

UNIT REPORT

Highlights Report

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Middle Grades, Secondary & K-12 Department Highlights 2022-23

Start: 07/01/2022

End: 06/30/2023

Providing Department: Middle Grades, Secondary & K-12

ACADEMIC AFFAIRS UNITS: THEME A - EDUCATIONAL OPPORTUNITIES AND EXCELLENCE:**Student Success**

Candidates seeking a North Carolina professional educator's license must complete two testing requirements established by the State Board of Education, the Educative Teacher Performance Assessment (edTPA) and PRAXIS examination. In order to obtain a clear Continuing Professional License, both testing requirements must be passed before or during the third year of an Initial Professional or Residency license. The edTPA is a national, subject-specific performance-based assessment of teaching performance, through which students prepare a portfolio of evidence to demonstrate their effectiveness in the classroom. PRAXIS, created by ETS, is a national assessment designed to evaluate a candidate's knowledge of content and pedagogy in their subject. Students enrolled in MDSK initial licensure programs have historically performed exceptionally well on both the edTPA and PRAXIS. edTPA data are reported from Fall 2019 to Spring 2023, and PRAXIS data are reported from Fall 2020 to Fall 2022. From Fall 2019 to present, MDSK candidates passed edTPA on their first submission attempt greater 80% of the time per semester, with an overall initial pass rate of 89.4% during the most recent 2022-2023 academic year. During the 2021-2022 academic year, candidates from the Cato College of Education earned a 45.66 average score on edTPA, ranking first amongst all institutions in the University of North Carolina system and exceeding the system-wide average score of 43.56. From 2020 to present, MDSK candidates have also achieved an 83.8% pass rate on PRAXIS licensure examinations, with a 100% pass rate for Secondary Education, Career & Technical Education, and Foreign Language Education candidates throughout the 2022 calendar year."

Co-Curricular Learning:

MDSK continues to receive official Quality Matters Recognition. In 2022, the department successfully received official certification from Quality Matters (QM) for its 14th course from the MDSK department, 46th course from Cato College of Education, and the 79th course from UNC Charlotte officially certified by Quality Matters. Faculty across the department worked with support from the School of Professional Studies to receive QM certification for the following courses (MDSK 6260, EDUC 1100, ENGL 6274, MDSK 6220, MDSK 2100, MDSK 5253, EDCI 8206).

Types of Accomplishments Discussed Above:: Undergraduate Student Success (high impact practices, mentoring)

Co-Curricular Learning

ACADEMIC AFFAIRS UNITS: THEME B - INQUIRY, RESEARCH, AND CREATIVE DISCOVERY:

New Internal and External Grants: MDSK faculty increased the amount of internal funding in 2022 with awards that totaled **\$2,028,843** for special research, curriculum, or diversity projects. Faculty also won a variety of Faculty Research Grants (FRG), SOTL grants, and Chancellor's Diversity Grants. This includes **\$31,650** in Inclusive Excellence and internal grants and **\$1,982,193** in newly funded multi-year projects from the Department of Public Instruction and the U.S. Department of Education. In collaboration with Scott Kissau (PI), Lan Kolano, Michelle Stephan, and Joan Lachance received a 1.8M Teacher Quality Partnership grant to train middle and secondary education teachers to become dually licensed in their high needs content areas (math, science, ELA, FLED) and English as a Second Language (ESL). Krstin Davin and Scott Kissau also secured an NC Collaboratory Grant (\$148,492) to conduct their project, Effective Virtual Teaching Strategies: Lessons from World Language Educators. In this collective case study involving world language coordinators, teachers, and students across 10 school districts in North Carolina. Additionally, MDSK faculty are continuing multi-year grants that include Brittany Anderson's National Science Foundation (NSF) Faculty Early Career Development (CAREER) that began in the summer of 2022 and focuses on *Fostering Early STEM Exploration with Gifted and High Ability Black Girls and Their Elementary Teachers through Culturally Relevant Experiential Learning Activities* (\$1M) and Michelle Stephan's work as a co-Investigator with Wilson, Schwartz, & McCulloch on a NSF grant [\$2.9 million] to co-design statewide alignment of a vision for high quality mathematics instruction.

