

**Report to the Chancellor  
2017-2018**

The NC State College of Education had a historic 2017-18. We celebrated our 90th year; set records in grants awarded, research expenditures and giving; and exceeded our enrollment targets by 13 percent. As a research-driven college grounded in our land-grant mission, we also have intensified our efforts to address society's most pressing educational challenges, particularly by leveraging our strengths to improve literacy education, prepare exceptional K-12 STEM educators, transform digital teaching and learning, and create a pipeline of teachers, school administrators and community college leaders for underserved areas. By doing so, we have innovated programs and initiatives that have become national models.

Today, U.S. News ranks us No. 46 in the nation, a jump of nine spots from the previous year. U.S. News also ranks our online graduate programs No. 1 in North Carolina and No. 15 in the nation. Both are our highest rankings in our college's history. As we ascend this trajectory of growth, we have expanded our capacity and ability to lead the way in preparing professionals, conducting research and engaging communities to improve the educational outcomes of all learners in North Carolina and beyond.

**1. Enhance the success of our students through educational innovation**

We've designed our teacher preparation program to ensure we graduate professional educators who are effective from their first day on the job. Students in our teacher preparation program increased their overall average score on the edTPA—a performance-based, subject-specific assessment that measures preparedness—to 46.6, well above the state recommended score of 38. Our teaching alumni also continue to rate among the best. Cumulatively, their averages across multiple variables on statewide performance measures related to teacher effectiveness such as content knowledge stand atop the state.

Part of the success of our programs is our recruitment of extraordinary students. Ashley Lawson, a senior in mathematics education, for example, was awarded a prestigious Truman Scholarship and received the 2017 N.C. Council of Teachers of Mathematics Outstanding Mathematics Education Student Award.

Doctoral candidate Zarifa Zakaria received a highly competitive American Association of University Women Fellowship to explore how a mentorship program in Bangladesh can impact school-aged girls in STEM education. Doctoral candidate Amanda Danks was selected as a University of Notre Dame 2018-19 Reform Leaders Summit Fellow. And three graduate students received honorable mentions as part of the National Science Foundation's Graduate Research Fellowships (Andrea Kunze, Vance Kite and Heather West).

Given our student and alumni success, our programs have become state and national models. We've been selected as one of five to host the re-established N.C. Teaching Fellows Program. Our new cohort of 29 students—which represents about 40 percent of all new Teaching Fellows—will begin in August 2018. We also have piloted a microcredential approach to the state's Digital Learning Competencies.

In addition, we continue to re-envision Poe Hall to create innovative learning environments. We added a dedicated space for graduate students that fosters collaboration and completed renovations on our Media and Educational Technology Resource Center to provide students with state-of-the-art technology and resources that simulate elements of media centers in schools. We are also in the process of creating two learning spaces—the STEM Education Science Lab and the Engineering and Design Education Research Video Lab—that will increase students' experiences in more technology-rich learning environments.

*NC State's 10th Truman Scholar Ashley Lawson: "I Just Want to Spend My Life Empowering People"*

Ashley Lawson '18 enrolled at NC State as a mechanical engineering major. But she could not stop thinking about the struggles of Prestonville, North Carolina. She yearned to help others in her rural hometown. So she switched her major to mathematics education and started Meet My Future, a nonprofit dedicated to improving rural students' career development and educational opportunities. This spring she was named a recipient of the renowned Truman Scholarship. After graduating in December, Lawson will teach high school math in Lenoir County as part of the inaugural cohort of The Innovation Project Teaching Scholars Award Program, a collaborative between the NC State College of Education and 24 public school districts to create a pipeline of teachers for rural and semi-rural areas in North Carolina. Lawson plans to eventually use the Truman Scholarship to pursue a Ph.D. in public administration and development sociology. "I just want to spend my life empowering people and helping them achieve their goals," she says.

