

IHE Bachelor Performance Report

East Carolina University

2007 - 2008

Overview of the Institution

East Carolina University, as a public doctoral degree granting institution, is committed to rich undergraduate and graduate education, exemplary teaching, research and scholarship, public service, and partnerships with public schools, community colleges and other agencies. The university is the third largest in the North Carolina System and offers 104 bachelor's degree programs, 74 master's degree programs, 4 specialist degree programs, 1 first-professional MD program, and 17 doctoral programs in its professional colleges and schools, Thomas Harriot College of Arts and Sciences, and the Brody School of Medicine. It confers more than 4,700 degrees annually and has a faculty numbering 1,700+. ECU's enrollment is approaching 26,000 students, and it has been the fastest-growing university in North Carolina for five years. Each year, more than 8,000 East Carolina students contribute in excess of 100,000 hours of volunteer service to more than 125 community health and human service organizations. East Carolina leads the University of North Carolina system in distance learning enrollment. Additionally, ECU's distance education program is the 12th largest in the United States, according to U.S. News & World Report. During the fall 2007 semester, ECU's distance education students took more than 30,000 credit hours. Through its new Access Scholarships program, East Carolina offers financial assistance to a historically underserved but greatly deserving group of students: those who have proven academic potential and demonstrated financial need. The professional education programs at ECU are housed in the College of Education and four other colleges. ECU has the largest professional education program in the state and offers undergraduate programs and advanced degrees, one of which is at the doctoral level. All programs are fully accredited by NCATE and the North Carolina State Board of Education, and many of the programs are also accredited by their learned societies. With a mission of teaching, research, and service, East Carolina University is a dynamic institution connecting people and ideas, finding solutions to problems, and seeking the challenges of the future.

Special Characteristics

East Carolina University's history, present, and future is indisputably linked to teacher education. We are proud of our heritage and the fact that ECU professional education programs have produced a higher number of employees in North Carolina schools than any other institution. Our conceptual framework for preparing education professionals focuses on empowering all learners in all educational endeavors and achieving excellence through partnership. This theme is evident in our ongoing involvement with public school administrators, teachers, staff, other school professionals and students. Our partnerships with the public schools have contributed to

the national recognition of our programs by the US Department of Education (Middle Schools Mathematics), the American Association of State Colleges and Universities (Latham Clinical Schools Network), the American Productivity and Quality Center (Best Practices Benchmarking Study) and invitations to the Hunt Leadership Institute Retreat, various National Commission on Teaching and America's Future's (NCTAF) summits and symposia and the Annenberg Foundation and Carnegie Corporation sponsored Teachers for a New Era (TNE) Learning Network. ECU's College of Education has been recognized as a "best buy" for students by Get Educated.com, a national counseling center for adult learners seeking accredited online college degrees, and has received accolades for its pioneering efforts in the use of Access Grid technology for distance professional development of teachers. Most recently, ECU received AACTE's 2007 Best Practices Award for Collaboration with Community Colleges in recognition of its development of Wachovia Partnership East (WPE). Wachovia Partnership East is a nationally recognized degree-completion partnership between the College of Education and the community colleges of North Carolina. This partnership includes approximately one-third of the community colleges in North Carolina and one-fourth of the public school systems in North Carolina. Candidates complete their general education coursework at any North Carolina community college and then complete the ECU portion of the degree in Elementary Education, Special Education-General Curriculum, and Middle Grades Education through one of four physical hub sites or through the virtual online consortium. During the 2008 spring semester, 223 candidates were enrolled in 13 WPE cohorts. The partnership currently has 129 program completers with eleven more completers projected to finish in summer 2008 and 56 projected to finish in fall 2008. Eight new cohorts will enroll in fall 2008, which will bring the projected total WPE fall enrollment to 362 teacher education candidates. Teacher education at East Carolina University is deeply involved also with outreach to the region and leads the university in the delivery of off-campus courses and programs via distance education, face-to-face instruction at community college sites, and online. Credit hours delivered by the COE distance learning programs totaled more than 40,000 student credit hours in 2007-08. Since 2001-02, enrollments in distance learning programs have more than tripled and credits produced by DE programs have increased more than 250%. Professional development and teacher renewal modules in reading, technology, and distance instruction are online and add measurably to the service to the region's teachers. Although the Latham Clinical School Network, Wachovia Partnership East and our extensive distance education programs distinguish ECU from other universities, we maintain our commitment to traditional services as evidenced in the description of many activities in the remainder of this report.

Program Areas and Levels Offered

East Carolina University offers 22 initial teacher preparation programs and 27 advanced preparation programs covering 35 different areas of licensure and four add-on areas (academically gifted, driver's education, pre-school, and reading). ECU has approved programs in B-K, Elementary, Middle Grades (four areas), Secondary Education (four areas), 15 K-12 teaching areas (art, dance, health, music, physical education, theatre arts, three second languages, six exceptional children areas), and two workforce development education areas. In addition, 9 Special Services Personnel programs are offered (School Counselor, School Social Worker, School Administrator-Superintendent, School Administrator-Principal, School Psychologist, ITS-Computers, Media Coordinator, Media Supervisor, Curriculum Instructional Specialist).

