

# Cato College of Education Connections

August, 2017



## Congratulations to:



**Amy Good (REEL, pictured right)** for being named a Finalist for the UNC Charlotte Bank of America Teaching Award.

**Zoi Philippakos (REEL, pictured left)** has received the 2017 New Graduate Alumni Award from the University of Delaware (UD).



**Florence Martin (EDLD), Teresa Petty (Associate Dean), and Chuang Wang (EDLD)** received funding for a National Science Foundation grant. The goal of this project is to increase cyber safety knowledge and skills among middle school students, teachers, and technology facilitators, and create cyber safety awareness among parents of middle school students. A team of faculty from UNC Charlotte, which comprises of cyber safety expert, instructional technologist, teacher educator, and program evaluator propose to design a cyber safety curriculum which will be implemented with teachers, technology facilitators, middle school students and parents from three school districts and a charter school in the Charlotte area in North Carolina.

**Chance Lewis (MDSK)** just released his 19<sup>th</sup> book entitled *Black Female Teachers: Diversifying the United States' Teacher Workforce*. This book was co-edited with my former Post-Doctoral Fellow Ayana Allen-Handy (Drexel University) and my former doctoral student, Abiola Farinde-Wu (UMass-Boston).

Rowan-Salisbury Schools recognized two of our alumni last week. **Abby Covington**, a fourth-grade teacher at Millbridge Elementary as 2017 Teacher of the Year and **Angelo DelliSanti**, principal of Carson High School as 2017 Principal of the Year.

## Get Your Cato College of Education News Online

Remember to follow the Cato College of Education on Facebook and Twitter, and visit the College website for up-to-date stories and feature articles.

## Dates to Remember:

Research Colloquia- Erin Miller (REEL), August 25, 8:45 – 9:15 a.m., COED 010

Cato College of Education Faculty Meeting- August 25, 9:30 – 11 a.m., COED 010

Wear Green for a College picture!

UNC Teacher Preparation Review- August 29, morning in the College

Cato College of Education Faculty Meeting- September 29, 9:30- 11 a.m., COED 010

### Teacher Education Institute

The Cato College of Education Teacher Education Institute (picture right) was held in Concord, NC late June. Deans for Impact and Marci Rock facilitated. Approximately 100 people attended including Clinical Educators (Cooperating Teachers), UNC Charlotte faculty, including those who will be coaching and those who will be supervising student teachers during the Spring, 2018 semester. Special thanks to those who led the planning of the TEI!



### TPALs meetings to Discuss edTPA

All faculty are welcome to come and participate in the conversation!  
All meetings are from 2:15-3:15 in COED 110.  
2017- September 5, November 8. 2018- February 6, April 25

### NC NTSP Coaches

The NC New Teacher Support Program Instructional Coaches provide support to over 300 beginning teachers in the Southwest Education Alliance. Pictured here are Director Misty Hathcock, Vanita Beavers, Kim Ramadan, Kristen Gray, LaTonya Gaines-Montgomery, Tierney Fairchild, Melissa Sykes, Carrie Rocha, and Marquis Mason attending their two-day retreat at Center City.

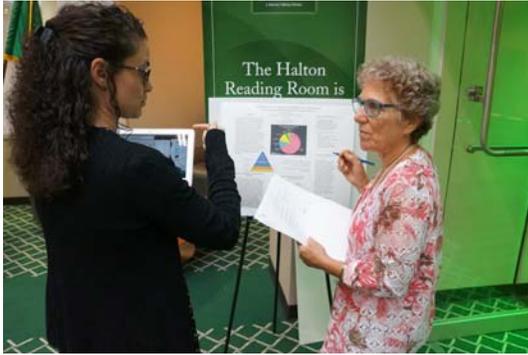


### Cato College of Education Faculty Travel to Ludwigsberg, Germany



The 23<sup>rd</sup> annual U.S.-German Symposium was held in June in Ludwigsberg. The symposium featured presentations about collaborative research projects with UNC Charlotte and Germany faculty as well as some cultural experiences. Pictured to the left are Florence Martin (EDLD), Sejal Foxx (CNSL), Erik Byker (REEL), Ian Binns (REEL), Adriana Medina (REEL), Brian Kissel (REEL), Scott Kissau (MDSK), Tehia Glass (REEL), and a German colleague.

