, IPPSSN</i>)</p> <p>Senior Advisor, NC-ABA</p>

Virginia Walker, 2019	<p>American Association on Intellectual and Developmental Disabilities (AAIDD) Education Interest Network Member, Research Interest Network Member</p> <p>APBS Training and Education Committee Member</p> <p>TASH Early Career Researcher Network Member, TASH Inclusive Education Committee Member, TASH Inclusive Education Research Subcommittee</p> <p>Member, TASH Research and Publications Committee Member</p>
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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

The CHFD Program is considering have a non-licensure concentration in addition to the B-K licensure concentration. Encourage all CHFD faculty to use the same language when supporting students related to edTPA Task 3. Department faculty will provide support to students in all courses emphasizing edTPA language in practice tasks and other related course assignments.

SPED BA (Gen Curriculum, Adapted Curriculum)

Implement new instructional integration course, SPED 4400 to support students in making stronger connections among teaching, planning, and assessment. Revise course content for SPED 4279 to enhance support for candidate's planning for technology integration related to instructional support, assessment, and professional growth. SPED program faculty did not identify a goal for SLO 5. SPED program faculty did not identify a goal for SLO 5. Support for oral and written communication has been provided across program coursework, but particularly notable is the writing intensive experience in SPED 3173, Diagnostic Assessment. Further support for communication is provided during student teaching by university supervisors via regular support sessions in which candidates can receive direct, corrective feedback on writing quality and clarity.

SPED & ELEM ED BA (Dual-Licensure Program)

After discussion with program faculty, we are considering development of a new course (SPEL 3173 Assessment) that will incorporate using assessment data of whole classroom and individual student data. Our hope is that in making this minor revision to the SPEL program, candidates will be better equipped to analyze both whole class data and individual student testing results, and use their analysis to effectively plan instruction for all struggling and/or disadvantaged learners including those with disabilities. In making these changes of replacing an existing course with a new course on assessment, the faculty believe candidates will be better prepared to work in general education K-6 learning environments. Continue to incorporate components of the CCOED Dispositions for Candidates into course discussions. A new rubric has been implemented in ELED 3221 Teaching Science to Elementary School Learners. Data for SLO #4 are being collected in Spring 2020 semester, and will be reported in the 2020 SPEL SLO Report.

Candidates are provided support seminars during their student teaching semester (spring 2019). The edTPA Support Seminar has undergone significant revision based on new state requirements, and sharing of resources across programs. Revisions to the support seminar were also made with input from graduates from the program with the intent of focusing resources, planning, and writing of candidates' edTPA assessment.

CHFD GRAD CERT

We are currently implementing a new technology rubric and collecting data.

AUTISM SPECTRUM DISORDERS GRAD CERT

This is the last year we offered SPED 6272, where the CPP Project was assessed. With the revised Graduate Certificate in Autism Spectrum Disorder program being in effect beginning Fall 2020, an Evidence-Based Practice (EBP) Project will be developed and evaluated in SPED 6335: Evidence-Based Practices for Learners with Autism Spectrum Disorder to assess SLO #2. SPED 6335 is a new course and is scheduled to be offered in Spring semesters beginning Spring 2021.

SPED GRAD CERT (Gen Curriculum, Adapted Curriculum)

Next year, as we move fully to our revised program, candidates will be assessed using the SPED Technology Rubric in one course rather than multiple courses. SPED 5400 - Practicum: Integrated Instructional Applications in Special Education is the designated course for this assessment. SPED 5400 is a new course within our revised program.

AIG GRAD CERT

Candidate performance remains relatively low on rubric item 4, "Candidate selects and utilizes data-based resources to inform instruction of AIG learners" at an average of 4.06 during 2019-20. To address this area, we will continue to revise course content in SPED 5211 to increase its emphasis on working with data-based resources. Progress will be reflected in mean score gains on this area of the rubric during the coming year.

CHILD AND FAMILY STUDIES MAT

Enrollment in this program was very low (3 students). We will be alternating offering this program on 2-year cycles with the M.Ed program. Program faculty will recruit from the CHFD Grad Cert program.

