

## UNIT REPORT

**Annual Highlights Report**

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**MDSK Department Highlights 2020-21****NON-ACADEMIC AFFAIRS UNITS ONLY: Highlights of the Year:**

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

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

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

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

	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Licensure Pass Rate (2019-20)
<u>Program</u>	<u>Enrollment</u>	<u>Enrollment</u>	<u>Enrollment</u>	<u>Enrollment</u>	
BA, Middle Grades Education	45	49	48	41	71.4%

Minor, FLED	6	7	9	8	N/A
Minor, TESL	21	17	22	20	100.0%
Minor, Urban Youth and Communities	95	98	78	75	
Minor, Secondary Education	66	73	72	93	77.8%
GC, Art Education	13	8	22	14	80.0%
GC, FLED	21	14	36	32	87.5%
GC, Middle Grade Education	57	56	63	61	87.5%
GC, Secondary Education	59	71	97	77	100.0%
GC, TESL	30	34	44	43	100.0%
MAT, MDSK	31	27	24	30	
MAT, FLED	10	11	9	5	
MAT, TESL	2	8	12	13	
MED Urban Ed	35	28	69	64	
MED C & I	34	69	70	75	
PhD C & I	81	77	81	78	

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

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

**Types of Accomplishments Discussed Above::**

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

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

## MDSK Faculty Publications 2020 Summary

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

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

## Conference Presentations 2020 Summary

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

### Graduate Education

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

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

MDLG 5130 - The Middle Grades Experience (2)

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

SECD 5140 The Secondary School Experience (2)

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

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

New Educational Programs

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

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

## Faculty Engagement in the Community

### Dr. Nick Triplett

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

### Dr. Lan Kolano

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

### Dr. Bettie Butler

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

### Dr. Spencer Salas

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

#### **Dr. Greg Wiggan**

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

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

External Public Relations/Outreach

#### **Examples of Data-Based Improvements :**

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

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

#### **Other Major Accomplishments :**

**Start:** 07/01/2020

**End:** 06/30/2021

**Progress:** Complete

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

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