## Summer Conferences and Institutes



UNC Charlotte hosted a Play Therapy conference this summer. Below on the left participants engage with the keynote speaker. Below on the right, **Phyllis Post (Counseling)** talks with Christa Phipps, a graduate student.

**Pam Lassiter (Counseling)** presenting an award during the 2017 Dr. Jonnie H. McLeod Institute on Substance Abuse.



**Victor Mack (Educational Outreach)** and **Tamara Johnson (Provost's Office)** presented and attended the 2017 Civic Learning and Democratic Engagement Conference in Baltimore, MD, June 2017 (picture on the left). Mack also attended the UNC Charlotte Coding Boot Camp (picture on the right).



### New Faculty

**Carl Westine (EDLD)** is an assistant professor of educational research at University of North

Carolina at Charlotte where he teaches graduate level program evaluation and research methods courses. His current research is aimed at finding efficiencies in the planning of evaluations, particularly in the area of STEM education. He accomplishes this through the empirical estimation of design parameter values needed for power analyses as well as through research on evaluation theories, methods, and practice. Prior to joining UNC Charlotte in 2017, Carl was an assistant professor of educational research at University of West Georgia (UWG). Before that, Carl earned his doctorate in interdisciplinary evaluation from Western Michigan University (WMU), and spent several years working in the University of Pittsburgh Medical Center corporate planning office. Carl has served on various STEM education and health care evaluation, research, and technical assistance projects through the WMU Evaluation Center and at UWG. These experiences include working for EvaluATE (the evaluation resource center for the National Science Foundation's (NSF) Advanced Technological Education program), and on an NSF Promoting Research and Innovation in Methodologies for Evaluation (PRIME) grant. Carl is presently

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Program Chair for the STEM Education and Training topical interest group of the American Evaluation Association.

**Beth Allred Oyarzun (EDLD)** is a Clinical Assistant Professor of Instructional Systems Technology. She earned a PhD in Instructional Design and Technology from Old Dominion University. Prior to joining UNCC, Beth previously worked as an instructional designer in the higher education environment for more than ten years. As an instructional designer, Beth taught online courses in instructional technology while providing professional development for faculty in online teaching pedagogy. Prior to working in higher education, Beth was a high school mathematics teacher for nine years.

**Cathy D. Howell (EDLD)** is a Clinical Assistant Professor and Graduate Program Director at the University of North Carolina at Charlotte. She is a native of North Carolina where she received her Bachelor of Science degree in Community Health and Master's degree in Health Education at East Carolina University. Dr. Howell completed her doctoral degree in Educational Leadership at UNC Charlotte. Her professional training is multidisciplinary that includes collaborative work with physicians, nutritionist, and Medical, Marriage, and Family Therapist to explore the psychosocial impact of chronic illness such as diabetes and hypertension on women, rural, and migrant populations. She has previous experiences as instructor, director, and consultant at multiple academic institutions in the public, private and two and four year sectors. Prior to her appointment in the Cato College of Education she worked in the UNC Charlotte Graduate School as a graduate counselor. Dr. Howell's current research interests include qualitative research methods, persistence and degree completion of Black women doctoral students, and access to doctoral education. She has presented locally, regionally, and nationally on her research. Dr. Howell was the 2015 recipient of the Department of Educational Leadership Legacy Award for outstanding doctoral dissertation.

**Kristin Davin (MDSK)** is an Assistant Professor of Foreign Language Education in the Department of Middle, Secondary, and K-12 Education. Her research focuses on foreign and second language assessment, early second language learning, and practice-based approaches to teacher preparation. She has won two Research Priorities grants from the American Council on the Teaching of Foreign Languages and the Distinguished Service award from the Illinois Council on the Teaching of Foreign Languages. Dr. Davin has developed and facilitated professional development on the design and implementation of linguistically responsive curriculum and instruction to hundreds of teachers through grant-funded projects, and has had her work published in top journals in her field.

**Luke Reinke (REEL)** is an assistant professor and is transitioning from his role as our math coach, where he taught workshops and developed online modules to help our students pass the math portion of their licensure test. Prior to that, he taught middle and high school math in Durham and Philadelphia and he did his doctoral work at the University of Pennsylvania. His research focuses on math curriculum design and implementation. In his free time, Luke designs and implements math activities for his 2 and 4 year old boys.

