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THE SCHOOL OF EDUCATION was very successful during 2013, as we continued work aligned with our strategic plan. The highlights of the year came in our community engagement activities, which focused on the intellectual climate and the quality of life for children.

Our contribution to the intellectual climate came in the form of several public events. The Excellence in Education Speaker Series was launched on Feb. 22, 2013. The theme for the inaugural session was “Assessment & Cultural Diversity: Toward Educational Parity in Urban Schools.” Dr. Michael T. Nettles of Educational Testing Service was the keynote speaker. The diverse audience of educators, parents and community leaders contributed to a rich discussion regarding the achievement gap and possible strategies to enhance academic performance for students of color.

In the fall, the Excellence in Education Speaker Series continued with Dr. James Earl Davis of Temple University, who spoke on “African-American Boys as Social Capital.” The discussion was robust with a clear call to action on behalf of African-American boys. We are in the planning stage of addressing that call.

The Technology Institute for Educators also contributed to the intellectual climate with Dr. Robin Angotti of the University of Washington-Bothell, who gave an informative presentation on the effective use of innovative technology to enhance students’ math performance. During an era of increasing demands and declining resources, we are fortunate to contribute to the intellectual climate by engaging nationally known presenters who are revered in their fields.

The School of Education is committed to enhancing the quality of life for students. To make sure students had a good start to the academic year, we continued the Backpack Drive, which provided public school children with a backpack and essential school supplies in an effort to foster learning and positive self-esteem.

The Garden Dedication Project, in partnership with NCCU’s Academic Community Service Learning Program and Durham Public Schools, was held for the second year. The project is a summer science camp where students learn about botany and can ultimately see the fruit of hard work and perseverance when the garden is dedicated to the host school.

In collaboration with the NCCU Police Department, we initiated Project SAFE (Safety Awareness from Eagles) in Durham Public Schools within a four-mile radius of campus. The project’s goal was to raise safety awareness, to provide a safe school environment, to grow a safer community, and to instill an attitude of service in children at an early age.

We also held the first annual Fill My BackPack 5K Run/Walk event, which provided food to children who otherwise might not have food over the weekend when school is not in session. You can read more about this important project on page 28.

These are only a few of the many accomplishments of faculty and staff in the School of Education in 2013. I have every confidence we will maintain Eagle Excellence in 2014, as we continue to contribute to the intellectual climate of the campus through community engagement and fostering the quality of life for students.

Wynetta Y. Lee
Dean
Dr. Doris Tyler, a self-professed “lover of technology,” discusses her teaching strategy of modeling the latest technology and making certain her students engage in constant hands-on experimentation.
Sometimes I’m amazed that—years ago—I didn’t completely turn my back on technology. It was a cold, rainy day in 1984 as I walked eagerly to my elementary school’s library to attend my first mandated professional development. We had new Apple IIe computers with 64k and we would soon learn how to use them. My enthusiasm was soon crushed as I went through a series of “workshops” developed by non-educators. Why wasn’t any of the software related to instructing our wonderful elementary children? I left this experience feeling like a victim in a monster movie where the city has been crushed and all is lost. I vowed never, NEVER to use technology.

Famed writer/philosopher Friedrich Nietzsche said, “That which does not kill us makes us stronger.” Looking back on this experience, I learned some important concepts. First, be careful of strangers bearing gifts. Folks providing professional development should be experts in their fields and know how to meet the needs of their audience. Our well-meaning volunteers clearly did not. Second, a tool—in this case a computer—is only a tool. What you do with it is what’s important, and you can’t do much without the proper software. Instructional goals and objectives must be considered in the beginning. And third, never say NEVER. Whether you are an elementary teacher or a college professor, being an effective educator means continually engaging in professional development so you can meet the needs of your students…all your students.

I share my story because, unlike many of you, I did not grow up using technology. As a child, my family had one black and white television and a radio; that was the extent of childhood technology. Microwaves, Nintendo, cell phones and iPads didn’t exist. As educators today, we need to remember that while some teachers will be tech savvy, many will have little experience with this digital world, and some may be extremely techno-phobic.

I now embrace technology, and I want my students (future and current teachers) to use it in their professional lives. My early lessons and frustrations challenged me to use and support technology in authentic ways. The National Education Technology Standards for Teachers (http://www.iste.org/docs/pdfs/nets-t-standards.pdf?sfvrsn=2) provide guidelines for us to follow in a digital world. Essentially, we need to engage in professional growth and leadership as we create learning environments that support students in being digital citizens. I model how to use technology in an ethical and responsible manner, as well as how to utilize it for fun, creative learning.

In any standards-based program, we should follow author Stephen Covey’s advice and “start with the end in mind.” What do we want our students to know and be able to do as an outcome of our classes? After we know that, we must engineer our classrooms to meet those goals. For example, if I want my students to use a particular type of technology, then I need to require it within an assignment. Therefore, when I ask my students to create reading materials to address the different ability levels of their students, I require them to use UDL BookBuilder. (More on this later.)
TOOLS IN MY CLASSROOM

Classrooms may be on campus (face-to-face) or virtual and synchronous (at a scheduled time) or virtual and asynchronous (accessible anytime or anywhere with the computer). To support these different settings, we need a variety of tools. I’m a firm believer in Universal Design for Learning (UDL) (http://www.cast.org). As we engineer our classrooms, we need multiple means of representation, multiple means of expression and action, and multiple means of engagement. Why? It’s simple: Everyone does not learn the same way and at the same pace.

For presentation tools, I use either my laptop or iPad. I am a believer in the mini-lecture. Students need to be actively engaged, and yakking at them for two-and-a-half hours will bore them and me to death. Tools like Keynote or PowerPoint allow me to integrate video, go to the Internet, and present focused information. When I talk to my students about UDL, I follow my introduction with a five-minute video I access through YouTube (http://www.youtube.com/watch?v=bDvKnY0g6e4). If the material is complex, I might record my mini-lecture and post it on Blackboard for the class to review.

Often I have students research a specific exceptionality and present their findings to the class. However, I require that they use a presentation tool to accompany their verbal presentation.

Virtual Classes. Blackboard Collaborate is my new best friend. This virtual conferencing tool is a great way to meet classes from anywhere in the world. Your audience just needs a web address (commonly called a “link”), which they type in to their Internet browser (like Firefox or Safari) or click on the link from an email. When they get to the site, they just type in their name. Students have many options for participation, including apps for smartphones and iPads. Blackboard Collaborate provides video and audio in real time. The sessions can be recorded for review. My favorite features include polling and being able to share my desktop. By giving them access, students can use tools on my computer from theirs. This is an excellent way to have them explore a new piece of software.

Another favorite learning activity is to take them on virtual field trips, which are used in K-12 settings. Obviously, the first choice is to have a real field trip. However, with budget cuts and time constraints, virtual field trips are a practical option. A middle grades social studies teacher showed me a terrific virtual field trip for Ellis Island (http://teacher.scholastic.com/activities/immigration/webcast.htm).

Communication Tools. I do have face-to-face office hours, and students can schedule time with me. However, required in-building office hours are not sufficient for many of today’s students. When students have questions about an assignment,
they don’t want to wait. (Hey, I don’t blame them.) Because my graduate students are working throughout the week, I find the best way to communicate with them is through email on the weekends. Certainly, instructors must establish boundaries with which they are comfortable. I don’t believe there is a “one size fits all,” because the classes we teach, our personal lives and our population of learners are so diverse. Flexibility is needed. I like email, because I can access it efficiently almost anywhere. If I’m away from the office, I can use my iPhone or iPad. I also conduct office hours and provide extra help via Blackboard Collaborate, Skype, and Google Hangout. The key is not how you communicate but when you communicate. My students know they will always receive a response from me within 12-24 hours (except on holidays). Timely communication eliminates the need for extended time requests on assignments, and it removes the “I-didn’t-understand-so-I-didn’t-do-it” excuse. By modeling these tools, I’m encouraging my students to use technology to communicate more effectively with parents and students. As a result, many of my students have a dedicated web page—an electronic newsletter—that provides information on what’s going on in their class (e.g., topics being covered, homework assignments, upcoming school events).

You may have noted I didn’t mention the telephone. That is my personal boundary. I do not want to provide students with my phone number and do not permit calls to my cell or home phone. When there are extenuating circumstances, I will call a student.

**Personal Productivity.** Technology keeps me out of trouble by keeping me organized. The 21st century is so hectic. We are all multitasking and busy, busy, busy. It’s crucial to remember when this or that report is due or not to schedule two meetings at the same time. All my devices are connected. Therefore, if I note a student conference on my iPhone, that appointment is also noted on all my devices—my home computer, my laptop and my iPad. I could synch it with my office computer, but I don’t want personal information like a dentist appointment or a party on my work desktop.

**PUT TECHNOLOGY IN THE HANDS OF THE STUDENTS**

My modeling of the different uses of technology in the classroom is important. However, it’s more important that I challenge and require my students to use technology to create their materials and fulfill their assignments.

**UDL BookBuilder.** This program lets students create books to support lessons for all kinds of learners. Best of all, these books can “read” to the children, and instruction can be assisted through the use of avatars (coaches). My students have loved the opportunities to create digital books. I’ll let three of them discuss this:
“BookBuilder allowed me to create interactive texts for my students. As part of a science lesson, I created a book covering the phases of the moon. I pooled information from several different sources into one location. The students were able to see images and interact with the avatars who provided commentary and introduced key terms with definitions.

