

UNIT REPORT

**Reading & Elementary ED -
Highlights Report**

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Reading and Elementary Education Department 2022-23

Start: 07/01/2022

End: 06/30/2023

Providing Department: Reading & Elementary ED

NON-ACADEMIC AFFAIRS UNITS ONLY: Highlights of the Year:**ACADEMIC AFFAIRS UNITS: THEME A - EDUCATIONAL OPPORTUNITIES AND EXCELLENCE:**

The data for Elementary Education teacher candidates continues to show that our graduates are well prepared for licensure requirements. Teacher candidates across all programs had a 77.4% pass rate on the Foundations of Reading exam in 2022, and the 91.67% pass rate on the Praxis Content Knowledge for Teaching Mathematics exam in 2022.

When examining the demographics of Elementary Education program completers for the 22-23 AY, 36.11% of the individuals were from minoritized populations. Program completers demonstrated the application and enactment of research-based pedagogies in their student teaching internships in order to successfully complete the program.

Faculty continue to plan Study Abroad opportunities. Dr. Daniel Alston took a planning trip to South Africa with a plan to take teacher candidates in 2024. Additionally, there are conversations about taking a group of teacher candidates to our partner university Ph Ludwigsburg in Ludwigsburg, Germany in 2024 or 2025.

Types of Accomplishments Discussed Above::

Undergraduate Student Success (high impact practices, mentoring)

Student Retention and Graduation (enrollment rates, retention rates, graduation rates, Student Experience Project, OER use, etc.)

Student Career Preparation (co-ops, internships, service learning, research, engagement with alumni and leaders, etc.)

International Experiences (study abroad, on-campus global learning programs/events)

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

During the 22-23 AY, REEL faculty published 41 peer-reviewed journal articles, 14 peer-reviewed book chapters, 1 book, 3 edited books, 3 technical reports, 4 non-peer-reviewed publications, and 3 editorials.

Faculty were awarded 9 externally funded grants totaling \$995,206, 6 internal grants from UNC Charlotte programs totaling \$12,631.

During the 22-23 AY, REEL Faculty engaged in 53 different community and school collaborative projects with individuals that were external to the university.

A new program, the Graduate Certificate in Instructional Coaching, was approved and will start in the Fall '23 semester.

The Curriculum and Educator Development strand of the Ph.D. in Curriculum and Instruction started during the 22-23 AY and continues to attract many applicants and students to the doctoral program.

In terms of research in signature areas, literacy faculty who collaborate with faculty in the Special Education program have received external funding and published high-impact peer-reviewed research articles about their work supporting the development of literacy skills with striving learners.

Types of Accomplishments Discussed Above:: Grant seeking - faculty or students

New educational graduate programs

Research in a signature research area

External collaborations and partnerships

ACADEMIC AFFAIRS UNITS: THEME C - NORTH CAROLINA:

Faculty continue to partner in multiple areas to support K-12 education. During the 22-23 AY, REEL Faculty engaged in 53 different community and school collaborative projects with individuals that were external to the university. Of note, Dr. Miranda Fitzgerald co-authored with the NC Department of Public Instruction documents to support the implementation of new literacy Standards in Grades K-5. Drew Polly served as a lead author and collaborated with the Department of Public Instruction on the Unpacking Documents for Elementary Mathematics Standards from Grades K-5. These documents are used by nearly every elementary school teacher across the state.

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

Regionally relevant acquisitions and events

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

When examining the demographics of Elementary Education program completers for the 22-23 AY, 36.11% of the individuals were from minoritized populations.

Faculty in the REEL Department have engaged in professional learning focused on concepts of Diversity, Equity, and Inclusion (DEI) in the form of College-wide programs sponsored by the Committee of Equity, Justice, and Belonging (C4EJB) as well as professional learning organized by the Department "Strengthening Our Core (SOC)" group.

During the 22-23 AY REEL faculty have published 11 dozen articles related to topics of DEI in peer-reviewed journals and book chapters.

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

Examples of Data-Based Improvements :

Program data is reviewed each semester, and discussed annually by Program Faculty in the REEL Department. Specific data sources that were examined: licensure test data, edTPA Pass rates, student teaching completion rates.

Specifically during the 22-23 AY Literacy faculty who teach READ courses redesigned all of the literacy courses to align to the NC Literacy framework, incorporate aspects of the Science of Reading, and meet the mandates set by the state. On an external evaluation of all Literacy programs in the state, UNC Charlotte was the only university to receive a "High" evaluation.

Other Major Accomplishments: :

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Diversity Initiatives:

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During the 22-23 AY REEL faculty have published 11 dozen articles related to topics of DEI in peer-reviewed journals and book chapters.

Faculty engaged in 11 different school and community partnerships to promote DEI concepts.

Supporting Documentation: Attached Files

 [REEL-22-23-AY-highlights.docx](#)

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