

## **Report to the Chancellor**

2019-2020

### **Overview**

With national challenges associated with the coronavirus and racial injustices over the past year, the work of the NC State College of Education has never been as important. We quickly adapted and responded to the educational needs that North Carolina faced as K-12 schools, community colleges, and institutions of higher education moved to remote learning to mitigate the spread of COVID-19. In addition, as part of the global movement against racial injustice, we have intensified and strengthened the core of our college's land-grant mission that calls for "a commitment to social justice" and "the value of diversity in a global community." Our faculty, staff, and students' commitment to respond to such pressing educational challenges and improve the lives of others is a primary reason why our college has emerged as a global educational leader, rising to #31 in the *U.S. News & World Report* rankings, our highest ranking ever and an improvement of 28 spots over the past four years. Our growth has been astounding, and it's because our faculty, staff, and students have an extraordinary commitment to salient work focused on the most crucial problems of our time. They have developed partnerships and generated external support to engage in work that matters. As our state and nation face enormous challenges, our college continues to respond and demonstrate why we are North Carolina's leading college of education.

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

The students we prepare go on to become North Carolina's best educators, counselors, and leaders. Based on the most recent data, students in our teacher preparation programs had a 95% pass rate on their first attempts of the edTPA—a performance-based, subject-specific assessment that measures preparedness. The average ratings of our alumni on performance measures related to teacher effectiveness also continue to stand among the top in the state. In addition, our alumni regularly take home the top awards of their profession. In 2019-2020, over a dozen of our alumni won statewide and

districtwide awards, including North Carolina's School Counseling Director of the Year, Beginning Teacher of the Year, Social Studies Teacher of the Year, and Charter School Teacher of the Year.

We prepare some of the state's best educators because we infuse our degree programs with research; we provide our students with enriched educational experiences that equip them to build inclusive educational settings; and we quickly adapt these programs and experiences to ensure our students are prepared for their first day on the job. This past year, for example, we added fully online options for many of our master's programs to reach more prospective students, including our K-12 reading education master's program designed for licensed teachers and our Master of Arts in Teaching for adults transitioning into teaching. We also updated the fabrication lab on the first floor of Poe Hall with 3D Printing, CNC programming, and laser cutting technologies used in North Carolina's public schools.

As part of preparing extraordinary educators, we attract the most promising future educators in North Carolina. At the beginning of the 2019-2020 academic year, we welcomed the largest entering cohort of Teaching Fellows (54) among the five host institutions in the state. Including the expected incoming cohort, we are preparing nearly half of all N.C. Teaching Fellows (about 133 of 278)—the most in North Carolina. At the graduate level, our enrollment in our master's programs over the past 10 years has increased by 5% while enrollment at colleges of education across the UNC System has declined 45%. In FY2020, we enrolled 766 master's students—our highest level of enrollment in at least 10 years.

Our doctoral students are also recognized nationally as emerging thought-leaders. For example, Kelly Womack Adams, a doctoral student in the Department of Teacher Education and Learning Sciences, was awarded a Graduate Research Fellowship from the National Science Foundation. In addition, Daniela Barriga, a doctoral student in educational evaluation and policy analysis, won first place for a paper she co-authored at the International Conference on School Choice and Reform; and Casey Holmes, a doctoral student in social studies education, was co-awarded the National Council for the Social Studies' National Technology Leadership Initiative Fellowship Award.

### **NC State: Home to the Largest Teaching Fellows Cohort in North Carolina**

Since the N.C. Teaching Fellows program returned in 2018, NC State has hosted the largest group of Teaching Fellows in the state. The college welcomed 54 new Teaching Fellows in Fall 2019.

These new fellows joined 20 other NC State students who composed the first cohort. With 74 total Teaching Fellows in 2019-2020, NC State was home to the largest group of Teaching Fellows in North Carolina by more than double the size of the next school. “The college has completely reshaped what I believe a teacher should look like and what a classroom should look like,” said science education major Caroline Alexander ’20, one of three Teaching Fellows who graduated from NC State in May 2020. “I’ve been able to understand more about how we learn and how I can use that to shape my classroom culture so that it can best benefit students. My professors modeled best practices in their classrooms and showed me what it means to be an effective educator—to lead through example.”