“The students experienced the digital book as a group, but they were also able to review the book on their own. BookBuilder allowed me to record my voice reading the book aloud, which was beneficial since some of my students were not able to read the text on their own.

“The program is easy to use. I have created digital books for several different subjects and occasions.”

SUSAN SABO
EC teacher, Cedar Ridge High School
Orange County Schools

“I used BookBuilder with an OCS (occupational course of study) class for a math intervention project on multiplying polynomials, and I had the students create a digital book as part of the lesson. It was a successful way to engage them. Not only were they learning the material on a smart board, the students reinforced their learning as they took turns creating book pages. Afterwards, the students could access the book for future reference.

“We pulled the keyboard up on the smart board, and the students entered their information just by touching the board. They had such a good time creating the book. The avatars were a bit of a challenge to incorporate into the book but, with guidance, they made a good attempt at utilizing them. The process encouraged them to experiment and be creative.”

DEANDRA SCOTT
EC resource teacher
Northside Elementary School
Chapel Hill-Carrboro Schools

“BookBuilder allows me to differentiate reading materials for multiple levels of students. I have used it with English Language Learners, students with reading challenges, and students who needed more engaging and motivating material. I have used BookBuilder primarily with elementary students, especially in math and science. Students responded particularly well to a book on fractions that I created after they seemed bored with what we were reading in class. Science works well with BookBuilder, since you can add in interactive videos that supplement the text.

“Because I am able to add audio and video, the books have been more exciting than your traditional textbook. I also did not have to worry if students could read the material; adding an audio of the text allows students to interact with the reading even if they have a learning disability. The best feature is the ‘student response area’ where you can quiz students and check on their comprehension. Because the ‘coaches’ can guide students and supply more direction or extra information, BookBuilder has become one of the most versatile resources in my teacher toolbox.”

GoAnimate. This tool lets you make free movies. I often have students create presentations, and I challenge them to go beyond PowerPoint or Keynote. Many explore with tools such as XtraNormal or GoAnimate, which lets you create a simple movie. My students have used it effectively to demonstrate a concept, stimulate class discussion, or present a mini-lecture.

These are just a few examples of how I leverage technology to help me teach and my students learn. I am not an expert. I am a motivated, engaged, enthusiastic teacher/learner who is continually trying to grow, as I challenge my students to become the best teachers they can be. Each semester, I learn something new from my students and our personal exploration. TM

The National Education Technology Standards for Teachers
(http://www.iste.org/docs/pdfs/nets-t-standards.pdf?sfvrsn=2)
provide guidelines to follow in a digital world.

Dr. Doris Tyler is an associate professor in the Special Education Program.
THE JOB OF AN EDUCATOR in the 21st century is more demanding than ever. You are expected to meet the needs of an increasingly diverse student population and do this with ease and efficiency. Add to that the demands of high-stakes testing, along with the regular day-to-day teacher responsibilities (including a significant amount of student papers and organizational paperwork), and you have a recipe for stress and frustration.

The good news is that the 21st century brings with it more technology than ever before, and much of it is specific to the needs of educators. Often, these tools are free or inexpensive and require little more than a search and download. I have found many applications (or “apps”—software for your smartphone, tablet, computer, or other electronic devices that fulfills a specific function) that save time, provide individualized instruction, and engage students from preschool level up through college. This article focuses on some of my favorite apps and demonstrates how to be a better teacher by using the technology many students already hold in their hands.
THE APP: COMMON CORE
What It Is: Since North Carolina is one of the 45 states that have adopted the Common Core, it is important that students in our Teacher Education Program are well-versed in the content mastery expected of students at the grade level in which they will be licensed. The Common Core app provides quick access to the standards for math and English/language arts, as well as standards for reading and writing in content areas like science and social studies. You simply click on the content area, search for a grade level, and scroll through the standards.

Use in the University Classroom: I use this app to familiarize my students with grade-level expectations based on the Common Core. We focus on knowing the grade-level standards and discovering the standards that build on and extend those concepts and skills in the grade levels above and below. I teach my students how to use Common Core standards appropriately in their lesson plans by providing a hyperlink to the specific standard, rather than only providing the number of the standard.

STICK PICK can be a wonderful tool for classroom teachers who want to make sure that they are being fair and equitable when calling on students and to keep track of how well students are retaining the content.

Use in a P-12 Classroom: This app is a real time-saver during your planning period. First, you don’t need your laptop to access the standards; you have them on your smart phone or tablet. The app is simple to install. After that, it is easy to navigate through the standards to find the one you need, and to move back and forth between grade levels.

THE APP: PINTEREST
What It Is: This site allows you to search for and collect “Pins”—items you can “pin” to an electronic bulletin board to save for later. Users create boards that focus on a specific area of interest (e.g., shoes, recipes, gardening tips), then pin items found online, items that other Pinterest users have shared, or items they have created themselves.

Use in the University Classroom: As an avid Pinterest user, I invite my students to “follow me” on Pinterest. This means they can see my boards and can view and/or pin anything they like from my collection of Pins. I have several boards specific to education, such as “Dr. D’s Literacy Board,” “Dr. D’s Kindergarten Korner,” and “Dr. D’s General Ed Board.”

On my General Ed board, you’ll find strategies for classroom management—including words of encouragement for students, ideas for organization, and how to communicate with parents. There is a link to an article on using color-coded post-it notes to gauge student understanding of concepts.

This fall, I created a board for my EDU 4030 class, Literacy Assessment and Intervention, where my students can add Pins related to assessment and intervention strategies. I included a web site link to National Central on Response to Intervention (www.rti4success.org).

Use in the University Classroom: Pinterest is a wonderful way for teachers to collect ideas for instruction and classroom management. “Education” is one of its basic searches, and one click takes you to a wealth of useful information. Teachers can also search for more specific content, such as “third-grade science,” and the Pins will be even more refined. Additionally, users can pin content that they find outside of Pinterest by simply adding a “Pin It” button to their browser.

THE APP: STICK PICK
What It Is: This app allows you to call on students in your class without always calling on the same students or accidentally forgetting to call on those students who are quiet and tend to fade into the background. It takes the age-old strategy
of choosing from a can of popsicle sticks with each child’s name written on them and brings it into the 21st century. You tap the image of a can on your screen, and a student’s name is randomly selected.

Even more appealing, instructors can tailor the type of question for each student using question stems from Bloom’s Revised Taxonomy, which are built into the app. For example, a student may need to work on the analyzing level, so the question stems might begin with “What is the theme of …” or “How is this similar to …”. With applying information, question stems would be “What would result if …,” “Do you know another instance where …,” or “Using what you know, how would you solve …”. Additionally, this app lets you keep track of student performance at different levels of questioning and to email student scores.

**Use in a P-12 Classroom:** This app is a gem in my methods classes. Some students are often hesitant to participate, while others are always eager to chime in. With Stick Pick, I can be sure to call on students who might not typically raise their hand but have ideas and insights that are as meaningful as their classmates. This app keeps my students on their toes, because they never know when they might be called on. It also allows me to demonstrate the concept of higher-level questioning strategies.

**Use in a P-12 Classroom:** Stick Pick can be a wonderful tool for classroom teachers who want to make sure that they are being fair and equitable when calling on students and to keep track of how well students are retaining the content. I recommend initially using the question stems either in a small group or one-on-one, because moving through the screens can be tricky at first.

**THE APP: STORYROBE**

**What It Is:** This app allows users to create digital stories using photos from their own devices, like a smart phone or tablet. Just click to add the photos, arrange the photos in the order you prefer, record audio for each of the photos, and record the corresponding video for each photo. After that, your story will be created as a video that can be shared by email or uploaded to YouTube.

**Use in the University Classroom:** Storyrobe is an excellent alternative to PowerPoint or Prezi. As long as you can access the photos or images on your device, you can create a multimedia story in minutes. For students, the app can be used to create major course documents. For example, our pre-service teachers do a leadership and collaboration project. After completing a service-learning project, they must demonstrate their leadership role through a presentation that is multimodal (i.e., including photographs, audio and video). Storyrobe makes the task easier, because it eliminates the need for microphones or the frustration students often feel when trying to add audio to a traditional presentation.

**Use in the University Classroom:** Storyrobe is frequently used during independent practice, as students share their learning across different content areas. For example, in a seventh-grade class studying weather, a student could do a presentation on clouds by first collecting digital images of clouds on an iPad, uploading the images to the app, and adding video that explains the different images. During a unit on geometry, students can take pictures to demonstrate the concepts of rotation, flip and slide, then show that they understand those concepts by explaining them with audio. Teachers can use Storyrobe to chronicle classroom events, such as field trips and learning experiences, and make these videos available to parents via email or YouTube.

**THE APP: SOCRATIVE**

**What It Is:** This free online student response system allows the teacher to employ quick digital checks of student learning. The teacher simply logs in on the Socrative teacher site, and then invites students to join the classroom by typing in the assigned room number on the Socrative student site. Once “inside” the classroom, participants can answer multiple-choice, true/false, and short-answer questions; take quizzes; or submit “exit tickets” (answering quiz questions or making comments) at the end of the lesson. These different types of on-the-spot student input give the teacher a clear idea of the different levels of student understanding at the moment. The results can be displayed by a projector in real time, allowing students a glimpse of their classmates’ thinking, while also allowing the teacher to use the data to immediately tailor instruction. Socrative offers an email function that documents student responses.