SPED MAT (Gen Curriculum, Adapted Curriculum)

Although the overall student proficiency is 85.3% across the four components, the proficiency rate was 70.6% for criterion 1c with an average of 1.71. Instructor(s) teaching SPED 6502 will support candidates in achieving content learning with better scaffolding (e.g., allowing revisions for reaching mastery, providing structure for write-up). Although the overall student proficiency is 91.7% across the six components, the proficiency rate was 75% for criterion 3. To support candidates' professional research writing quality, the program will continue to build various professional writing experiences throughout the MAT coursework. This is the last year we offered SPED 6690, where the Professional Education Dispositions Instructor Evaluation (mid-point) was assessed. With the revised MAT program being in effect beginning Fall 2020, the Professional Education Dispositions Instructor Evaluation (mid-point) will be assessed in SPED 6390. The Positive Behavior Support (PBS) Project will remain in SPED 6502 to assess SLO #3. With the implementation of the new technology rubric, the program will continue data collection with the new rubric to measure SLO4 and evaluate reliability.

AIG MED

Because the data indicate there is still room for improvement in this regard, we will continue to focus on improving this area of the SPED 6270 curriculum when the course is next offered in 2021, with a specific focus on adding readings to strengthen candidates' abilities in addressing this part of the Case Study in Differentiation assignment. Candidate performance remains relatively low on rubric item 4, "Candidate selects and utilizes data-based resources to inform instruction of AIG learners" at an average of 4.16 during 2019-20. To address this area, we will continue to revise course content in SPED 5211 to increase its emphasis on working with data-based resources. Progress will be reflected in mean score gains on this area of the rubric during the coming year.

CHILD & FAMILY STUDIES MED

Data collection was changed to an alternative course (CHFD 6900). In reviewing the minutes from the program meetings, the decision was for a one year time period only. New faculty have been informed that data collection for this SLO will occur in CHFD 6240.

SPED MED

Although the overall student proficiency is 81.8% across the four components, the proficiency rate was 72.7% for criterion 1b with an average of 1.82 and 63.6% for criterion 2 with an average of 1.64. Instructor(s) teaching SPED 6502 will support candidates in achieving content learning with better scaffolding (e.g., allowing revisions for reaching mastery, providing structure for write-up). With the implementation of the new technology rubric, the program will continue data collection with the new rubric to measure SLO #4 and evaluate reliability.

SPED PHD

The Special Education PhD Faculty will create a template for students to use when completing the product for SLO 4. Faculty will provide explicit guidance to students during a Fall 2020 Portfolio Meeting.

Other Major Accomplishments :

The Department of Special Education and Child Development recently placed number 16 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 2019-2020, the following faculty were recognized with awards:

Leslie Bross, 2019	Vance and Marilyn Hall Graduate Student Research Award, presented by Juniper Gardens Children's Project, University of Kansas, Kansas City, KS in February 2019
Leslie Bross, 2019	Outstanding Award in Poster Presentation, presented by Midwest Symposium for Leadership in Behavior Disorders, Kansas City, KS in February 2019
Samantha Gesel, 2019	Early Career Research Award, Badar-Kauffman Conference on Contemporary Issues in Special Education
Cindy Gilson, 2019	Reviewer of the Year, <i>Gifted Child Quarterly</i>
Donna Sacco, 2019	Emerging Active Learning Leader Award (2018 - 2019). University of North Carolina at Charlotte Center for Teaching and Learning

Donna Sacco, 2019	Kirk Award Recipient (2020). Kirk Award, named after the pioneer in the field special education-Samuel A. Kirk, recognizes excellence in professional journal articles published in <i>the Council for Exceptional Children's Division for Learning Disabilities (CEC-DLD) Learning Disability Research and Practice (LDRP)</i> . Award was received for 2019 publication: Hoover, J. J., Erickson, J., Patton, J. R., Sacco, D., & Tran, L. (2019). Examining IEPs of English learners with learning disabilities for cultural and linguistic responsiveness. <i>Learning Disabilities Research & Practice, 34(1)</i> , 14-22.
Sloan Storie, 2019	COE Alumni Fund and the Davis-Bricker Award for Student Research

Types of Accomplishments Discussed Above:: Student Access (new or increased online delivery, number of course offerings, time to degree)
Faculty Development

Supporting Documentation:

Start: 07/01/2019

End: 06/30/2020

Progress: Continue Into Next Strategic Plan Year

Providing Department: Special Ed & Child Dev

Responsible Roles:

Diversity Initiatives:

The Department of Special Education and Child Development engaged in activities related to diversity, access, and inclusion. Some examples from 2019-2020 are as follows:

Dr. Gloria Campbell-Whatley served as a Faculty Fellow for Diversity in the Cato College of Education and presented on her work titled Infusion Inclusion.

Dr. Donna Sacco served as faculty supervisor for the following student groups: Best Buddies, Student Council for Exceptional Children.

The department began offer a new course that started in summer 2019 and is offered every semester: SPED 5370 - Culturally Responsive Positive Behavior Support.

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

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)

New Educational Programs