WCU ELMG MAED Advisory Board Meeting April 22, 2021

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