Research: MDSK faculty continue to increase scholarly activity. Specifically, MDSK faculty have published numerous books, book chapters, and articles during 2022. Faculty commitment to research on educational issues were recognized in many distinguished top tiered journals in different fields, including *The Urban Review* and *Teachers College Record*, *TESOL Quarterly*, *Teaching and Teacher Education*, *Foreign Language Annals*, *Race, Ethnicity, and Education*, *Journal of Negro Education*, and *the Journal of Trauma Studies in Education*. A total of **27 peer-reviewed articles**, **24 book chapters** were published in 2022. MDSK faculty also have an additional **25 in press** books, book chapters, or articles. Also noteworthy are the **9 critical books that MDSK faculty published** in 2022 on critical issues in education, teaching, and learning that include:

Garo, L., **Butler, B. R.**, Lewis, C. (2022). *Un-silencing youth trauma: Transformative school-based strategies for students exposed to violence and adversity*. Information Age.*

Butler, B. R., Farinde-Wu, A., Winchell, M. (2022). *Mentoring while white: Culturally responsive practices for sustaining the lives of Black college students*. Rowman & Littlefield, Lexington Books.*

***Coffey, H.** & Arnold, L. (2022). *Transformative critical service-learning: Theory and practice for engaging community college and university learners in building an activist mindset*. Myers Education Press.

Davin, K. J., & Heineke, A. J. (2022). *Promoting multilingualism in schools: A framework for implementing the Seal of Biliteracy.* ACTFL Press. #*

Nesbit, C.R., Wallace, J.D., Pugalee, D.K., Miller, A.C. & **DiBiase, W.J.** (Ed) (2002). *Developing Teacher Leaders in Science and Mathematics: The Role of Professional Development.* ERIC Clearinghouse for Science, Mathematics, and Environmental Education. Columbus: Ohio.

Lachance, J. & Honigsfeld, A. (2023). *Collaboration and co-teaching in dual language education: Transforming programs for multilingualism and equity.* Corwin Press.

Thomas, S., Lee, S. & **Lewis, C.** (2022). *Economic, political and legal solutions to critical issues in urban education and implications for teacher preparation.* Charlotte, NC: Information Age.

Garo, L., Butler, B. & **Lewis, C.** (2022). *Un-silencing youth trauma: Transformative school-based strategies for students exposed to violence and adversity.* Charlotte, NC: Information Age.

Hucks, D., Sealey-Ruiz, Y., Showunmi, V., Carothers, S., & **Lewis, C.** (2022). *Purposeful teaching and learning in diverse contexts: Implications for access, equity and achievement.* Charlotte, NC: Information Age.

Graduate Programs:

(a) PhD in Curriculum and Instruction, LDT and CED Concentrations admitted students. The department welcomed new cohorts of students who began their doctoral study in the two new strands of the C & I program-Curriculum and Educator Development (CED) and the Learning, Design and Technology (LDT). **(b) New cohort admitted:** We launched the newest concentration to the M.Ed. In Curriculum and Instruction, Curriculum Leadership with a new cohort of Independent Schools professionals across NC who began coursework in fall 2022, under the collaborative leadership of Heather Coffey (MDSK), Jamie Kudrats (EDLD), and Nick Triplett (MDSK). **(d) Proposals were submitted to Curriculog to renumber (c) A New Cohort Admitted: TQP grant recipients (cohort 3, n=10)** began their coursework in the summer of 2022. This original grant provided middle and secondary teachers to complete their Masters of Arts in Teaching degrees with a living wage **(d) Curriculog Proposals Launched to address** non-compliant courses to ensure university standards were met and included revisions to the following [MDSK 6162L → MDSK 6163, MDSK 4100L/5100L → FLED 4105/5105, TESL 6276 → TESL 6276, and MDSK 6464 → MDSK 6264].

