

IHE Bachelor Performance Report

East Carolina University

2010 - 2011

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 5,100 degrees annually and has a faculty numbering 1,100+. ECU's enrollment is approaching 28,000 students, and it has been the fastest-growing university in North Carolina for five years. The final Fall 2010 enrollment was 21,663 undergraduate students and 6,120 graduate students. There were 3,846 undergraduate degrees and 1,705 graduate degrees awarded in the 2009-2010 school year. 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. During the fall 2009 semester, ECU's distance education students took more than 48,000 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 five 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. Initial and Advanced Teaching programs completed program revisioning for the NC Department of Public Instruction program approval and are actively working to implement new programs in 2011-12. 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. In 2010-2011, the College of Education entered into the first implementation year of the Teacher Quality Partnership grant, which is supported by the Office of Innovation and Improvement in the US Department of Education. To increase the knowledge base of prospective teachers, TQP reforms in courses ensure that students

focus on particular instructional strategies. A total of 425 students benefitted from the TQP curricular reforms. Results to date for the 110 students who completed the Junior-level general methods courses indicate that the test scores improved significantly from pretest to posttest. ECU received AACTE's 2007 Best Practices Award for Collaboration with Community Colleges in recognition of its development of Wachovia Partnership East (WPE). WPE is a nationally recognized degree-completion partnership between the College of Education and the community colleges of North Carolina providing teachers for hard to staff areas, 98% of the graduates who are employed work in the rural districts in which they reside. Teacher education at ECU 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. Since 2001-02, enrollments in distance learning programs have grown rapidly with largest enrollments in graduate and professional development coursework. While recent economic challenges have limited the ability of programs to institute new programs, professional development and teacher renewal modules in reading, technology, and distance instruction are online and continue to add measurably to the service to the region's teachers. Although the Latham Clinical School Network, WPE 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 21 initial teacher preparation programs and 25 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 one workforce development education area. In addition, ten Special Services Personnel programs are offered (School Counselor, School Social Worker, School Administrator-Superintendent, School Administrator-Principal, Speech-Language Pathologist, School Psychologist, ITS-Computers, Media Coordinator, Media Supervisor, Curriculum Instructional Specialist).

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) 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	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
Pitt County Schools and Greene County Schools	ECU faculty in the College of Arts & Sciences and Education are collaborating with Pitt County and	Teacher Quality Partnership Grant (TQP) is a five-year U. S. Department of Education grant to	October 2009-September 2014	425 participants in reformed courses. 60 TQP interns (Cohort II) beginning Fall semester	In this, the second year of the grant, curricular reforms were introduced in three early experience

	<p>Greene County Schools to develop and implement a comprehensive research-to-practice reform model. In this model, the focus areas will be: recruitment, curriculum reform; clinical practice, induction and school reform.</p>	<p>improve student achievement, improve the quality of new prospective teachers by creating partnerships among IHE's high need school districts and their high need schools. The partnership is designed to create model teacher preparation programs at the pre-baccalaureate level through implementation of specific university and school level reforms.</p>		<p>2011.</p>	<p>courses and in two junior level courses. For the reformed junior-level courses, TQP personnel created an online instructional module, which is a form of computer based instruction. This module addressed declarative knowledge; modules for procedural and conditional knowledge will follow. The reforms are designed to improve achievement of prospective teachers. To monitor the effects of the curricular reforms in the junior level courses, TQP personnel implemented a pretest-posttest strategy. Results indicate that the online instructional module improved scores significantly. Importantly, in light of the test scores and survey data collected from students and</p>
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					instructors, TQP personnel now have the formative feedback necessary to improve the instructional module.
Lenoir, Johnston, and Duplin Counties	<p>Strategic Priority: Quality Teachers, Administrators, and Staff</p> <p>Rationale: to relate to the burgeoning need for professional development in ESL for most regional counties. This need has been substantiated by descriptive statistics from school districts representing the growing numbers of English language learners in their classrooms.</p>	<p>Project ECU LEAP is a five-year National Professional Development Program (NPDP) grant funded by the Office of English Language Acquisition (OELA) through the U.S. DOE. The Project objectives are to: (a) refine and prepare for implementation of the proposed professional development and curriculum emphasizing alignment with North Carolina K-12 standards and assessments, including English Language proficiency standards, as well as educators' preparedness to better serve the</p>	Fall 2007-Summer 2012	101 participants	<p>This is the fourth year of the Project implementation and a significant amount of time was placed in teacher training and coursework of the program. The following activities summarize the accomplishments of the year four of the project: • One hundred and one(101) Participants have been enrolled in Project LEAP first, second, third, fourth, and fifth cohorts. • Set up collaborative agreement with Kansas State University to implement their distance-learning program, CLASSIC© ESL/Dual Language Program • 40 participants attended the Summer ESL</p>

