

IHE Bachelor Performance Report

East Carolina University

2012 - 2013

Overview of the Institution

East Carolina University (ECU), as a public doctoral degree granting institution, is committed to its mission “to serve as a national model for public service and regional transformation by:

- Preparing our students to compete and succeed in the global economy and multicultural society,
- Distinguishing ourselves by the ability to train and prepare leaders,
- Creating a strong, sustainable future for eastern North Carolina through education, research, innovation, investment, and outreach,
- Saving lives, curing diseases, and positively transforming health and health care, and
- Providing cultural enrichment and powerful inspiration as we work to sustain and improve quality of life.”

The university is the third largest in the University of North Carolina (UNC), which consists of the state’s sixteen degree-granting public institutions. ECU is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate, master’s and doctoral degrees and is designated as an academic health center by the Association of American Health Centers. Governed by its own Board of Trustees, which is responsible to the UNC Board of Governors, ECU offers 75 departmental certificates, 102 baccalaureate degree programs, 77 master’s degree programs, two specialist degree programs four first professional programs and 16 doctoral programs in our professional colleges, the Thomas Harriot College of Arts and Sciences, the School of Dental Medicine, and the Brody School of Medicine. It confers more than 5,800 degrees annually, and it has approximately 140,000 alumni. ECU has a work force of 5,600, a faculty numbering more than 2,000, and a budget of more than \$750 million. The campus is committed to planned enrollment growth of no more than 1 percent annually in the coming decade; its physical growth is guided by the university’s master plan, which was approved in 2011.

ECU is located in the coastal region of North Carolina in Greenville, a rapidly growing city of more than 84,000 persons in Pitt County (population 168,148); it serves a large rural area. Of the 27,000-plus students enrolled at the university, 23 percent are minorities and 77 percent are white non-Hispanics. Twenty one percent of all students are enrolled in distance education courses only. With a mission of teaching, research, and service, ECU 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. In the fourth year of the grant, all three ISLES modules were fully developed and implemented for elementary, middle grades, and special education teacher candidates. The ISLES modules focused on a core set of research-based instructional strategies, technology, UDL, EL learners, and AIG. One hundred forty-nine elementary, middle grades, and special education senior interns placed in Pitt and Greene counties received coaching services during the fall and spring semesters. Curricular reforms were expanded to secondary degree programs in English, history, math, and science. Secondary methods faculty, special education faculty, and high school teachers worked together to develop exemplar units of study based on Common Core and Essential Standards. These units were introduced in methods classes and taught in high school classrooms. At the same time, other faculty members, working with the web designer and videographer, developed web-based resource materials that included instructional modules based on TPACK, UDL, EL learners, and Literacy, curriculum units, lesson plans, and student performance tasks, video snippets of effective instructional practice, and teacher interviews. 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. But since 2009, economic challenges for current and prospective standards have led to lower key programs. 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. At ECU, the Latham Clinical School Network, WPE and our extensive distance education programs distinguish ECU from other universities, yet 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	Research Study	Collaboration with Pitt County Schools/HUGS program on research with children with autism	Spring 2013	16	
Pitt County Schools and Greene County Schools	ECU faculty in the College of Arts & Sciences and Education are collaborating with Pitt County and 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.	Teacher Quality Partnership Grant (TQP) is a five-year U. S. Department of Education grant to 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.	October 2009-September 2014	More than 1000 students enrolled in sophomore, junior, and senior courses completed some portion of the TQP reforms.	In July and August 2012, the first Summer Bridge Program for TQP beginning teachers was implemented for over 60 beginning teachers in Pitt and Greene counties. The Bridge Program provided activities and support for the first 20 days of school, including additional training on instructional strategies, lesson plans, and assessment. Beginning teacher specialists were hired to support beginning teachers through their first year of teaching. Induction specialists, instructional coaches, and beginning teachers worked with the web designer to create a E-mentoring website to provide on-line resources and opportunities to chat with peers and master teachers. Recruitment efforts since Year 1 of the grant have focused on increased enrollment

