**2015-16 Annual Report Template**

**(Department of Middle, Secondary, and K-12 Education)**

|  |
| --- |
| A. HIGHLIGHTS OF THE YEAR |
| **Major accomplishments (including student accomplishments) of unit/department/college during the year reported by Academic Affairs Goal.** |

* **To educate a diverse student body through an integrated academic experience that positions graduates for personal success and civic responsibility in the global environment of the 21st century:**

MDSK offers an array of diverse programs that prepare educators, master teachers, and university educators to meet the intellectual, cultural, and economic needs of the region

* MDSK’s PhD in Curriculum and Instruction with an urban focus, has continued to grow. According to Institutional Research, there were 56 enrolled students in the program in fall 2014 and 64 in fall 2015. The program is now the second largest doctoral program in the College.
* MDSK offers an undergraduate Civic Minor in Urban Youth and Communities that experienced phenomenal growth since its launch in 2013. According to Institutional Research, in spring 2013 there were 19 students enrolled in the program, and in fall 2015, there were 105. We now estimate enrollment to have grown to over 120 students.
* Dr. Scott Kissau, Director of the Foreign Language Education Program, was named the K-12 Higher Education Foreign Language Teacher of the Year by the Foreign Language Association of North Carolina.
* Rosalyn Rhodes, a graduate of the Graduate Certificate in Foreign Language Education program and current student in the Master of Arts in Teaching Foreign Language Education program, was named the K-12 Foreign Language Teacher of the Year in North Carolina.
* Dr. Greg Wiggan won the COED Award for Excellence in Teaching and the College of Education Diversity Award.
* **To expand the frontiers of knowledge and leverage discovery for the public benefit through innovative programs that span the disciplines in research, creative activities, and graduate education:**
* MDSK has developed and launched innovative off-site programs to enhance instruction, meet community needs, and increase enrollment. As featured in a recent issue of NinerTimes, the M.Ed in Middle and Secondary Education began offering in 2015 an innovative M.Ed program at Monroe High School in Union County. Funded through a grant by the Goodnight Foundation, this master’s degree program is tailored to the needs of the teachers. This unique and highly successful program has since been expanded to include cohorts from Stanly and Rowan Counties.
* Scholarly productivity among MDSK students was high, particularly among candidates in the Urban Education concentration of the PhD Program, who average four publications and five presentations at national conferences by the time they graduate.
* In 2015, graduate students in MDSK 6260 and TESL 6206 submitted a total of 9 successful grant applications to the National Endowment for the Humanities and Gilder Lehrman Institute of American History.
* Dr. Paul Fitchett was selected as the Associate Editor for one of the premier journals in social studies, and Dr. Charles Hutchison was selected as the editor for the *Journal Insights on Learning Disabilities.*
* In 2015, Dr. Paul Fitchett and Dr. Tina Heafner were awarded the COED Award for Excellence in Research.
* Dr. Chance Lewis was the 2016 recipient of the prestigious Harshini V. de Silva Graduate Mentor Award.
* MDSK faculty member, Dr. Michelle Stephan, was recently awarded an NC Quest Grant valued at approximately $300,000 for a collaborative project involving colleagues in the math department and STEM Center to provide professional development to local math teachers related to the Common Core Standards.
* Dr. Paul Fitchett was the recipient of a prestigious Spencer Foundation Grant ($50,000).
* A paper presented by Dr. Tina Heafner and Dr. Teresa Petty entitled, “Comparing Formative Supports of Graduate Candidates in Online and Face-to-Face Teacher Preparation Programs," received the SITE 2016 Outstanding Paper Award at the 2016 conference of the Society for Information Technology & Teacher Education.
* **To engage community partners in mutually beneficial programs that enhance the economic, civic, and cultural vitality of the region:**
* Civic responsibility and community engagement are central components in all MDSK programs. As previously mentioned, MDSK has a rapidly growing Civic Minor in Urban Youth and Communities that has students learn through engagement with the community.
* MDSK faculty members continue to lead the COED Prospect for Success program that is intended to get freshman engaged in the university experience.
* Students in TESL 4204 and TESL 6204 participate each week in the North Star literacy tutoring initiative at Newell Elementary School where they read with ESL students. In fall 2015, there were 55 MDSK students serving Newell in this capacity.
* Freshman in EDUC 1100 take a bus each week to Albemarle Road Elementary, the largest elementary school in the state with over 60% of its students deemed limited English proficient, to provide additional support to both students and teachers.
* Many aspiring high school teachers participate in Power Hour, a tutoring program offered at Central Cabarrus High School.
* Students in Dr. Heather Coffey’s LBST 2215 spend hours each semester tutoring middle school participants in the AVID program at Walter G. Byers School in Uptown Charlotte, volunteering at a homeless shelter, and have volunteered to help restore a greenhouse at West Charlotte High School.
* Candidates in the PhD in the Curriculum and Instruction program spend many hours working with students and teachers at Turning Point Academy, a CMS school for students experiencing disciplinary challenges.
* Dr. Susan Harden received a $60,000 grant to develop and pilot the Charlotte Community ScholarsSummer Program in summer 2015 to provide students with an immersive civic engagement experience.
* In 2015, Dr. Tina Heafner was awarded the COED Sustained Service to Schools Award.
* In recognition of her outstanding work, Dr. Harden was nominated last year by the Provost’s Office for a national award: *Ernest A. Lynton Award for the Scholarship of Engagement for Early Career Faculty*.

