

## UNIT REPORT

**Annual Highlights Report**

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**Special Education & Child Family Development Annual Report (Highlights)****NON-ACADEMIC AFFAIRS UNITS ONLY: Highlights of the Year:****ACADEMIC AFFAIRS UNITS: Goal #1:**

Implementation of Teacher-Preparation Redesign Programs was a major focus of the department's work this year. Beginning summer 2018, department faculty in special education and in child development redesigned Graduate Certificate programs with a focus on practices for inclusion of students with disabilities, the use of special education technology, diversity content that promotes culturally responsive practices, and the use of evidence-based special education practices. In the redesign effort, faculty reduced the total program hours, and addressed more effective clinical practices, retention, and timely graduation. Program Directors submitted the new programs and courses through Curriculog. The Graduate Council approved these programs in May 2019 and the redesigned programs began Fall Semester 2019. After the fall 2020 semester all redesigned programs should be at a full implementation (i.e., new courses or redesigned courses will have been offered at least one semester).

During fall 2019, the SPCD department had an enrollment of 144 undergraduate students in its licensure programs: (a) CHFD: 30, (b) SPED: 63, and (c) Dual major (SPED/ELED): 51. The department also had 126 students enrolled in the SPED graduate certificate programs (SPED Grad Cert GC, SPED Grad Cert AC, SPED ASD Grad Cert, SPED AIG Grad Cert), and 48 enrolled in the CHFD graduate certificate program. (These numbers will serve as baseline for future reports.)

In the past year, the SPCD department also has focused on increasing recruitment efforts for each program. Faculty made on-site recruitment visits and professionally produced recruitment videos. Current graduate enrollment numbers as of Fall 2019 included the following: (a) CHFD M.Ed: 21, (d) SPED M.Ed: 21, (e) CHFD MAT: 3, (f) SPED MAT: 27.

In Summer 2019, department faculty redesigned our MAT programs. This work (Phase 2) was based on the department's newly revised Graduate Certificate programs. Department faculty created curriculum maps to align Master's course content with professional standards, strengthen content in specific courses that had been reduced in the Graduate Certificate (Phase 1), and developed an efficient course sequence that will allow students to complete their degrees in a timely manner.

**Types of Accomplishments Discussed Above::** Student Access (new or increased online delivery, number of course offerings, time to degree)  
Faculty Development

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

The SPCD department is known for its innovative research productivity and its nationally recognized doctoral program. Efforts are being made to maintain that reputation. Of the 20 enrolled doctoral students, two leadership grants from the U.S. Department of Education (PIs Test/Beach and Wood/Lo) funded 9 students, while federal (Test, Mazzotti, Beach, Walker, Wakeman) research grants funded 9 students. Department faculty Pennington, Mazzotti, and Beach also received a Leadership Grant (\$1.2 million) from the US Department of Education to support five doctoral scholars beginning fall 2020.

All doctoral students in the program are required to engage in two team studies prior to their dissertation and are encouraged to publish the results of their work. In 2019, 11 SPCD faculty actively mentored doctoral students, and 6 faculty published 14 articles or book chapters with current students.

In addition to publishing with students, SPCD faculty continued to have a high rate of publications in respected refereed research journals in their respective content areas. In 2019, 24 SPCD faculty published 41 peer-reviewed journal articles, as well as 16 book chapters, and 2 books. The list of these publications can be found at the end of this section.

Faculty have also disseminated their work through professional presentations at conferences. In 2019, faculty made over 75 presentations at national/international professional conferences.

To support their work, 6 SPCD faculty received funding for 9 grants with a combined total funds of just under \$8 million. A list of funded grant, their PIs, and funding sources can be found at the end of this section.

Faculty in the SPCD department recognize the importance of securing funding for graduate students. At present, the department has two personnel preparation grants that support master's level students across (a) CHFD (Smith & McCorkle), and (b) SPED M.Ed. (Anderson) in conjunction with the Department of Counseling (Foxx). Other faculty members submitted proposals this year, but did not receive funding. These faculty are revising their proposals to resubmit in the coming year.

Five new faculty joined the Department of Special Education and Child Development in August 2019: Sam Gesel, Leslie Bross (Special Education), Sloan Storie, Ann Mickelson, Kristi Godfrey-Hurrell (Child and Family Development). The new faculty were excellent hires and brought great strength to our department.

In summer 2019, Special Education faculty completed a redesign and program approval (including the Curriculog approval process) of the MAT in Special Education. This revision was in response to the previously revised Graduate Certificate in Special Education program. The redesigned MAT in Special Education filled in the curricular gaps left from the redesigned Graduate Certificate. Special Education faculty also revised the Graduate Certificate in Autism Spectrum Disorders.