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					<p>of students from underrepresented populations. The TQP recruitment activities served as a subset of the overall efforts of the College of Education to recruit underrepresented populations into the teaching profession. The TQP Program Officer worked with guidance counselors in the partner school districts to identify students to participate in an experiential series of education sessions with minority active and retired educators to engage students in the exploration of teaching.</p> <p>The external evaluation team from the Carolina Institute for Public Policy implemented their data collection and analysis plan to determine the impact of the TQP reforms on student achievement. Twenty TQP beginning teachers and twenty non-TQP beginning teachers agreed to participate in the study.</p>
Pitt, Nash, New	Motivating	High School STEM	Annual	300 students	Surveys show

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Hanover, Perquimans, Durham, Cumberland, Onslow, and Jones County. While we have worked with these counties through other departments, there is no formal relationship	underachieving high school students to reach their full potential by enrolling in Honors and AP courses, and pursuing post-secondary educational experiences	Day High School juniors spend a day on campus visiting laboratories and participating in STEM related activities	event, February 1, 2013		increased interest in studying STEM and STEM careers
Pitt County	Motivating underachieving high school students to reach their full potential by enrolling in Honors and AP courses, and pursuing post-secondary educational experiences	AP Review Day, High School students spend a half day on Saturday reviewing for AP exams with teachers other than their regular teacher	Annual Event, April 20, 2013	70 students	Too early to know impact on students; led to a request to form an AP teachers group for Fall.
Pitt, Beaufort, Martin, Wayne, Tyrell and Wake County. A formal relationship is being developed as we work on a grant proposal.	Assisting K-12 teachers to become highly qualified, appropriately licensed, highly knowledgeable about and pedagogically skilled in effectively instructing students in mathematics.	NERSBA Planning Group	November 14 and ongoing	10 adults	Grant proposals to provide workshops for high school mathematics teachers through NERSBA in these counties. (North East Regional School for Bio-Agriculture [high school])
Students in Eastern	Motivating	Eastern North Carolina	Annual	Over 500	Continued interest in

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North Carolina. The relationships between students and the regional Science and Engineering Fair is long standing	underachieving high school students to reach their full potential by enrolling in Honors and AP courses, and pursuing post-secondary educational experiences.	Science and Engineering Fair	event: February 16	students	STEM disciplines
Beaufort, Bertie, Camden, Chowan, Currituck, Dare, Gates, Hertford, Hyde, Martin, Pasquotank, Perquimans, Pitt, Tyrell, Washington, Edgecombe, Halifax, Nash, and Northampton Counties Students in Eastern North Carolina The Center for STEM Education has a relationship with the North Carolina Science Olympiad	Motivating underachieving high school students to reach their full potential by enrolling in Honors and AP courses, and pursuing post-secondary educational experiences.	Science Olympiad— Twenty-six pre-service teachers within the Elementary Science Concentration developed six stations for the Regional Science Olympiad event hosted at East Carolina University. The stations were designed to engage middle and high school students in displaying their knowledge of experimental design. Seventeen pre-service teachers within the Elementary Science Concentration set up and ran the stations for the Regional Science Olympiad event at East Carolina University.	Annual Event, January 21, 2013 March 23, 2013	60 middle school students and 80 high school students Over 300 Students	Continued interest in STEM Disciplines
Beaufort, Tyrell, and Washington counties	Candidates preparing to teach in elementary schools have	Teachers and Administrators Partnering for Mathematics Learning (TAP) professional	7/25/12; 7/26/12; 2/22/13; 3/14/13; 4/29/13	100 K-12 teachers and administrators	Completed professional development workshop