|  |  |  |
| --- | --- | --- |
|

|  |
| --- |
| B. EXAMPLES OF DATA-BASED IMPROVEMENTS DURING THE YEAR |
| **Describe 3 examples of how the unit/department/college has used assessment data for the purpose of improvement during the year.** A critical piece of the Department’s efforts to build and sustain quality programs is to gather and analyze program-specific data and then make data-driven decisions. Starting in the fall of 2015, MDSK has implemented official “Days Days” when all faculty members gather by program area, analyze data from the previous semester, and discuss changes to be made to improve programs and learner outcomes. Many of the data-driven changes described below, such as the NCIS clinical experience model and the peer mentoring project have resulted from “Data Day” analyses. Some of the many additional improvements stemming from MDSK data analyses include more faithful use of the College’s data management system, increased workshops to prepare candidates for state content tests, revising assignments, developing and/or revising rubrics, infusing new clinical experiences, and adding content-specific addendums to the student teaching observation instrument. Listed below are 3 specific examples of data-driven decisions made this past year in MDSK: |

 |

1. **EdTPA support**. MDSK has been innovative in providing support to its candidates. The Department secured a grant to recruit and train a pool of K-12 teachers who committed to serve as Cooperating Teachers (CTs) to interns in 2015-16, and examined the impact these trained CTs had on their teacher candidates’ performance on edTPA. During training led by MDSK faculty in summer 2015, CTs were familiarized with the expectations and guidelines of edTPA. In break-out sessions led by MDSK content area experts, content-specific best practices were reviewed, CTs learned areas of the assessment in which candidates have performed well, where they have room for improvement, and how CTs can further support their interns. The steps MDSK has taken to help its candidates successfully complete edTPA have led to improved learning outcomes. As demonstrated in Figure 1, from fall 2014 to spring 2015, improved mean scores across the 15 edTPA assignment rubrics were reported in 9 out of 10 MDSK licensure areas.

The previously described grant and summer edTPA training offered to Cooperating Teachers (CTs) have also led to improved performance. Analysis of the data collected from fall 2015 has suggested the benefits of the training. As demonstrated in Figure 2 below, on a 5-point scale in which a score of 3 is the target level and a score of 5 indicates accomplished performance, MDSK teacher candidates whose CT participated in the summer training obtained significantly higher mean scores on all five rubrics that assess lesson planning skills than did their peers whose CT did not receive the training.

