Neag School of Education

2012-13

Annual Report to the Provost

Neag School Highlights

Rankings
The U.S. News & World Report released its rankings of Graduate Schools and the Neag School of Education continues to achieve top-ranking status as it rose in rankings to #28 in the nation. This ranking puts the Neag School as the #1 public graduate school of education in the Northeast and #17 among all public graduate schools of education in the nation. In addition, the #28 ranking puts the Neag School in the top 10 percent of all graduate schools of education surveyed by U.S. News & World Report. In the specialty rankings, the Elementary Education program was ranked #18 in the nation, the Secondary Education program #18, and Special Education is ranked #12 in the country.

New Faculty Clusters
The Neag School of Education’s two proposed hiring plans for “clusters” of faculty who would have significant impact on research, scholarship, and funding – one involving Closing the Achievement Gap in Connecticut and a second one on developing an Evaluation and Educational Policy Center were implemented with the conduct of 19 faculty searches during 2012-13. As a result, 17 new faculty including six faculty involved in the Achievement Gap cluster and three faculty in the Evaluation and Educational Policy cluster, will join the Neag School beginning in Fall 2013. The new faculty group includes four senior level professors, three with endowed professorships: Dr. James Kaufman, Dr. Suzanne Wilson, Endowed Professor in Teacher Education, Dr. Preston Green, Endowed Professor in Urban Education, and Dr. Jonathan Plucker, Neag Endowed Professor. In addition, Neag welcomed a new Director of Neag Online, Dr. Jae-Eun Joo in September 2012, and a new Executive Director of Teacher Education, Dr. Dorothea Anagnostopoulos will join us in Fall 2013.

Legislative Involvement
Neag administrators and faculty participated in legislative, policy, and program activities at the state level, many authorized during the 2012 legislative session. Dean Tom DeFranco served on the Educator Preparation Advisory Council (EPAC) which developed new Connecticut guidelines for
teacher preparation, and participated in the crafting of the report of the legislative Achievement Gap Task Force. Assistant Dean Rong and Associate Dean Kehrhahn advised the work of the EPAC extensively. In addition, the Neag School led legislative projects to conduct a comprehensive evaluation of the pilot of the new teacher evaluation system and an elementary grades reading instruction pilot program in low-performing schools, and continued the CommPACT Schools work in Bridgeport and Waterbury. The Dean, Associate Dean, Assistant Dean, Drs. Mary Truxaw and Megan Staples, along with two recent teacher education graduates, participated in the AACTE’s annual Day on the Hill event in Washington DC. Neag voices clearly shaped legislation and policy as we collectively called for excellence and equity in Connecticut’s public education system.

**External Funding and Development**

In FY 2103 Neag faculty submitted 65 grant proposals totaling approximately $36 million dollars, with 31 of 65 (48%) tenure track faculty submitting grant proposals. New grants awarded this year totaled $8.8 million dollars—which represents an increase of approximately 13% from the previous year. The total grant expenditure for this year to date is $9.25 million dollars.

This year the Neag School of Education raised $2.28 million dollars in private and public funds, which represents 114% of our annual campaign goal. In addition, we are at 100% toward our campaign goal of $12 million dollars—a year before the expected close of the campaign. This is a testament to the extraordinary work of Development Director Heather McDonald and the strong reputation of the faculty and the Neag School across Connecticut and throughout the nation.

**University Teaching Awards**

Dr. Alan Marcus, Curriculum and Instruction, was named a university Teaching Fellow in 2012-13, bringing the total number of Teaching Fellows in the Neag School to 12. In addition, Dr. Linda Pescatello in Kinesiology was named a Board of Trustees Distinguished Professor in 2012-13.

**Neag New Faculty Mentoring Program**

The Neag School launched a new faculty mentoring program in Fall 2012 that provided year long support, mentoring, and professional development to six new faculty who joined the school in
August. With input from this year’s new faculty, we have made improvements to the program that will be offered to all new faculty in fall 2013.

Efficiency and Productivity
This year we launched two infrastructure units designed to increase efficiency and productivity for faculty and staff, and developed plans for a third.

- The Neag Advancement Team (Neag Development Officer, the Communication Director, and the Alumni Liaison) whose purpose is to raise funds, communicate information and market and brand the school in a coordinated and effective manner, spearheaded the development of a branding campaign for the Neag School.
- The Business Services Center, designed to provide efficiency for all fiscal and administrative services for all faculty and staff, was instituted and is well established.
- The Research Infrastructure Center is planned to provide services such as the writing of grants, pre-and-post awards, methodological input, data analysis, and other services to faculty to increase grant productivity within the school.

