

Dean's Report for UFC

College of Education

September 3rd, 2024

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- The COE welcomes three new faculty members this fall including Sean McDonald (special education), Rachel Bowman (special education), and Danielle Springston (science education).
- There were 81 graduates from the COE a year ago. Of those, 14 were named new teacher of the year in their schools and/or school divisions at the end of their first year in the profession.
- Continuing Virginia's strategic plan to enroll, retain, and complete Pell-eligible students, an additional \$1.3M was awarded to UMW's College of Education to start a chapter of Call Me Mister (Mentors Instructing Students Toward Effective Role Models). The mission of CMM is to increase the pool of available teachers from a broader diverse background and to address the critical shortage of minority male teachers in high-need school districts throughout the Commonwealth. Student participants will largely be selected from under-served, socio-economically disadvantaged, and Pell-eligible communities. The recruitment program seeks to support the CMM participants through leadership training, tuition Assistance, and paid internships
- The Academy of Teaching and Innovation (ATI) welcomed its first freshman class in August. As a model demonstration site for innovative, hands-on problem-based learning, ATI provides powerful learning opportunities for students within the four participating schools divisions focused on computer science and data science. Using a school-university partnership model akin to a teaching hospital, ATI will also provide foundational research and practice opportunities for students, faculty, and staff in the COE. Through this effort and others, we aim to improve teaching and learning in our partner schools, while simultaneously improving the quality of our teacher preparation. The official ribbon cutting to be conducted by Governor Youngkin and Secretary Guidera will take place Thursday September 19th at 3:00.
- Faculty and staff in the college of education work hard to meet the professional development needs of under prepared teachers in partner schools. We conducted new teacher bootcamps, and provided classroom-based coaching for teachers who need it. Last year, we provided professional development for more than 500 teachers in the area. Our efforts make a positive difference in schools, and the experience informs our work in teacher preparation.
- We continue to work on a number of fronts to help address the critical teacher shortage. We are in year two of our Noyce/NSF grant focused on recruiting more STEM teachers, and year two of our Teacher Apprenticeship program. The success of each of these is contingent upon the strong partnerships with our K-12 colleagues.