		target population; (b) recruit, enroll and orient qualified educator participants; (c) implement the program model for professional development leading to ESL endorsement and highly qualified status; (d) coordinate with participating district, target schools, departments within the Institution of Higher Education, and the State Education Agency to refine the professional development program and teacher preparedness; and (e) evaluate program activities.			Rural Strategies Institute May 14, 2011 • Cohort 2: Completed the five-course series • Cohort 3: Completed the fourth course in the five-course series • Cohort 5: Completed two of the five course series. The new add on ESL four courses was approved by ECU Graduate Curriculum Council Committee during the spring term of 2010. In addition the Elementary Education and Reading Programs have approved an add on ESL strand into the Masters Degree Program.
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	An ongoing partnership between ECU faculty and PCS AIG master teachers exists throughout	56 Elementary AIG Students 48 Middle Grades AIG Students 86 ECU Students 5 PCS Teachers 3	Fifty-six elementary students and 48 middle grade students in PCS identified as gifted participated in AIG Camp held at Ridgewood Elementary in

		(AIGC). ECU students received hands-on teacher training under the leadership of master PCS teachers while providing engaging learning activities for AIG students.	the year with meetings on a monthly basis. The AIGC was July 12-15, 2010.	ECU Faculty	summer 2010. The children were actively engaged in learning stations around the concept of Interactions. This experience also provided 86 ECU students, earning their Add-On Academically & Intellectually Gifted (AIG) licensure, an opportunity to develop and implement rigorous curriculum for advanced learners.
Columbus, Craven, Jones, Lenoir, Nash, Martin and Pitt counties	Priority I: to increase academic achievement of low performing students, grades 3-12	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,	August 1, 2008-July 31, 2009 Project HEART data follows their DOE reporting cycle and, therefore, is one year behind the IHE report time frame.	74 HT members (university and community college tutors) 85 MT members (high school seniors)	In 2008-09, Project HEART half-time members provided at least 60 hours of tutoring services to 718 elementary, middle, and high school students. Data collected for the spring 2009 semester indicated that 97% of the students were promoted to the next grade. In 2008-09, Project HEART minimum-time members provided at least 60 hours of

		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.			tutoring services to 1764 high school students. Data collected for the spring 2009 semester indicated that more than 60% of these students were promoted to the next grade.
Project HEART members	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 college and high school students to assume the roles and responsibilities of tutors and mentors. Specific skills include assessment,	Project HEART data follows their DOE reporting cycle and, therefore, is one year behind the IHE report time frame.		Data collected during the Orientation training from self-evaluation surveys indicated that 98% of members agreed/strongly agreed to an increase in knowledge on using learning styles, questioning techniques, and

		learning styles, questioning techniques, graphic organizers, and test taking strategies.			graphic organizers.
Project HEART members	Priority II: to increase college and high school students' participation in community service.	Project HEART requires members to participate in at least 3 service projects that take place in October, January, and April. In addition, members are required to recruit at least 3 volunteers.	Project HEART data follows their DOE reporting cycle and, therefore, is one year behind the IHE report time frame.		In 2008-2009, 74 HT and 85 MT members participated in community service projects. In addition to their service, Project HEART members recruited 702 volunteers who provided 2,401 hours of service.
Beaufort, Carteret, Craven, Currituck, Duplin, Edenton-Chowan, Johnston, Lejeune Dependent Schools, Nash, Onslow, Pamlico, Perquimans, Sampson, and Wayne counties	Strategic Priority: High Student Performance Rationale: To spark student interest in education and promote a better understanding of the complexities of 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. The ECU Teacher Cadet Partnership includes 29 high schools in 14 LEAs throughout eastern NC.	July 31. 2010	29 High Schools within 14 LEAs	The participants in the NC Teacher Cadet Program students in grades 10-12. These potential future teachers participated in seminars, workshops, a campus tour and a COE Program Fair during our Fall Teacher Cadet Day and Spring Teaching Career Day events.
Duplin, Edenton-Chowan, Forsyth, Pamlico, Perquimans, Wake, and Wayne Counties	Strategic Priority: High Student Performance Rationale: To support the Teacher Cadet	Regional Teacher Cadet Conference	March 12 – 12, 2010	100	72 Teacher Cadet and FTA students participated in two days of activities. An evening of fine