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION INITIATIVES

A. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Summary of the Outcome of the Activities and/or Programs
Craven, Martin, Nash, and Pitt counties	Priority I: to increase academic achievement of low performing students, grades 3-11	Project HEART (High Expectations for At Risk Teens), which began in 2001, is a tutoring program that helps low performing students in eastern NC to succeed academically. Project HEART is a partnership between ECU, AmeriCorps, the North Carolina Commission on Volunteerism and Community Service, community colleges, schools, faith based organizations, and other community groups. Tutors recruited from ECU and area community colleges provide 20 hours of tutoring services per week from August – June to at risk elementary and middle grades students. Tutors recruited from area high schools provide 10 hours of service per week from August – June to at risk 9th -11th grade students.	In 2006-07, Project HEART members provided at least 60 hours of tutoring services to 254 elementary and middle grades students. Data collected for the spring semester indicated that 77% of the students passed their EOG reading test and 85% of the students were promoted to the next grade. Project HEART program coordinators are in the process of collecting final data for students served in 2007-08. In 2006-07, Project HEART members provided at least 60 hours of tutoring services to 308 7-10th grade students. Data collected for the spring semester indicated that 84% of these students were promoted to the next grade. Project HEART program coordinators are in the process of collecting data for the students served in 2007-08.

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Craven, Johnston, Lenoir, Martin, Nash and Pitt counties	Priority II: to motivate underachieving high school students to reach their full potential by enrolling in Honors and AP courses, and pursuing post-secondary educational experiences.	Project HEART tutors also assist school systems with implementation of the AVID program (Achievement Via Individual Determination). The AVID program is designed to assist underachieving students in reaching their full potential. Tutors recruited from ECU provide 20 hours of tutoring services per week from August – June to 9th to 11th grade students enrolled in the AVID program.	In 2006-07, Project HEART members provided at least 60 hours of tutoring services to 435 AVID students in the 9th to 11th grades. Data collected for the spring semester indicated 50% of the students increased their over-all GPA for the year. Project HEART program coordinators are in the process of collecting data for the students served in 2007-08.
Craven, Johnston, Lenoir, Martin, Nash, and Pitt counties in conjunction with East Carolina University, Barton College, Campbell University and Johnston Community College.	Priority I: to increase the skills of university and community college students to serve as tutors and mentors to elementary, middle grades, and high school students.	Project HEART provides a comprehensive training program to prepare university and community college students to assume the roles and responsibilities of tutors and mentors. Specific skills include assessment, learning styles, questioning techniques, graphic organizers, and test taking strategies.	Data collected in 2007 and 2008 from 42 member self-evaluation surveys indicated the following: 1) 95% of the members agreed or strongly agreed they had increased their knowledge in the area of assessment, 2) 95% of the members agreed or strongly agreed they had increased their knowledge in the area of learning styles, 3) 95% of the members agreed or strongly agreed they had increased their knowledge in the area of graphic organizers, 4) 95% of the members agreed or strongly agreed they had increased their knowledge in the area of questioning techniques.

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Craven, Johnston, Lenoir, Martin, Nash, and Pitt counties in conjunction with East Carolina University, Barton College, Campbell University, and Johnston Community College	Priority II: to increase university and community college students' participation in community service.	Project HEART requires students to participate in at least 3 service projects that take place in October, January, and April. In addition, students are required to recruit at least 3 volunteers.	In 2006-07, Project HEART members provided 67,489 hours of service. In addition, they recruited 3,982 volunteers who provided 4,557 hours of service.
Pitt County	Strategic Priority: High Student Performance	The Summer Learning Center (SLC) is an innovative partnership between the College of Education and Pitt County Schools. SLC is a powerful program that benefits ECU students aspiring to become special education teachers while providing a valuable resource to children with special educational needs during the summer when school is adjourned.	Thirty children, grades K-4, who have documented disabilities (mild to severe) participated in this summer learning opportunity. The center was housed at Wahl-Coates Elementary School where PCS master teachers served as "home room" teachers. The theme for 2007 was systems involved with camping and hiking in North Carolina. Learning stations focused on systems for packing and planning, eco-systems, weather systems, etc. After ECU students received instruction from two ECU faculty members they had the opportunity to apply their newly learned skills in small group lessons directly with the children and then observe as the

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			PCS teachers modeled best practices. A new technology lab, consisting of 12 computers, was also provided for ECU students to acquire experience using assistive technology in their teaching and for the children to learn to use various reading, writing, and math software.
Pitt County	Strategic Priority: Quality Teachers, Administrators, and Staff and High Student Performance	Pitt County Schools and the College of Education Department of Curriculum & Instruction provided an Academically & Intellectually Gifted Center (AIGC). ECU students received hands-on teacher training under the leadership of master PCS teachers while providing engaging learning activities for AIG students.	Forty-two PCS students in fourth and fifth grade and identified as gifted participated in Systems Camp held at Wahl-Coates Elementary in summer 2007. The children actively engaged in several Systems' learning stations including the Genetics System, Legal System, Financial System, Marine Ecosystem, Communication System, Body System, Advertising System, and Waste Management System. This experience also provided 56 ECU students, earning their Add-On Academically & Intellectually Gifted (AIG) licensure, an opportunity to develop and implement rigorous curriculum for advanced learners.