The department submitted a proposal for a Verified Course Sequence (VCS) in Applied Behavior Analysis (ABA) to the Association for Behavior Analysis International (ABAI). In summer 2019, ABAI approved the VCS. Department faculty helped navigate the university approval process for the MEd in Special Education-Concentration in Applied Behavior Analysis. Our department will begin offering an MEd Concentration in ABA in the Fall 2020 semester. We are one of two universities in North Carolina to offer the program, and we are the only program in the state to offer the program 100% online. Students who complete the course work and supervision requirements will be eligible to take the exam to become a Board Certified Behavior Analyst. There is great demand for this program at the state and local levels, and I anticipate this will lead to increased graduate enrollment in our MEd program. This year, we maintained previously established partnerships with organizations and schools (Melmark Carolinas, Achieve Therapy, Alternative Behavior Strategies, Positive Behavior Supports Co.) and formed new partnerships (Access Family Services, Behavioral Health & Wellness Center, Solving Autism) that can serve as a resource to the MEd-ABA program.

## Faculty Publications

### Peer-Reviewed Journal Articles (Total: 41)

- Alzrayer, N., Muharib, R., & **Wood, C. L.** (2019). Effects of a behavior intervention package on augmented and vocal mands by children with developmental disabilities. *Journal of Developmental and Physical Disabilities*. Published ahead of print. DOI 10.1007/s10882-019-09681-5
- Anderson, K., Smith, J.,** Algozzine, B., & Olsen, J. (2019). An evaluation of contextual-fit and value of clinical placements in a dual licensure program. *Journal of Applied Educational and Policy Research*, 4(1).
- Booker, K. C., & **Campbell-Whatley, G. D.** (2019). Student perceptions of inclusion at a Historically Black University. *The Journal of Negro Education*, 85(2), 146-159.
- Brigandi, C. B., **Gilson, C. M.,** & Miller, M. (2019). Professional development in gifted education: Change and barriers to differentiation in an elementary school pullout program. *Journal for the Education of the Gifted*, 42(4), 362-395. doi:10.1177/0162353219874418
- Bross, L. A.,** Travers, J. C., Munandar, V. D., & Morningstar, M. (2019). Video modeling to improve customer service skills of an employed young adult with autism. *Focus on Autism and Other Developmental Disabilities*, 34, 226-235. doi:10.1177/1088357618805990
- Bross, L. A.,** Zane, T., Kellems, R. O. (2019). Customer service skill development for students with autism spectrum disorder using video modeling. *Career Development and Transition for Exceptional Individuals*, 42, 246-252. doi: 10.1177/2165143418794626
- Casa, T. M., Cardetti, F., & **Gilson, C. M.** (2019). An exploration of conferences between a preservice and inservice teacher about mathematical discourse. *The Teacher Educator*, 55, 66-87. <https://doi.org/10.1080/08878730.2019.1672228>
- Chung, Y., Douglas, K. H., **Walker, V. L.,** & Wells, R. (2019). Interactions of high school students with intellectual and developmental disabilities in inclusive classrooms. *Intellectual and Developmental Disabilities*, 57, 307-322. doi:10.1352/1934-9556-57.4.307
- Common, E. A., **Bross, L. A.,** Oakes, W. P., Cantwell, E. D., Lane, K. L., & Germer, K. A. (2019). Systematic review of high probability requests in K-12 settings: Examining the evidence-base. *Behavioral Disorders*, 45, 3-21. doi: 10.1177/0198742918800029
- Common, E. A, Lane, K. L., Cantwell, E. D., Brunsting, N. C., Oakes, W. P., Germer, K. A., & **Bross, L. A.** (2019). Teacher-delivered strategies to increase students' opportunities to respond: A systematic methodological review. *Behavioral Disorders*. Advance online publication. doi: 10.1177/0198742919828310
- Coogle, C. G., **Storie, S.,** Ottley, J. R., Rahn, N. L., & Burt, A. (2019). Technology enhanced performance-based feedback across routines to support teacher practice and child outcomes. *Topics in Early Childhood Special Education*. doi: 10.1177/0271121419838624
- Coogle, C. G., **Storie, S.,** Ottley, J. R., Rahn, N. L., & Price. (2019). Peer mediated intervention: Peers' use of choices to promote communication in children with disabilities. *International Journal of Early Childhood Special Education (INT JECSE)*. <https://doi.org/10.20489/intjecse.670464>
- Fisher, L., **Spooner, F.,** Algozzine, A., **Anderson, K.,** Brosh, C., & Robertson, C., (2019). A content analysis of evidence-based JSE publications. *The Journal of Special Education*, 52(4), 219-227. doi: [10.1177/0022466918794952#](https://doi.org/10.1177/0022466918794952#)
- Gesel, S. A.,** LeJeune, L. M., & Lemons, C. J. (2019). Teaching phonological awareness to preschoolers with Down syndrome: Boosting reading readiness. *Young Exceptional Children*. Advance online publication. doi:10.1177/109625061986595
- Gilson, C. M., & Matthews, M. S.** (2019). Case study of a new engineering early college high school: advancing educational opportunities for underrepresented students in an urban area. *Journal of Advanced Academics*, 30(3), 235-267. doi:10.1177/1932202X19840024
- Goodnight, C. I., **Wood, C. L.,** & Thompson, J. L. (2019). Effects of in-service and coaching to increase kindergarten teachers' use of research-based strategies in beginning reading. *Preventing School Failure*. Published ahead of print. DOI: 10.1080/1045988X.2019.1680944
- Huffman, J., **Bross, L. A.,** Watson, E., Wills, H. P., & Mason, R. (2019). Preliminary investigation of a self-monitoring application for a postsecondary student with autism. *Advances in Neurodevelopmental Disorders*, 3, 423-433. doi: 10.1007/s41252-019-00124-y
- Hussey, W. J., Thomas, S. H., **Anderson, K.** & Algozzine, B. (2019). A Survey of Responsibilities, Workload, and Satisfaction of Administrators of Special Education. *Journal of Special Education Leadership*, 32(2), 117-128.