Types of Accomplishments Discussed Above:: Grant seeking - faculty or students
New educational graduate programs
External collaborations and partnerships

ACADEMIC AFFAIRS UNITS: THEME C - NORTH CAROLINA:

Dr. Butler partnered with the [Charlotte Mecklenburg Board of Education](#) with the purpose of reviewing regulations, policies, and practices around school discipline, socio-emotional health, physical wellness, and school attendance in CMS. The committee consisted of 300 participants who dedicated 240 hours from January 2020 through June 2022. Each month, the subcommittees collected data, met with district officials, and constructed recommendations regarding these regulations, policies, and practices. Additionally, co-chairs met monthly to provide committee updates and find ways to collaborate across subcommittees to propose policy recommendations to the CMS Board of Education. Finally, the CMS Community Equity Committee met monthly to provide parents, families, students, and the larger community with subcommittee updates and the status of proposed policy recommendations. The outcome of the program included recommendations to the CMS Student Wellness and Academic Support Department after analyzing disaggregated data for students on their socio-emotional wellness. Also, policy recommendations were made to the CMS Board of Education on school suspension and restorative practices.

Dr. Butler partnered with the [National Technical Assistance Center on Transition: The Collaborative \(NTACT:C\)](#) for three main purposes. First, to strengthen provider partnerships with students and youth with disabilities and their families. Second, to provide quality professional development around culturally responsive practices. And, finally, to implement technical assistance (support) that centers DEI. There were over 1,000 participants who have dedicated 500 hours to the project since August 2018. During this time, there have been webinars and professional development workshops that focused on culturally responsive practices for students with and at risk for disabilities, presentations at the National Capacity Building Conference, and Dr. Butler participated on the Advisory Board with OSERS. Additionally, surveys were developed and collected on student engagement. Tools and resources were gathered and developed based on data from these surveys to share with families from marginalized backgrounds. The outcome of this project includes increased awareness of diversity, equity, and inclusion (DEI), implementation of culturally responsive practices, dropout prevention, community assets mapping, family engagement through restorative practices, and deep, critical reflection and shift in policy and practice.

Dr. Butler partnered with [BlackSEL](#) for the purpose of highlighting and elevating the voices of BlackSEL practitioners, expanding the focus on SEL from the classroom to the community, sharing resources to further research and sustain SEL practices, and creating a healthy dialogue around policy to introduce and enhance SEL to surrounding communities and key stakeholders. Since September 2022, over 200 participants have dedicated 100 hours to the project, which resulted in the BlackSEL Summit. The project has resulted in both educator and practitioner support and a greater awareness of BlackSEL practices.

Dr. Heafner partnered with the [Hawaii Department of Education](#) to design curriculum and webinars for social studies professional development for Hawaii teachers. From May, 23, 2021 through June 30, 2022, approximately 250 educators participated in the webinars to focus on digital media literacy, teaching contested and hard history, teaching empathy and historical skepticism, teaching social studies in a politicized context, the state of the civic education in the USA, and creating legislative initiatives related to Culturally Responsive Teaching, which includes tracking national trends. In addition to the webinar series, this project resulted in the creation of curriculum folders and resources for each of the related topics, and interactive professional development and question and answer sessions via Zoom.

Dr. Heafner partnered with elementary and middle school teachers in [Lincoln County Schools](#) to co-develop curriculum resources and teacher professional development materials. The purpose of these materials was to assist in teaching about race, racism, and enslavement, advancing social justice in social studies, justice-oriented action service learning, and teaching the 1619 project. Approximately 100 educators will participate in this project from December 1, 2021 through August 31, 2023. This project is currently in the development phase, with curricular content being developed for a 2023 professional development.

Dr. Lachance along with K-12 ESL teachers and coaches in [Cabarrus County Schools](#) will create professional development that focus on active engagement, scaffolding, and collaborative practices. Between October 1, 2022 and December 15, 2022, fifty teachers and coaches participated in two professional learning sessions where teachers were able to identify ways to increase peer-to-peer interaction, increase scaffolding options, and propose presentations to take back to their own grade-level/content PLCs.

Dr. Lachance project partnered with [Al-Anon](#) to work with family members, or anyone touched by the impacts of addiction, with a special focus on Al-Ateen. There is a desperate need to expand the Al-Ateen programs in Charlotte, and strict requirements to become a certified meeting leader. Additionally, certified leaders must complete a background check and collaborate with the Al-Anon district leadership team to ensure the core practices of the program are used. Approximately fifty participants will work on this project from October 1, 2022 through December 31, 2025. This project will launch bi-annual training programs, along with weekly Al-Anon meetings and approximately one Al-Ateen per month.