	<p>initiative and our eastern North Carolina partnering schools and provide information regarding avenues for accessing education degrees, best practices in education, as well as current student perspectives about the college experience.</p>				<p>dining and entertainment along with an address from 2008-2009 Teacher of the Year Sonya Rinehart was flowed by a full day in the college classroom, breakout sessions, and ECU’s version of the Amazing Race.</p>
<p>Wayne, Sampson, Pamlico, and Duplin Counties</p>	<p>Strategic Priority: High Student Performance Rationale: To address the current and predicted teacher shortage in North Carolina, particularly in rural communities by encouraging a diverse group of students to enter the education profession and allowing school systems to “grow their own teachers” from within their own communities.</p>	<p>ECU was able to secure funding to expand the Teacher Academy Program in Secondary Schools (ECU TAPSS), to four high schools. The program is designed to offer students early experiences in education and foster an interest in careers in teaching.</p>	<p>2010-2011 School Year</p>	<p>101 Participants</p>	<p>The ECU TAPSS program includes a total of 101 members, all of whom belong to the local Future Teachers of America club and/or enrolled in the Teacher Cadet Class. The College of Education was awarded a grant from the Braitmayer Foundation for the purpose of purchasing materials supplies and technology to create a Teaching Resource Center at each site. Students were able to visit the ECU campus to</p>

					interact with teacher education students including NC Teaching Fellows.
Carteret, Craven, Currituck, Duplin, Edenton/Chowan, Johnston, Lee, Nash-Rocky Mount, Onslow, Pamlico, Sampson, Wayne counties, and Department of Defense	Strategic Priority: High Student Performance Rationale: To support the Teacher Cadet initiative and our eastern North Carolina partnering schools and provide information regarding avenues for accessing education degrees, best practices in education, as well as current student perspectives about the college experience.	ECU hosted its annual Teacher Cadet Day in partnership with Teacher Cadet classes in eastern NC	October 20, 2010	185	Participants from the ECU Teacher Cadet partnership met with teacher education faculty and students, learned about college life, and enjoyed a keynote address by NC Teacher of the Year, Jennifer Facciolini. 185 students attended the event, 100% from rural schools.
Edgecombe, Elizabeth City-Pasquotank, Johnston, New Hanover, Onslow, and Department of Defense	Strategic Priority: High Student Performance Rationale: To provide students the opportunity to explore education options after graduation and participate in sessions and activities to	The COE hosted a High School AVID Day. The goal of the event was to promote study skills, career planning, and college admissions. Students were given an opportunity to tour the	November 10, 2010	193	193 students from 8 rural high schools across eastern NC attended the event. The majority of students were from racial/ethnic groups traditionally underrepresented in college. Students enjoyed

	gain knowledge about college admissions, service learning, academic success and career exploration.	campus.			a keynote presentation from Dr. Virginia Hardy who encouraged students to challenge themselves by daring to fail.
Currituck, Johnston, New Hanover, and Onslow counties	Strategic Priority: High Student Performance Rationale: To provide students the opportunity to explore education options after graduation and participate in sessions and activities to gain knowledge about college admissions, service learning, academic success and career exploration.	The COE hosted a Middle School AVID Day. The goal of the event was to promote study skills, leadership development and completing high school. Students were given an opportunity to tour the campus.	November 17, 2010	205	205 students from 9 rural middle schools across eastern NC attended the event. The majority of students were from racial/ethnic groups traditionally underrepresented in college. Students enjoyed a keynote presentation from Ms. T. Chanel Sidbury who encouraged students to set a goal and attain it by hard work and perseverance.
Beaufort, Columbus, Craven, Granville, Iredell-Statesville, Johnston, Wayne, and Winston-Salem Forsythe Counties	Strategic Priority: High Student Performance Rationale: To provide students the opportunity to explore education options after graduation and participate in sessions and activities to	The COE hosted a Middle Schools GEAR UP Day. This program is designed to expose students to college campuses and provide speakers, campus tours and sessions on career choices and admissions,	December 8, 2010	177	Middle and high school s students from 8 LEAs participated in the College Access Days. The 177 participants also enjoyed a keynote address from ECU faculty; Mr. Danya Perry who encouraged students to start

	gain knowledge about college admissions, service learning, academic success and career exploration.	leadership development, community service and college admissions requirements.			academic preparation now by seeking knowledge and skills to serve them for the rest of their lives.
Asheboro City, Columbus, Craven, Granville, Lexington City, Newton-Conover, Rutherford, Union, Wayne, and Winston-Salem Forsythe Counties	Strategic priority: High Student Performance. Rationale: To provide students the opportunity to explore education as a career choice while providing information about college admissions and academic success.	The COE's GEAR UP Future Educators Academy. This is a residential summer enrichment program geared towards student demonstrating an interest in teaching as a career.	July 12-16, 2010	45	45 Rising 10th and 11th grade students participated in this camp. 100% of the participants were from rural areas.
Pitt County Community in Schools	ECU NC Teaching Fellows and Maynard Scholar students collaborate with Pitt County Community in Schools to provide volunteer tutoring services for the local after school programs. The ECU TF/MS students donated more than 600 hours	This partnership is designed to allow the TF/MS an opportunity to give back to the community by working directly with K-12 students by assisting with homework and other tasks until parents and guardians can pick up the students.	January 2011-April 2011	63 freshmen students during the Spring semester.	This partnership is beneficial to the university students and the K-12 after school programs in that it provides direct interaction for the university students and more individualized instruction for the K-12 students.