**Colleen E. Whittingham (REEL)** joins us from the University of Illinois at Chicago where she completed her PhD in May 2017. Colleen's research seeks to understand equitable opportunities to learn in early literacy contexts by investigating factors that mediate classroom literacy interactions.

**Madelyn Williams Colonnese (REEL)** is an assistant professor in the Department of Reading and Elementary Education. She graduated recently from the University of Connecticut with a PhD in mathematics education. Her research interest focuses on mathematical writing.

**Erin FitzPatrick (SPCD)** grew up in rural, southern Illinois – only 10 in her graduating class. After 11 years of teaching in Houston and Nashville, she completed her Ph.D. in Education of Students with Exceptionalities at Georgia State University. Her research interests include practice-based professional development and writing interventions for struggling writers. She deeply loves etymology, mangoes, and her pup, Harley.

**Laura McCorkle (SPCD)** recently completed her PhD in Special Education with an emphasis in Early Childhood from the University of Georgia. Prior to attending the University of Georgia, Laura worked at the Center for Child Development at Vanderbilt University where she collaborated with families, childcare teachers, and therapists on ways to implement naturalistic language intervention strategies with children as a coach and consultant. Her areas of research include early childhood special education/early intervention, teacher preparation, early childhood language intervention, early intervention policy, and qualitative research. She enjoys practicing yoga in her free time. I want to add that I met Laura at a Leadership Summit in DC last January, which speaks to her many qualities.

**Pam McIntyre (SPCD)** is not a stranger because she has been an active adjunct in our CHFD program. Pam grew up in Charlotte and completed her Ed.S. at Converse College. For the past five years, she was an instructor in Early Childhood Education at Central Piedmont Community College in Charlotte. Her interests include children’s health and wellness, outdoor learning environments, science and math in early childhood, and active play. Her hobbies include bridge, reading, gardening, cooking, and travel.

**Donna Sacco (SPCD)** is joining UNCC from George Mason University. Her research interest is culturally and linguistically diverse exceptional learners and the strategies special educators use when working with English learners. She has this interest because English was a second language for both of her parents. Donna has two adult daughters and moved here from Arlington, VA, with her photographer husband. She has been helping to plan the Council for Learning Disabilities conference in Baltimore, MD on October 19th and 20th and would love to see fellow UNCC faculty and students attend.

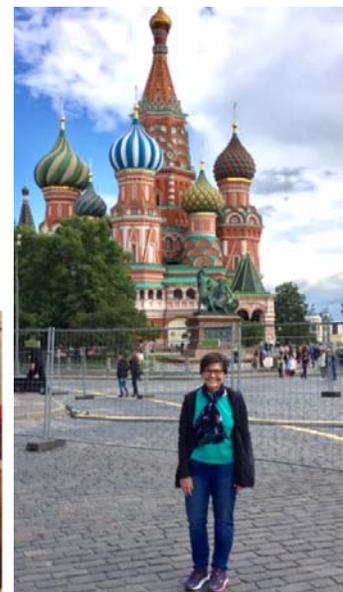
The **TEAL Office** also added new faces and some familiar faces are in new roles: **Liz Adkison** is a COED Advising Systems Specialist in the TEAL Office. **Mr. Josh Avery** is the Assistant Director for Graduate Initial Licensure. **Lisa Gaskin** is an Academic Advisor.

### Summer Travels



This summer, **Tina Heafner (MDSK)** traveled to North Korea (top left, bottom left) and also spent time in schools in Kenya (below).