Neag Online
The new Director of Neag Online worked with faculty to develop a portfolio of new and existing online courses that will include a blend of certificate and degree programs. Existing programs were reviewed using the Sloan-C and Quality Matters tools and were revised when needed. The Director led a newly formed Neag Online committee that advises online program development, makes recommendations to the Dean concerning Neag Online, and crafts the strategic plan and procedures for online programs.

Dean’s Office highlights
The Neag School of Education Dean’s Office staff completed a number of projects and were involved in a number of school, campus, regional, and national efforts in 2012-13.

- Director of Assessment Dr. Mary Yakimowski co-sponsored with the Connecticut Department of Education the 3rd annual statewide forum that was sold-out for 550
participants, sponsored a ten-session colloquium series on assessment, conducted a schoolwide climate survey of faculty, staff, and students, and submitted 15 proposals to 4 regional/national conferences, 13 of which were accepted and presented. In addition, Dr. Yakimowski provided data to several external annual assessment reports (e.g., U.S. News and World Report, PEDS).

- Assistant Dean Yuhang Rong participated in a number of activities with the National Council on the Accreditation of Teacher Education, submitted an invited article to the Peabody Journal of Education on UCONN’s teacher preparation clinical experiences model, and worked with the University’s Government Relations Office to review and recommend legislative languages for pending state legislation. In addition, Dr. Rong provided consultation and feedback to the Commissioner of Education on educator preparation standards and the work of the Educator Preparation Advisory Council, and served as the Chair of the Global Diversity Committee for the AACTE. Dr. Rong served as a board member for the University’s Asian American Faculty and Staff Association and as a member of the Asian American Cultural Center Advisory Board.

- Director of Marketing and Communications Shawn Kornegay worked closely with Signature Brand Factory to design and launch the Neag branding/graphic identity effort. Ms. Kornegay initiated a campaign to increase participation in Neag’s social media, resulting in 1054 likes on Facebook (up from 712) and 516 followers on Twitter (up from 265). She developed marketing plans for several Neag programs and projects, produced six issues of Neag’s online alumni newsletter Spotlight and three issues of Neag Notes, a brief targeted to deans of schools of education and public school superintendents. Ms. Kornegay, in her second year at UCONN, joined a number of university-wide efforts including Provost’s Public Engagement Forum (chaired communications committee and served on executive committee), Commencement Committee, Close to Home Committee, Downtown Partnership’s Marketing and Communications Committee, and became a founding member of UConn Communicators group.

- Alumni Relations Liaison Robyn Wilgus joined the UCONN Alumni Association/Neag School of Education in Fall 2012 and produced nine alumni events, some in conjunction with other schools and colleges, including Homecoming Weekend, Class of 1988 Physical Therapy Reunion, Senior Block Party, and the Neag Alumni Society Awards Dinner. In
addition, Ms. Wilgus assisted the Neag Alumni Society Board with planning and implementing a strategic planning workshop.

- Director of Finance Jeffrey Crouse and Executive Assistant to the Dean Valerie Pichette planned the searches, hiring, and locating of new faculty members within the Neag School of Education.

- Development Officer Heather McDonald coordinated six major gifts, and raised a total of $2,279,013 for the 2013 Neag campaign (114% of goal) and $12,025,072 overall (100% of goal) in the UCONN Campaign.

- Director of Neag Online Dr. Jae-Eun Joo initiated the Neag Online Learning Committee, chaired by Dr. Scott Brown, which produced a Neag strategic plan and finalized a business model for Neag Online programs. Dr. Joo redesigned and taught EPSY-5240 [Interactive Learning Environments] with a focus on the advancement of teaching and learning in online and blended learning environments and provided professional development sessions to faculty, staff, and students. She applied and received one of the 12 Education Research Service Projects Awards from the American Educational Research Association (AERA) to study inner city youth's learning with new technologies in the STEM field and collaborated extensively with UCONN eCampus to develop policies and procedures.