	to this organization this year.				
Pitt County Schools	ECU NC Teaching Fellows and Maynard Scholar students collaborate with various Pitt County Schools to provide volunteer tutoring services to the K-12 schools. The ECU TF/MS students donated over 1,000 volunteer hours to Pitt County schools this year.	This partnership is designed to allow the TF/MS an opportunity to give back to the community by working directly with K-12 students by assisting the students individually with remediation and in class instruction.	August 2010-April 2011	52 Junior ECU Teaching Fellows and Maynard Scholars Fall and Spring Semesters.	This partnership is beneficial to the university students, the K-12 students, and the schools and classroom teachers in that it provides direct interaction and instruction for the university students and more individualized instruction for the K-12 students. It assists the classroom teachers by having the students tutoring in their subject area.
Beaufort County Public Schools, Pitt County Schools, Ocracoke School	Strategic Priority: Assisting K-12 teachers to become highly qualified appropriately licensed, highly knowledgeable about and pedagogically skilled in effectively instructing students in mathematics. Rationale: The Continuation grant extends the previous	Quest VIII – Beaufort 3-8 Mathematics Initiative-A Continuation It extends the previous mathematics project in Beaufort County Schools with more intensive work to develop teacher leaders who are equipped to provide high-quality professional	March 2010 – September 2011	34 teachers directly and 34 peer teachers indirectly	Teachers have received up to 6 hours graduate credit for 2 courses. 9 Cohort 1 teachers have earned 10 CEUS through professional development workshops in mathematics education instruction and teacher leadership during the year. The Cohort 1 teachers presented a session at the

	<p>mathematics project in Beaufort County Schools with more intensive work to develop teacher leaders who are equipped to provide high-quality professional development programs to their peers. The instructional focus of the project for the teacher leaders is (1) mathematics content, (2) teaching and learning, and (3) leadership. A core group of 9 teachers, selected from the original 3-8 Mathematics Initiative cohort, will build on the professional development they received in the original project, with more advanced instruction in content, teaching and assessment. The leadership component in the original project is expanded, with</p>	<p>development programs to their peers. The leadership program includes 1) an opportunity for the Cohort 1 to design and implement a summer institute for their peers; 2) graduate level coursework specifically targeted to elementary and middle grades mathematics content (with an emphasis on low performing and economically disadvantaged students); vertical alignment of standards and networking of grade level teachers; 3) professional development instruction and modeling of effective teaching and assessment strategies through formal instruction and experience and discourse centered on preparation and implementation of a four-day</p>			<p>NCCTM annual conference and conducted a summer workshop to train 25 Cohort 2 teachers. The 25 Cohort 2 teachers earned 3.0 CEUS during the summer workshop and were trained to be mathematics teacher leaders by Cohort 1. All 34 teachers joined the TeachNET electronic communication teacher network and will provide professional development as mathematics teacher leaders in their schools during the 2011-2012.</p>
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	<p>an opportunity to design and implement a summer institute for their peers.</p>	<p>workshop; 4) use of technology to establish an electronic support network of professionals in higher education to teachers participating in the project; and (5) presentations by the teachers in the (NCCTM) North Carolina Council for Teachers of Mathematics annual conference to include a round robin series of presentations by the teachers.</p>			
<p>Pitt County Schools</p>	<p>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.</p>	<p>STEM2 Girls A one day on campus conference for 100 8th grade girls aimed at motivating them to choose STEM careers and enroll in advanced mathematics and science course in high school. Students were selected from the 13 middle schools in Pitt county which is</p>	<p>April 1, 2011</p>	<p>100 8th grade girls, 11 middle school staff/teachers</p>	<p>85 8th grade girl students and 11 middle school staff/teachers attended the event. News coverage and anecdotal evidence from teachers and students supported the goal of the conference: to motivate girls' interest in STEM careers.</p>