**Dean McIntyre (middle)** visited St. Basil’s Cathedral in Moscow.



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**Publications**

- Byker, E. J., Coffey, H., Harden, S., Good, A., Heafner, T., Brown, K., & Holzberg, D.** (2017). Hoping to teach someday? Inquire within: Examining inquiry-based learning with first-semester undergrads. *Journal of Inquiry and Action in Education*, 8(2), 54-80.
- Byker, E.J., Putman, S.M., Handler, L., & Polly, D.** (2017). Educational technology and student voice: examining teacher candidates' perceptions. *World Journal on Education Technology*, 9(3), 119-129.
- Collins, B. C., Tekin-Iftar, E., & Olcay-Gul, S.** (2017). International collaboration and its contributions: Disseminating knowledge and supporting evidence-based practices across countries. *Education and Training in Autism and Developmental Disabilities*, 52(3), 227-239.
- Jolly, J. L. & Matthews, M. S.** (2017). Why we blog: Homeschooling mothers of gifted children. *Roeper Review*, 39(2), 112-120. doi: 10.1080/02783193.2017.1289579
- Matthews, M. S. & Farmer, J.** (2017). Predicting academic achievement growth among low-income Mexican American learners using dynamic and static assessments. *Australasian Journal of Gifted Education*, 26(1), 5-21. doi: 10.21505/ajge.2017.0002
- Matthews, M. S. & Foley-Nicpon, M.** (2017). [Test review of the Wechsler Intelligence Scale for Children-Fifth Edition, Integrated]. In J. F. Carlson, K. F. Geisinger, & J. L. Jonson (Eds.), *The twentieth mental measurements yearbook* (pp. 871-874). Lincoln, NE: Buros Center for Testing.
- Miller, R. A.** (2017). "My voice is definitely strongest in online communities": Students using social media for queer and disability identity-making. *Journal of College Student Development*, 58(4), 509-525.
- Nash, K., Howard, J., Miller, E., Boutte, G., Johnson, G. & Reid, L.** (2017). Critical Racial Literacy in Homes, Schools, and Communities: Propositions for Early Childhood Contexts. *Contemporary Issues in Early Childhood*. doi: 10.1177/1463949117717293
- O'Connor, R.E., Beach, K.D., Sanchez, V., Bocian, K., & Flynn, L.** (2017). Building better Bridges: Teaching adolescent poor readers in eighth grade to comprehend history text. *Learning Disabilities Quarterly*, 40(3), 174-186.
- O'Connor, R.E., Sanchez, V., Beach, K.D., & Bocian, K.** (2017). Special education teachers integrating reading with eighth grade U.S. History content. *Learning Disabilities Research and Practice*, 32(2), 99-111. doi: 10.1111/ldrp.12131.
- Peters, S. J., Rambo-Hernandez, K., Makel, M. C., Matthews, M. S., & Plucker, J. A.** (2017). Should millions of students take a gap year? Large numbers of students start the school year above grade level. *Gifted Child Quarterly*, 61, 229-238. doi: 10.1177/0016986217701834
- Plucker, J. A., Makel, M. C., Matthews, M. S., Peters, S. J., & Rambo-Hernandez, K. E.** (2017). Blazing new trails: Strengthening policy research in gifted education. *Gifted Child Quarterly*, 61, 210-218. doi: 10.1177/0016986217701838
- Sadaf, A., & Johnson, B. L.** (2017): Teachers' Beliefs About Integrating Digital Literacy Into Classroom Practice: An Investigation Based on the Theory of Planned Behavior, *Journal of Digital Learning in Teacher Education*, doi: 10.1080/21532974.2017.1347534
- Tekin-Iftar, E., Collins, B. C., Spooner, F., & Olcay-Gul, S.** (2017). Teaching teachers to use systematic instruction to teach core content to students with ASD. *Teacher Education and Special Education*, 42(3), 225-245. doi: 10.1177/0888406417703751.
- Vaccaro, A. & Miller, R. A.** (2017). Experiences of queer student leaders of color: Expanding leadership paradigms in higher education. In J. M. Johnson & G. C. Javier (Eds.), *Queer people of color in higher education* (pp. 195-210). Charlotte, NC: Information Age Publishing.
- Wood, K., Paratore, J., Kissel, B. & McCormack, R.,** Editors (2017). What's new in literacy teaching: Weaving together time-honored practices with new research. New York: Teachers College Press.
- Xu, T., Byker, E.J., & Gonzales, M.** (2017). Using wireless pedometers to measure children's physical activity: How reliable is the Fitbit Zip? *Journal of Movement, Health, and Exercise*, 6(2), 1-8.

**Please send Connections content to [drew.polly@unc.edu](mailto:drew.polly@unc.edu) by September 27.**

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