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Pitt County	Strategic Priority: Quality Teachers, Administrators, and Staff	In July 2007, a partnership grant from TNE/LN funded by the Carnegie Corporation was awarded to the College of Education and Pitt County Schools to increase mentor capacity and strengthen administrator support for the mentoring process.	Seven days of consultation and training from the New Teacher Center at UCSC were provided during 2007-08 for the lead mentors and administrators from each of the 36 schools in the district and teacher education faculty from ECU.
Beaufort, Craven, Greene, Pitt and Wilson counties	Strategic Priority: Quality Teachers, Administrators, and Staff	The special education program area was awarded grant funding in 2006 to conduct an E-Mentoring Program, which provides online supports for beginning special education teachers. The online community was continued in the 2007-08 academic year. The E-Mentors recruited for the program must have at least 5 years of experience in special education teaching, hold National Board Certification and/or Masters in Education, and demonstrate evidence of exemplary teaching in general education or special education and involvement in education leadership.	Approximately 40 e-mentors and e-mentees have participated over the past two years. A cadre of experienced special and general education teachers was recruited to serve as online mentors. The e-Mentoring website provided a venue for scheduled and unscheduled communication among the mentoring pairs, and was maintained by an ECU Special Education Program Area faculty member who facilitated discussions and posted resources as identified by participants. The website online activities included: a) Mentor Discussion Page: an ongoing discussion group for the mentors where articles and activities were shared to further develop mentor skills, b) Modules: Based on the

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			mentee's goals and needs mentors used the modules as a guide for discussing classroom procedures, student behavior, instructional goals and more, and c) Special Education Content Resources: References and current research to learn more about a topic or concept.
Pitt County	Strategic Priority: Quality Teachers, Administrators, and Staff	The College of Education and Pitt County Schools began a collaborative professional development activity focused on two "big ideas" – assessment for learning and accurate assessment. CASL – Classroom Assessment for Student Learning is a program developed by the Assessment Training Institute and hosted by ETS. It uses practical classroom examples to promote aspects of classroom practice such as: standards of accuracy and quality in classroom assessment, establishing clear learning targets, ensuring assessment methods match learning targets, student involvement in the assessment process and the use of descriptive feedback.	Two ECU faculty members and two Pitt County Schools professional development staff members attended training in Portland, Oregon during the fall semester. The training prepared these four people to return to the district and implement CASL learning communities at the district level. In the spring, 95 teachers attended four informational sessions where they were introduced to the program's purpose and activities and encouraged to join building level learning teams. Two learning teams are scheduled to begin during the summer of 2008 and additional teams will begin in fall 2008.
Sampson County	Strategic Priority: Quality Teachers, Administrators, and Staff	The Rural Education Initiative (REI) supported SIOP trainings including year-long follow-up support for teachers as	Forty-eight, K-5 teachers participated in two training sessions. Twenty of these teachers

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		they implemented the model in the classrooms. The district has 12% ELL population and had identified this as an area of need for REI support.	participated in follow-up activities which included observations, classroom visits, partnering with other teachers and development of classroom resources. The SIOP self-assessment was administered as a pre/post measure and the follow-up group showed significant differences on the posttest. Surveys from all participants showed they had acquired new skills and ideas for instructing ELL students and identified needs for future implementation.
Edgecombe and Lenoir County and Weldon City Schools	Strategic Priority: High Student Performance	ECU submitted a GEAR UP Partnership grant application to the USDOE for a 6 year, \$1.5 million project to address the high dropout rate in these LEAs.	When funded, this grant will support a cohort of 7th grade students through graduation to assure they pursue secondary education. Approximately 350 students would participate. The grant includes cost-match services from community partners, parental workshops and professional development workshops for teachers at the middle and high school levels.
Pitt County	Strategic Priority: Strong Family, Community and Business Support	The Youth Art Expressions Project: Community Problems/Community Solutions is a partnership between Pitt	Faculty members from art education collaborated with 25 teachers and 350 PCS students who participated

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		County Schools, Pitt County Substance Abuse Coalition and ECU that uses art projects and exhibitions to address issues of substance abuse and school violence.	in the project and over 400 students and their families attend the 2008 Youth Art Festival.
Beaufort, Craven, Greene, Johnston, Pitt, Onslow and Wilson counties	Strategic Priority: High Student Performance	The NC Teacher Cadet Program at ECU is a means to encourage secondary students from local schools to consider teaching as a profession.	The participants included 127 students in grades 10-12. These potential future teachers participated in seminars, workshops, a campus tour and a COE Program Fair. Results of session evaluations ranged from 4.1 to 4.9 on a 5 point scale showing high satisfaction with the program.
Craven, Gates, Hyde, Johnston, Pitt, and Wayne counties and Weldon City Schools	Strategic Priority: High Student Performance	ECU conducts a "So You Want To Be a Teacher Day" to encourage high school students to explore careers in teaching and campus life.	The participants included 123 students in grades 9-12. The Teacher Day activities included a COE program Fair, workshops, speakers and a campus tour. Results of activity evaluations ranged from 4.1 to 4.7 on a 5 point scale and suggested that students were very satisfied with the activities.
Beaufort, Carteret, Columbus, Dare, Edgecombe, Gates, Hyde, Johnston, Lenoir, Martin, Nash, Onslow, Pitt, Washington and	Strategic Priority: High Student Performance	The COE's College Access Days included two AVID Days and one GEAR UP day. These programs are designed to expose students to college campuses and provide speakers, campus tours and sessions on career choices and admissions	Middle and high school students from 25 schools participated in the College Access Days. Of the approximately 600 participants, 80% came from rural areas and nearly 20% of those were from rural remote