**Figure 2. Fall 2015 edTPA Scores - Planning for Assessment**

1. **Clinical Experiences**. MDSK has led the College of Education in revising and improving clinical experiences in response to new national standards for teacher preparation programs. To ensure that teacher candidates in initial licensure programs experience meaningful and enduring experiences that prepare them for their future classrooms, MDSK piloted in 2015 the Niner Clinical Immersion School (NCIS). As part of this new program, MDSK candidates in the Graduate Certificate program are immersed in strategically selected, diverse K-12 classrooms. Facilitated by a liaison from UNC Charlotte, candidates in the program are assigned to two sites for extended periods of time and to a team of teachers. During their extended clinical experiences, candidates work on a continuum checklist of tasks and experiences that align with course content. Significant improvements have also been made in clinical experiences at the advanced licensure level, where CAEP standards require enhanced leadership experiences in K-12 schools. To address CAEP standards for advanced licensure programs and meet the needs of new second language teachers, MDSK piloted an innovative peer mentoring project that has since been extended to all content areas in the Department. As part of the project, master’s degree candidates (mentors) are partnered with new and/or struggling practicing teachers (mentees) in a local school district to provide support and develop leadership skills.

As demonstrated in the testimonials below from MDSK candidates in fall 2015, in only its second semester of implementation, the NCIS program has been an undeniable success, demonstrating benefits for both K-12 partners and MDSK teacher candidates. Reported benefits to K-12 partners include opportunities to “grow their own” teachers to fill future vacancies, providing tutors, proctors, and mentors to K-12 students, and developing K-12 teacher leadership among mentoring teachers. Benefits to MDSK teacher candidates include increased rapport with K-12 teachers, decreased uncertainty over clinical placements, working with a cadre of teachers to gain a variety of experiences, and increased job opportunities.

*"With this program, I became more hands on with observations in the classrooms. The checklist helped me develop better relationships with students and teachers, as my previous experience there was no checklist." –* High School Social Studies Candidate

*"This NCIS program has me more prepared to student teach next semester, than previous the field experience program I experienced."* *–*High School Social Studies Candidate

The outcomes of the new Peer Mentoring Experience have been equally impressive. Recently published in a prestigious, peer-reviewed journal (see Kissau & King, 2015), the findings of this project suggested that the peer mentoring partnership was mutually beneficial. While the new teachers (mentees) in this project gained strategies, resources, and support from the advanced licensure candidates (mentors), data revealed a clear evolution among MDSK graduate students (mentors), who began by expressing fear and self‐doubt about their skills, and who by the end had gained both confidence and stronger leadership skills (see testimonials below).

*This is my last semester here, and with a project such as this one, it made me realize all that I had acquired from teaching strategies, to philosophies of teaching, to classroom management, to knowing differentiation techniques, and the list truly goes on. “Wow!” sometimes was all I could say to myself. . . . I would be remiss if I did not say there were certainly moments of pride and happiness to know how far I’ve come in this program and the wealth of knowledge I take with me. This project made me feel ready to teach and lessened personal moments of doubt or insecurity (Kissau & King, 2015, p. 12).*

1. **Meeting the needs of English language learners.** Analysis of data from program graduates has not only resulted in many changes that have improved the quality of MDSK programs, but may in the future also contribute to improved student outcomes in other departments across the College. Recent analysis of program completer data collected by the state of North Carolina revealed that more than 40% of UNCC COED graduates did not feel prepared to support English language learners in their classrooms. In response to this alarming statistic, TESL program faculty members in MDSK are collaborating with the Dean’s Office to provide professional development to faculty and students across COED departments to ensure that all program completers, regardless of affiliated department, feel confident in their abilities to meet the needs of the growing number of ESL students in North Carolina classrooms

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|

|  |
| --- |
| REQUIRED ATTACHMENTS TO 2015-16 ANNUAL REPORT |
|  |
| * **ANNUAL PROGRESS ASSESSMENT OF PERFORMANCE OUTCOMES FOR 2015-2020 STRATEGIC PLAN GOALS**: After completing sections III H and III I of your 2015-2020 Strategic Plan, attach the entire 2015-2020 Strategic Plan to the annual report.

