

UNIT REPORT

Reading & Elementary ED - Annual Highlights Report

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REEL Department Highlights 2021-22

Start: 07/01/2021

End: 06/30/2022

Progress: Complete

Providing Department: Reading & Elementary ED

ACADEMIC AFFAIRS UNITS: Goal #1:

Faculty from the department won multiple university awards and external fellowships, including Bonnie E. Cone Early-Career Professorship in Teaching, UNC Charlotte's Faculty International Education Award, Fellow to the American Council for International Education for the Central Asia, and Student Experience Research Network Fellowship.

Faculty from the department were finalists for several prestigious awards, including Bonnie E. Cone Award for Civic Engagement, UNC Charlotte Teaching Excellence Award, and Bank of America Award for Teaching Excellence.

A department initiative focused on embedded clinical experiences won the 2021 NAPDS Exemplary Partnership award.

The department launched the TA to Teachers program, a distance education version of the B.A. in Elementary Education program for adults working as teacher assistants.

The department is leading efforts associated with a System Office grant awarded to UNC Charlotte as part of the Literacy Innovation Leaders initiative.

The department launched an embedded clinical internship model at Niner University Elementary.

Members of the faculty developed and delivered a virtual summer reading camp at Niner University Elementary.

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)

ACADEMIC AFFAIRS UNITS: Goal #2:

Faculty from the department published 1 book, 11 book chapters, and 32 articles. This includes publications in such notable journals as *Journal of Teacher Education*, *Journal of Research in Childhood Education*, *Teachers College Record*, and *The Elementary School Journal*. Twelve publications involved students as co-authors.

Faculty were principal investigators or co-principal investigators on awarded grants totaling \$873,813.

A UNC System Undergraduate Research grant was awarded to an inter-institutional partnership led by members of the department.

The faculty members in the department embarked on important, novel research focused on diversity, equity, and inclusion. This includes, among others: 1) examining the impact of an instructional unit for middle schoolers aimed at uncovering changes in students' critical reasoning about racial inequity, and 2) understanding the impact of embedded equity activities and readings in science methods courses on candidates' knowledge and pedagogy.

A team of researchers investigated the impact of a virtual summer reading program on supporting the growth and development of elementary school students who were at-risk in reading.

Types of Accomplishments Discussed Above::

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

Faculty Success (Publications, grants, awards)

ACADEMIC AFFAIRS UNITS: Goal #3:

Faculty participated in RACE CLT, a community organizing group focused on racial equity. Within the project, participants organized a series of statements at the Charlotte-Mecklenburg School board meetings in support of equity initiatives.

Faculty developed, led, and participated in the Anti-Colonizing Research for Diversity and Inclusion symposium.

Faculty supported Niner University Elementary in various ways, including participation in professional learning communities, professional development, delivery of a summer reading camp, and clinical classroom support.

Faculty participated in the development of a proposal to administer tutoring services to students in Charlotte-Mecklenburg Schools. This proposal was selected for funding.

Faculty engaged with and supported community-based organizations, including Freedom Schools and the Camino Community Center, among others, to engage in work to support literacy development and linguistic proficiency.

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

Examples of Data-Based Improvements :

Using data from surveys administered to our REEL candidates, faculty integrated a more intentional focus on issues of equity within coursework in the B.A. in Elementary Education program to enable candidates to make more informed decisions about their instruction and effectively support culturally- and linguistically-diverse learners.

Faculty engaged in a self-study to examine the alignment of literacy courses in initial licensure programs to the North Carolina Literacy Framework. As a result, the faculty redesigned content and clinical experiences to address components of the Framework while integrating additional opportunities to practice teaching with corresponding formative assessment to support candidate growth.

Based on candidate feedback, the Graduate Certificate program created an alternate, full-semester track that enabled candidates more effectively reflect upon and enact content while enrolled in the coursework.

Other Major Accomplishments: :

Faculty collaborated to deliver a professional development event focused on literacy to staff and administrators from 7 local school districts. The event featured a panelist of speakers from the Department of Public Instruction.

Diversity Initiatives:

A team of faculty engaged in the Social Studies Equity project, which was designed to (a) create a library of video-based resources to use for equity-based instruction with diverse populations; (b) improve explicit instruction of the facets for practice of equity within elementary social studies instruction; (c) further the Cato College of Education's efforts to center equity within its professional preparation of teachers; and (d) strengthen partnerships with teachers and schools of diverse student populations.

Faculty engaged in an analysis of the curriculum within the B.A. in Elementary Education program to integrate the Social Justice Standards as foundational principles within all courses.

Faculty from the department led and were participants in the audits of syllabi as part of a broader focus within the College to ensure adequate representation of expertise of people of color in coursework.

Faculty collaborated with local school partners to plan and deliver a 3-day workshop for teachers and students related to racial justice.

Faculty supported various schools, including Charlotte Lab School and Niner University Elementary, with reading programs to support the growth of students from under-represented populations.

Faculty developed, led, and participated in the Anti-Colonizing Research for Diversity and Inclusion symposium.

Seventeen faculty from the department participated in the book study activities at the College level. Three faculty served as facilitators.

Faculty participated in a self-study of content from Master Class entitled Black History, Black Freedom, and Black Love.