Dr. Salas partnered with [Central Cabarrus High School](#) to create Senior Class Writing Workshops that support first generation college aspirants in the county. The project ran from January 2015 through December 2022 and began as four half-day writing workshops. The workshops were so successful, the program continued in 206 – 2019, and moved to an online format for 2020 and 2022. The program was temporarily suspended due to COVID in 2021.

Dr. Pugalenti partnered with a middle school teacher at [Palisades Episcopal School](#) to provide a year-long professional development on planning for High-Quality Mathematics Instruction. In August 2022, the teacher was introduced to best practices for planning and instruction of high-quality mathematics. Throughout the year, the project leader will support the teacher and assist in applying what they learned at the beginning of the school year.

Dr. Stephan partnered with the [North Carolina Collaborative for Mathematics Learning](#) to focus on K-12 Mathematics teachers, mathematics coaches, district mathematics leaders, school administrators, and university-based mathematics educators from all parts of the state. The co-design team will engage in three year-long design cycles that will include discussing and identifying a shared problem of practice within the overarching project goal of promoting a shared statewide vision of high-quality and equitable mathematics instruction, collaboratively designing resources based on the needs identified, eliciting feedback from the wider state mathematics education community, and refining the resources based on feedback. In addition, co-design team members will be an important part of the research related to these efforts and as such, they will be expected to participate in periodic interviews. This is a 3-year commitment, and the work will be done in monthly hour-long zoom meetings, one full-day meeting each semester, and a 3-day retreat each summer during the third week in June. The first summer retreat happened in June 2022 and the monthly meetings are in progress since that date. The project is still in progress and the co-design team is working on finalizing the problem of practice and starting to work on the design to address the identified problem of practice.

Attached Files

[MDSK- Schools Community Partnership Summary 2022-2023.docx.pdf](#)

Types of Accomplishments Discussed Above:: Collaboration and Support for K-12 education

Continuing education (urbanCORE, Professional Studies, transfer recruitment and admissions)

ACADEMIC AFFAIRS UNITS: THEME D - EQUITY, ENGAGEMENT, AND SUSTAINABILITY:

Dr. Butler project partnered with [Turning Point Academy](#) to focus on professional development, positive self-advocacy for students and teachers, Leaders in the Making Program, Instructional Materials Advisory Committee, and volunteer support. Starting in January 2015, the project was able to assist on the CMS Community Equity Committee, co-chair a student wellness subcommittee that focused on school discipline and socio-emotional health and wellness, participate in family/parent engagement workshops, and create a district-wide policy recommendation proposal on short-term suspensions. The program has increased support for the family/parent engagement workshops, continued to build an effective school-community-university partnership, assist students and families present at the CMS Board Meeting, select a new Turning Point Academy Principal, and support effective curriculum design and instruction.

Dr. Butler partnered with board members, administrators, teachers, students, and families at [Veritas Community Charter School](#) to focus on a professional development series on restorative approaches for teachers and staff. The series started in September 2022, and the final professional development will be in April 2023. This series has helped build positive relationships and caring communities within and outside of school, made teachers understand the impact of implicit bias and vicarious trauma on school climate, increase awareness on how to foster a just, equitable, and culturally inclusive environment, and engage in critical self-reflection that shifts thinking, changes behaviors and dismantles structural inequities in practice. Additionally, this professional development series has assisted both teachers and administrators use affective language to aid in conflict resolution, engage in intercultural dialogue through self-expression and empathy, understand methods and strategies for observing without evaluation, and integrate mindfulness, authenticity, compassion, vulnerability, and tolerance as mediating tools for managing disputes.

Dr. Butler [Division of Student Success at Rowan-Cabarrus Community College](#) to focus on professional development. They created a year-long professional development series on culturally responsive advising for college administrators/supervisors and staff. The series was offered during the 2021-2022 school year and the 2022-2023 school year. The outcomes of the series include helping build positive relationships and caring communities within and outside of school, making teachers understand the impact of implicit bias and vicarious trauma on school climate, increasing awareness on how to foster a just, equitable, and culturally inclusive environment, and engage in critical self-reflection that shifts thinking, changes behaviors and dismantles structural inequities in practice. Additionally, this professional development series has assisted both teachers and administrators use affective language to aid in conflict resolution, engage in intercultural dialogue through self-expression and empathy, understand methods and strategies for observing without evaluation, and integrate mindfulness, authenticity, compassion, vulnerability, and tolerance as mediating tools for managing disputes.

