

WCU ELMG MAED Advisory Board Meeting April 22, 2021

Present: **Faculty:** Carrie Rogers, Nancy Luke, David Virtue, Frank Forcino and Roya Scales.

Alums: Dr. Shannon Montgomery, Tori Golden Hughes [doctoral candidate at UGA], Kaitlyn Otey Holhouser [doctoral candidate at UNCC], Carolina Vix, Middle Grades Math Teacher, Chatham County Schools.

Current students: Krsytal Keener, Elementary Literacy and Madeline Cutchin, MG STEM

Agenda:

Highlights: MAED STEM Student Tracy Hewitt wins Graduate Research Presentation Award

Changes: Addition of MAED only EDCI 610 Methods in Educational Research

Assessment: Discussion of issue with EDCI 616 data that was found during assessment day. A large discrepancy in passing rates in Spring, Summer and Fall 2020

Discussion around EDCI 616 Teacher Leadership: All positive comments about course content and assignment.

Thought of self as teacher leader in the classroom first and then this encouraged more diffusion of leadership in school and system

Leadership course - be a practicing community – introduced and supported communities of practice model

“Action research is a real thing”

Leadership is advocacy

Empowered to do research and to get respect

Confidence in providing PD to peers and talking with peers after course and supporting other teachers in her school to engage in their own action research

Learned about themselves as teachers, leaders, scholars

Leadership course as influential for empowerment and confidence in asking questions and finding answers

Confidence to question the school improvement plan

Questioning curriculum and school initiatives

Both the Leadership course and the program emphasized that “teachers are professionals” and responsible to the profession

General Program Feedback

Strengths:

Capstone topic informed doctoral studies research agenda

Research course and capstone courses provided useful tips for research and serve as touchstones for doctoral studies as well as forming a foundation for both action research and other coursework

Challenging the how and why of what happens in the classroom and how research supports practices

Prior to the program, never thought about "why" and just followed along with initiatives

Now has confidence and permission to say research doesn't support curriculum mandates

Advocate for research-based practices in their schools as a result of developing experience and expertise in coursework and capstone project

Good relationships with professors

Needs:

Embed more research opportunities

More academic writing

How to publish - how to submit to a scholarly journal

How to get our voice out there

Creating a research agenda

Issues to attend to?

General Recommendations [from admission to graduate and beyond!]

How can we continue to support teacher research?

Considered the bigger why with the research course

One has a list of 15 questions to pursue

Continued accessibility to faculty

Recruitment:

WSSU portfolio (years ago) was aligned with National Boards, so a portion of the NB portfolio was ready to submit

NB now requires 5 years of teaching experience

Recruitment fair presence east of Asheville

Grad courses as CEUS to get students hooked into Grad school

Other positives:

Improved confidence

Improved practice

Can pursue the MAEd while teaching full time