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

The college’s reputation as an educational research powerhouse continues to grow. We received \$30,485,332 in new awards from external sources to fund 54 projects, with 46 proposals still pending as of June 30, 2020. This dollar amount is the largest the college has received since records have been kept and marks the second straight year we have received over \$30 million in new external research awards. In addition, our research expenditures have continued to grow and reached \$19,484,512 in 2019-2020. Today, nearly two-thirds of the college’s faculty are actively engaged in 110 externally-funded projects that total over \$92 million—the most among colleges of education in North Carolina.

A new source of funding this past year was the U.S. Department of Labor, which awarded us \$6 million over four years to establish the Artificial Intelligence Academy. Professor of Science Education Carla C. Johnson serves as executive director of the AI Academy, which will support 5,000 workers with training and certification in the emerging field of AI. In addition, four of our faculty members were awarded Discovery Research PreK-12 (DRK-12) grants from the National Science Foundation (NSF)—the most our college has received in a single year. Other projects funded include a five-year, \$3.75 million grant from the N.C. Principal Fellows Commission to prepare two additional cohorts of aspiring principals in partnership with high-need school districts; a four-year, \$2.9 million NSF grant to harness existing data to assist middle and high school math teachers in preparing data literate students; and a four-year, \$2.3 million NSF grant to develop rubrics that measure the extent to which teachers implement practices that support Black and English as a Second Language students as they participate in rigorous math activities.

In recognition of their impact, our faculty were recognized with multiple national honors. Professor of Mathematics and Statistics Education Hollylynne Lee received the UNC Board of Governors Award for Excellence in Teaching and was named an American Statistical Association Fellow; Professor of Higher Education Joy Gaston Gayles won the AERA Research on Education and Sport Special Interest Group's Senior Scholar Award; Assistant Professor of Mathematics Education Jonee Wilson received an Early Career Publication Award from the American Educational Research Association's Special Interest Group in Research in Mathematics Education; Alumni Distinguished Graduate Professor of Higher Education Alyssa Rockenbach was named the recipient of the American Psychological Association's Applied Psychology of Religion and Spirituality Award; and Assistant Professor of Educational Evaluation and Policy Analysis Anna Egalite was the only UNC System faculty member included on *Education Week's* RHSU Edu-Scholar Public Influence Rankings.

### **Preparing North Carolina's Workforce: Building a Pipeline of Talented AI Professionals**

With more than half of employers in North Carolina saying they are unable to hire the workers they need because of a lack of employability and technical skills, the state faces a skills gap. But the NC State College of Education is working to help grow in-state talent through a focus on adult learners. In February 2020, for example, the U.S. Department of Labor awarded the college a four-year, \$6 million grant to develop the Artificial Intelligence Academy. Enrolling its first cohort in January 2021, the AI Academy will prepare 5,000 AI professionals for North Carolina and beyond through paid apprenticeships and two online credentialed pathways: Basic or Advanced AI. "Our consortium will lead and inform the important work of building a pipeline of highly qualified and well prepared AI talent for North Carolina and beyond," Johnson said.

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

Our faculty and staff are increasingly recognized nationally for addressing educational challenges, including those related to issues of equity, improving early literacy, and developing STEM-skilled workers. In the past year, prominent media outlets, including *Time*, *The Washington Post*, *The Christian Science Monitor*, and *The Chronicle of Higher Education*, cited our faculty over 60 times.

Examples of scholarly activities addressing educational challenges include *The Handbook of Research on STEM Education*. Edited by Professor of Science Education Carla C. Johnson and the first

publication of its kind in the STEM field, the *Handbook* is a collection of the most relevant and imperative topics permeating the STEM education field, focuses on the integration of STEM disciplines, and includes contributions from five other professors, researchers, and doctoral students in our college: Professors of Science Education Meg Blanchard, Eric Wiebe, and Soonhye Park, as well as STEM education doctoral student Vance Kite and Senior Research Scholar Janet Walton.