**Goal #1: The College of Education’s undergraduate and pre-service teacher preparation programs will produce highly effective and engaged professionals for all settings, including urban and high needs areas.** * As a means of recruiting new students, the Director of the Foreign Language Education Program visited undergraduate foreign language courses at UNC Charlotte to familiarize students with the foreign language teacher training program.
* Submitted successful International Education Week grant proposal to promote foreign/second language programs on campus
* Continue and expand NCIS Clinical Pilot Program with Graduate Certificate students
* Offer in-semester “Push-in” sessions with graduate certificate and undergraduate internship candidates for intensive edTPA support-given by MDSK faculty who are trained Pearson scorers.
* Offer edTPA summer training for Cooperating teachers of MDSK teacher candidates
* Revised initial licensure rubrics (Technology Resources assignment, Dispositions, STAR 2012) to align with new CAEP standards
* Starting in the fall of 2015, MDSK has implemented official “Days Days” when all faculty members gather by program area, analyze data from the previous semester, and discuss changes to be made to improve programs and learner outcomes.
* Wide-scale participation among initial licensure candidates in CMS’s North Star literacy tutoring initiative. Students in TESL 4204 and TESL 6204 participated each week in the North Star literacy tutoring initiative at Newell Elementary School where they read with ESL students. In fall 2015, there were 55 MDSK students serving Newell in this capacity.
* Freshman in EDUC 1100 took a bus each week to Albemarle Road Elementary, the largest elementary school in the state with over 60% of its students deemed limited English proficient, to provide additional support to both students and teachers.
* Many aspiring high school teachers participated in Power Hour, a tutoring program offered at Central Cabarrus High School.
* Students in Dr. Heather Coffey’s LBST 2215 spent hours each semester tutoring middle school participants in the AVID program at Walter G. Byers School in Uptown Charlotte, volunteering at a homeless shelter, and have volunteered to help restore a greenhouse at West Charlotte High School.
* Rosalyn Rhodes, graduate of the Graduate Certificate in Foreign Language Education program was named the K-12 Foreign Language Teacher of the Year by the Foreign Language Association of North Carolina.

**Goal #2: Expand the frontiers of knowledge and leverage discovery for the public benefit through innovative programs of graduate education (MEd, EdD, PhD) that span the disciplines.** * Submitted a proposal that was approved by the Dean’s Office to conduct an external review of PhD in Curriculum & Instruction Program. An internal review was completed this year.
* A long from proposal has been submitted to launch a new M.Ed in Urban Education program
* A successful long form proposal was submitted to establish English and math concentration areas to the M.Ed in Middle/Secondary Education.
* Long form proposal has been submitted to establish a Graduate Certificate program in National Board Certification.
* Sought and obtained additional funding from Graduate School to support graduate student enrollment.
* Submitted NC Quest Grant proposal to fund M.Ed – TESL cohort at Newell Elementary School
* Implementation of innovative off-site M.Ed in Middle and Secondary Education in Union, Stanly, and starting in fall 2016, Rowan Counties.
* In 2015, graduate students in MDSK 6260 and TESL 6206 submitted a total of 9 successful grant applications to the National Endowment for the Humanities and Gilder Lehrman Institute of American History.
* In recognition of the exceptional mentoring provided to MDSK doctoral candidates, Dr. Chance Lewis was selected as the 2016 recipient of the prestigious Harshini V. de Silva Graduate Mentor Award (see <https://education.uncc.edu/news/urban-education-professor-chance-lewis-wins-prestigious-award-mentoring>).
* Continued increase in enrollment in the PhD in Curriculum and Instruction program.
* Development of new rubrics in the PhD in Curriculum and Instruction program to meet new CAEP standards that now also apply to doctoral programs.
* Revision of existing rubrics in advanced licensure programs to meet new CAEP standards.
* Addition of new assignments in advanced licensure programs to meet new CAEP standards.
* Completion of external review of all advanced licensure rubrics to establish content validity.