		a Tier 2 county in an economically disadvantaged region.			
LEAs served: Beaufort Bertie Camden Carteret Craven Cumberland Elizabeth City/Pasquotank Gates Harnett Lenoir Martin Nash-Rocky Mount Pitt Wayne Weldon City Schools	Strategic Priority: Assisting K-12 teachers to become highly qualified appropriately licensed, highly knowledgeable about and pedagogically skilled in effectively instructing students in mathematics	A diverse selection of professional development sessions for K- 12 teachers in mathematics, science and technology offered during the summer 2010 and during 2010- 2011 academic year by CSMTE staff and ECU faculty.	June 2010 – May 2011	72 teachers	Teachers were awarded CEUs upon completion of the sessions. The quality of mathematics and science teacher instruction and knowledge base were enhanced as evidenced by the assessment data gathered from each session.
Beaufort County Schools LEAs served: Edgecombe, Hyde, Harnett, Pitt, Onslow, Johnston, Wayne, Carteret, Cumberland	Strategic Priority: Assisting K-12 teachers to become highly qualified appropriately licensed, highly knowledgeable	ECU Advanced Placement Summer Institute is a four day College Board endorsed non- residential summer institute for Advanced Placement teachers. The sessions are conducted by College Board approved consultants. The sessions vary each year depending on teacher demand in our region. The 2010 summer	June-July 2010	51 teachers with 43 from NC	Teachers earn CEUs for the 4 day sessions and are recognized by College Board as qualified AP teachers. Participant assessment data collected by College Board has shown the ECU workshop ranks consistently high among the APSIs in the nation.

		sessions included: AP Statistics, AP Calculus, and AP English.			
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B. Brief Summary of faculty service to the public schools.

During the 2010-11 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 652 senior year interns or as instructors for 3500+ practicum student placements in the public schools. Teacher education faculty also conducted Summer Camp for AIG students, an After School Learning Center for exceptional children, and an After School Arts Program for students in Pitt and Beaufort counties. They have sponsored an Annual Youth Arts Festival and partnered with the UNC Morehead Planetarium to develop a curriculum document addressing coastal processes and conflicts of the Outer Banks. The faculty were actively involved 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). The Center for Science, Mathematics and Technology Education (CSMTE) continues to house the Summer Ventures Program for Science and Mathematics (SVSM), a cost-free, state-funded program for academically high achieving students who have demonstrated an interest in career fields related to STEM fields. Informally, faculty collaborated with classroom teachers, administrators and other school personnel to provide services in the schools and community. They provided staff development on learning styles, gifted education, integrated science instruction, SIOP, inclusive instructional strategies and working with at-risk students. They presented workshops for high school students in the Family, Career and Community Leaders of America organization and served as judges for the Students Taking Action for Responsibility (STAR) competition. They 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 provided consultation regarding science fair project development, assistive technology needs and resources, positive behavioral supports, response to intervention, alternative assessment strategies, and the development of grant proposals. They worked with Teacher Cadet programs, proctored end-of-grade tests and other school assessments, judged school projects, volunteered in classrooms and provided tutoring services in science. 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. In addition, many faculty are active participants in community organizations such as Lions Club, Special Olympics, ARC, 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. A developing relationship with the NE Collaborative, an organization of 14 school districts in the northeast region of the state committed to supporting initially licensed teachers, will yield additional mentor training for the support coaches of beginning teachers. Participation in Beginning Teacher workshops is also planned. ECU College of Education Faculty presented at the 2011 NE Collaborative Beginning Teacher Conference. The special education program continued its grant funded E-Mentoring Program, which provides online supports for beginning special education teachers. The Center for Science, Mathematics, and Technology Education offered on-line and face to face professional development sessions for beginning and experienced teachers in science and mathematics which culminated in the award of CEUs upon completion of the workshops. 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. 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. The ECU Teacher Quality Partnership grant's Induction component used 2010-11 for planning activities to support beginning teachers in the out-years of the grant.

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 part-time Coordinator of Special Projects (NCTEACH, Teach for America, Troops to Teachers), two full-time secretaries, and one graduate student. 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, CTE and Health Occupations 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 course work and available programs, and to remove barriers to their completion. The ALEC Office assisted with 333 licensure only plans of study for those seeking teaching licensure in North Carolina. The Coordinator of Alternative Licensure is the point of contact and academic advisor for the lateral entry teachers pursuing individual lateral entry plans of study and served as the liaison for the NC Model Teacher Education Consortium for the 2010-11 year. The Special Projects Coordinator advises the participants involved in the NC TEACH, Troops to Teachers, and Teach For America (TFA) programs. In addition, the on-site coordinators in our Wachovia Partnership East Program provide advisement services to lateral entry teachers. Referrals are made to the ALEC office when appropriate. In 2010-11, the ALEC office developed new plans of study for 284 lateral entry teachers (this number includes: NC TEACH, TFA, Workforce Development teachers, and ECU Individual Lateral Entry Plans). Of the 284 lateral entry teachers 56 were TFA candidates, 175 were NC TEACH participants, and 53 held an Individual Lateral Entry Plan of Study from ECU. The COE provided programs of study to Alternative Licensure teachers through five cohorts in the eastern region of NC. Services were