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Wilson counties		requirements.	areas. Evaluations of the days' activities ranged from 4.1 to 4.8 on a 5 point scale showing strong satisfaction with the program.
Beaufort, Hyde, Johnston, Martin counties	Strategic Priority: High Student Performance	The GEAR UP NC Leadership Institute provides an opportunity for high school students to explore campus life, learn test-taking, note-taking and study skills, and engage in team building and leadership development activities.	Three week-long experiences were provided in summer 2007. This year 143 middle school and 41 high school students participated in one of the on-campus experiences.
Wilson County	Strategic Priority: High Student Performance	ECU hosted the Wilson County Community College Upward BOUND summer residential program. This program serves students in grades 9-12 as well as students who will be entering college in the fall.	Thirty-five minority college-bound students participated in the program in summer 2007. The students took classes designed to help them with various academic areas as well as explore different career options including teaching.
Perquimans County	Strategic Priority: Quality Teachers, Administrators, and Staff	For the third year, the Rural Education Institute and funding from the Payne Family Foundation provided support for new teachers in Perquimans County. This New Teacher Project enables the funding of a retired mentor teacher, trained in the Santa Cruz New Teacher model, to work with new teachers in the system.	This year two retired teachers and the district's school-level teachers of the year were recruited to work with teachers during the regular school day on issues such as classroom management, teaching strategies and lesson/unit plan development.
Greene County	Strategic Priority: Quality Teachers, Administrators,	Project ECU LEAP is a five-year National Professional Development Program	The first phase of the project occurred this year and was devoted

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	and Staff	(NPDP) grant funded by the Office of English Language Acquisition (OELA) through the U.S. DOE. The grant was developed in collaboration with Kansas State University, Greene County Public School District teachers and administrators, and College of Education faculty and provides funds for professional development activities to improve classroom instruction for English Language Learners (ELLs) and assist instructional personnel educating ELLs.	to identifying and developing the on-line coursework and the on-site professional development activities. These activities will provide support for district teachers to become licensed as ESL teachers in order to improve the delivery and quality of services to ELL students.

B. Brief Summary of faculty service to the public schools.

During the 2007-08 academic year, teacher education faculty were involved in providing service to the public schools and students in the community. Some services were delivered through formal arrangements (pre-existing and/or structured programs) while other services were provided through informal faculty volunteer initiatives. Formally, faculty from licensure program areas served on the Latham Clinical Schools Network Advisory Board and interacted with public school teachers as university supervisors for the 633 candidates in senior year experiences or as instructors for the candidates in 3700+ practicum placements in the public schools. Teacher education faculty were involved also in the provision of two Summer Learning Centers for students with disabilities and a Summer Camp for AIG students, in the delivery of four regional workshops and conferences hosted by ECU as well as in specialized, grant supported workshops and outreach projects (see Sections C-E for more details). Informally, faculty have collaborated with classroom teachers, administrators and other school personnel to provide services in the schools and community. They have provided staff development on learning structures, gifted education, generational poverty, integrated science instruction, reading first requirements, inclusive instructional strategies and working with at-risk students. They have served as literacy coaches and special education mediators and on school improvement teams, parent advisory boards and education committees of civic organizations (e.g., Chamber of Commerce, Kiwanis). Faculty have provided consultation regarding assistive technology needs and resources, positive behavioral supports, response to intervention, alternative assessment strategies, direct instruction and the development of charter school proposals and electronic portfolios. They have worked with teacher cadet programs, proctored end-of-grade tests and other school assessments, judged school projects and volunteered in classrooms for weekly read-alouds, Math Superstars, Terrific Kids and Read Across America. The faculty also contribute to the public schools indirectly through their professional and community service. Faculty serve as keynote speakers, webmasters, editors, reviewers, board members and committee members for their local, state and/or national professional organizations. They worked on SBOE/DPI projects for curriculum development, assessment and skills test development and program approval revisions. In addition, many faculty are active participants in community organizations such as Lions Club, Special Olympics, ARC, Girl Scouts, 4-H Clubs, Guardian Ad Litem programs, Alliance for Youth, Relay for Life, Juvenile Diabetes Foundation, March of Dimes and multiple faith-based organizations.