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	adequate coursework in the teaching of reading and mathematics	development sessions			
Wake, Orange, Chatham, Durham, Chapel Hill-Carrboro City Schools	Candidates preparing to teach in elementary schools have adequate coursework in the teaching of reading and mathematics	SAS Triangle High Five Institute—Geometry and Task Analysis	8/8/12; 8/9/12	160 Middle and Secondary school teachers	Completed professional development workshop
Wayne County	All candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students	<p><i>Ready STEM: A Framework for 21st Century Instruction:</i></p> <p>Provide targeted professional development technology training to targeted WCPS in the areas of:</p> <ul style="list-style-type: none"> • Instructional technology integration and innovation • Use of iPads for instructional purposes, professional duties, productivity, and professional research • Use of iPad/tablet apps for instructional purposes, 	<p>August 16 and 17, 2012</p> <p>September 25, 2012</p> <p>October 23, 2012</p> <p>November 30, 2012</p> <p>December 10, 2012</p> <p>January 25, 2013</p> <p>March 15, 2013</p> <p>April 19, 2013</p> <p>May 10,</p>	40 teachers	Continued interest in STEM disciplines

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		<p>professional duties, productivity, and professional research</p> <ul style="list-style-type: none"> • Use of AppleTV and other projection devices for instructional purposes and professional duties • 21st Century skills, NCDPI Essential Skills for technology use in K-12 education, and ISTE NETs-T <p>Provide support and collaborate with teachers and staff of WCPS to develop professional development sessions for their individual schools</p> <p>Consult with teachers, staff, and administrators to develop school wide implementation plans and programs that move toward integration and innovative uses of technology within the Common Core</p>	2013		

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		curriculum			
Craven, Wayne, and Beaufort Counties		Physics is Essential (PIE) is a Mathematics Science Partnership grand funded by the Department of Education. This is a three-year grant that focuses on implementing 84 hours of professional development for teachers. During the academic year teachers and provided with content and pedagogical content knowledge, professional development, and then in June there is a three-day unit development and then a week of implementation of the unit with students.	Week of July 9, 2012; July 27, 2012; August 13, 2012; September 2012; October 2012; January 2013; March 2013; April 2013	25 3 rd -5 th grade teachers 30 3 rd -5 th grade students	Project is ongoing`
Onslow County Arts Academy	Strategic Priority: Quality Teachers, Administrators, and Staff and High Student Performance	ECU Creates! The School of Fine Arts and Communication provided monthly speakers/guest artists with three foci of arts education research, advocacy focused on the practitioner, and direct experiences through a partnership	October 2012-March 2013	168	Each department presented an interactive presentation for students at the Academy, connecting fine arts experiences with research and the real world. Students were engaged in learning more about vocational and avocational opportunities in the arts and had an opportunity to then

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					come to campus and experience the arts as a capstone experience for the year. Teachers from the academy were engaged in developing the monthly activities and final experiences. Future collaborations have been planned to extend activities for practitioners in the future.
Beaufort, Camden, Carteret, Chowan, Craven, Duplin, Johnson, Lejeune Dependent Schools, Onslow, Nash-Rocky Mount, Pamlico, Perquimans, Sampson, Tyrrell, 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	ECU hosted its annual Teacher Cadet Day in the fall in partnership with Teacher Cadet classes in eastern NC.	October 17, 2012	106 students	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, Darcie Grimes. A total of 106 students attended both of these events, 100% from rural schools.
Brunswick, Edgecombe, Elizabeth City/Pasquotank, Johnson, Lejeune Dependent Schools, and Pitt County	Strategic Priority: High Student Performance Rationale: To provide students the opportunity to explore education options after graduation and	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 campus.	November 28, 2012	171 students	171 students from 9 rural high 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 Mr.

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	participate in sessions and activities to gain knowledge about college admissions, service learning, success and career exploration.				Tremayne Smith, Director of Bands for Rocky Mount High School, who talked about the ABCs and 123s of Education.
Brunswick, Dare, Elizabeth City/Pasquotank, Johnson, Lejeune Dependent School, Onslow, and Wilson	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 14, 2012	229 students	229 students from 11 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 Mr. Randy St. Clair, Assistant Principal at Wellcome Middle School in Pitt
Beaufort, Camden, Carteret, Chowan, Craven, Duplin, Johnston, Lejeune	Strategic Priority: High Student Performance	ECU hosted its annual Teaching Career Day in the spring in partnership with	February 21, 2013	82 students	Participants from the ECU Teacher Cadet partnership, including Future Teachers of