**Use in the University Classroom:** I use Socrative to share learning throughout a lesson. While pre-made quizzes may be selected on the site, I ask my own questions to address specific ideas that
emerge during lessons. For example, if I’m dealing with student intervention, and I explain that for a given lesson, 80 percent of the students will understand the topic, I’ll then use Socrative to ask: What will you do for the 15 percent who don’t get your information the first time. What will you do for the 5 percent who need extensive help? Additionally, I use the “exit ticket” function to gauge my students’ understanding at the end of the day, so I can make data-based decisions about upcoming lessons. If my students have trouble answering my Socrative questions, I will reintroduce the topic next class.

Use in a P-12 Classroom: Socrative is a quick, fun and effective way of seeing—in real time—the concepts your students understand and those with which they are struggling. Teachers can create their own prompts, quizzes and exit tickets. The app eliminates the problem of having one student respond at a time; or pulling out a class set of mini-whiteboards, markers, and erasers for each student to write responses; or passing out and collecting paper-and-pencil quizzes and exit tickets at the end of a lesson.

THE APPS: CAMSCANNER AND GENIUS SCAN
What They Are: These apps allow users to take a picture of a document with a phone or tablet, save the document as a JPEG image or PDF document, and then print or email it to themselves or someone else. Camscanner’s drawing tool adds detail to your scans or adds your own typed notes as supplemental content for your document. While Genius Scan does not offer these options (at least not in the free version), the app does detect document borders and does the cropping and rotating (and even the flattening of curled edges) for you. Both apps offer multi-page scan options.

Use in the University Classroom: In embracing 21st century teaching and learning, I have moved away from accepting hard copies for assignments. In the past, this has been an issue for students who needed to submit electronic documents but didn’t have access to a scanner. Some students knew how to take pictures of their documents with their phones, but the pictures were often blurry, too small to view, too large to view, incorrectly cropped, or otherwise defective when submitted. With scanner apps, students can take a picture of their document, send it to themselves by email, and work with it as a PDF. This allows students to see exactly what I will see when I attempt to view their documents, which decreases the chance they will lose points on an assignment. For instance, people don’t realize the limitations of their particular phone. They take a picture and don’t understand that when you open it on a different device, it often turns up as a 1-inch square. You need to see an accurate depiction of what you’re sending.

Use in a P-12 Classroom: Let’s face it: Teachers have to collect a LOT of pieces of paper. Whether a memo from a faculty meeting, a stack of student writing samples to review at home, or a lesson plan you want to copy (but don’t have a copy machine handy), a scanner app helps you store all of the papers you have to keep up with without having to lug them around.

I love my apps. They have taken my teaching to new levels. They’ve helped me connect with my preservice teachers, who use them to better connect with their students. Apps have streamlined and improved the quality of my life.

For all of us who love and use technology, we have had our nightmare moments: the digital universe conspired against us with a computer that didn’t come on or a file that was corrupted. You must have a backup. Technology doesn’t always work, but most of the time it does—improving our lives and the lives of our students immensely.

Dr. Yolanda Dunston, an associate professor in the Curriculum and Instruction Program, is coordinator of the Elementary Education Program.
KYREN WAS BORN IN THE YEAR 2000. He is one of the millennial kids. This means anything not in color, anything that can’t be used with a swipe or saved to a computer storage “cloud” is problematic … not to mention just plain weird, probably even whack.

When these millennial kids are in the classroom, they expect their regular technology … only bigger. So an iPad, which typically is used by one or two at a time, needs to be seen and used by an entire class to get its attention, and that’s where the 85-inch interactive whiteboard (also known as a smart board) comes in.

I’m not that old, but I remember when microwaves had knobs. It’s hard for a millennial kid to fathom that. As a teacher–educator, I want my pre-service teachers prepared for kids like Kyren, because right behind him and his peers are legions of toddlers swiping at smartphones and opening apps. When they swipe at a book or magazine and nothing happens, you can see their faces scrunch up in puzzlement.

My students are part of a different generation, and while a few of them are quite apprehensive about even touching a massive electronic board, most are excited and eager to learn how to use this tool before entering K-12 schools. They realize many schools nowadays have a smart board in every classroom. Part of my job is to make sure the dustless, high definition board does not intimidate them. My Zen-like mission is to have them “become one with the board.”

My quest starts the first day of class. “You all will touch this board and more than once,” I tell them. Some say “yippee,” while others—old and young—begin sweating. By the end of the semester, everyone has forgotten about the blackboard and dry erase board.
Instead, they are hoping and praying their classroom has an interactive whiteboard. They are ready, comfortable and prepared for all the Kyrens of the world.

How does this happen? Simple. We practice, practice, practice. And after that, we practice some more. By the end of the semester, everyone—even the most reluctant—has been transformed.

**IT’S EASY!**
For some students, the initial touching-of-the-board can seem daunting, but I calm their fears with some wonderful apps that show just how easy it can be. For instance, there are attendance apps. Imagine the board divided into two halves. On the left at the top, it says ABSENT; underneat that title are different pairs of flip-flops with a student’s name under each pair. At the right at the top, it says PRESENT. To show you are attending, you go to the board, take your finger and press the flip-flops with your name, and then drag the pair to the PRESENT side. (http://ow.ly/tDYuU).

With another attendance app, all the students’ names appear on individual clouds set against a blue sky. To show you are attending, you go to the board, double press the cloud with your name, and the cloud fades away while leaving your name. Easy? Sure. But it’s the start of a longer, more sophisticated journey.

In the elementary integrated methods courses, in which our pre-service teachers learn how to integrate the arts (art, music, drama and dance) along with healthful living and movement into the elementary classroom, the students are not only being prepared to understand the content, but they learn to infuse it into the curriculum through technology. All presentations and activities—whether by me or my students—are presented via smart boards.

When I was a fourth-grade teacher, I remember a favorite math activity, an 8.5 x 11-inch math worksheet with a cartoon figure bowling and ten frames. I had a plastic bowling set, and the students would take turns, and we’d all score using the sheets. With bowling you’re teaching subtraction (e.g.: If Kendra has a 57, and then gets a spare, and then knocks down 9 on her next ball, what is her score?). Today, I still use the plastic balls and pins, and I place the students in two rows to represent the sides of the lane. As they are cheering each other on, we score and do the calculations on the smart board for everyone to see.

However, I also show them a bowling app. Your finger acts like the computer mouse, and you can actually roll the ball. (http://ow.ly/tDYjD).

**“MY STUDENTS ARE CONSTANTLY COMING UP WITH NEW WAYS TO PRESENT INFORMATION WHILE MOTIVATING AND INVOLVING STUDENTS.”**

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**CHERESA CLEMONS**

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**NOT THE SAME OLD PRESENTATION**
Because of technology, the presentation of information has changed dramatically. Students use the online presentation format Prezi. They use their hands on the board to move from slide to slide. They integrate video, audio and photographs. My students are constantly coming up with new ways to present information while motivating and involving students.

As a new recess activity for elementary students, one of my students showed Beyonce’s “Let’s Move” video from YouTube. Then, she said to the class, “Now we’re going to get up and do it.” The students loved it.

I have my students go out and discover new links. Then they present them to the class, and we discuss the pros and cons. Oftentimes a good link will stimulate students to come up with additional great ideas.

The possibilities for presenting and modeling ideas with smart boards are countless. After a short time, my students are ready and confident to press the “on” button rather than pick up chalk or a marker.

Dr. Cheresa Clemons is an assistant professor in the Curriculum and Instruction Program.
The Educational Technology Program (ETP) trains master’s students to design digital materials and integrate learning technologies into curricula for K-12 classrooms, as well as non-educational settings. Our graduates become the teachers, technology facilitators, technology coordinators and technology directors with the expertise to transform learning and lives.

The courses are delivered online, except for the Hardware, Troubleshooting and Networking course, which requires 25 percent face-to-face interaction. The program uses both synchronous (at a scheduled time) and asynchronous (accessible any time through the computer) learning. Blackboard is the learning management system used for asynchronous delivery. Synchronous online delivery is done via Blackboard Collaborate and Elluminate. Students are required to participate in weekly, live online sessions on scheduled days and times, and all class sessions are recorded and made available to students 15 minutes after the completion of a session. Candidates are exposed to a variety of software—including, but not limited to, Microsoft Office Suite (Word, Excel, Access, PowerPoint), Adobe CS 6 (InDesign, Dreamweaver, Bridge, Photoshop, Digital Publishing Suite), Camtasia, Audacity and Hyperstudio 5.

Of the graduates who received degrees from 2008 through spring 2013, 40 percent serve as technology facilitators and coordinators in K-12 settings; 40 percent continue as master teachers in K-12 classroom settings; and 20 percent are in higher education and other educational settings. The story of the ETP is told through the experiences and voices of our students.

Desiree Anderson • 2010 Graduate

A technology coordinator and technology champion at Burton Magnet Elementary School in Durham, Anderson has published two articles on the impact of technology on students’ learning and made several presentations at national and international conferences.

“My instructional practices and teaching philosophy are guided by three major theories—the Technology, Pedagogy and Content Knowledge Model (TPACK), Howard Gardner’s multiple intelligences theory, and the constructivist teaching approach, which has students learn by doing,” said Anderson. “Effective learning takes place when the student is able to use existing knowledge to create new knowledge.”

Anderson believes instructional technology in K-12 education can only be attained when technology is not isolated. “Teachers designing multimedia lessons and students working individually should not be restricted to the computer lab,” she explained. “Technology teachers and classroom teachers must work collaboratively. Students need to work together.”