provided to one cohort of Teach for America in the eastern North Carolina area, two blended cohorts in the summer of 2010, and one online cohort and one blended cohort that began spring of 2011. The TFA cohort enrolled 56 students and the online programs enroll approximately 22-35 students each. The special education program also has received multiple grants that provide financial support for lateral entry teachers pursuing licensure in general and adapted curriculum. The ALEC office also assisted 79 candidates from the RALCs, and 5 candidates with DPI CTE plans of study. Coursework leading to licensure was completed by 304 of the current 346 lateral entry candidates. In addition to the new lateral entry plans of study written, the Office of Alternative Licensure wrote 53 add-on plans for those seeking to add a licensure area to their current teaching license.

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 Center for Science, Mathematics, and Technology Education (CSMTE) offered year round on-line and face to face professional development sessions for beginning and experienced teachers in science and mathematics which culminate in the award of CEUs upon completion of the workshops. Through grants like The Beaufort County Initiative, the Center continued to support career teachers through long-term professional development opportunities that increase their content knowledge and strengthen their pedagogical practice as outlined by the National Council of Teachers of Mathematics (NCTM). The Supplemental Attachment to Quest VII ECU Elementary Mathematics provided the initial pilot for elementary teachers of three courses of the required six graduate courses included in the program of study for the new Elementary Mathematics Add-On License in two high-need districts. In addition, ECU's Journal of Curriculum and Instruction (JoCI), an online journal that provides a forum to share research relevant to teaching and learning in the pre-K-12 environment, had another successful publication year. It is an "open access" journal that is accessible without cost/subscription to all teachers. Project LEAP provides training for working with ESL students to career teachers. Project CEO is working with career teachers in Tyrrell County to build academic language development using the SIOP model. 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. Due to budget constraints and low registration, the Latham Clinical Schools Network was unable to host a fall and spring conference for the clinical teachers working with Senior II interns. The current plan is to host a fall Latham Clinical Schools Network conference for the 2010-2011 school year. There should be approximately 2,470 trained clinical teachers from about 346 schools in over 36 counties. The 28th 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 310 teachers, faculty and staff participated in a variety of sessions on new business information technologies at the 28th Atlantic Coast Business, Marketing, and Information Technology Education Conference hosted by the Department of Business and Information Technologies Education. The AIG faculty hosted the 4th Annual Gifted Education Conference and a capacity crowd of 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 2010-11 year, the COE identified 243 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 243 schools are a mix of elementary, middle and high schools and their combined populations consist of 56% minority students, and 53% economically disadvantaged students. There are over 400 LCSN trained clinical teachers in these schools and this past year, 302 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 2008 to April 2009, 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. Through The Beaufort County Initiative to improve the mathematics content instruction for teachers in grades 3-8 focused around the professional standards for teaching mathematics as outlined by the National Council of Teachers of Mathematics (NCTM), the CMSTE promoted a long-term professional development program to increase teacher content knowledge and strengthen pedagogical practice that will ultimately result in improved instruction by upper elementary and middle mathematics teachers and an overall growth with not only regular education students but with the specific defined population of diverse learners in special education . The Rural Education Initiative (REI) supported SIOP trainings for schools within our Latham Clinical Schools Network as well as teacher education students in their Senior I internship and Principal Fellows students. Also through REI's Student Outreach efforts, nearly 850 middle and high school students participated in on-campus activities that helped them chart a course to college. Through REI's Student Outreach efforts, nearly 825 middle and high school students participated in on-campus activities that helped them chart a course to college. The NC Teaching Fellows and Maynard Scholars provided 3000+ hours of tutoring to local public school children and public agency clients. The Teaching Fellows Director and current students also visit schools in eastern North Carolina with the goal of recruiting minority students into the TF and MS program. In addition, the Teaching Fellows and Maynard Scholars Director is developing the TF alumni database to use as contacts for recruiting and works with the State Teaching Fellows recruiter to get interest cards on students across the state. The prospective student information is entered into a recruitment database that is shared with the College of Education. Recruitment efforts begin early in the school year and have been expanded to include students in grades 8-12.