- Jordan, L., Spooner, F., Anderson, K., & Dillion, A. S.** (2019). Creative, yet practical: Twenty years of distance education teacher preparation. *Rural Special Education Quarterly*, 38(4), 188-200.
- Lemons, C. J., Sinclair, A. C., **Gesel, S. A.**, Gandhi, A. G., & Danielson, L. (2019). Integrating intensive intervention into special education services: Guidance for special education administrators. *Journal of Special Education Leadership*, 32(1), 29-38.
- Lindström, E. R., **Gesel, S. A.**, & Lemons, C. J. (2019). Data-based individualization in reading: Tips for successful implementation. *Intervention in School and Clinic*, 55(2), 1-7. doi: 10.1177/1053451219837634
- Muharib, R., Alrasheed, F., Ninci, J., **Walker, V. L.**, & Voggt, A. P. (2019). Thinning schedules of reinforcement following functional communication training for children with intellectual and developmental disabilities: A meta-analytic review. *Journal of Autism and Developmental Disorders*, 49(12), 4788-4806. doi:10.1007/s10803-019-04191-x
- Muharib, R., Alzrayer, N. M., **Wood, C. L.**, & Voggt, A. P. (2019). Backward chaining and speech-output technologies to enhance functional communication skills of children with autism spectrum disorder and developmental disabilities. *Augmentative and Alternative Communication*. Published ahead of print. DOI: 10.1080/07434618.2019.1704433
- Muharib, R. & **Pennington, R. C.** (2019) My student cannot wait! Teaching tolerance following functional communication training. *Beyond Behavior*.
- O'Connor, R.E., **Beach, K.D.**, Sanchez, V., Kim, J., Knight Teague, K., Orozco, G., & Jones, B. (2019). Teaching academic vocabulary to sixth grade students with disabilities. *Learning Disabilities Quarterly*. Advance online publication. doi: 10.1177/07319487188210
- Owens, T. L., **Lo, Y.-y.**, & Collins, B. C. (2019). Using tiered coaching and bug-in-ear technology to promote teacher implementation fidelity. *The Journal of Special Education*. Advance online publication. doi:[10.1177/0022466919852706](https://doi.org/10.1177/0022466919852706)
- Pennington, R. C.** & Carpenter, M. (2019). Teaching written expression to students with autism spectrum disorder and severe communication impairments. *Topics in Language Disorders*, 39, 191-207.
- Pennington, R. C.**, Stanger, C. Mims, P., J., Kirkman, C., Aldridge, S., Stanley, M., & Chapman, S. (2019). A Pilot investigation of an autonomous technology-based instructional program for teaching sentence construction to students with extensive support needs. *Journal of Special Education Technology*. Online first.
- Peters, S. J., Rambo-Hernandez, K. E., Makel, M. C., **Matthews, M. S.**, & Plucker, J. A. (2019). The effect of local norms on racial and ethnic representation in gifted education: A modeling study. *AERA Open*, 5(2), 1-18. <https://doi.org/10.1177/2332858419848446>
- Pugach, M. C., Blanton, L. P., **Mickelson, A.**, & Boveda, M. (2019). Curriculum theory: The missing perspective in teacher education for inclusion. *Teacher Education and Special Education*. Published ahead of print. <https://doi.org/10.1177/0888406419883665>.
- Schrodt, K.E., Elleman, A., **FitzPatrick, E.**, Hasty, M., Kim, J. Tharp, T., & Rector, H. (2019). An examination of mindset instruction, self-regulation, and writer's workshop on kindergartener's writing performance and motivation: A mixed methods study. *Reading & Writing Quarterly: Overcoming Learning Difficulties*. <https://doi.org/10.1080/10573569.2019.1577778>
- Sinclair, A. C., **Gesel, S. A.**, LeJeune, L. M., & Lemons, C. J. (2019). A review of the evidence for real-time performance feedback to improve teacher instructional practice. *The Journal of Special Education*. Advance online publication. doi: 10.1177/0022466919878470
- Sinclair, A. C., **Gesel, S. A.**, & Lemons, C. J. (2019). The effects of peer assisted learning on student behavior and reading fluency. *Journal of Positive Behavior Interventions*. Advance online publication.
- Spooner, F.**, Root, J. R., Saunders, A. F., & **Browder, D. M.** (2019). An updated evidence-based practice review on teaching mathematics to students with moderate and severe disabilities. *Remedial and Special Education*, 40, 150-165. doi:[10.1177/0741932517751055](https://doi.org/10.1177/0741932517751055)
- Stevenson, B. S., **Wood, C. L.**, & Iannello, A. C. (2019). Effects of function-based crisis intervention on the severe problem behavior of students with autism. *Education and Treatment of Children*, 42, 321-343.
- Thier, M., Martinez, C., Al-Resheed, F., **Storie, S.**, Sasaki, A., Meline, M., Rochele, J., Witherspoon, L., & Yim-Dockery, H. (2019). Cultural adaptation of evidence-based practices: A scoping literature review. *Prevention Science*. doi: 10.1007/s1121-019-01042-0
- Thompson, J. L., **Wood, C. L.**, Preston, A. I., & Stevenson, B. S. (2019). Teaching unison responding during small-group direct instruction to students with autism spectrum disorder who exhibit interfering behaviors. *Education and Treatment of Children*, 42, 1-24.
- Trainor, A. A., Carter, E. W., Karpur, A., Martin, J. E., **Mazzotti, V. L.**, Morningstar, M. E., Newman, L., & Rojewski, J. W. (2019). A framework for research in transition: Identifying important areas and intersections for future study. *Career Development and Transition for Exceptional Individuals*. Advance online publication. <https://doi.org/10.1177/2165143419864551>
- Walker, V. L.**, Douglas, K. H., & Brewer, C. (2019). Teacher-delivered training to promote paraprofessional implementation of systematic instruction. *Teacher Education and Special Education*. Advance online publication. doi:10.1177/0888406419869029
- Walker, V. L.**, Hirsch, S. E., & Kennedy, M. (2019). Exploring videos to support SWPBIS initiatives: A survey study. *Preventing School Failure: Alternative Education for Children and Youth*, 63, 184–193. doi:10.1080/1045988X.2018.15452
- Wood, L., **Browder, D. M.**, & **Spooner, F.** (2019). Teaching listening comprehension of science e-texts for students with moderate intellectual disability. *Journal of Special Education Technology*. Advance online publication. doi: 10.1177/0162643419882421