To help improve early literacy, Associate Professor of Literacy Education Dennis Davis developed the Yadkin Wolfpack Literacy Partnership to improve reading proficiency in Yadkin County Schools. Funded by a two-year grant from the Mebane Charitable Foundation totaling \$575,183, the Yadkin Wolfpack Literacy Partnership will use a cohort-based master's program to enable 20 teachers to gain advanced expertise to effectively implement evidence-based literacy instruction. This project drew some of its inspiration from Wolfpack WORKS (Ways to Optimize Reading/Writing for Kids Statewide). Led by Assistant Professor Jill Grifenhagen and Associate Teaching Professor Ann Harrington, this literacy initiative provides literacy-specific induction support to beginning teachers in 16 high-need, public school districts in North Carolina. As schools moved to at-home learning amid the coronavirus, Wolfpack WORKS continued to provide coaching support to beginning teachers, including helping them utilize digital resources, and opened up its online modules to all educators in North Carolina.

Another challenge we have prioritized is diversifying the education workforce. We shared sponsorship and helped plan the DRIVE (Developing a Representative and Inclusive Vision for Education) Summit held in December 2019 at NC State and hosted by Gov. Roy Cooper's office to support the recruitment of Black and Latinx teachers and school leaders. Five of our faculty and alumni served as featured speakers or panelists: Assistant Professor Anna Egalite, Professor Bonnie Fusarelli, Donnell Cannon '16MSA, LaAlice Hopkins '16MSA, and former Gov. Jim Hunt '59, '62MS. With support from the NC State University Foundation, Belk Foundation, and Burroughs Wellcome Fund, we also hosted the Leadership Institute for Future Teachers (LIFT), a five-day, invitational program held in July 2020 attended by 34 students of color and bilingual students who are rising high school seniors interested in leadership development and careers in education. Following the summer program, students will

engage in e-mentoring with education professionals developed around best practices refined by Associate Professor Cameron Denson.

We have also used research to build one of the nation's top principal preparation programs. Designed around research that shows how school leaders can retain effective teachers and create a culture of achievement, our North Carolina Leadership Academy trains leaders to work in high-need K-12 schools and graduates school leaders who make rapid improvements in student performance and behaviors. Given such success, our principal preparation program received NC State's 2020 Opal Mann Green Engagement and Scholarship Award and was one of the three programs that helped the university win the Association of Public and Land-grant Universities' National Economic Engagement Award.

### **What We're Doing to Build a Pipeline of Black, Brown, and Bilingual Educators**

Students of color are more successful when matched with a same-race teacher, according to the research of Assistant Professor of Educational Policy and Evaluation Anna Egalite. One of her projects studied 92,000 students across 231 schools in five states and found that students' classroom effort, happiness, and desire to attend college increased when they had a teacher who was of both the same race and gender. Recognizing the urgent need for more educators of color, the NC State College of Education has established several initiatives to prepare more students of color for the profession, including the Leadership Institute for Future Teachers. LIFT is a five-day invitational program for bilingual students and students of color who are rising high school seniors in North Carolina interested in leadership development and careers in education. Thirty-four students attended the program virtually July 26-July 31, 2020. Students delved into the field of education by interacting with leaders, such as Latanya Pattillo, teacher advisor to Gov. Roy Cooper; Jason Terrell, founder and executive director of Profound Gentlemen; and Elaine Townsend Utin, co-founder of LatinxED. The rising seniors also engaged in leadership development activities, brainstormed strategies to implement equity practices in their schools, and built connections with other students and educators. "We will support you and help you build your leadership skills. We want you to see yourself as a change agent across this process," NC State College of Education Dean Mary Ann Danowitz told LIFT participants.