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 GEAR UP and AVID partnerships and Summer Ventures for Science and Math (Section J). The activities that relate to Strategic Priority 3 - Quality Teachers include: numerous professional development workshops (Section B), ALEC services, and NCTEACH/Project ACT (Section C), SIOP Training, Tech Math, the LCSN Clinical Teachers Conference, AIG Conference, Mary Lois Staton Conference, and ACBMITE Conference(Section E), and the expansion of access and affordability through WPE.

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

Teacher Recruitment continues to be a priority for East Carolina University. ECU's Provost's Council for Collaboration for Teacher Education has supported the efforts of the Enrollment Manager, housed in the College of Education, to increase communication across campus around the topic of teacher education, to coordinate recruitment activities, and to facilitate productivity targets and implementation strategies across program areas. Progress during the 2010-2011 year relied upon the commitment of numerous entities across the university campus and strengthened partnerships across the state. The Become a Teacher portal on the College of Education website was updated to help potential students find key information in certain education pathways quickly and easily. The Become a Teacher portal links potential students to Admissions, Financial Aid and Scholarships, and Student Life contacts at the university. Additional promotional materials were designed to focus on recruiting diverse students to teacher education. A segmented marketing plan was implemented utilizing print, online and radio media outlets to broaden the scope of recruitment to appeal to the varied pipelines of potential teacher education candidates. Undeclared majors in Arts and Sciences programs and declared majors in target programs were solicited to participate in teacher education recruitment activities with special focus on the MAT program. The first cohort of students seeking the new MAT options in Special Education will begin classes in summer 2011. Through work on the TIP Grant, a cohort of SPED majors enrolled in a pilot section of COAD1000-Freshman Seminar where faculty become mentors for candidates planned activities to build professional learning communities. Based on this initial success, the model is being extended to other teacher education majors. To decrease student costs, Licensure-only and Lateral Entry programs were moved to undergraduate admissions. The 2010-2011 starting cohort of Middle Grades students in the Wachovia Partnership East enrolled 19 students, each with a concentration area in one high needs area; the 2011-2012 starting cohort will begin with 10 members. During the 2010-2011 academic year, funds to support retention within Wachovia Partnership East were distributed to 5 cohorts from the Wachovia/Wells Fargo Foundation. Funds provided tuition support in the full time internship semester along with needs based stipends for WPE students. Student outreach to high school students included a growing Teacher Cadet partnership with 22 high school programs in eastern North Carolina. The Regional Teacher Cadet Conference was hosted at ECU attracting high school students from across the state. The Future Educators Academy summer camp for 10th and 11th grade students interested in teaching will begin its first session in July 2009, supported by grant funding from GEAR UP NC. Student outreach to high school students included a growing Teacher Cadet partnership with 29 high school programs in eastern North Carolina. The Future Educators Academy summer camp for 10th and 11th grade students interested in teaching hosted its second session in July 2010, supported by grant funding from GEAR UP NC.

Supplemental Information (Optional)

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

In 2010-2011, 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 Advising Center also provides students with resources for online study guides, PowerPoint presentations on test taking strategies, and information about statewide preparation workshops. The COE Office of Professional Development and Student Outreach, in partnership with the ECU SNCAE, hosted several Praxis I Prep workshops during 2010-11. 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. ECU also refers students to NCMTEC where they can participate in PRAXIS II sessions for a nominal fee.

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 brings an ethnically diverse group of 185 10th-12th grade students from 29 high schools in fourteen eastern NC counties to campus to experience college life and to learn more about careers in education. ECU TAPSS, a program linking ECU with 4 rural high schools for future teachers, secured funding to expand learning opportunities and on-campus experiences for high school students. ECU's growing relationships with AVID programs and GEAR UP NC brought 575 middle and high school students to campus, exposing them to a variety of career pathways, including 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 Summer Ventures in Science and Mathematics (SVSM) program provided a four-week, residential academic enrichment program to 70+ academically talented, 15-17 year olds from high schools in NC. 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. Recruitment starts early on for the TF and MS program, often several years before graduation for high school seniors. The Teaching Fellows (TF) Director has a NC Counselor list with contact information for high school counselors across NC that is used to distribute information about the COE, upcoming workshops, and various scholarships in the COE, including the TF program. The TF program offers an interview skills workshop early in the Fall Semester in which students come to ECU to learn more about the College, the TF program and how to interview effectively. The TF

program actively participates in all campus Open House and recruitment initiatives with student panels and presenters. A separate Open House day is hosted at ECU, hosted by the TF program in which all 900 regional finalists and families are invited to campus to learn more about the program and meet our faculty and administrators. Additionally, the TF and MS program hosts a phone bank and mailing each year in which they contact over 900 prospective students and invite them to ECU.