**Books (Total: 2)**

**O'Brien, C., Beattie, J. R., & Sacco, D.** (2019). *Teaching students with special needs: A guide for future Educators (3<sup>rd</sup> Edition)*. Dubuque, IA: Kendall Hunt.

**Pennington, R.** (2019). *Applied behavior analysis for everyone. Principles and practices explained by researchers who use them*. Shawnee, KS: Autism Asperger Publishing Company.

**Book Chapters (Total: 16)**

Coogle, C. G., Ottley, J.R., **Storie, S.**, & Larson, A. L. (2019). Stories as social narratives for students identified with autism spectrum disorder. In K. Kerry-Moran & J. A. Aerila (Eds.), *Story in children's lives: Contributions of the narrative mode to early childhood development, literacy, and learning*. Educating the Young Child (pp. 253-274) (Advances in Theory and Research, Implications for Practice), vol. 16. Cham: Springer.

Courtade, G. C., & **Pennington, R. C.** (2019). Collaborating with colleagues. In E. Bouck, J. Schurr, & B. Jimenez (Eds.). *Foundational information for teaching students with intellectual disability & autism spectrum disorder*. Reston, VA: Council for Exceptional Children.

Delano, M., **Walker, V. L.**, & Snell, M. E. (2019). Teaching self-care skills. In F. Brown, J. McDonnell, & M. Snell (Eds.), *Instruction of students with severe disabilities*, 9<sup>th</sup> edition (pp. 340–383). Upper Saddle River, NJ: Pearson.

Freeman-Green, S., **O'Brien, C.**, Kolano, L., Lachance, J., & Perez, T. (2019). Providing special education supports in urban schools: High-needs communities and culturally, linguistically diverse students. In C. O'Brien, J.R. Beattie & D. Sacco (Eds.), *Teaching students with special needs: A guide for future educators (3<sup>rd</sup> ed., pp. 82-107)*. Dubuque, IA: Kendall Hunt.