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

We have continued to put into place across the college the policies, procedures, strategies, and infrastructures needed to raise our standards of excellence. Formalizing HR processes, including improving searches for faculty positions, for example, has helped us attract new faculty with strong academic pedigrees, including those who earned their doctorates at some of the world's top colleges of education such as Stanford University, Vanderbilt University, and the University of Michigan.

In addition to increasing our pool of talented faculty, we are focusing on growing our endowment to provide scholarship support to promising students who may otherwise choose other careers. We had a 257% increase in new endowment gifts and commitments from FY2019 to FY2020 (\$384,000 to \$1.285 million). In addition, the total dollar of commitments from individual donors rose from \$574,000 in FY2019 to \$1.14 million in FY2020, or by nearly 100%.

These internal improvements impact our outcomes, which influence external perceptions and help our rankings. We ranked #84 in the world in the 2020 *Times Higher Education* (THE) World University Rankings' list of best colleges for education degrees—a jump of eight spots from the previous year. In addition, we tied at #31 in the *U.S. News & World Report's* rankings released in March 2020—our highest ranking ever. For the first time, we also had multiple programs nationally ranked in *U.S. News'* specialty education categories (Educational Administration and Supervision, Curriculum and Instruction, Elementary Teacher Education, Higher Education, and Secondary Teacher Education). Finally, *U.S. News* ranked our online master's programs #8 in the nation and #1 in North Carolina for veterans.

#### **U.S. News Ranks NC State College of Education in Top 8% in the Nation**

The NC State College of Education tied at #31 in the *U.S. News & World Report's* 2021 Best Graduate School Rankings, which places the college in the Top 8% among all 393 graduate colleges of education in the nation. Among just public colleges of education, the NC State College of Education tied #21 in the nation. Since the Best Graduate School Rankings released in Spring 2016, the college has improved 28 spots in the rankings, or up from #59 in the nation. In addition, for the first time, the college had multiple programs ranked in the *U.S. News'* education specialty categories. In all, five programs were ranked in their respective areas: Educational Administration and Supervision (#14 in the nation and #1 in North Carolina); Curriculum and Instruction (tied #29 in the nation); Elementary Teacher Education (tied

#25 in the nation); Higher Education (tied #20 in the nation and only college in North Carolina ranked); and Secondary Teacher Education (#24 in the nation and only college in North Carolina ranked). “Our rise in the rankings is a reflection of the incredible high quality work and impact all our faculty and staff are doing to prepare extraordinary educators, conduct research that solves educational problems, and champion the educational success of all,” said NC State College of Education Dean Mary Ann Danowitz. “What’s more: We are a strong college across the board, as evidenced by every department being represented in the education speciality categories.”

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

We are able to impact North Carolina because of the partnerships we develop. Our college, including the Friday Institute for Educational Innovation, has research projects, outreach activities, and cohort-based degree programs in nearly three-quarters of the state’s school districts. In addition, through our Belk Center for Community College Leadership and Research, we provide support to all 58 community colleges in the state. The Belk Center, which opened its physical location in Fall 2019, engaged the state’s 58 community colleges a total of 285 times during its first full year of operation.

Other partnerships include Pathway to Practice NC, our online joint program with UNC-Chapel Hill designed to help full-time lateral entry teachers clear their provisional licenses. Pathway to Practice had its first teachers complete the program in Fall 2019 and added new training modules to allow residency-licensed teachers to work towards full licensure in elementary or special education thanks to a \$200,000 grant from the State Employees’ Credit Union Foundation. Twenty-two teachers have completed Pathway to Practice since the program started in October 2017. An additional 205 teachers are currently enrolled in the program.