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Dependent Schools, Onslow, Nash-Rocky Mount, Pamlico, Perquimans, Sampson, Tyrrell, and Wayne Counties	Rationale: To spark student interest in education and promote a better understanding of the complexities of the teaching profession	Teacher Cadet classes and FTA clubs in eastern NC.			America organizations, met with teacher education faculty and students, with a focus on Special Education. Students also enjoyed a keynote address by Camden County Schools Teacher of the Year, Jennifer Lilley. A total of 82 students attended both of these events, 100% from rural schools.
ECU/Pitt County Schools AIG Summer Camp	<p>#1 Provide an enrichment-based summer camp experience for AIG students in Pitt County;</p> <p>#2 Provide a course practicum experience for ECU students to familiarize them with characteristics of gifted students and teaching experiences for working with gifted children.</p> <p>Rationale: It is important that ECU students see</p>	The ECU/PCS AIG Summer Camp met July 16-18 from 7:45am to noon and July 19 from 7:45am to 5pm. Camp staff also met for 2.5 hours on July 15 for an organizational meeting. AIG campers took two courses of their choosing and participated in large group sessions with the master teachers. The camp provides a practicum experience for the ECU students as the PCS master teachers demonstrate effective methods for teaching the gifted.	July 15-19, 2012 Planning occurred August 2011 – July 2012	110 PCS AIG students 90 ECU students 5 PCS Master Teachers 2 ECU Faculty 207 total participants	<p>PCS students received 22 hours of advanced programming and enrichment on topics of their choosing.</p> <p>ECU students in their 4th course demonstrated effective methods for teaching gifted learners.</p> <p>ECU students in their 1st course demonstrated knowledge of the characteristics of gifted children and provided mentorship to those children.</p> <p>PCS master teachers demonstrated creative and effective teaching methods for reaching gifted learners.</p>

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	<p>demonstrations of effective teaching practices for use with gifted students. Gifted students have few options for enrichment in the summer and this camp provides this opportunity.</p>				<p>ECU students also received instruction from ECU professors at the close of camp each day, which totaled approximately 7.5 hours of instruction over the week in addition to the online components of their course.</p>
<p>ECU Annual Gifted Conference •Counties throughout NC but mostly in eastern NC</p>	<p>#1 Provide an affordable professional development experience for NC teachers on effective practices for teaching gifted students</p> <p>#2 Provide an opportunity for teachers of the gifted to network with other teachers, administrators, and leaders in gifted education from around the state</p> <p>#3 Honor an outstanding teacher of the gifted with the</p>	<p>The 5th Annual ECU Gifted Conference was held on October 10, 2012 from 1-6pm at the Murphy Center on the campus of East Carolina University. The conference included the NC State DPI AIG Coordinator and a nationally-known keynote speaker on the topic “Keeping High Flyers Aloft in the Age of the Common Core.” There were 8 breakout sessions in addition to a DPI address on the state of the state and a keynote speech.</p>	<p>October 10, 2012 from 1-6pm</p> <p>Planning occurred October 2011 – October 2012</p>	<p>225 paid conference registrants</p> <p>30 free conference registrations for ECU students</p> <p>10 speakers and ECU faculty</p> <p>5 vendors</p> <p>270 total participants</p>	<p>255 total participants were trained in effective, research-based practices for teaching gifted students.</p> <p>Survey responses indicated that participants felt that the training was beneficial to their teaching practice.</p>

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	<p>Ann Harrison Service Award</p> <p>Rationale: There is one state conference on gifted education held yearly in Winston-Salem which many educators of the gifted cannot attend due to expense. Also, there are few opportunities for professional development on this topic since it is not addressed (much) at the undergraduate level and seldom addressed in school in-service trainings.</p>				
<p>Co-Teaching</p> <ul style="list-style-type: none"> •Pitt •Greene 	<p>#1 Examine internship practices for Senior 2 students through a pilot study on the effectiveness of co-teaching</p>	<p>Faculty were trained in the co-teaching model</p> <p>Foundations Training – Each participant received 3 hours of training on the co-teaching model</p>	<p>Various dates throughout 2012-2013</p>	<p>25 ECU students</p> <p>15 PCS Clinical Teachers</p> <p>10 ECU faculty and</p>	<p>24 total students in Elementary and Special Education participated throughout the co-teaching pilot and co-taught at least three times each week throughout the</p>