Holzberg, D., Person, J., & **O'Brien, C.** (2019). Universal design: Reducing barriers and creating access for a more inclusive school and society. In C. O'Brien, J.R. Beattie, & D. Sacco (Eds.) (2019). *Teaching students with special needs: A guide for future Educators (3<sup>rd</sup> ed., pp. 383-415)*. Dubuque, IA: Kendall Hunt.

Johnson, H., Kressler, B., Miller, M. A., Morano, S., & **Jordan, L.** (2019). Reforms in general education to improve outcomes for all students. In C. P. O'Brien, J. R. Beattie, & D. Sacco (Eds.), *Teaching students with special needs: A guide for future Educators (3rd Edition)* 353-379. Dubuque, IA: Kendall Hunt.

Keller, B., Beattie, J., & **O'Brien, C.** (2019). Teaching students with attention deficit hyperactivity disorders. In C. O'Brien, J.R. Beattie & D. Sacco (Eds.), *Teaching students with special needs: A guide for future educators (3<sup>rd</sup> ed., pp160-177)*. Dubuque, IA: Kendall Hunt.

Lemons, C. J., **Gesel, S. A.**, & LeJeune, L. M. (2019). Intensive intervention for students with intellectual and developmental disabilities. In R. Edmonds, A. Gandhi, and L. Danielson (Eds.), *Essentials of Intensive Intervention* (pp. 71-96). New York, NY: Guilford Press.

**McCorkle, L. S., & Smith, J.** (2019). Early intervention/early childhood special education and the prevention of school failure. In C. O'Brien, J. Beattie, & D. Sacco, D. (Eds.), *Teaching students with special needs: A guide for future educators (3rd Edition)*. Dubuque, Iowa: Kendall Hunt Publishing Company.

**Pennington, R. C.** (2019). Introducing applied behavior analysis. In R. Pennington (Ed.) *Principles and practices explained by researchers who use the* (pp. 4-13). Shawnee, KS: Autism Asperger Publishing Company.

**Pennington, R. C.** (2019). Why behavior happens. In R. Pennington (Ed.) *Principles and practices explained by researchers who use them* (pp. 14-26). Autism Asperger Publishing Company.

**Pennington, R. C.** (2019). Coda: Applied behavior analysis for everyone. In R. Pennington (Ed.) *Principles and practices explained by researchers who use them* (pp. 253-254). Shawnee, KS: Autism Asperger Publishing Company.

**Sacco, D.**, Redmond, M., & Latulipe, C. (2019). Access challenges in active learning settings. In J.A. Keith-Le and M.P. Morgan(eds.) *Faculty Experiences in Active Learning*. Charlotte, NC: University of North Carolina Press.

Schrodt, K., **FitzPatrick, E.**, Reddig, K., Smith, E., & Grow, J. (2019). #TextMeetsTech: Pre-service teachers navigating meaning and identity through transliteracy practice. In Mitchell, J.S. & Vaughn, E.N. (Eds.). *Participatory Literacy Practices for P-12 Classrooms in the Digital Age*. Hershey, PA: IGI-Global Publishing.

**Test, D. W., Mazzotti, V. L.**, & Mustian, A. L. (2019). Leadership for transition to post-secondary settings. In J. Crockett, B. S. Billingsley, & M. L. Boscardin (Eds., 2nd Ed). *The Handbook of Leadership and Administration for Special Education*. New York: Routledge.

**Wood, C. L.**, & Kisinger, K. W. (2019). Collecting, displaying, and analyzing data. In R. C. Pennington (Ed.). *Applied behavior analysis for everyone: Principles and practices explained by applied researchers who use them*. Shawnee, KS: AAPC Publishing.

**External and Internal Grants Awarded in 2019 (Combined Total: \$7,945,445)****National Funding Agencies (Total: \$5,409,913)**

Garet, M., **Mazzotti, V. L.**, Heppen, J., & Miller, T. (2019). *NCEE: Evaluation of Transition Supports for Youth with Disabilities*. United States Department of Education, National Center for Educational Evaluation. [Co-PI, Funded, Solicitation # 919900-19-R-0022, 09/27/19, Sub-contract budget: \$1,470,204].

Lombardi, A., Morningstar, M. E., **Mazzotti, V. L.**, Swaminathan, H., & Rogers, H. J. (2019). *Secondary Transition Assessment: Development and Validation of a Student College and Career Readiness Measure*. Developed and submitted to the United States Department of Education Institute for Education Sciences: Special Education Research Grants Goal 5 Measurement Proposal. [Co-PI, Funded 07/01/19, R324A190170, CFDA Number: 84.324A, 08/01/19, \$1,400,000]

**Mazzotti, V. L.** (2019). *Student-Centered Transitions Network in Texas*. Subcontract with Houston State University. [PI, Funded from 07/01/19-08/31/20, \$110,683]

**Pennington, R. C., Mazzotti, V. M., & Beach, K.D.** (2019). *UNC Charlotte's Ph.D. Program in Special Education: 2019-2024*, OSEP, US-Department of Education, Preparation of Leadership Personnel. \$1,230,555.