No, not the fictional movie characters. These real-life graduates from the SOE’s Educational Technology Program are transforming the lives of K-12 students.
Anderson attributes her current success on the job to skills acquired and mentorship gained from the ETP. “I resolve 90 percent of the technical issues that would generally be forwarded to the district’s IT department,” she said. “I am able to use the ADDIE model to create instructional tools for students and guide my students to use multimedia to design projects like digital storytelling.”

Even though she’s graduated from the ETP, she hasn’t exactly left. “Dr. Bull was my mentor, and he’s still my mentor,” she noted. “As a mother of three, the support and encouragement I received as I advanced through the program were priceless. I also had wonderfully supportive classmates.”

SHERRY BALLENTINE • 2006 GRADUATE
An educational technology resource specialist for Durham Public Schools, Ballentine is also an adjunct professor with the SOE. As a trainer of teachers, Ballentine believes teachers must learn more innovative ways to integrate technology into the curriculum. “I have seen an increase in student motivation and achievement as students collaborate more effectively with their peers through instructional technology (IT),” she said. “IT is an empowering tool for both students and teachers, as it changes the roles of teaching, learning and communication.”

For Ballentine, the ETP prepared her to take an active role as an instructional designer, trainer, educational content developer and technology leader in the schools. “I received the hands-on experience to be well versed in many areas of technology, as I continue to research, develop and learn about emerging technologies,” she said. “Our learning was personalized by professors who challenged us to be leaders and innovators. The courses offered rigor and relevance to real-world situations and experiences we encounter daily.”

ROSALYN COVINGTON • 2008 GRADUATE
A business and technology applications analyst at the N.C. Department of Public Instruction, Covington is an adjunct professor with the SOE. Covington pursued the ETP degree because she believes the role of technology in K-12 education is critical. “Education cannot survive without technology integration,” she said. “Our youths operate with technology daily. Educators must take advantage of this and utilize our vast technology resources to provide students with a 21st century skill set.”

The ETP challenged her “to think outside the box, exposing me to tools and resources, while increasing my confidence through knowledge sharing, building, and delivery of real-world products and artifacts.” As a result, she has presented at two technology conferences and is now teaching an undergraduate level technology integration course.

Covington is convinced that the ETP stands strong against larger institutions because of its competitive edge and continuous learning model. “The department is the perfect size, allowing students to have great access to faculty and staff, as well as helping them know their peers well and bonding intellectually,” she said. “The ETP offers courses that other schools don’t. The reviews for our program are exceptional. I have two colleagues who transferred to the ETP because they wanted an environment with access to solid resources and a cohesive, inviting program team.”

ALYCIA CREWS • 2005 GRADUATE
A business and technology applications analyst at Healthy Start Academy in Durham, Crews is an adjunct professor with the SOE. Crews is also a member of the Teacher Executive Institute.

For Crews, “the ETP built a solid foundation upon which I increased my expertise in using computers, logical and critical thinking skills, solving problems quickly and efficiently, and delivering high quality work.”

KENNETH KINGSBERRY • 2011 GRADUATE
An instructional technology facilitator (ITF) for the Chapel Hill-Carrboro City Schools, Kingsberry was named 2012/2013 Henderson Middle School Teacher of the Year. He is also a member of the Teacher Executive Institute.

The role of instructional technology in K-12 education, according to Kingsberry, is based on a simple premise:
“Technology has changed the very makeup of today’s society. Therefore educators must effectively integrate technology into classroom instruction at all levels. When this happens, both the quality of teaching and the level of student achievement rises.”

Kingsberry credits his professional growth in large part to the ETP. “The program prepared me for my roles and responsibilities as an ITF,” he said. “I fit immediately into the job with the practical and pedagogical knowledge to aid teachers with integrating technology. I had a sound methodology when making budget decisions concerning technology purchases.”

Kingsberry remembers the program fondly. “The course load was rigorous, which is both important and necessary, and the students will tell you we had professors who went the extra mile to make sure we were prepared.”

SHIRLRONA JOHNSON • 2011 GRADUATE
A National Board certified teacher, Johnson is a technology teacher and technology leader at Person High School in Person County, N.C., where she was named PHS Teacher of the Year 2012-2013.

Johnson believes technology in school should mirror technology growth in society. “Teachers are challenged with educating students with varied learning styles and multiple intelligences,” she explained. “The only practical way to reach all our diverse learners is through the implementation of various technology tools aligned with best instructional practices. These tools capture student interest and attention, motivating them to become interested in learning. Student achievement increases.”

Johnson notes that the impact is not limited to students. “I’m training teachers on how to best utilize technology to maximize student learning, enhance instructional practices, and aid in the accomplishment of administrative tasks.”

Johnson sings the praises of the ETP. “The program has greatly benefitted me, not only as a teacher of students but as a teacher-leader when I conduct trainings for colleagues in my district,” she said. “I am a technology team member on the District Technology Advisory Board and a member of my school’s Media Technology Advisory Committee.”

Her success, she believes, is a by-product of the ETP. “My willingness to assist my students and mentor my colleagues is a reflection of the willingness of the ETP instructors to assist and mentor their students,” she explained. “We were encouraged to present at various conferences and given opportunities to publish our work. The blended format of distance education and face-to-face learning with instructors and classmates allowed for excellent collaboration and communication.”

CARLOS MCCORMICK • 2010 GRADUATE
The director of Media, Production, and Learning Support Services at Wake Technical Community College, McCormick was awarded the Wake Tech President’s Award for Top Staff in the Instructional Technology Division for 2008. Collaborating with Dr. Bull, he published two articles on using text messaging to teach mathematics at the community college level, and they presented their work at international and national conferences.

For McCormick, technology and teaching are a logical combination. “We live in a digital age,” he said. “Technology is everywhere you look—plasma televisions, stop light cameras, iPods, electronic book readers. Technology is a part of our daily lives. It must also be a part of our current educational framework.”

McCormick cites technology’s ability to reach learners with multiple learning styles. “Liquid crystal projectors help meet the needs of visually impaired students,” he noted. “MP3 players reach students who are musically inclined. Interactive educational software reaches students who thrive in interpersonal settings.”

He acknowledges the ETP as “playing a big part in my career success.” It’s been helpful from a financial standpoint, providing him with a promotion and a raise, but more important has been his ability to meet the needs his “customers”—his students, faculty and staff. “

When he looks back on entering the ETP, McCormick admits he was “a novice in the field.” However, now as a graduate, he characterizes himself as “a veteran who makes a difference.” McCormick attributes his success and the success of the program to what he terms “a wonderful team.” He explained, “The faculty and staff care about you as a person. They want you to succeed. This is what I call a value-added program. The instructors and staff take you where you are and help you get to where you want to be.”

TO LEARN MORE about the 39-hour ETP master’s program, including the requirements and admissions process, please contact Dr. Bull at phbull@nccu.edu. Students completing the program qualify for an N.C. Department of Public Instruction 88077 (Instructional Technology Specialist Computer License) and a N.C. Department of Public Instruction 88079 (Technology Endorsement).

THE 6TH ANNUAL TECHNOLOGY INSTITUTE IS APRIL 25-26, 2014, in the Michaux School of Education, Durham, NC. Contact Bull at phbull@nccu.edu for more information.
“I never really understood what they were talking about in the textbook, until I connected it to my Digital Story.”

**English education major**

“Reading and writing, in fact all literacy skills, are really connected to Piaget and Vygotsky. I remembered learning about this in ed psych, but now I understand what they mean since I had to connect it to my project.”

**Elementary education major**

“The teaching was hard, but the thinking about the teaching was even harder. The project made me process and reflect on what I was doing and if it was the best teaching for the kids. Could I have done things better? Absolutely! But I didn’t realize it until after I watched myself on video and was made to critique my teaching.”

**History education major**

“I was really surprised that I called on the boys more than the girls. I didn’t even realize that I did that, but I will really try hard not to keep doing it!”

**Elementary education major**

**INTRODUCTION**

How do professors support a deeper understanding of students’ content knowledge, skills and dispositions? In an ongoing effort to address the needs of 21st century teachers, a service-learning project was designed that coupled structured reflection and technology. The “Man in the Mirror” project uses a collaborative approach to develop and increase pre-service teachers’ reflective capabilities and extend their learning through digital storytell-
DIGITAL STORYTELLING AT ITS MOST BASIC IS THE PRACTICE OF USING COMPUTER-BASED TOOLS TO TELL STORIES.

A NEW VISION FOR PRE-SERVICE TEACHER EDUCATION

A 21st century vision of teacher quality has dictated new roles for teachers. The best teachers have always had the propensity to be critical, reflective thinkers who understand content. But now, they are expected to be able to integrate technology as a method of enriching the content. In order to accomplish these goals, teacher education programs must focus on a new way of conveying the information. Service-learning has emerged as a sustainable teaching tool for supporting critical thinking and rejecting the typical “banking model” of education, where the knowledgeable professor passes down information in increments to eager students. Service-learning is defined as a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities:

1. Students learn and develop through active participation in thoughtfully organized service experiences that meet actual needs and that are coordinated in collaboration with schools and communities;

2. It is integrated into the students’ academic curriculum or provides structured time for a student to think, talk, or write about what the student did and saw during the service activity;

3. It provides students with opportunities to use newly acquired skills and knowledge in real life situations in a community; and

4. It enhances what is taught in the classroom by extending student learning beyond the classroom and into the community and helps to foster the development of a sense of caring for others and civic engagement (Wurr & Hamilton, 2012).