- Associate Dean Marijke Kehrhahn organized the central search committee that coordinated the Achievement Gap cluster hire searches; the central search committee reviewed over 300 applications for 7 cluster hire positions and participated extensively in all seven searches to ensure coordinated hiring of the best possible team of researchers.
Department Highlights

Department of Curriculum and Instruction

Teaching

Most members of the Department (16) have participated in professional development activities focused on improving their knowledge and skills relative to assisting pre-service teachers in gaining effective strategies for instructing English Language Learners. This important endeavor has been led by two colleagues, Drs. Tom Levine and Elizabeth Howard, who have secured grant funding to initiate, sustain, and research this effort, entitled Preparing Responsive Educators who Promote Access and Realize Excellence with their English Language Learners. This grant project has now yielded professional and research-based findings that faculty members are preparing for publication in a text co-edited by T. Levine, E. Howard, and D. Moss. Entitled Preparing Classroom Teachers to Succeed with Second Language Learners: Lessons from a Faculty Community, this text will be published by Routledge.

The quality of our pre-service and in-service programs have been recognized nationally as reported by U.S. News and World Report. Currently, both the Elementary Program and Secondary Program are ranked 18th in the nation. These excellent rankings result from the dedicated attention faculty members give to teacher education, program development, and the students.

Scholarship

All faculty members have maintained active research agendas and have published their scholarship in premier journals in their respective fields. In addition, two have published 3 books this year and one has completed a textbook series of 42 titles.

Nine of our 17 faculty members have been engaged in grant funded activities, with grant support from the U.S. Department of Education, the Institute of Educational Sciences, the National Science Foundation, the State Department of Higher Education, the Neag School of Education Teachers for a New Era Project, and the International Reading Association.

In addition, the department has produced several notable publications:

- Dr. D. Leu’s article, The new literacies of online reading comprehension: Expanding the literacy and learning curriculum, co-authored with 7 graduate students and published in the Journal of Adolescent and Adult Literacy, was the article downloaded most frequently from that widely-read journal in 2012.
• Dr. J. Abramo’s article, Disability in the classroom: Current trends and impacts upon music education, published in *Music Educators Journal* (the journal with the highest readership among all journals in Music Education) has been one of the six most downloaded articles since its publication, and the most downloaded during the month of February 2013. Dr. Abramo’s article, Gender difference in popular music production in secondary schools, published in *The Journal of Research in Music Education*, has remained one of the 15 most frequently downloaded articles by that journal’s readership.

• Dr. M. Staples’ article, Justification as a teaching and learning practice: Its (potential) multifaceted role in middle grades mathematics classrooms, published in the *Journal of Mathematical Behavior*, led to her invitation to participate in a Math Ed Podcast Series available nationally.

• Dr. M. Truxaw’s co-authored article published in the *Journal for Research in Mathematics Education* (the premier research journal in Mathematics Education) was selected from among all published in that journal during the last 10 years to be included in an edited volume published by the National Council of Teachers of Mathematics.

• Dr. A. Marcus’ new text, *Teaching History with Museums*” was named the #1 museum education book for 2012 by museum educators.

• Dr. Jason Irizarry received the Philip C. Chinn Book Award from the National Association of Multicultural Education recognizing the excellence of his text *The Latinization of U.S. Schools: Successful Teaching and Learning in Shifting Cultural Contexts*

• Additionally, Dr. Leu’s research-based, Online Reading Comprehension Assessment s will be used in the international assessment of reading among 10 year olds by the Progress in International Reading Literacy Study (PIRLS).

**Service**

• Dr. Douglas Kaufman has recently completed his tenure as co-editor of the prestigious *Journal of Literacy Research*, published by the Literacy Research Association. This is one of the highest ranked literacy research journals in the field.

• Dr. Joe Abramo is co-editor of *Gender, Education, Music, Society*.

• Dr. Mary Anne Doyle has completed her six-year tenure as editor in chief of the *Journal of Reading Recovery*. 
Dr. Xae Reyes has received the Leadership Award from EASTCONN Educational Services.