Popa, D., Welch, K., **Pennington, R.**, & Barnes, G. (2019). Adaptive partnership for robotic Treatment of autism. Source National Science Foundation, Award \$1,198,471.09, Role Co-PI.

**University/Local/State/Regional Funding Agencies (Total: \$2,535,531.95)**

**Anderson, K.** (2019). *Regional EC Education Consultant and State Performance Plan Consultant Center*. Principal Investigator, Funded by the North Carolina Department of Public Instruction, Exceptional Children's Division. Award amount for 2019 \$401,903.75.

**Anderson, K.** (2019). *NCDPI State Systemic Improvement Plan Evaluation Project (SSIP) Indicators 8 and 17*. Funded by the North Carolina Department of Public Instruction, Exceptional Children's Division. Award amount for 2019 \$78,229.00.

Smith, B., **Wood, C. L.**, McIntyre, E., & Prescott, B. (2019). *CELC Undergraduate Early Childhood Education Scholarship*. Submitted to Charlotte Executive Leadership Council. Proposed amount: \$2,048,453 (fully funded).

Washburn, E. K., Fitzgerald, M. S., **Gesel, S. A.** (2019). *Examining the Impact of a Literacy Assessment Course and Related Internship Experiences on Teacher Candidates' Knowledge, Skills, and Beliefs Related to Data-Based Decision-Making*. 2019-2020 Teacher Preparation Redesign Research Grant. Proposed amount: \$6,946.20 (fully funded).

**External and Internal Grants Awarded in 2019 (Combined Total: \$7,945,445)**

**National Funding Agencies (Total: \$5,409,913)**

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Lombardi, A., Morningstar, M. E., **Mazzotti, V. L.**, Swaminathan, H., & Rogers, H. J. (2019). *Secondary Transition Assessment: Development and Validation of a Student College and Career Readiness Measure*. Developed and submitted to the United States Department of Education Institute for Education Sciences: Special Education Research Grants Goal 5 Measurement Proposal. [Co-PI, Funded 07/01/19, R324A190170, CFDA Number: 84.324A, 08/01/19, \$1,400,000]

**Mazzotti, V. L.** (2019). *Student-Centered Transitions Network in Texas*. Subcontract with Houston State University. [PI, Funded from 07/01/19-08/31/20, \$110,683]

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**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

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

Faculty in the SPCD department are committed to service, as reflected in their faculty activities reports and their vitae. They serve on a number of committees in the department, college, and university as well as serving as program directors or program members to oversee their respective programs. In spite of this, they still participate in a large number of service activities that engage with the local community and with their professional organizations. The following table provides a sampling of activities in which faculty members took part in 2019-2020.

**Journal Editorships**

Kelly Anderson	Managing Editor, <i>The Journal of Special Education</i>
Gloria Campbell-Whatley	Consulting Editor, <i>Insights for Learning Disabilities</i>
Michael Matthews	Co-Editor, <i>Gifted Child Quarterly</i>
Valerie Mazzotti	Co-Editor, <i>Career Development and Transition for Exceptional Individuals</i>
Robert Pennington	Associate Editor for Special Issues, <i>Rural Special Education Quarterly</i>
Fred Spooner	Co-Editor-in-Chief, <i>The Journal of Special Education</i> Associate Editor, <i>Research and Practice for Persons with Severe Disabilities</i>

**Leadership Positions (State, National)**

Kristen Beach, 2019	Chair of the Publications and Communications Committee, CEC Division for Learning Disabilities
Kristi Godfrey-Hurrell, 2019	Early Childhood Education Advisory Group
Ya-yu Lo, 2019	Past President, North Carolina Council for Children with Behavioral Disorders
Michael Matthews, 2019	Past Chair, American Educational Research Association, SIG-Research on Giftedness, Creativity, & Talent.

Valerie Mazzotti, 2019	Executive Committee member, Immediate Past President, Council for Exceptional Children's Division of Career Development and Transition
Laura McCorkle, 2019	Member, Leadership Team, Personnel Preparation Council of Division for Early Childhood  Chair, Division for Early Childhood's Consortium for Innovations in Doctoral Excellence (DECIDE), Council for Exceptional Children
Pamela McIntyre, 2019	Early Childhood Education Birth through Kindergarten Articulation Agreement Transfer Committee, University of North Carolina System
Ann Mickelson, 2019	DEC Representative on the CEC Knowledge and Skills Committee  Member, EI/ECSE Performance Based Standards Development Taskforce  Member, DEC's Standards Alignment Workgroup  Institutes of Higher Education (IHE) Strand Leader on the DEC Personnel Preparation Council  Member, DEC Personnel Preparation Council  Membership Chair, NC-DEC
Robert Pennington, 2019	Vice-President, Council for Exceptional Children Division for Autism and Development Disabilities  Council for Exceptional Children Representative Assembly  Council for Exceptional Children: Program Advisory Committee  Cambridge Center for Behavior Studies: Board of Trustees
Donna Sacco, 2019	Council for Learning Disabilities:Leadership Institute planning (shadowing to be chair 2021); Diversity Committee; Sponsorship Chair
Fred Spooner, 2019	Co-Chair, Research and Publications Committee, TASH  Chair, Search Committee for editor selection of TASH's new practitioner-oriented journal ( <i>Inclusive Practices for Persons with Significant Support Needs, IPPSSN</i> )  Senior Advisor, NC-ABA