C. Brief description of unit/institutional programs designed to support beginning teachers.

ECU offers many professional development activities that support the development of beginning teachers. For the third year, the Rural Education Institute and funding from the Payne Family Foundation provided support for new teachers in Perquimans County. This New Teacher Project enables the funding of a retired mentor teacher, trained in the Santa Cruz New Teacher model, to work with new teachers in the system. This year two retired teachers and the district's school-level teachers of the year were recruited to work with teachers during the regular school day on issues such as classroom management, teaching

strategies and lesson/unit plan development. In July 2007, a partnership grant from TNE/LN funded by the Carnegie Corporation was awarded to the College of Education and Pitt County Schools. This grant provided for seven days of consultation and training from the New Teacher Center at UCSC for the lead mentors and administrators from each school in the district, in addition to teacher education faculty from ECU. The special education program area was awarded grant funding to conduct an E-Mentoring Program, which provides online supports for beginning special education teachers. The Center for Science, Mathematics and Technology Education provided two programs that support beginning teachers in specific content areas: the Promoting Standards in Science and Mathematics (PSSM) project and the Summer Institute for Teaching Excellence (SITE). The PSSM project is providing a series of online science modules for K-12 teachers in the northeastern counties of NC. Each module is differentiated for grade levels and enhances science instruction through the integration of reading and writing activities. As part of the CSMTE statewide network, SITE at ECU is offering workshops in Advanced Functions and Modeling and Geometry, and Biology for High School as well as Science for grades 3-5 and 6-8. Through Wachovia Partnership East, the COE continues to maintain and enhance the Teacher Resource Centers (TRC) housed at Nash, Craven and Wayne Community Colleges to support new teachers with classroom resources in those areas. ECU also conducts monthly, daylong seminars during the academic year for Project ACT and NC TEACH teachers (all of whom are beginning teachers). In addition to these special focus programs, beginning teachers are invited and encouraged to take advantage of the services offered for career teachers in Section E.

D. Brief description of unit/institutional efforts to serve lateral entry teachers.

East Carolina University continues to engage in the delivery of alternative licensure programs to recruit, prepare, and support mid-career professionals as they enter the teaching profession. Alternative Licensure Programs at East Carolina (ALEC), housed in the Office of Teacher Education, employs a Coordinator of Alternative Licensure, a Coordinator of Special Projects (NCTEACH, Project ACT, Teach for America, Troops to Teachers), a full-time and a part-time secretary, and two graduate students. The ALEC staff provides assistance and information to lateral entry teachers who need plans of study, clarification or information about the lateral entry process and requirements, assistance with registering for courses, directions for completion of requirements, and recommendations for clear licensure. The office also maintains RALC templates for advising that show the alignment of RALC requirements with ECU course offerings. ALEC provides a comprehensive intake triage where all options for alternative licensure are explored with a candidate in an effort to find the best match between their background and available programs and to remove as many hurdles to their completion as possible. The Coordinator of Alternative Licensure is the point of contact and academic advisor for the lateral entry teachers. The Special Projects Coordinator collaborates with the Regional Alternative Licensure Center, the Teach For America Project (TFA), the Troops To Teachers programs and the Model Teacher Education Consortium. In addition, the on-site coordinators in our Wachovia Partnership East Program provide advisement services to lateral entry teachers and direct them to appropriate courses or resources. In 2007-08, the ALEC office developed new plans of study for 256 lateral entry teachers.

Coursework leading to licensure was completed by 181 lateral entry candidates, 311 licensure-only candidates, 71 TFA candidates, and 92 candidates from the RALCs who enrolled in at least one class during the year. In addition, many teacher education program areas have developed and increased their offerings of online courses to better meet the needs of persons pursuing alternative licensure (art education, family and consumer sciences, business education, etc.). The COE also provides programs of study to Alternative Licensure teachers through seven yearly cohorts in the eastern region of NC. It works with one cohort of Teach for America in the eastern North Carolina area, three face-to-face cohorts of NCTEACH in Pitt, Johnston and Onslow counties and three on-line cohorts of NCTEACH. The TFA cohort enrolls 71 students and the online programs enroll approximately 20-35 each. Plans are currently underway to add an additional online military cohort. The special education program also has received multiple grants that provide financial support for lateral entry teachers pursuing licensure in general and adapted curriculum.

E. Brief description of unit/institutional programs designed to support career teachers.

ECU offers a wide variety of professional development activities to support career teachers. The COE hosted the 3rd College Board endorsed Advanced Placement Summer Institute that served 74 teachers who participated in sessions focused on delivering the advanced placement curriculum. The special education program offered a series of teacher support workshops for teachers of students with deaf-blindness. The Center for Science, Mathematics, and Technology Education (CSMTE) coordinated grant sponsored activities such as NC-PIMS and Big Ideas in Science. NC-PIMS (NC Partnership for Improving Mathematics and Science) a NSF funded program focuses on closing the achievement gap through improved mathematics and science education practices in six rural NC school systems. Although the grant ended in September, the CSMTE continues to facilitate ongoing professional development using teacher leaders from the districts. ECU's TechMath project is a three-year program that links business and higher education with underserved high school students and their teachers in 12 rural school systems to produce instructional modules that provide experiences with real-world science, technology, engineering and mathematics business problems. ECU also continued its support for career teachers through the development and delivery of online professional development opportunities. It provided EDTC 5010 technology modules for lateral entry teachers, maintained the delivery of a series of online reading modules for CEU credit and offered online modules for CEU credit to support licensure in business education. In addition, the Journal of Curriculum and Instruction (JoCI) released its inaugural issue this year. JoCI is an online journal that provides a forum to share information relevant to teaching and learning in the pre-K-12 environment. It is an "open source" journal that is accessible without cost/subscription to all teachers. Finally, ECU sponsored or co-sponsored professional conferences that provided career teachers with the opportunity to enhance their skills and earn CEUs. ECU and Pitt County Schools sponsored Culturally Responsive Teaching workshops for lead teachers from each school in the district. As a follow-up to last year's conference, Dr. Geneva Gay returned to lead the workshops and hold a community forum. The Latham Clinical Schools Network expanded its annual