Service-learning may present itself as a new idea to some disciplines, but in teacher education, it has a long history of engagement in the form of field experiences. A major focus of service-learning is to ensure a reciprocal benefit between the pre-service teacher candidate and the community partner (school, classroom or student) (Evans, 2013). The Teacher Education Program at NCCU has taken this charge and responded by shifting toward a more holistic conceptualization of the pre-service teacher experience, which is marked by more substantive field experiences that support ongoing reflection and an increased collaboration between the university and the public schools.

While reflection can be defined in many different ways, it is typically prompted by some level of uncertainty that seeks a resolution (Hall, 2010). However, deep reflection is difficult for most pre-service teachers. It is often viewed as an assignment needed to successfully complete a course, instead of a powerful tool for empowering and engaging the learner in his or her own development (Stenberg, 2010). Reflective development should be viewed as a cycle that encompasses four important steps: “question-answer-action-growth,” and service-learning provides the perfect platform to develop this process (Daniels, Patterson and Dunston, 2010). Moreover, reflection is a critical component to the success of service-learning projects and is supportive for students, teacher candidates and site leadership because it provides all involved parties the opportunity to critically examine the experiences of the project and learn from both positive and negative experiences. However, critical reflection doesn’t occur by accident. It is essential for faculty to design structured reflection.
activities in order to ensure that critical reflection is an outcome of the service-learning experience. Structured reflection has been found to refine critical thinking skills that support being receptive to a variety of ideas and anticipating the significance of one’s own actions (Brannon, 2013; Ledoux & McHenry, 2008). One way of evidencing this reflection and deep learning is through the creation of digital stories (Dogan, 2012).

Digital Storytelling and Pre-Service Teacher Education

Digital storytelling at its most basic is the practice of using computer-based tools to tell stories. There are a wealth of other terms used to describe this practice—such as digital documentaries, computer-based narratives, digital essays, electronic memoirs and interactive storytelling. However, in general, they all revolve around the idea of combining the art of telling stories with a variety of multimedia, including graphics, audio, video and web publishing. Digital storytelling usually consists of a three- to five-minute video, produced by someone who is not a media professional and usually constructed as a thought piece on a personal experience (Rivera, 2011). The creation of the digital story includes incorporating multimedia components such as images, music, video and a narration, typically in the author’s own voice (Dogan & Robin, 2008). Many researchers advocate the use of digital storytelling in conjunction with pre-service teacher education, noting that it “is a highly motivating strategy that can make reflection concrete and visible; that students can use new media to initiate reflective processes in compelling ways” (Long, 2011).

Based on my research with colleagues Drs. Gerrelyn Patterson and Yolanda Dunston (2010), we concluded that if students are to reach higher levels of reflection to support their professional development, it is essential that they have a strategic and systematic way of capturing the process to enhance accountability. The Digital Storytelling Project (DSTP) was used as a means to bring structure to the reflective process that supports teacher education; additionally, as an educational technology tool, it utilized almost all of the 21st century skills that students are expected to have, along with the following NETS-T (2012) goals and performance indicators:

1. Teachers promote, support and model creative and innovative thinking and inventiveness.
2. Teachers engage students in exploring real-world issues and solving authentic problems using digital tools and resources.
3. Teachers promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning and creative processes.
4. Teachers demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.
5. Teachers collaborate with students, peers, parents and community members using digital tools and resources to support student success and innovation.

The Partnership

George Watts Montessori Magnet Elementary is a unique public school set in the heart of Durham, N.C. The school’s population is very diverse, with a healthy attendance of African-American, Caucasian and Hispanic families. Within each ethnic subgroup are varying levels of cultural and economic differences. Although officially considered a Title I school, with more than 60 percent of families qualifying for free or reduced lunch, the remaining families fall into the middle and upper end of the economic spectrum. As a result, members of the school community (staff, parents and outside community members) have worked to build a strong extensive network of partnerships with local businesses, non-profit organizations, neighborhood associations, community centers and churches to support the needs of the school. Since the school is just a short drive from North Carolina Central University, there is a strong element of support (community service and service learning from the university). This project allowed NCCU to continue the tradition of building and sustaining community partnerships.

Schools and universities have a long history of partnering together because each can benefit from the resources that they can provide for each other. Trust is a staple of any partnership, and this is true of universities and academic departments that embark on partnerships with community agencies. Therefore, it became important to establish a mutually beneficial
relationship that was both purposeful and reciprocal. This was achieved, in part, by a collaborative effort between the university faculty, George Watts administration and select teachers to design the course activities for the pre-service teacher candidates. The outcome was a course that not only supported the needs of diverse K-5 learners but also gave the candidates multiple, structured opportunities to reflect on appropriate teaching and learning strategies.

During a 16-week semester, the pre-service candidates spent 2.5 hours a week working on writing skills with kindergartens through fifth-grade students. The elementary learners were selected by their teachers and represented a variety of academic levels. The common variable was the need for additional assistance to improve writing skills. A unique aspect of this collaboration included access to not only the classrooms but also the school building during the day. The administration and staff made logistical accommodations so that the class could take place in the school building during the day. This benefited the candidates in many ways. It allowed them to have direct access to the K-5 students, and the administrators and teachers had direct access to them. Additionally, the faculty instructor was available during each class session. While the candidates were completing their service by teaching writing lessons, the instructor and/or a teacher/administrator were watching to provide critical feedback.

The students were given the overall elements needed for the DSTP. However, they were given the freedom and flexibility to create and develop their own reflective story. They wrote a series of four sequential lesson plans that focused on literacy (guided reading and/or writing) that were approved by the professor, their supporting classroom teacher and the assistant principal, and after the lessons were approved, they were required to videotape the lessons. These lessons became the basis for the reflection.

After videotaping the lessons, the students reviewed the recorded lessons and answer these reflective questions: 1. What were the positive aspects of the lesson? 2. What was challenging about the lesson? 3. How did you handle classroom management? 4. What could you improve? 5. What are the specific steps you will take to improve this lesson? 6. What social justice issues (if any) may have affected the lesson? How will you attend to these issues when you reteach the lesson?

Next, the students taught the lesson again in front of the camera and viewed the new recording. They would answer the first three questions noted above, as well as a new question: Note three ways that the lesson improved and cite the reasons why. (This segment would be repeated if requested by the professor, supporting teacher or administrator.)

Once the students had recorded all of the lessons, they began to craft a story of reflection for the final DSTP. The project goal was to showcase their growth and development in the content area (literacy) over the course of teaching the four literacy lessons. This provided a unique opportunity for them to enhance their content knowledge and increase their technology and reflection skills. From a pedagogical viewpoint, much like service-learning, Digital Storytelling appeals to students with diverse learning styles and can also foster collaboration when students are able to work in groups. It also provides value in enhancing the student experience through personal ownership and accomplishment (Yang & Wu, 2012).

**A DIGITAL STORY IS WORTH A THOUSAND WORDS (OR MORE!)**

Digital Storytelling was selected over other approaches because of the strong evidence that people seem to be hard-wired to both tell, listen to and remember stories. This multimedia project allowed the students to tell a story about themselves and their transformation as pre-service teachers from the beginning of the project to the end. They had to include clips (either still shots or video) of their work with the children, while simultaneously reflecting on their lessons.

While this project supported student engagement, it also increased academic, leadership and technology skills, while giving candidates the opportunity to learn content in an authentic manner. In response to an evaluation of the course activities and assignments, the pre-service candidates remarked that they felt they better understood the rigor of planning for differentiation and teaching through this project. As well, they stated that they felt more comfortable with receiving feedback from other people due to the cooperative nature of the evaluation process. Additionally, they noted that they were better equipped to reflect on their own challenges and successes through turning the lens on their teaching. Because they were constantly reflecting on their content knowledge, teaching skills and dispositions in a meaningful way, they were able to ask themselves hard questions, change behaviors and view their work more critically. The digital storytelling component offered a unique opportunity for deep reflection, yet at the same time the experience allowed the pre-service candidates to connect their personal stories to those of the children who they worked with in the schools. This connection was imperative in helping them begin to recognize the contributions of diversity and to be better prepared to take action in order to change and/or challenge an aspect of their own behavior (Chang, 2011).

The “Man in the Mirror” DSTP presents the strengths and challenges to providing pre-service teacher candidates with an authentic service-learning project that incorporated structured reflection through technology integration. Engaging candidates in these types of experiences enhances teacher education by producing practitioners who are better prepared to positively impact the quality of learning and achievement for K-5 learners.
With the Second Time Comes Greater Success

After receiving the feedback, constructive coaching and some positive reflection, Tremaine Riley reteaches her lesson with impressive results. “The process enhances skills and can build confidence in pre-service as well as veteran teachers,” says Dr. Kisha Daniels.

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Introduction
Today’s millennium student is very technology savvy. However, the responsible selection and ethical clinical application of technology must be theoretically driven and supported by evidence-based practice. The challenge of transcending from theory to responsible clinical application/practice is the disconnect graduate students sometimes experience when instruction takes place in two separate learning environments: the classroom and the clinic. This article will address the intentional application of the Universal Design for Learning (UDL) Model for teaching the responsible application of augmentative and alternative communication (AAC) technology to diverse learners—transcending theory to practice from the classroom to the clinic.

Changing Demographics
The changing demographics of the U.S. and the growing focus on world populations has directed a critical eye to traditional definitions of “normal.” Definitions of normal that were majority defined reflected a mainstream America, exclusive of diverse cultural, racial, ethnic, linguistic, social and ability groups (Bridges-Bond, Gillespie, & Phillips, 2012).