Virginia Walker, 2019	<p>American Association on Intellectual and Developmental Disabilities (AAIDD) Education Interest Network Member, Research Interest Network Member</p> <p>APBS Training and Education Committee Member</p> <p>TASH Early Career Researcher Network Member, TASH Inclusive Education Committee Member, TASH Inclusive Education Research Subcommittee</p> <p>Member, TASH Research and Publications Committee Member</p>
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**Types of Accomplishments Discussed Above::** External Public Relations/Outreach

**Examples of Data-Based Improvements :**

The Department of SPCD used Office of Institutional Research, Fact Book Dashboards to (a) review enrollment data for each program to determine recruitment needs and long-term program viability, and (b) review foundations and licensure pass rates to determine program support. Each program reviewed SLO data and set goals for program improvement.

**CHFD BA**

The CHFD Program is considering have a non-licensure concentration in addition to the B-K licensure concentration. Encourage all CHFD faculty to use the same language when supporting students related to edTPA Task 3. Department faculty will provide support to students in all courses emphasizing edTPA language in practice tasks and other related course assignments.

**SPED BA (Gen Curriculum, Adapted Curriculum)**

Implement new instructional integration course, SPED 4400 to support students in making stronger connections among teaching, planning, and assessment. Revise course content for SPED 4279 to enhance support for candidate's planning for technology integration related to instructional support, assessment, and professional growth. SPED program faculty did not identify a goal for SLO 5. SPED program faculty did not identify a goal for SLO 5. Support for oral and written communication has been provided across program coursework, but particularly notable is the writing intensive experience in SPED 3173, Diagnostic Assessment. Further support for communication is provided during student teaching by university supervisors via regular support sessions in which candidates can receive direct, corrective feedback on writing quality and clarity.

**SPED & ELEM ED BA (Dual-Licensure Program)**

After discussion with program faculty, we are considering development of a new course (SPEL 3173 Assessment) that will incorporate using assessment data of whole classroom and individual student data. Our hope is that in making this minor revision to the SPEL program, candidates will be better equipped to analyze both whole class data and individual student testing results, and use their analysis to effectively plan instruction for all struggling and/or disadvantaged learners including those with disabilities. In making these changes of replacing an existing course with a new course on assessment, the faculty believe candidates will be better prepared to work in general education K-6 learning environments. Continue to incorporate components of the CCOED Dispositions for Candidates into course discussions. A new rubric has been implemented in ELED 3221 Teaching Science to Elementary School Learners. Data for SLO #4 are being collected in Spring 2020 semester, and will be reported in the 2020 SPEL SLO Report.

Candidates are provided support seminars during their student teaching semester (spring 2019). The edTPA Support Seminar has undergone significant revision based on new state requirements, and sharing of resources across programs. Revisions to the support seminar were also made with input from graduates from the program with the intent of focusing resources, planning, and writing of candidates' edTPA assessment.

**CHFD GRAD CERT**

We are currently implementing a new technology rubric and collecting data.

**AUTISM SPECTRUM DISORDERS GRAD CERT**

This is the last year we offered SPED 6272, where the CPP Project was assessed. With the revised Graduate Certificate in Autism Spectrum Disorder program being in effect beginning Fall 2020, an Evidence-Based Practice (EBP) Project will be developed and evaluated in SPED 6335: Evidence-Based Practices for Learners with Autism Spectrum Disorder to assess SLO #2. SPED 6335 is a new course and is scheduled to be offered in Spring semesters beginning Spring 2021.

**SPED GRAD CERT (Gen Curriculum, Adapted Curriculum)**

Next year, as we move fully to our revised program, candidates will be assessed using the SPED Technology Rubric in one course rather than multiple courses. SPED 5400 - Practicum: Integrated Instructional Applications in Special Education is the designated course for this assessment. SPED 5400 is a new course within our revised program.

**AIG GRAD CERT**

Candidate performance remains relatively low on rubric item 4, "Candidate selects and utilizes data-based resources to inform instruction of AIG learners" at an average of 4.06 during 2019-20. To address this area, we will continue to revise course content in SPED 5211 to increase its emphasis on working with data-based resources. Progress will be reflected in mean score gains on this area of the rubric during the coming year.