Dr. Joan Lachance partnered with teachers and curriculum developers, along with the [New Kituwah Academy in Cherokee, North Carolina](#) [the Eastern Band of Cherokee Native Americans] to amplify the number of Native Elder Speakers as there are only 177 remaining. This project has been approved by the Elder Council to enhance dual language education in Cherokee and English by expanding the Speaker community and to involve them in the school. This project started in September 2021,, and by August 31, 2024 fifty participants will create 18 units of instruction and corresponding assessments/materials develop, along with review and pilot implementation.

Dr. Heafner partnered with the [CivXNow State Policy Task Force](#) to create a State Civics Coalition in North Carolina. Additionally, this collaboration aims to advance national priorities for civic education in K-12 learning, create additional funding for civic education, and research support to explore the impact of civic education on the development of active and engaged US citizens and youth. This project started on January 1, 2021, and by December 31, 2023 approximately 350 participants will spend 1,000 hours receiving civics grants that will result in external funding and greater statewide collaboration to improve the state of civics education in K-12 schools. Currently, participants are representing North Carolina in the national meetings each month and working with other organizations in North Carolina to create a civics coalition in the state.

Types of Accomplishments Discussed Above: Diversity, equity, and inclusion

Community programs and activities (athletics, performing arts, design, gardens, etc.)

Examples of Data-Based Improvements :

Program Assessment Calibration- Program Directors, Advanced methods instructors, along with Brad Smith met to restructure the assessment of student evidence in Taskstream. Redundant assignments were replaced and essential rubrics were updated. **The Analysis of Teaching Project** was revised with input from content experts in Math, Science, FLED, TESL, ELA, and Social Studies. MDSK collaborated with content experts in both the Math and English departments in this effort and implemented the new rubrics and changes in Spring 2022 with new data to be collected in spring 2023.

Technology Assessment: MDSK developed a new technology assessment tool for use in undergraduate and graduate programs (led by Hilary Dack and Adam Myers). The new rubric will be used beginning Spring 2023.

Other Major Accomplishments: :

Recognition for Teaching Excellence, Research, and Service – MDSK faculty received multiple awards and honors for their commitment to teaching, research, and service from a variety of national and local organizations. Dr. Kristin J. Davin brought in multiple honors in 2022 at the university and national levels. She received the prestigious 2022 Thomas L. Reynolds Leadership Award for excellence in graduate program administration for her work with the Foreign Language Education Program and the SCOLT Educator of Excellence Award. In 2022, MDSK faculty were awarded six of the seven possible college awards that include (1) the Cato COED (1) Excellence in Research Award (Davin)), (2) Distinguished Faculty Award (Jones), (3) Diversity Award (Butler), (4) Excellence in Teaching Award (Dack), (5) Sustained Service to Public Schools Award (Jones), and Staff Employee of the Year (Steele).

Diversity Initiatives:

The Ethics Center, Interdisciplinary Studies and the Migration Research Network, Cato College of Education (MDSK) sponsored a film series this year. The first film and panel showcased the work of SEAC Village, a local non-profit organization that supports Southeast Asian youth in Charlotte. This event was supported by various student organizations (ie.. Asian Student Association, Hmong Student Association, Filipino American Student Union and the Vietnamese Student Union). There was community and faculty attendance at both. The event was a screening of [Fighting for Family](#), a documentary focused on Rex and Chuchi, a Montagnard couple from North Carolina who are childhood sweethearts. Their love story was recently featured in *The New York Times*, and the film shows their struggles, hopes, and journey after Chuchi is deported to Vietnam. North Carolina, specifically Greensboro, Raleigh, and harlotte, has the largest Montagnard community outside of Southeast Asia. Following the film, we held a panel discussion with Lan Nguyen (the film's director), and four members of SEAC Village (Southeast Asian Coalition, a local, grassroots community activist organization) who had been involved in supporting the family. We were also privileged to be able to include Chuchi in the session, as he was able to zoom in from Vietnam.

Supporting Documentation: Attached Files

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