The increasing diversity of the U.S. population is most evident in our schools. Within our public schools, culturally and linguistically diverse (CLD) students make up the largest growing population (NEA, 2007). Yet this diverse population of students often reflects the outliers in population norms, who are thus disproportionately represented in special education (NEA, 2007, NCCREST, 2006). Contributing factors of poverty; social, educational, institutional and interpersonal bias; lack of access to culturally responsive curriculum; assessment and intervention; and barriers to opportunity have served to marginalize CLD children and have excluded them from inclusive learning environments (Battle, 2012, NEA, 2007). In the absence of culturally responsive pedagogy, difference is erroneously perceived as “deficient,” “deviant,” or “disordered” and schools create environments that are unresponsive to CLD students’ cultural experiences, expectations, and needs (Bridges-Bond, Gillespie, & Phillips, 2012).

Universal Design for Learning (UDL)
Equity in education and service delivery requires a paradigm shift that is transformational in theory and in practice. A transformational perspective that creates an ever widening definition of “normal” and “justice” is evident in the principles of UDL (Bridges-Bond, Gillespie, & Phillips, 2012). The Center for Applied Special Technology, recognized as CAST, creates a model for learning that evolved from brain research, identifying three primary networks for learning and a model supported by adapted environmental design technologies, the foundation of UDL (Ralabate, 2011). Integrating these models, CAST created a formula for educational success for students with varying learning needs and abilities (Ralabate, 2011). UDL promotes a learning environment that honors the various learning styles of diverse students, noting that the
ways in which individuals learn can be as uniquely different as a fingerprint (Bridges-Bond, Gillespie, & Phillips, 2012; CAST, 2011).

This paradigm shift—where difference is the norm—requires us to embrace diversity in new and exciting ways. It further demands a critical eye in our selection and implementation of tools intended to heighten learning and remediate true disorders among diverse learners (Bridges-Bond, Gillespie, & Phillips, 2012).

The use of a UDL model is paramount to creating a flexible, accessible, culturally responsive learning and therapeutic environment where all children thrive. These benefits stem from the three guiding principles of UDL—promoting the use of educational and therapeutic supports to reduce the achievement gap evident by minority students, while heightening the learning experience in ways that are motivating and rewarding.

The Three Principles of UDL
The guiding principles that form the foundation of the UDL model are 1) multiple means of presentations, 2) multiple options for participation and expression, and 3) multiple means of engagement (CAST, 2008).

Principle One creates curriculum and therapeutic environments that promote multiple methods of representation. In alignment with the learning styles of diverse learners, information is presented in various ways responsive to sensory (e.g., auditory, tactile, kinesthetic and visual), cultural, and linguistic differences, or what CAST refers to as the “what of learning” (CAST, 2008).

Principle Two creates curriculum and therapeutic environments that are flexible—promoting multiple options for participation and expression while supporting knowledge, understanding and learning in a strategic manner. For students with communication disabilities, support for multiple modes of expression can be found in the use of adapted learning tools, assistive technology and augmentative communication (Bridges-Bond, et al., 2012). CAST refers to Principle Two as the “how” of learning.

Principle Three creates curriculum and therapeutic environments that encourage multiple means for engagement, which supports affective learning. Reported to be the “hinge pin” of learning, curiosity, pride, and a host of emotions create the motivation and drive for mastering a skill and embracing the “why of learning.”

UDL—Theory to Practice in a Graduate Curriculum
Technology and UDL are not synonymous; however, the principles of UDL provide a theoretical foundation for seeking technology solutions, making technology selections, and applying technology in learning and therapeutic environments. In today’s digital age of the millennium student, technological solutions are sought in multiple environments for a myriad of purposes. However, the selective use of technology as a therapeutic tool requires critical evaluation and systematic implementation that is evidence-based in the clinic setting. Pre-professional training in speech-language pathology requires the infusion of technology in the assessment, treatment and intervention of individuals with communication disorders. A curriculum that models the principles of UDL while providing students with training experiences in the clinical selection and application of technology is offered in the Communication Disorder Program’s AAC graduate course.

AAC is defined as an area of research, clinical and educational practice that promotes the communication abilities and/or compensates for communicative deficits of individuals with significant communication impairments (ASHA, 2005). In such instances, communication may be permanently or temporarily impaired in receptive and/or expressive language ability, affecting spoken and/or written modes of communication. The AAC curriculum, co-taught by the authors of this article, creates learning experiences that unite theory with practice. In the course, students initially share their personal experiences and knowledge about AAC technology and its application and then are introduced to ever widening experiences of technology, helping students develop a clearer definition of AAC while
gaining skills and competencies within the professional scope of practice as defined by the American Speech-Language and Hearing Association (ASHA, 2005).

Multiple Means of Presentation and Representation

Modeling the application of multiple means of presentation and representation means exposing AAC graduate students to assistive technology (AT) in a variety of ways. Beyond reading textbooks and investigating web resources, students are charged with the initial assignment of researching the many venues in which AAC services are delivered: the who, what and where of AAC service delivery. In addition to online resources, students creatively use alternative means of investigation—ranging from phoning, visiting, emailing, to citing patients’ firsthand experiences. By the end of this assignment, students have learned from other professionals, agencies and patients the speech-language pathologists’ scope of practice in the delivery of AAC services. Just as important, they discover the professionals they aspire to become.

An interdisciplinary range of professionals serving children who benefit from assistive technology visit the class. These professionals include a physical therapist, an AAC manufacturer consultant, speech-language pathologists, a special educator, an educational technology instructor, and a rehabilitative engineer. In addition, the students visit a variety of agencies and clinics where AAC services are delivered, thus experiencing diverse settings where high, medium and low technologies are applied across the lifespan. The application of assistive technology serves to support communication deficits, literacy needs, learning differences, social deficits, and motor/sensory disabilities in school-age children and cognitive impairments in adults diagnosed with diminished memory and confusion secondary to degenerative and progressive diseases.

Multiple Means of Expression, Action and Behavior

What does knowledge look like? How do we measure a student’s grasp of that knowledge, understanding and application? Technology affords us creative ways to impart, elicit and measure knowledge and skills. Knowledge and skills are multi-dimensional. Benjamin Bloom (Forehand, 2013) illustrates a two-dimensional taxonomy where cognition and knowledge intersect, forming cells that are arranged hierarchically while increasing in complexity. The expected outcomes for our students reflect Bloom’s hierarchy of cognitive processes, while supporting the multiple ways knowledge is expressed and demonstrated (Forehand, 2012). The AAC curriculum strives to achieve the following student learning outcomes:

- Define AAC and explain the scope of practice, knowledge and skills required by speech-language pathologists in the delivery of AAC services.
- Critique current technology (hardware and software) according to the ways it supports the UDL model.
- Assess the complex needs and abilities of individuals who may benefit from AAC to support their language, literacy and learning needs.
- Develop goals and implement intervention strategies for integrating AAC across diverse cultural contexts and settings (i.e., home, work, school, recreation).

It is imperative that graduate students learn to assess the needs of their clients, recognize the possible solutions to communication dilemmas, and be prepared to make informed decisions regarding technological solutions.
Our students demonstrate these competencies in completing individual class projects, class and small group case study discussions, software application and critique, treatment planning and implementation of service delivery models.

Multiple Means of Engagement

What motivates students to engage in the intentional application of the UDL model in the responsible application of AAC technology to diverse learners? The affective principle of learning is the most powerful of the three UDL principles (Bridges-Bond, et al., 2012; CAST, 2011). Some students may be motivated by a deep and personal commitment to diversity, social justice and equity. Others are engaged by novelty, an enthusiasm for learning, and/or a thirst for knowledge. There are those who are empowered by following behaviors and strategies that have been modeled and have positively contributed to their own learning and development. Many factors influence behavior. No one factor satisfies the heart and desires of every learner.

Teaching the Responsible Application of AAC

How do we do this? It is imperative that graduate students learn to assess the needs of their clients, recognize the possible solutions to communication dilemmas, and be prepared to make informed decisions regarding technological solutions. The development of intentional technological choices for the purpose of enhancing and increasing communication for those who have disabilities should follow the same UDL model discussed previously in this article. According to the Center for Applied Special Technology (CAST, 2008), each person’s brain processes information in different ways. Therefore, the process of prescribing a technologically-based system to enhance communication should take individual abilities and needs into account. The following suggested learning model is an example of how the graduate students learn to intentionally choose technology solutions that meet the needs of each of their individual clients.

Graduate students in the Communication Disorders Program, while participating in small group projects, were assigned Jamie (not his real name), a 3-year-old African-American child, as their client. Jamie’s mother reported concerns with speech intelligibility and a need to increase interaction with peers. While formal assessment revealed strengths in articulation (intelligibility), Jamie demonstrated a need for improvement in following directions, answering questions, and describing. Jamie was placed in the Assistive Technology for Infants and Preschoolers Project (ATIPP) where he received peer interaction and social skills training within a group setting in addition to receiving individual therapy. His treatment goals were to follow directions, describe pictures and answer questions. In order to meet the overall language needs of this child, the graduate students were charged with developing a lesson plan using intentionally chosen software programs based on the child’s individual needs and treatment goals, and then critiquing the effectiveness of the software.