Department of Educational Leadership (EDLR)

Teaching

- EDLR graduated 26 students in its University of Connecticut Administrator Preparation Program (UCAPP). These students were endorsed for Connecticut’s 092 certification, which licenses principals and other educational administrative positions across the state.
- EDLR endorsed another 21 school superintendents through its Executive Leadership Program (ELP). Public school administrators remain in high demand throughout the state and the Neag School of Education is doing its part in meeting this need.
- EDLR’s Higher Education Student Affairs (HESA) program successfully graduated 20 Master’s students and identified a new cohort of 20 students from around the nation for fall ’13 matriculation. This new cohort was chosen from among nearly 300 applicants. Five HESA students took part in an international experience coordinated by former Provost Peter Nicholls, which included a two-week practicum at the University of Glasgow.
- Richard Gonzales is overseeing the HPS-Neag Preparing Leaders for Urban Schools (PLUS) initiative, which involves collaborations between urban practitioners and UConn faculty to develop aspiring principals in their own environments. The inaugural cohort oriented this summer and will begin in earnest this fall.
- Diane Ullman is leading a project with Queen Rania Academy in Jordan project, which will train a cohort of twenty Jordanian school leaders to become more advanced instructional leaders. The hybrid online/face-to-face program is under intense development and will begin in January 2014.

Scholarship & Grants

The leading journal in the educational leadership field, Educational Administration Quarterly, made its official transition to Neag and EDLR in May 2013. EAQ is currently ranked #43 out of 216 education and education research journals with an impact factor of 1.213.

Eleven tenure track faculty published fifteen journal publications and six book chapters, presented nineteen full conference papers, and made forty additional presentations at conferences.

EDLR grant awards include the following:
Morgaen Donaldson (PI) and Casey Cobb (co-PI) led a team of CEPA researchers to study Connecticut’s new educator evaluation pilot program. Their work directly informs the Commissioner and the Performance Evaluation Advisory Council. ($263,007, May 2013-Jan 2014)

Morgaen Donaldson (PI), Casey Cobb (co-PI), and Kim LeChasseur (co-PI) were awarded a five-year grant to study the implementation of New Haven’s human capital initiatives. New Haven Public Schools received a U.S. Department of Education Teacher Incentive Fund (TIF) grant. ($821,827, 2013-2018)

Kim LeChasseur (PI) and Casey Cobb (co-PI) received a grant to study the expanded Grade Level Reading Campaign in Connecticut. ($85,000, Nov 2012-Nov 2013)

Richard Gonzales (PI) was awarded a grant through the Connecticut Center for School Change to support the Connecticut LEAD Project. ($27,632, May-June 2013)

Rachel Gabriel (EDCI-PI), Morgaen Donaldson, Sarah Woulfin, and Kim LeChasseur (co-PIs) were awarded a prestigious National Academy of Education grant from the Measures of Effective Teaching (MET) Early Career Grantee Program. ($25,000, Apr 2013-Apr 2014)

Led by Jennifer Bruening, the Neag School of Education’s Husky Sport program received a Connecticut Health and Education Facilities Authority Grant for $75,000 to support the after school program for Clark and Wish School 2nd-6th graders at the Parker Memorial Center. ($75,000, Jan 2013-Dec 2014)

Honors & Awards

Morgaen Donaldson was selected as a National Academy of Education/Spencer Postdoctoral Fellow ($55,000), a prestigious award given to only a handful of prominent scholars annually; she will conduct research on New Haven’s progressive educator evaluation program.

Robin Grenier was named a Fulbright Scholar to the University of Iceland in Reykjavik for spring 2014.

Casey Cobb was named a Fellow of the National Education Policy Center.

Sarah Woulfin won this year’s best paper award for AERA’s Organizational Theory SIG.

Department of Kinesiology
The PhD program continues to be ranked the #1 Kinesiology doctoral program in the United States.

Scholarship / Scholarly Reputation

- Linda S. Pescatello, Ph.D. received a 2013 Board of Trustees Distinguished Professor Award.
- William J Kraemer, Ph.D. received a major DARPA (Defense Advanced Research Projects Agency, Arlington, VA) grant, which will involve multi-year testing of military personnel.
- CATCH-ON study: Korey Stringer Institute research team collaborated with the National Athletic Trainers Association to survey every public high school in the United States to see how many schools had access to an certified athletic trainer.
- Hand Cooling Study: A two part study, which includes a laboratory portion and field study caught the eye of the NFL Network. The video of this study aired on the NFL Network June 21, 2013
- A group of 12 Dept. of Kinesiology members joined investigators from the University of California at Irvine in a week-long field study at the World ironman Championships on the island of Kona, Hawaii in October, 2012 to observe triathlete responses to prolonged exercise in a hot environment.

Teaching

- Undergraduate education: in all semesters, 39 courses were taught by faculty. This represented 1730 total student credit hours and 32 Independent Study courses.
- Graduate education: in all semesters, 66 courses were taught by faculty. This represented 3367 total student credit hours and 15 Independent Study courses.