Partnerships have also allowed us to develop unmatched opportunities for our students. We had 21 students participate in our We Teach for NC trip held in early March 2020. Students visited K-12 sites, interacted with county administrators and teachers, and engaged with community leaders and business partners in four rural and high-poverty counties: Onslow, Pender, New Hanover, and Brunswick. The purpose of the annual spring break trip is to introduce pre-service teachers to underserved areas and build a pipeline of highly qualified educators to these areas. Seven students who participated in the first

We Teach for NC trip in spring 2019 will teach in rural or high-poverty counties in Fall 2020. Another program designed to encourage students to teach in high-need areas is our NC State Education Scholars program, a partnership with several school districts that provides a \$10,000 financial award to students who teach for at least two years in areas facing teaching shortages; our 2019-2020 cohort comprised six scholars who will teach in Cabarrus and Lenoir counties. In addition, with a \$250,000 gift from the John M. Belk Endowment, we endowed the College of Education Summer Internship Program to fund two undergraduate students who complete eight-week internships at organizations in high-need communities that support education, such as schools, community centers, or educational nonprofits.

Because of partnerships, we reached over 30,000 teachers, school administrators, community college instructors and leaders, and caregivers across North Carolina and beyond through webinars, resources, professional development courses, and consultations as educational institutions moved to at-home learning amid the coronavirus. Through the Friday Institute's Remote Learning to Support NC Educators, for example, our college delivered 35 professional development sessions across eight focus areas to over 10,900 educators. In addition, the Belk Center hosted webinars for community college instructors that averaged over 200 participants. We also created a COVID-19 Educational Resources hub on [ced.ncsu.edu](http://ced.ncsu.edu) that included tips and resources developed and curated by faculty and staff. Within a month of the page's debut in mid-March, traffic to [ced.ncsu.edu](http://ced.ncsu.edu) increased by 257%.

### **Continuing Chantal Warfield's Legacy: Helping Those in High-Need Communities**

The NC State College of Education funded its first two undergraduates in the College of Education Summer Internship Program—a competitive, eight-week summer internship program established to honor Chantal Warfield '19, who died in October 2019. Breanna Goins '21, a mathematics education major, provided support to students at North Surry High School who needed credit recovery in order to graduate or catch up on classes, while Amaya Dicker '21, a middle grades English Language Arts and social studies education major, worked with International House's Rising Readers Program, where she supported four teachers who work with children of immigrants in Charlotte. Dicker was inspired to join the Summer Internship Program because of Warfield. "To work in memory of Chantal has been an honor," Dicker said. "As a younger student in the College of Education, I had always looked up to her for

her commitment to education and love for young minds.” The Summer Internship Program is supported by gifts in memory of Warfield to the College of Education Excellence Fund. Thanks to a \$250,000 endowed gift from the John M. Belk Endowment in Warfield’s memory, additional College of Education students will be able to take part in similar internship programs and events for years to come.

### **Looking to the Future**

As the university works to build a more diverse, inclusive, and supportive campus culture, the College of Education is committed to intensifying its mission, which calls for “a commitment to social justice” and “the value of diversity in a global community.” Though these have long been our values and have been integrated into our strategic priorities, we will deepen and expand our work to counter ongoing injustices of systemic racism and we will seek new ways to eradicate racism and other forms of oppression within our college, within our university, and across educational settings. We have formed a change agent group, chaired by Professor of Higher Education and University Faculty Scholar Joy Gaston Gayles, as part of catalyzing actions we are taking to become an anti-racist college. This change agent group will identify strategies and actions so we more fully engage in anti-racist education and become an anti-racist college. Simultaneously, we remain diligent in pursuing activities and strategies, including through development, scholarship, and engagement, that will help diversify the education workforce.

In addition, our work to support educational institutions at all levels amid the coronavirus will continue. Though there remains uncertainty in the months ahead, we will evolve and adapt to meet the moment and provide the support professional educators, leaders, and caregivers need to continue to deliver quality education. The educators and leaders we prepare will also be nimble and able to carry out their responsibilities across all modes of delivery, whether in-person, virtually, or a mix of both. These advances will be reflected in our new strategic plan that will dovetail with the university’s new strategic plan. As we enter the next phase of the college, we will be even more resolute and focused on our land-grant mission to champion the educational success of all learners, especially those of color and from low-wealth communities, through the educators we prepare, the research we conduct, and the outreach we provide.