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. Over 75% of the students attending GEAR UP NC are minority students. Over 75% of the students attending GEAR UP NC and AVID Day events 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-fourth 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. Recruitment materials developed during the 2009-10 year included underrepresented groups in education, including minority students and male students. The TF Director works directly with a minority recruiter from the NC Teaching Fellows Program to recruit minorities. The State Director travels extensively to counties across the State from August to October, visiting schools, speaking with minorities about the TF program and assisting with scholarship applications. The ECU Director follows up by having current students individually contact each of the prospective minority students, with additional information about the College of Education and inviting them to come to campus for the day and shadow some of current students and meet our faculty. Additionally, they are encouraged to contact the Campus TF Director with specific questions about the College. 2011 COE brochures and advertisements were updated to reflect diverse populations. Work began on obtaining new photographs for the COE website in 2010-2011, and new images will be posted in 2011-2012 to reflect a more diverse population within COE programs. In 2010-2011, information was shared with Community in Schools partners about ECU to market teacher education opportunities to faith-based and community groups. In addition, collaboration with ECU Admissions occurred at the campus-wide Minority Male Mentoring Day to assist in spotlighting teacher education opportunities.

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

ECU participated in a national pilot of the Teacher Performance Assessment Consortium (TPAC) based on the successful PACT assessment from California. In collaboration with UNC-CH, ECU had 85 interns from 3 program areas participate in the pilot. The TPAC brings a valid

and reliable teacher performance measure to our teacher education programs at a time when our current assessments are being questioned for their usefulness in formatively supporting candidates and their value for predicting student achievement.

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		American Indian/Alaskan Native	3
	Asian/Pacific Islander	3	Asian/Pacific Islander	10
	Black, Not Hispanic Origin	26	Black, Not Hispanic Origin	94
	Hispanic	4	Hispanic	14
	White, Not Hispanic Origin	203	White, Not Hispanic Origin	960
	Other	4	Other	18
	Total	240	Total	1,099
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	15
	Hispanic		Hispanic	2
	White, Not Hispanic Origin	16	White, Not Hispanic Origin	79
	Other	2	Other	2
	Total	23	Total	98
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	1
	Asian/Pacific Islander	2	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	22
	Hispanic	1	Hispanic	1
	White, Not Hispanic Origin	32	White, Not Hispanic Origin	171
	Other		Other	4
	Total	38	Total	200
Licensure-Only	American Indian/Alaskan Native	1	American Indian/Alaskan Native	5
	Asian/Pacific Islander	2	Asian/Pacific Islander	11
	Black, Not Hispanic Origin	41	Black, Not Hispanic Origin	148
	Hispanic	2	Hispanic	9
	White, Not Hispanic Origin	169	White, Not Hispanic Origin	498
	Other	4	Other	22
	Total	219	Total	693

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)	14	21
Elementary (K-6)	23	45
Middle Grades (6-9)	43	83
Secondary (9-12)	82	97
Special Subject Areas (k-12)	38	45
Exceptional Children (K-12)	43	63
Vocational Education (7-12)	50	56
Special Service Personnel (K-12)		
Other		
Total	293	410
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	1,178
MEAN SAT-Math	565
MEAN SAT-Verbal	569
MEAN ACT Composite	25
MEAN ACT-Math	*
MEAN ACT-English	25
MEAN PPST-R	178
MEAN PPST-W	175
MEAN PPST-M	178
MEAN CBT-R	*
MEAN CBT-W	321
MEAN CBT-M	*
MEAN GPA	3.30
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	12		20
Elementary (K-6)	37	211	2	48
Middle Grades (6-9)		23	2	33
Secondary (9-12)		64	1	31
Special Subject Areas (K-12)	10	68	1	23
Exceptional Children (K-12)	2	18	1	52
Vocational Education (7-12)		9		30
Special Service Personnel				
Total	50	405	7	237
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2009 - 2010 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	291	98
Spec Ed: Adapted Curriculum	12	100
Spec Ed: General Curriculum	67	100
Spec Ed: LD	1	*
Institution Summary	371	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	96	175	91	27	3	6
U Licensure Only	10	6	2	5		
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	9	11	15	20	2	
U Licensure Only	48	123	20	14	8	9
Comment or Explanation:						

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

2009-2010		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	736	95	67
Bachelor	State	5,569	80	48

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2010-2011.

LEA	Number of Teachers
Pitt County Schools	1,399
Wake County Schools	1,115
Wayne County Public Schools	654
Craven County Schools	584
Johnston County Schools	580
Nash-Rocky Mount Schools	519
Lenoir County Public Schools	440
Onslow County Schools	440
Beaufort County Schools	392
Wilson County Schools	359

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.

Due to several factors affecting responses, survey results will not be reported at the institutional level this year.

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
137	131	49