**CHILD AND FAMILY STUDIES MAT**

Enrollment in this program was very low (3 students). We will be alternating offering this program on 2-year cycles with the M.Ed program. Program faculty will recruit from the CHFD Grad Cert program.

**SPED MAT (Gen Curriculum, Adapted Curriculum)**

Although the overall student proficiency is 85.3% across the four components, the proficiency rate was 70.6% for criterion 1c with an average of 1.71. Instructor(s) teaching SPED 6502 will support candidates in achieving content learning with better scaffolding (e.g., allowing revisions for reaching mastery, providing structure for write-up). Although the overall student proficiency is 91.7% across the six components, the proficiency rate was 75% for criterion 3. To support candidates' professional research writing quality, the program will continue to build various professional writing experiences throughout the MAT coursework. This is the last year we offered SPED 6690, where the Professional Education Dispositions Instructor Evaluation (mid-point) was assessed. With the revised MAT program being in effect beginning Fall 2020, the Professional Education Dispositions Instructor Evaluation (mid-point) will be assessed in SPED 6390. The Positive Behavior Support (PBS) Project will remain in SPED 6502 to assess SLO #3. With the implementation of the new technology rubric, the program will continue data collection with the new rubric to measure SLO4 and evaluate reliability.

**AIG MED**

Because the data indicate there is still room for improvement in this regard, we will continue to focus on improving this area of the SPED 6270 curriculum when the course is next offered in 2021, with a specific focus on adding readings to strengthen candidates' abilities in addressing this part of the Case Study in Differentiation assignment. Candidate performance remains relatively low on rubric item 4, "Candidate selects and utilizes data-based resources to inform instruction of AIG learners" at an average of 4.16 during 2019-20. To address this area, we will continue to revise course content in SPED 5211 to increase its emphasis on working with data-based resources. Progress will be reflected in mean score gains on this area of the rubric during the coming year.

**CHILD & FAMILY STUDIES MED**

Data collection was changed to an alternative course (CHFD 6900). In reviewing the minutes from the program meetings, the decision was for a one year time period only. New faculty have been informed that data collection for this SLO will occur in CHFD 6240.

**SPED MED**

Although the overall student proficiency is 81.8% across the four components, the proficiency rate was 72.7% for criterion 1b with an average of 1.82 and 63.6% for criterion 2 with an average of 1.64. Instructor(s) teaching SPED 6502 will support candidates in achieving content learning with better scaffolding (e.g., allowing revisions for reaching mastery, providing structure for write-up). With the implementation of the new technology rubric, the program will continue data collection with the new rubric to measure SLO #4 and evaluate reliability.

**SPED PHD**

The Special Education PhD Faculty will create a template for students to use when completing the product for SLO 4. Faculty will provide explicit guidance to students during a Fall 2020 Portfolio Meeting.

**Other Major Accomplishments :**

The Department of Special Education and Child Development recently placed number 16 in the ranking of special education programs by U.S. News and World Report, and its doctoral program continues to be recognized as one of the top programs in the country. Evidence of the high quality of the department faculty can be seen through the awards that faculty have won. In 2019-2020, the following faculty were recognized with awards:

Leslie Bross, 2019	Vance and Marilyn Hall Graduate Student Research Award, presented by Juniper Gardens Children's Project, University of Kansas, Kansas City, KS in February 2019
Leslie Bross, 2019	Outstanding Award in Poster Presentation, presented by Midwest Symposium for Leadership in Behavior Disorders, Kansas City, KS in February 2019
Samantha Gesel, 2019	Early Career Research Award, Badar-Kauffman Conference on Contemporary Issues in Special Education
Cindy Gilson, 2019	Reviewer of the Year, <i>Gifted Child Quarterly</i>
Donna Sacco, 2019	Emerging Active Learning Leader Award (2018 - 2019). University of North Carolina at Charlotte Center for Teaching and Learning

Donna Sacco, 2019	Kirk Award Recipient (2020). Kirk Award, named after the pioneer in the field special education-Samuel A. Kirk, recognizes excellence in professional journal articles published in <i>the Council for Exceptional Children's Division for Learning Disabilities (CEC-DLD) Learning Disability Research and Practice (LDRP)</i> . Award was received for 2019 publication: Hoover, J. J., Erickson, J., Patton, J. R., Sacco, D., & Tran, L. (2019). Examining IEPs of English learners with learning disabilities for cultural and linguistic responsiveness. <i>Learning Disabilities Research &amp; Practice, 34</i> (1), 14-22.
Sloan Storie, 2019	COE Alumni Fund and the Davis-Bricker Award for Student Research

**Start:** 07/01/2019

**End:** 06/30/2020

**Progress:** Continue Into Next Strategic Plan Year

**Providing Department:** Special Ed & Child Dev