## **2. Enhance scholarship and research by investing in faculty and infrastructure**

We continue to make externally funded research a priority and have further reconceptualized the integrated approach we take to support faculty research and scholarship. As a result, our faculty set a new high for funded proposals, including receiving two of our largest grants since records have been kept. The John M. Belk Endowment awarded us \$10.86 million to launch the Belk Center for Community College Leadership and Research and expand the pipeline of community college leaders we prepare. The N.C. Department of Public Instruction also awarded us a one-year \$5.89 million grant to start Wolfpack WORKS, which will provide literacy-specific, intensive induction support to over 100 beginning teachers in grades K-2 who work in 15 semi-rural and rural school districts in North Carolina. In all, faculty have received \$24.5 million in grants through June 15, 2018, with several proposals still under review. This tops the previous record of \$20 million set in 2012. Our research expenditures are also up 24 percent from the previous year over the same time period (from over \$9.82 million in FY2017 to over \$12.12 million in FY2018).

Faculty also received several notable recognitions. Highlights include Associate Professor Margareta Thomson receiving a 2018-19 U.S. Core Fulbright Scholar Award to study the impact of a school-wide STEM mentorship program at the elementary level in Romania; Professor Hollylynn Lee being named an RTI University Scholar to collaborate with RTI International researchers to design and test an intelligent learning system for a professional development course; Professors Stanley Baker and Sylvia Nassar being named American Counseling Association Fellows; Associate Professor Joy Gaston Gayles receiving the Zenobia Lawrence Hikes Woman of Color in the Academy Award; and Professor Jessica Decuir-Gunby receiving the NC State Alumni Association's 2018-19 Alumni Association Outstanding Research Award.

Across the college, our faculty were cited or featured over 50 times in numerous national media outlets, including National Public Radio, The Atlantic, NBC News, USA Today and The Washington Post.

In personnel changes, Lee V. Stiff was named associate dean for faculty and academic affairs, Aaron C. Clark head of the Department of STEM Education, and John K. Lee head of the Department of Teacher Education and Learning Sciences. We also hired four assistant professors in Educational Leadership, Applied Development Sciences, Mathematics Education and Social Studies Education; and four

teaching assistant professors in Higher Education Administration and Technology, Engineering and Design Education.

### *Creating a Pipeline of Outstanding Community College Leaders for North Carolina*

Because of changing social and economic conditions, the skills a community college president needs today are substantially different than those needed 10 years ago. That's why the NC State College of Education has transformed the way it supports the N.C. Community College System. The college has overhauled its Doctor of Education for community college executives, expanded professional development opportunities, and created a resource network for community college leaders. Now, the college has received a \$10,863,040 grant from the John M. Belk Endowment to establish the Belk Center for Community College Leadership and Research. "Because of the College of Education's track record of designing highly impactful programs and preparing highly qualified leaders, we at the John M. Belk Endowment are confident they will leverage the grant to prepare outstanding community college leaders and offer continued support to the state's community colleges," says MC Belk Pilon, Board Chair of the John M. Belk Endowment.

### **3. Enhance interdisciplinary scholarship to address the grand challenges of society**

In the past year, our faculty published nine books, four textbooks and 130 journal articles, as well as contributed 31 chapters to books and delivered 334 research presentations. They also have engaged in over 120 funded research projects, including nearly 30 percent that involve partnerships with faculty in other colleges at NC State. We have identified five themes that connect our faculty's scholarship: transforming teaching and learning environments across the lifespan; improving technology-enhanced learning and teaching; fostering community-based learning and PK-16 partnerships; innovating leadership development, educational policy and evaluation; and increasing diversity, equity and access in education. Through these focus areas, our faculty directly address society's most pressing educational challenges.

For example, we have built our principal preparation programs around research that shows how school leaders can retain effective teachers and create a culture of achievement. As a result, graduates of our principal preparation programs make rapid improvements in student performance and behaviors, leading our principal preparation programs to be one of only five in the nation recognized as exemplary. Given our strength in this area, the UNC System selected us to administer the N.C. Principal Fellows Program, which

provides a merit-based scholarship loan to individuals who have teaching or relevant experience and desire to enter public school administration in North Carolina.