clinical teacher conference to include a fall conference. The conferences focused on content area skills and coaching skills and were attended by over 450 clinical teachers, faculty and staff. The 26th Annual Mary Lois Staton Reading/Language Arts Conference was attended by over 250 teachers and faculty from eastern North Carolina who participated in individual workshops and general keynote sessions. More than 325 teachers, faculty and staff participated in a variety of sessions on new business information technologies at the 25th Atlantic Coast Business, Marketing, and Information Technology Education Conference hosted by the Department of Business and Information Technologies Education. The AIG faculty hosted the inaugural Gifted Education Conference and a capacity crowd of 150 participants from across eastern North Carolina attended.

F. Brief description of unit/institutional efforts to assist low-performing, at-risk, and/or priority schools.

For the 2007-08 year, the COE identified 203 schools within our Latham Clinical Schools Network as "At-Risk" (either low performing, priority or with performance composites below 80% and no growth in the previous year). The 203 schools are a mix of elementary, middle and high schools and their combined populations consist of 64% minority students, and 63% economically disadvantaged students. There are over 335 LCSN trained clinical teachers in these schools and this past year, 147 candidates completed year-long internships in one of these schools. The College of Education also sponsors an AmeriCorps project called Project HEART. This project is a tutoring program to help low performing students in grades 3-11 in eastern NC to succeed academically. Now in its eighth year, the program serves Craven, Johnston, Lenoir, Martin, Nash, and Pitt counties. From August 2007 to April 2008, Project HEART tutors and volunteers (university, community college and high school students) provided over 38,000 hours of service to approximately 1000 public school students. The Rural Education Initiative (REI) supported SIOP trainings in Sampson County, including year-long follow-up support for teachers as they implemented the model in the classrooms. The CSMTE Big Ideas in Science project assisted teachers working with low achieving students in grades 4-8 in Beaufort County to enrich their science content knowledge and enhance their teaching skills. The COE also submitted a GEAR UP Partnership grant application to the USDOE. The partnership is with Weldon City Schools, Edgecombe County Public Schools and Lenoir County Public Schools. Finally, the Middle Grades Mathematics Initiative is in development and will begin this summer. It focuses on assisting middle schools that are low-performing on the mathematics end of grade test by providing a one-week mathematics camp with follow-up sessions in the fall.

G. Brief description of unit/institutional efforts to promote SBE priorities.

The institutional efforts to promote SBE priorities are described in detail in various sections of this report. The activities specifically addressing SBE Strategic Priority 1 - High Student Performance include the CSMTE and Tech Math programs (Section E), Project HEART (Section F) and the Pre-College Program and Summer Ventures in Science and Mathematics program (Section J). The activities that relate to Strategic

Priority 3 - Quality Teachers include: numerous professional development workshops (Section B), the New Teacher Support Network, the Perquimans County mentoring project, the TNE//LN mentoring project, ALEC services, and NCTEACH/Project ACT (Section C), the LCSN Clinical Teachers Conference, AIG Conference, Mary Lois Staton Conference, ACBMITE Conference, and Culturally Responsive Teaching Conference (Section E), and the expansion of access and affordability through WPE (Section J).

H. Special Emphasis for the Year of Record (which of the above [if any] did you put special emphasis on from the preceding year).

During the 2007-08 academic year, the faculty in teacher education placed special emphasis on increasing their outreach activities in the public schools and surrounding communities. Faculty members from art education collaborated on the annual Youth Art Expressions Project: Community Problems/Community Solutions, a partnership between Pitt County Schools and Pitt County Substance Abuse Coalition that uses art projects and exhibitions to address issues of substance abuse and school violence; they sponsored the 2008 Annual Youth Arts Festival where over 400 K-12 students and their teachers worked to create posters for public display at the festival, and they continued development of the Princeville Heritage Mural, a community-based art education project that involves K-12 students in the design and creation of a mural on town buildings depicting the history of Princeville. Faculty in the Department of Curriculum and Instruction obtained a grant to provide challenging activities and experiences for 30 AIG high school students in Jones County, a rural low wealth school district; they also provided workshops for elementary teachers preparing for National Board certification and one faculty member served as a volunteer pilot for Wright Flight-Beaufort County, a national initiative modeling the Wright Brothers' examples of setting and achieving goals through hard work and discipline. Family and Consumer Sciences Education faculty assisted teachers with professional presentations and judging of recognition events for the student organization, Family, Career and Community Leaders of America, at both regional and statewide events. Faculty in theatre education and music education joined together to sponsor a writing contest for public school children where the students' submissions were incorporated into an original musical production of ECU's Storybook Theatre. Classroom study guides for the productions were developed and distributed in advance to the public schools and over 1000 students attended the productions. Storybook Theater also traveled to public schools throughout eastern NC to bring multicultural stories, poetry and songs to over 500 children. Faculty in elementary education promoted poetry in local schools by coordinating an event where 3rd-5th grade students read, discussed and voted for their favorite poems. Student ballots were submitted to editors for selection in a NCTE publication of children's poetry. A reading faculty member and a technology technician worked together to facilitate the creation of listening center podcasts for elementary classrooms. The podcasts incorporate reading of picture books with visual images and sound effects and are hosted on a website available to the elementary school teachers. Finally, science education faculty created a Science Club at the local Boys and Girls Club and worked with seventy pre-service teachers to provide lessons in Earth, Physical and Life Sciences to 150 at-risk students.