This project required graduate students to remember, understand and apply procedures (e.g., feature matching, client-centered treatment, technology as a tool) to plan intervention for the client. After implementing the selected software programs and apps, the graduate students were required to analyze and critique the programs to determine their usefulness and effectiveness as they related to Jamie’s goals. Each software evaluation required the students to pursue a line of inquiry addressing the following questions:

- What are the child’s communicative abilities?
- What does this child need to be able to do?
- How could these needs be met through technology?
- Do the software programs chosen actually meet the needs?
- What changes could be made for increased communication skills given technology choices?

The software critique required that graduate students identify user characteristics, software requirements, access methods, goals for skill development, and professional management. Graduate students then described the software use as experienced by the client. Strengths and limitations were addressed from the perspective of implementation and use. The students then described the client’s response to the software. Through this interaction with the client and the software, students were able to analyze the pros and cons of specific software programs, differentiate between what was successful and less successful, attribute reasons for success or lack thereof, and then plan for future intervention given new knowledge.

The students noted that during ATIPP Jamie was most often engaged during arts and crafts and music activities. They consequently sought programs that would be engaging, while building on these areas of interest. One of the programs that proved successful with Jamie was Club Toddler,
a free interactive software program that supported the development of early learning concepts such as letters, numbers, colors, shapes, and following directions in the context of play, music and rhyme. Alternative input provided choices of mouse, keyboard or touch screen use. For safety purposes the program restricted the use of other computer programs and internet access and could easily be used at home with parent support.

The students intuitively noted that appropriate use of software and apps required creativity, skill, and knowledge on their part. They reasoned that the programs were only as effective and creative as the clinician applying them. They also recognized the need to generalize skills in functional, real life ways. Jamie was given multiple opportunities to generalize skills in following directions, requesting shapes, counting out numbers, and describing colors as he created original works of art during arts and crafts time. Jamie’s mother welcomed recommendations from the students about programs that she could use at home that would support her son’s language, learning and social development.

**Conclusion**

The intent of the AAC curriculum is to provide a model by which students witness the implementation of the principles and practices of UDL in their own learning, while understanding the theory and principles—creating a flexible curriculum and therapeutic environment that is socially just and equitable so that all can learn. This forms the foundation for teaching the responsible application of AAC technology to diverse learners, transcending theory to practice from the classroom to the clinic.
In its debut, the **FILL MY BACKPACK 5K RUN/WALK** became the School of Education’s biggest community engagement event ever and raised $5,153 for the Inter-faith Food Shuttle’s Backpack Buddies Program.

“Each week the program supplies backpacks containing six balanced meals and two snacks to sustain more than 470 children in the Durham Public Schools (DPS) over the weekend throughout the school year,” said event organizer Dr. Cheresa Clemons.

The run/walk took place Sept. 28, with more than 400 people participating as runners, walkers, cheerers, volunteers and spectators. “We had such a great time,” said Clemons. “Our participants included university faculty, staff, students and administrators. There were DPS teachers and students, city and county councilmen, and our corporate sponsors from Pepsi, Walmart, Michael Jordan Nissan, Omega Sports, Smoothie King, Subject2Change, Whole Foods, the NCCU Police Department, the Durham County Office of the Sheriff, Dream Studios, Millenium Hotels and Resorts, and the Durham YMCA.”

The project began as a community engagement activity in several courses taught by Clemons. “I wanted my students to study the correlation between student hunger and academic success. I wanted them to understand their role as agents of social change. This is also about the SOE being a role model of service to the community,” explained Clemons. “NCCU has a proud tradition of community involvement, and I wanted to offer my students the opportunity to serve the community in a way that would benefit many of the students they were teaching.”

Clemons relayed her ideas to her students in three classes: EDU 3030: Diversity, Pedagogy and Social Change, EDU 3180: Healthful Living Education in Elementary Schools, and EDU 3210: Curriculum I: Art, Music and Drama. The students were excited. “I wasn’t sure what would happen, but the results exceeded our expectations,” said Clemons. “My students were thrilled. Dean Wynetta Lee was thrilled. Everyone involved with the event was so pleased and proud. Now, because of its success, this will be an annual event. Our second 5K run/walk is already scheduled for September 27, 2014, and we cannot wait to see all of our old and new buddies from the community for this great cause.”
One professor’s intriguing activity blossoms into an annual fundraiser

To put on an event like this, Clemons discovered she had to assume a lot of responsibility. “I had to deal with so many things. We needed a city permit to block off the roads. We needed sponsors. We needed plenty of volunteers. Not only did I have over 70 of my own students, but there were over 60 other NCCU students—including fraternities, student government, cheerleaders and the band. There was a lot of organization. We had to create and staff our cheering stations along the route. This was one of our ‘wow factors.’ ”

When Clemons needed posters to mark the route, encourage the runners and walkers, and designate the registration areas, the runners’ stations, and the awards’ area, she turned to DPS. “My students went out to supervise the production of the posters, and while they were guiding the DPS students, they talked about the Backback Buddies Program and child hunger,” she said.

Clemons also worked with Precision Race, a Raleigh race management company that supervises running events.

There was plenty of enthusiastic cheering from the crowd, and that was augmented by several talented squads—such as the Githens Middle School cheerleaders under the direction of Chassity Coston, an SOE alumna, and the Southern High School cheerleaders under the direction of Rosalind Garmon, also an SOE alumna.

Energized by the event’s success, Clemons is already working on next year’s run/walk.
**FACULTY ACCOLADES**


  He was part of a faculty team who submitted a Burroughs Wellcome Grant — Science, Mathematics, & Relevant Technology Literacy Engaging Youths (SMARTLEY). The group seeks $165,579 to work with students at Healthy Start Academy. Working with **DR. KISHA DANIELS**, Davis submitted another Burroughs Wellcome Grant — Strong Roots: Increasing STEM Interest and Aptitude in Middle Grade Girls for $180,000.

  Davis continues to serve as the Central Region vice president for Colleges and Universities for the North Carolina Council of Teachers of Mathematics.

- **DR. BETH HARRIS** and **DR. DIANNE WORMSLEY** wrote a grant proposal, and (drum roll, please) … it was funded. The five-year $1,165,580 grant from the Department of Education, Office of Special Education Projects—“Equipped for the Future: Transforming Education of Students with Visual Impairments through Technology and Personnel Preparation”—will support full payment of tuition and fees along with a small stipend for scholars who want to become teachers of the visually impaired (TVIs) or orientation and mobility (O&M) specialists. The grant will require scholars to work two years as TVIs or O&M Specialists for each year they have been funded.

  Along with Harris as project director and Wormsley as project advisor, **DR. TESSA McCARTHY** will teach courses, and **DR. DORIS TYLER** will assist as the technology infusion support specialist.

  “This project, which began Oct. 1, is a wonderful opportunity for our program to increase the number teachers in this critical need area,” said Harris. “NCCU is the only university in the state that prepares professionals to work with students with visual impairments.”

  The goals of the grant are to increase the number of TVIs and O&M specialists in North Carolina and increase the number of O&M specialists in Georgia. “Because Georgia does not have any teacher preparation programs in visual impairment, we have partnered with them to help with their deficit of O&M specialists,” explained Harris. “The grant will add content and richness to our current program by infusing the use of assistive and mainstream technology to provide scholars with a comfort level and hands-on practice to permit greater application with their students and incorporate the knowledge of the Unified English Braille Code (UEB), just recently adopted in the United States, into existing braille courses. The grant will also develop and implement an induction/mentoring program for TVIs and O&M specialists in partnership with the Department of Public Instruction and the N.C. Association for the Education and Rehabilitation of the Blind and Visually Impaired.”

- **DR. HARVEY HINTON** launched and directed The Student Athlete Leadership Academy (SALA), designed to engage middle grades student athletes with a purposeful exploration of their academic college readiness and athletic conditioning. “SALA is a continuation of my work with young boys of color. I know that they like sports and...”
the summer time is a great time to engage them in activities to support their academic preparation. SALA provides them with a safe space and encourages them to achieve their dreams,” explained Hinton.

The five-week program (June 17-July 19) took place Monday through Friday from 8:30 a.m.-6 p.m. “The program was housed in the School of Education,” said Hinton. “Breakfast and lunch were provided by Durham Public Schools.”

Hinton was assisted by five African-American male educators, all with backgrounds in athletics and youth programming. “My staff was fantastic. Each member had an accomplished background with athletics and a desire to uplift and motivate young people,” noted Hinton.

Kelley Hill is a veteran middle grades social studies teacher from Shepard Middle School and a graduate of NCCU’s Middle Grades Education Program. “Hill and I worked together on the Panther Pride Project at Shepa- rd, which in many ways was the inspiration for SALA,” said Hinton. “Hill saw SALA as an opportunity to create for young men the same type of inspiration he had as the star running back on his middle school football team in Flint, Michigan. This motivation drove him and many of his childhood friends to attend college, play collegiate sports, and even compete on the professional level.”

Anokye Johnson, a Durham native, is also a veteran educator who works with students with behavioral and learning difficulties. “Johnson and I are childhood friends,” explained Hinton. “Our athletic careers paralleled each other, as we had the unique opportunity to play with and against each other every year from little league through college. He was a standout defensive end at Fayetteville State University.”

Tremayne Perry, a recent graduate of NCCU’s Middle Grades Education Program, is one of Hinton’s former students. “As an undergraduate, Perry volunteered as a tutor with Panther Pride,” said the director. “He told me he wanted to learn more about engaging African-American males as he prepared for his new career as a middle grades math teacher. With his extensive background in youth development camps from working with the YMCA, he was a perfect fit for the program.”