We also have emerged as an epicenter of literacy education. In the past year, in addition to starting Wolfpack WORKS, we used research and evidence-based best practices to create Teaching Foundational Reading Skills, a MOOC professional development course that enrolled over 1,100 teachers in the spring; and we moved The Literacy Space, an inquiry-based reading tutoring program for K-5 children, off-campus to provide easier access for participants. We also prepared and digitally distributed the report “Cultivating Young Readers: Seven Principles for Teaching All Children to Read in a Global Society” to K-5 teachers and education leaders in North Carolina. This report has has been downloaded 1,212 times.

### *Helping Beginning Teachers Provide High-Quality Literacy Instruction*

Only about 40 percent of fourth-graders in North Carolina read at a proficient level, according to the 2017 National Assessment of Educational Progress. To boost that proficiency level, the NC State College of Education and N.C. Department of Public Instruction are piloting an initiative to improve early literacy instruction. Wolfpack WORKS (Ways to Optimize Reading/Writing for Kids Statewide) will support first and second-year, K-2 teachers in 15 high-need school districts across North Carolina as they learn to implement evidence-based literacy instruction. These K-2 teachers will receive three types of support: blended professional development, literacy-specific coaching and literacy resources. “We know a lot of the challenges of teaching in high-needs districts make this complex work of early literacy instruction even more difficult,” says Jill Grifenhagen, an assistant professor of literacy education and Wolfpack WORKS’ principal investigator. “We’re excited to work with the districts and beginning teachers and to help them learn to do evidence-based practices in early literacy.”

## **4. Enhance organizational excellence by creating a culture of constant improvement**

We continue to refine our academic programs to meet the needs of education professionals. We will begin in the fall online graduate certificate programs in mathematics education and technology education, and we have begun to merge our master’s programs in STEM Education into a Master of Education in STEM Education that will be fully available online. We also expanded our cohort-based master’s programs earning K-12 reading endorsements with an additional group of Wake County teachers and added a cohort of

Durham County Public Schools elementary teachers participating in the N.C. Quest-funded BullPack program to improve the teaching of mathematics.

Regarding development activities, we set several giving records. In FY2018, 1,047 donors made gifts to the college, which is 20 percent more than the previous high set 15 years ago. With \$4,680,964 in gifts received in FY2018, the college has brought in \$28,689,626 million in gifts and pledges, as of June 30, 2018, for the Think and Do the Extraordinary Campaign, exceeding our initial goal of \$21 million. Over 85 percent of our faculty and staff also made a gift to the college, our highest faculty and staff participation rate ever.

Donor support enabled us to establish the Dean's Innovation Fund to enhance faculty's ability to expand their reach and amplify their impact. The fund supported three faculty members in its first year:

- Associate Professor Dennis Davis relocated The Literacy Space off-campus to provide easier access for the children and families who participate in the inquiry-based reading tutoring program.
- Professor Meg Blanchard is writing a book about how to design and sustain effective STEM Clubs in high-need schools. With NSF funding, she and her team previously started an innovative STEM Club intervention program in four rural public schools in North Carolina.
- Assistant Professor Adria Dunbar has been testing Apprentice, a web-based mobile application that centralizes aspects of supervising counseling interns into one software program, including the collection of paperwork, recordings and readings and tracking student progress.

We also began renting space in a building on Cox Avenue in Raleigh that houses three initiatives: The Literacy Space; FACES, a parent advocacy program that supports African American families of children with autism and communication delay; and the Community Counseling, Education, and Research Center, which provides short-term and affordable counseling services to individuals and families.

### *Providing Counseling Services Where People Are*

Over half of adults with mental illness in North Carolina went without treatment from 2009 to 2013. The Community Counseling, Education, and Research Center is working to provide treatment to those who need it but cannot afford it. Associate Professor Marc Grimmitt and Teaching Assistant Professor Helen Lupton-Smith founded the center to provide free or low-cost counseling services to individuals and families. This spring, the center added a second location and increased its services by 46 percent. Across both

locations, the center delivered 1,973 hours of counseling services to 111 community members, including 638 free group counseling hours to 30 teens. The center also provided 10 internships or practicums to master's students in counselor education and had three doctoral student coordinators. "I hope that going to see a counselor will be just as common as going to see a dentist or physician," Grimmett says. "Training the next generation of counselors with an appreciation for social justice will help us achieve that goal."