**Goal #3: The College of Education will expand the frontiers of knowledge and leverage discovery for the public benefit through innovative programs of research that span the disciplines.*** Regular faculty presentations during Department meetings to share research and encourage greater collaboration among faculty.
* Continued publication/celebration of faculty research accomplishments (Connections Newsletter, faculty showcases, faculty portraits in MDSK hallway) to encourage greater research activity and productivity.
* Revised procedures pertaining to use and allocation of Graduate Assistants to ensure that GAs are used more effectively and given opportunities to hone their research and teaching skills.
* When combined, in 2014-15, MDSK faculty members published 9 books, 17 book chapters, 52 articles in peer-reviewed journals, and received over $1.1 million in grant funding.
* In recognition of their individual accomplishments in research, Dr. Paul Fitchett was selected as the Associate Editor for one of the premier journals in social studies, and Dr. Charles Hutchison was selected as the editor for the *Journal Insights on Learning Disabilities.*
* Dr. Paul Fitchett and Dr. Tina Heafner were 2014-15 recipients of the College of Education Award for Excellence in Research.
* Scholarly productivity among students continues to be high, particularly among candidates in the Urban Education concentration of the PhD Program, who average four publications and five presentations at national conferences by the time they graduate.
* Dr. Paul Fitchett was the co-recipient of a prestigious Spencer Foundation Grant.

Goal #4: The College of Education will engage community partners in mutually beneficial programs that enhance the economic, civic, and cultural vitality of the region.* Continue with enduring relationship at Turning Point Academy and extend to undergraduate programs (i.e., MDSK 2100)
* FLED minor has recently developed a relationship with Providence Day School where students have the opportunity to view “cutting edge” foreign language instruction during mandatory clinical hours.
* Growing partnership between TESL program and Newell Elementary and OurBridge, a non-profit that serves refugee and immigrant communities in Charlotte.
* Sought and received additional funds to assist with partnership (M.Ed cohorts) in Stanly and Rowan Counties.
* Pursued/endorsed presentations that are relevant to UNC Charlotte and P-12 partners (i.e., Grandchildren of Brown at UNCC Center City)
* Students in LBST 2215 spend hours each semester tutoring middle school participants in the AVID program at Walter G. Byers School in Uptown Charlotte, volunteering at a homeless shelter, and have volunteered to help restore a greenhouse at West Charlotte High School.
* Dr. Susan Harden received a $60,000 grant to develop and pilot the Charlotte Community ScholarsSummer Program in summer 2015 to provide students with an immersive civic engagement experience.
* Dr. Lan Kolano received a grant from the Women and Girls Research Alliance at UNC Charlotte to document the lives of newly arrived Southeast Asian youth and their families in North Carolina.
* Many aspiring high school teachers participated in Power Hour, a tutoring program offered at Central Cabarrus High School.
* A collaborative and grant-funded initiative that was launched last year has continued in 2015-16. This initiative, entitled, “On-site Secondary Education Program (OSSEP)” involves a yearlong place-based instructional setting for two key courses in the Minor in Secondary in Education. Located at A.L. Brown High School, OSSEP provides authentic opportunities for future high school teachers to collaborate with colleagues to develop lesson plans, reflect on practice, and better understand the psychological development of adolescents.

**Goal #5: Increase visibility and connectedness within the College of Education and across communities.*** Department Chair, Scott Kissau, attended a dinner with community leaders to explore the possibility of new partnerships.
* Faculty members in MDSK continue to use the Connections magazine to highlight accomplishments/stories.
* The innovative, on-site M.Ed programs in Union and Stanly Counties were featured in a recent issue of NinerTimes.
* Bill Anderson was invited to an MDSK faculty meeting to discuss opportunities for partnerships in the community.
* **STUDENT LEARNING OUTCOMES ASSESSMENT DATA:** Attacha 2015Student Learning Outcomes Assessment Plan and Reportfor each undergraduate and graduate degree program and certificate program, stand alone minor, and distance education program offered online only by each department. **Colleges that do not submit the required *Student Learning Outcomes Assessment Plans and Reports* will be contacted by the Office of Academic Affairs.**
* **INSTITUTIONAL EFFECTIVENESS REPORT ASSESSMENT FINDINGS:**

Attach the 2015-16 Institutional Effectiveness Report template with assessment findings.  |
|  |
|  |

 |