Zaid Shakur, another Durham native with ties to NCCU’s SOE, is a veteran educator in Durham Public Schools working with students with behavioral and learning difficulties. Shakur, who coaches football at Lowes Grove Middle School and is a practicing martial arts instructor, was in charge of the evening conditioning activities.

Lee Eaton, a Durham native and undergraduate at N.C. Agricultural and Technical State University, served as a volunteer. A graduate of Hillside High School and a member of the 2010 state championship team, Eaton heard about the program through his mother, Dr. Sherry Eaton, an associate professor in NCCU’s Psychology Department. He told Hinton he was in town for the summer and wanted to give back to the young men of his hometown.

Thirteen African-American males from grades 6-8 in Durham’s public and charter schools participated in SALA. One young man was from Arlington, Virginia.

A typical day at SALA began with breakfast and fellowship (30-45 minutes). Staff and participants engaged in activities such as dominoes and card games. Rules were established to promote quick thinking, encourage cooperation and provide full participation.

**Project Safe Adds Another School**

**DR. CHERESA CLEMONS**, in partnership with University Police, has added another school within a four-mile radius of the NCCU campus to Durham Public Schools’ Project SAFE (Safety Awareness from Eagles). The program — made possible by a grant from the Walmart Foundation and Facility #4369 Local Community Contribution/Hunger Outreach Grant Program—implements the American Automobile Association School Safety Patrol Program. Eight students from Fayetteville Street Elementary School have proudly begun serving as patrollers this school year.

“NCCU faculty, staff and students volunteer hours training, mentoring and working with the students while on patrol post and in their team-building projects. Through this project we hope to continue to help create future teachers and law enforcement officers who give back to their community and society,” Clemons said.
Hip-hop music and sports clips from the internet stimulated discussion.

Next, staff and participants took a Warrior Walk, a three-mile trek around the NCCU campus. “The student athletes were charged with learning information about the NCCU campus, reciting mantras, and engaging in conversations about their lives,” said Hinton.

The Warrior Walks led to morning leadership development activities. Mondays and Wednesdays, the walks focused on personal development. Staff and participants would compete in games and drills to promote teamwork, personal strength and courage. Activities ranged from monkey bars challenges, circles of trust, basketball drills, Frisbee and handball.

Tuesdays and Thursdays, the walks included community service. The SALA participants laid the foundation for the DPS/NCCU Garden Project at W.G. Pearson Elementary School. “This activity promoted community development and sustainability, along with the benefits of agricultural skills and knowledge,” said Hinton.

After lunch, Hill and Perry would lead college prep/academic activities. Participants would collaborate on SAT math problems, write essays affirming self-development, research current and historical events in collegiate athletics involving the conduct of student athletes, and research college admissions requirements.

The academic sessions led into character development sessions in which participants created goals and affirmations to support their development. Socially conscious, sports-oriented films were viewed and discussed. Students were given time to reflect on the day’s experience as they prepared for the final highlight of the day, the evening conditioning.

“From 4:30-6 p.m. we would go to the NCCU track and practice field space and participate in physical conditioning—running drills and activities using agility cones, tractor tires, resistance bands, and martial arts. It was a high intensity workout,” explained Hinton.

“The staff and I were extremely pleased with the results,” said Hinton. “Our students told us they enjoyed SALA and would be interested in participating again.”

Farr, Alston, and Wallace-McGrew deliver a Thanksgiving meal.

☐ **DR. GWENDOLYN KEITH NEWSOME**

of the Counselor Education Program was reappointed to the N.C. Board of Licensed Professional Counselors, which regulates the activities of professional counseling in the state. Board members are appointed by the governor. Newcombe’s initial term was June 2011-June 2013. During that time she served as chair of the board and as chair of the Ethics Committee. In her current term, she will continue as Ethics chair. “As one of two counselor educators in the state and the only UNC-system faculty on the board, I’m happy to serve the counseling profession and the state,” she said.

☐ **DR. JAMES E. OSLER II**

has been busy. He submitted six articles for publication, but he’s also had seven published, including “Algorithmic Triangulation Metrics for Innovative Data Transformation: Defining the Application Process of the Tri-Squared Test” (Journal on Mathematics); “An Investigation on the Impact of the Socio-Psychological Effects of Teacher Disposition on the Academic Performance of Students in a Diversely Populated Elementary School” (Journal on Educational Psychology); “Transformational Research Engineering: Research Design Metrics for In-Depth and Empowering K-12 Teacher Professional Development” (Journal on School Educational Technology); “The Psychometrics of Educational Science: Designing Trichotomous Inventive Investigative Instruments for Qualitative and Quantitative Inquiry (Journal on Educational Psychology); and “The Psychological Efficacy of Education as a Science through Personal, Professional, and Contextual Inquiry of the Affective Learning Domain” (Journal on Educational Psychology).

He presented “Using Trimble/Google SketchUp to Teach Mathematics Concepts” at the NCCU School of Education Technology Institute, and he has provided this training to public school teachers.

He assisted in helping secure a grant for ADCNC (Alcohol/Drug Council of NC). “Dr. Jonathan Livingston of NCCU’s Psychology Department and I were a part of the team that provided the evaluation and statistical data analysis methodology for the proposal,” said Osler. “The project focuses on providing holistic services to those suffering from alcohol and drug abuse.”

Osler also continues his role as part of the support faculty technology training team at Hillside New Tech High School.

☐ **DR. TIMOTHY SEIGLER**

Through her role as a counselor for Psi Gamma Chapter of Kappa Delta Pi, an international honor society in education, **DR. NANCY REESE-DURHAM** helped organize a service project to adopt a family and provide food for them during the Thanksgiving season. On Nov. 25, Reese-Durham, along with students Amber Alston, Dhiaa Farr and Xavier Wallace-McGrew, delivered a wonderful Thanksgiving meal to a grateful family. (See picture below)

☐ **DR. THOMAS TIMOTHY SEIGLER**

last summer, **DR. THOMAS TIMOTHY SEIGLER** continued his research on a global educational partnership model by engaging in collaborative interchanges with school administrators and teachers in the country of Moldova (located in Eastern Europe between Romania on the west and Ukraine on the north, east, and south). “Much of the research inquiry took place at the Gimnaziu Chiracaiestii Noi, a K-9 grade school serving the villages of Chiracaiestii Noi and Baurci, and focused on a number of comparative education topics,” said Seigler.

By reaching out globally, the educators hope to learn from each other. “Most of the collaboration and research literature focuses
on Western Europe, such as Finland or Asia, such as China and Korea,” explained Seigler. “One debate centers around the concept of creating a school culture based upon a philosophy of hard work rather than leisure or ‘making school fun.’”

In April, DR. DORIS TYLER, joined by recent NCCU master’s graduates Deandra Scott and Maria Helgeson, presented “Supporting Struggling Learners with Technology” at the 5th Annual Technology Institute for Educators. “We shared technology-based strategies that support universal design for learning (UDL) guidelines,” said Tyler. “UDL is an approach that helps teachers find different ways of teaching content, engaging learners, and assessing what they know and are able to do. The approach still allows teachers to meet required science standards and prepare students for standardized tests.”

In November, the trio offered “Science the UDL Way” at the National Science Teachers’ Association regional conference in Charlotte. “This session provided ways for teachers to meet the needs of students with mild disabilities and other diverse learners,” Tyler noted.

DR. DIANE WORMSLEY continued to serve as a member of the Board of Directors of the Governor Morehead School for the Blind and of the Braille Authority of North America (BANA), as well as a representative for the Association of Education and Rehabilitation of the Blind and Visually Impaired (AER). BANA voted in 2012 to adopt the Unified English Braille Code, and Wormsley is involved in the implementation of this new braille code for the United States. She also continued as one of the Governing Board members of the Hall of Fame: Leaders and Legends of the Blindness Field.

During the year, Wormsley was invited to make several presentations—including a Peer Reviewer Workshop at the American Foundation for the Blind Leadership Conference in Chicago, a session for the Virginia Chapter of AER on the I-M-ABLE Project, a two-day workshop at Perkins School for the Blind as a follow-up to a previous I-M-ABLE Project workshop, and a speech on early literacy at the Braille Summit in Boston, which was sponsored by the United States Library of Congress National Library Service and Perkins School for the Blind.

Wormsley received a grant from the N.C. Department of Public Instruction for $11,000 to complete the I-M-ABLE Practice Guide in preparation for a two-day workshop to train teachers to use the Guide to implement the I-M-ABLE approach with students who are blind and have additional cognitive and other impairments.
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Ms. Edith Thorpe
NCCU Head Coach LeVelle Moton
MEAC Coach of the Year  2014
M.Ed. Special Education: Learning Disabilities
Class of 2013

School of Education: Why was the NCCU School of Education your number one choice?
Coach LeVelle Moton: I chose the SOE because of the comfort, familiarity, and incredible professors who have produced phenomenal teachers from all their programs.

SOE: Why did you choose special education as a major?
Moton: Special education pretty much chose me. I began as a middle school basketball coach, and two weeks later the principal asked if I would be interested in a special education position, because the kids loved me. I tried it and the rest is history.

SOE: How would you describe education to a prospective student?
Moton: Education is a power profession, and it will forever be this way, simply because education provides the key to unlock the door to any walk of life.

SOE: Do you consider education your first profession?
Moton: Education is my first profession beyond basketball. It is a profession that I'm truly thankful for, because it allows me to have a profound impact on our future generation of leaders.