Supplemental Information (Optional)

I. Brief description of unit/institutional special efforts to improve NTE/Praxis scores.

In 2007-2008, ECU continued its efforts to increase student success on the PRAXIS exams. The COE housed a Writing Center employee to assist teacher education candidates with improving writing skills. Plato software was available in COE computer labs and PRAXIS I workshops were announced and provided for students each semester (this extends to the community college students at the five hub sites). All teacher education students with SAT scores below 950 are urged to attend these workshops and the PRAXIS I performance of other candidates who have declared education majors is monitored by the program areas. Students who have repeated problems with PRAXIS I exams are referred to the Counseling Center. The center arranges for School Psychology graduate students to test teacher education students suspected of having learning disabilities. This may enable students to have extended time for the exams. The COE has created, as a pilot, a series of Praxis I Reading remediation workshops available to students who have taken and failed the reading test but have passed the other two Praxis I tests. The workshops have shown good success and plans are underway to expand the offerings in this area. The PRAXIS II performance of the candidates in tested programs is monitored by the Office of Teacher Education and the program areas. Specific areas of weakness are addressed in curriculum revisions and/or through review sessions for the specialty tests. The Office of Teacher Education pays registration for faculty to take PRAXIS II exams to familiarize themselves with the content and format of the tests. In addition, unsuccessful candidates are referred to workshops on test-taking skills offered by the Counseling Center.

J. Brief description of unit/institutional special efforts to recruit students into professional education programs leading to licensure.

ECU sponsored a variety of programs and initiatives to recruit traditional and nontraditional students into the teaching profession. The NC Teacher Cadet Program at ECU is a means to encourage secondary students from local schools to consider teaching as a profession. This year, an ethnically diverse group of 188, 10th-12th grade students from 13 high schools in nine eastern NC counties participated in the program. Many of these students also participated in an on-campus Teacher Cadet Day to experience college life and explore the options available in teacher education. A "GEAR UP Day" was held on campus for middle school GEAR UP students in our area. Two special days for AVID students were held and 350 8th-11th grade students attended the fall day with Chad Foster as the keynote speaker and about 150 7th graders attended the spring event. ECU also sponsored a "So you want to be a teacher" day where approximately 130 high school students explored career options in education. Wachovia Partnership East (WPE), a 2+2 program initiative, also helps recruit future teachers by increasing the number of students who will consider careers in education by providing university coursework in their local communities. Each WPE site has a full-time COE faculty member who, in addition to coordinating the WPE program, extends our efforts to recruit teachers. The coordinators

make presentations to teacher assistants and high school students in collaborating counties to discuss the ECU/WPE opportunities for pursuing a degree in teacher education and serve to recruit alternative route candidates by providing information and assistance locally. Other COE sponsored campus programs provided opportunities to expose public school students to college life and encourage their pursuit of careers in education. The NC Mathematics and Science Education Network's new Pre-College Program at ECU will target students in grades 6 through 12 in an attempt to broaden the pool of students preparing for careers in STEM areas. The Summer Ventures in Science and Mathematics program provided a four-week, live-in academic enrichment program to 76 academically talented, 15-17 year olds from high schools in NC. The Legislators' School for Youth Leadership Development provided leadership development for 100 high school and 93 middle school students in a one-week, on campus program. The GEAR UP NC Leadership Institute provided 143 middle school and 41 high school students from eastern NC counties with a week-long campus experience focused on leadership and college life. ECU also hosted the Wilson County Community College Upward BOUND summer residential program. This program served students in grades 9-12 as well as students who will be entering college in the fall. The students took classes that helped them with various academic areas as well as explored the different career options such as teaching. There were 35 minority college bound students served by this program. Finally, participation in Project HEART (Section F) serves as an informal method of recruiting candidates to the teaching field because many of the volunteers pursue majors in education because of their tutoring experiences.

K. Brief description of unit/institutional special efforts to encourage minority students to pursue teacher licensure.

Many of the programs for middle/high school students described in Section J target/recruit minority students. They have an extra benefit of being productive means of recruitment because the students leave the programs with positive feelings about themselves, their potential for success, and the teaching profession. All of the students in the Upward BOUND program are at-risk, minority students, over 50% of the students attending Legislators' School are minority students and 50-60% of the students attending GEAR UP NC are minority students. The Teaching Fellows Director also visits schools in eastern North Carolina with the goal of recruiting minority students into the TF Program. Recruitment efforts begin early in the school year and have been expanded to include students in grades 8-12. Another means for recruiting minorities into the teaching profession is the variety of alternative licensure options offered through ALEC. Approximately one-third of the students enrolled in our alternative programs are identified as minority students. The efforts put forth by ECU to support and assist individuals who enter the profession via an alternative route facilitate the recruitment of minorities to the teaching profession. An informal method of recruiting minority candidates to the teaching field is through their participation in Project HEART (Section F). Over 50% of the volunteers who participate in the tutoring program are minorities and as a result of their experience many of these volunteers pursue majors in education.

L. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in the narrative section.

Teacher Recruitment continues to be a priority for East Carolina University. Through the Provost's Council on Collaboration for Teacher Education, we will launch our university wide recruitment efforts. The College of Education will take the lead in these efforts through the role of a Teacher Education Enrollment Manager. The enrollment manager will facilitate and coordinate increased collaboration and programming across campus to recruit individuals into teacher education. Target goals will be set for overall teacher education candidates as well as high need teaching areas such as special education, middle grades, mathematics and science. In addition, ECU will focus on recruiting more candidates from underrepresented groups. An enrollment management advisory board, and liaisons to the advisory board from each college with a teacher preparation program, admissions, and college access, will be selected. The teacher education enrollment manager collaborates with the university level enrollment management team and works with the Dean and Director of Teacher Education to set targets, review goals, and develop programs to meet those goals. For the coming year, the Provost's Council will be engaged, the advisory board and liaisons will be selected, target enrollments will be determined for the next three years, and initial recruitment programs will be put into place. ECU intends to take a comprehensive approach to recruitment with programming and initiatives for public school students, community college students, undeclared majors, students desiring to change majors, and non-degree students seeking licensure.

II. CHARACTERISTICS OF STUDENTS

A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	1	American Indian/Alaskan Native	3
	Asian/Pacific Islander	3	Asian/Pacific Islander	3
	Black, Not Hispanic Origin	20	Black, Not Hispanic Origin	114
	Hispanic	1	Hispanic	19
	White, Not Hispanic Origin	173	White, Not Hispanic Origin	1004
	Other	4	Other	17
	Total	202	Total	1160
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	11
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	39
	Other	0	Other	0
	Total	6	Total	51

Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	10
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	50
	Other	0	Other	1
	Total	7	Total	61
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	2
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	32	Black, Not Hispanic Origin	137
	Hispanic	2	Hispanic	14
	White, Not Hispanic Origin	105	White, Not Hispanic Origin	316
	Other	7	Other	23
	Total	146	Total	492

B. Lateral Entry/Provisionally Licensed Teachers

Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)	19	24
Elementary (K-6)	31	48
Middle Grades (6-9)	70	107
Secondary (9-12)	57	96
Special Subject Areas (K-12)	16	52
Exceptional Children (K-12)	32	92
Vocational Education (7-12)	31	62
Special Service Personnel (K-12)	0	0
Other	0	0
Total	256	481

C. Quality of students admitted to programs during report year.

	Baccalaureate
MEAN SAT Total	1169
MEAN SAT-Math	572
MEAN SAT-Verbal	569
MEAN ACT Composite	26
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-R	179
MEAN PPST-W	176
MEAN PPST-M	179
MEAN CBT-R	329
MEAN CBT-W	322
MEAN CBT-M	323
MEAN GPA	3.32
Comment or Explanation	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)	1	23	0	14
Elementary (K-6)	46	217	0	25
Middle Grades (6-9)	0	25	0	33
Secondary (9-12)	3	38	0	33
Special Subject Areas (K-12)	2	74	0	22
Exceptional Children (K-12)	4	33	0	35
Vocational Education (7-12)	0	13	0	23
Special Service Personnel	0	1	0	4
Total	56	424	0	189
Comment or Explanation				

E. Scores of student teachers on professional and content area examinations.

	2006 - 2007 Student Teacher Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	235	97
Spec Ed: Adapted Curriculum	8	100
Spec Ed: General Curriculum	39	100
Institution Summary	282	98
* To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed.		

F. Time from admission into professional education program until program completion.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	243	166	57	7	3	0
U Licensure Only	1	2	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	1	0	0	0	2	1
U Licensure Only	73	66	23	11	6	9
Comment or Explanation						

G. Undergraduate program completers in NC Schools within one year of program completion.

2006-2007		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	500	92	69
Bachelor	State	4052	93	66

**H. Top10 LEAs employing teachers affiliated with this college/university.
Population from which this data is drawn represents teachers employed in
NC in 2007 - 2008**

LEA	Number of Teachers
Pitt County Schools	1328
Wake County Schools	1052
Wayne County Public Schools	625
Craven County Schools	618
Johnston County Schools	528
Nash-Rocky Mount Schools	507
Lenoir County Public Schools	464
Onslow County Schools	420
Beaufort County Schools	377
Wilson County Schools	352

**I. Satisfaction of program completers/employers with the program in general
and with specific aspects of the program, as rated on a 1 (lowest) to 4
(highest) scale.**

Satisfaction with...	Program Completers	Employer	Mentor
quality of teacher education program.	3.59	3.49	3.53
preparation to effectively manage the classroom.	3.40	3.28	3.27
preparation to use technology to enhance learning.	3.35	3.40	3.54
preparation to address the needs of diverse learners.	3.39	3.20	3.28
preparation to deliver curriculum content through a variety of instructional approaches.	3.56	3.35	3.43
Number of Surveys Received	162	162	164
Number of Surveys Mailed	355	355	355

III. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full- time in institution	Appointed part-time in professional education, not otherwise employed by institution
173	82	118