## **5. Enhance local and global engagement through focused strategic partnerships**

We continue to create partnerships to improve student success, with a particular emphasis on expanding our reach in high-need areas. We partnered with The Innovation Project, a collaborative of 24 public school districts in North Carolina, to establish the TIP Teaching Scholars Award Program. In the pilot phase, TIP will award \$10,000 to students who teach hard-to-fill subject areas for at least two years after graduation in one of five districts facing teaching shortages: Cabarrus, Johnston Lenoir, Onslow and Wayne counties. We are also establishing a partnership with Johnston County Public Schools and Johnston County Community College to create a guided pathway for high school students in the county to earn an associate's degree in education and then their bachelor's degree from us before returning to the area to teach. In addition, we worked with the UNC School of Education to start Pathway to Practice NC, a 100 percent online competency-based education program that helps lateral entry teachers clear their provisional license. We've also added a partnership with the Winston-Salem/Forsyth County Schools to support 25 of their lateral entry teachers through Pathway to Practice NC.

Our Friday Institute for Educational Innovation continues to partner with the N.C. Department of Public Instruction to expand the N.C. Digital Learning Initiative, as well as with the Research Triangle Institute and Department of Computer Science to expand the N.C. Computer Science for All Initiative. As this latter partnership works to bring computational thinking, coding and computer science to all schools in North Carolina, they provided professional development to over 120 teachers in 34 schools in the past year.

Globally, 36 students participated in study abroad programs in seven countries. Among these were 10 Ph.D. students who participated in a new faculty-led research study abroad program in Finland and Estonia. We also graduated seven international Chinese students through partnerships with the Beijing Royal

School and Global Education Initiative, and we conducted the New Literacies Teachers Institute for 60 educators and 350 students in Kenya to introduce them to digital literacies and inquiry-based teaching.

On campus, we joined the Department of Social Work to host Strengthening Families, Communities and the Schools that Serve Them, which brought together more than 200 social workers, teachers and elected officials, including N.C. Attorney General Josh Stein, to engage in discussions around topics like poverty, inclusion and the role of families in education. In the fall, our faculty and students hosted over 400 K-12 students and their families on our first STEM Education Day to spark their interest in STEM education.

### *Helping Lateral Entry Teachers Improve Their Effectiveness through Partnership with UNC-Chapel Hill*

North Carolina needs 12,000 new teachers each year to keep pace with K-12 student enrollment and teacher attrition. But the state's colleges graduate only about 5,000 teachers annually. So schools increasingly hire lateral entry teachers who meet content requirements but lack teacher preparation. Consequently, they are less effective and have a 79 percent higher attrition rate than graduates from teacher preparation programs. To support schools, the NC State College of Education and UNC School of Education has established Pathway to Practice NC, a 100 percent online competency-based education program that helps lateral entry teachers clear their provisional license, as well as "equips them with the teaching skills and knowledge they need to be successful in the classroom," says Michael Maher, assistant dean for professional education and accreditation. The program has enrolled about 50 lateral entry teachers from 14 counties since starting in October 2017.

### **Looking to the Future**

We will continue to focus and intensify our research, development and engagement with the state's highest educational needs. This includes improving literacy, especially reading in K-2. Building on our \$5.89 million grant from the N.C. Department of Public Instruction to start Wolfpack WORKS, we will develop evidence-based practices to improve the teaching and learning of reading in semi-rural and rural schools. We'll also continue to work to improve STEM education and leadership preparation for K-12 schools and community college administrators, as well as provide leading research and development related to the digital transformation of teaching and learning and computer science education. Finally, we'll increase our development efforts to support endowed professorships to retain outstanding faculty members and recruit



world-class academics. Through these priority areas and initiatives, we are poised to lead the way in improving educational outcomes for all learners for the next 90 years.