Service

- Cristina Colon-Semenza and Susan Glenney both received a University of Connecticut Service Learning Fellowship.

Student Accomplishments
The following students received national awards from the American Kinesiology Association: Brittanie Volk, Doctoral Student Award; Jenna Apicella, Writing Award; Hayley Root, Master’s Student Award.

Department of Educational Psychology

In May, our School Psychology program was awarded full accreditation status for seven years (maximum period allowed) by the American Psychological Association.

Scholarship

EPSY faculty serve on most of the nation’s leading journals in our faculty members’ respective fields. Three EPSY faculty members edit major journals in their field, and nine EPSY faculty member serve as associate editors of major journals in their fields.

The EPSY faculty serves on seven prestigious federal review panels. Faculty members also serve on an additional 27 national and international review committees.

EPSY faculty members are highly productive in applying and securing funding for their research. During FY 12, EPSY faculty submitted 20 proposals. In addition to existing grants, Dr. Scott Brown was awarded a $3.4 million Goal 3 Grant from the U.S. Department of Education. Also this year, two faculty members have coordinated a $1.77 million CT K-3 Literacy Initiative (Dr. George Sugai and Dr. Michael Coyne).

EPSY faculty expertise is sought in Connecticut, in the U.S., and around the world on key issues in education. These included presentations by our faculty before the Vice-President of the United States (Dr. George Sugai), testimony to Members of Congress during Congressional Committee hearings (Dr. Sandra Chafouleas), testimony before Connecticut state legislative committees (Dr. E. Jean Gubbins), consultations to Turkish government leaders (Dr. Orv Karan), and service on technical review panels for Race to the Top and the Smarter Balanced and PARCC consortia (Dr. Peter Behuniak). Their topics ranged from developing mental health and school safety initiatives to helping foreign entities develop policies for transition into the community for citizens who have intellectual disabilities.
Honors and Awards

- International Award for Research from the World Conference for the Gifted and Talented (Dr. Sally Reis)
- Eighth most scholarly productive and fifth most cited researcher in school psychology (Dr. Sandra Chafouleas)
- 2013 Beginning Career Scholar, Division on Research, Council for Exceptional Children (Dr. Allison Lombardi)
- MENSA Foundation’s 2013 Award For Excellence In Research in recognition for a paper on "Reexamining The Role of Gifted Education and Talent Development For The 21st Century: A four-part theoretical approach" (Dr. Joseph Renzulli)
- Co-authoring a new practice guide “Teaching Elementary School Students to be Effective Writers” for the What Works Clearinghouse, funded by the Institute of Education Sciences (Dr. Natalie Olinghouse)
- Lightner Witmer Award from Division 16 of the APA for demonstrated remarkable early scholarship (Dr. Lisa Sanetti)
- 2013 Legends in School Psychology Award from the National Association of School Psychologists (Dr. Thomas Kehle)
- First Place for Doctoral Student In-progress Research from the National Association for Gifted Children (Cindy Massicotte)
- 2013 Outstanding Dissertation award from Division 16 of the American Psychological Association (Steve Kilgus)

Outreach and Service

- Sixteen faculty members hold positions of leadership in national organizations, including the National Reading Conference, the National Association for Gifted Children, several divisions and SIGS within the American Education in Research Association, the Higher Education Consortium for Special Education, and several divisions within the Council for Exceptional Children.
- EPSY continues to expand its outreach program. In the past academic year, the EPSY faculty has organized outreach conferences on Positive Behavior Support (Dr. George Sugai and Dr. Brandi Simonsen), Modern Modeling Methods in Research Design and Analysis (Dr. D.
Betsy McCoach), Post Secondary Support (Dr. Joseph Madaus), Teaching and Learning with iPads (Dr. Del Siegle), and School Crisis Prevention and Preparedness Training (Dr. Shamim Patwa and Dr. Sandra Chafouleas). These conferences have collectively drawn over 1,700 participants.

- Additionally, three week-long DATIC (Data Analysis Training In Connecticut) training sessions (Dr. Betsy McCoach) have brought approximately 90 researchers from around the world to the University of Connecticut for advanced training in hierarchical linear modeling, structural equation modeling, and dyadic analysis.

- The gifted and talented program continues to hold its popular summer training institute called Confratute, which attracts over 500 educators from across the United States and around the world. This year’s conference was sold out three weeks before the start date.