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		<p>Pairs Training – Each participant received 2 hours of training on working with colleagues in co-teaching</p> <p>University Supervisor Training – All University Supervisors received 3 hours of training on the co-teaching model</p> <p>Co-Teaching Kick Off Meeting – All those involved in the co-teaching project were involved in another 1.5 hours of training at the beginning of the Senior 2 semester to review the expectations in the study</p> <p>Co-Teaching Celebration – All involved were invited to attend a 3 hour co-teaching celebration at the culmination of the project</p>		<p>University Supervisors</p> <p>50 total participants</p>	<p>internship experience.</p> <p>ECU students also co-planned and co-assessed their students along with their clinical teachers.</p> <p>Data on this study collected include the following:</p> <ul style="list-style-type: none"> -Recorded co-planning sessions between interns and clinical teachers -Surveys on co-teaching of elementary and special education interns -Surveys on collaboration of elementary and special education interns - Focus group interviews of interns, principals, University Supervisors, and clinical teachers
Johnston County Schools/Smithfield-Selma HS, North Johnston HS, South Johnston HS	Priority: Dropout Prevention & Recovery	<ul style="list-style-type: none"> -Academic Support -Mentoring Support -Vocational Support 	8/11 – on-going	600+ students and staff	Rationale: four-year cohort graduation rates significantly below state average; students with limited options for completing requirements once dropped out Extensive professional development,

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					<p>coaching, and materials have been provided to teachers, including targeted and intensive intervention for students who are identified as being at-risk of dropping out. Teachers have reported that the class wide literacy interventions/strategies helped students better understand and see relationships within class material, as well as remember material better.</p> <p>Mean grade point average for 2011-12 participating students was 1.52 with a range of .5 to 3.25. Average number of credits accumulated was 5.25 with a range of 3 to 8 (including three students who participated for just one semester).</p> <p>Mentors regularly met with students and reported positive outcomes.</p> <p>Students reported use of drugs and alcohol decreased over one school year. Students also reported stronger agreement with questionnaire statements regarding</p>

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					<p>the presence of adults in and outside of school whom they felt comfortable talking to when something was bothering them. Students reported stronger disagreement with the questionnaire statement: I have given up on school. Targeted at-risk students were engaged in vocational exploration activities and job shadowing. Students participated in the first Johnston County Youth Summit. Administration personnel at district office, building principals, and district dropout prevention coordinator have expressed enthusiastic support.</p>
<p>Statewide – NC DPI contracts with ECU to provide technical assistance and training to service providers & educators working with learners with deaf-blindness. No formal collaborative plans are in place with</p>	<p>SBE Priority “A” (HB23) SBE Priority “B” (SB724) SBE Priority “D” (SB724)</p>	<p>Deaf/Blind Technical Assistance (TA) sessions provided to teams working with 10 learners with deaf-blindness. TA included a focus on use of assistive technology to facilitate communication and literacy development.</p> <p>A series of three one-day workshops</p>	<p>8/1/2012 – 9/30/13</p>	<p>TA sessions: 40 Workshops: 400</p>	<p>Participants identified goals for TA support and workshop trainings. At the close of TA sessions and workshops, participants identified goals, strategies, desired outcomes, and timelines for their subsequent work to support learners with deaf-blindness.</p>

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specific LEAs/Schools.		<p>(addressing use of assistive technology to facilitate communication and literacy development) were delivered (in 3 locations across the state) to service providers and educators working with learners with deaf-blindness.</p> <p>School and classroom-based technical assistance (e.g. assessment, instruction, resources, professional development) by TA provider.</p>			
<p>Storybook Theatre Performances as requested by individual schools:</p> <p>Wells Elementary School – Wilson Public Schools</p> <p>Pactolus Elementary School – Pitt County</p> <p>Wintergreen Primary School Pitt County</p> <p>Belvoir Elementary School Pitt county</p>	<ul style="list-style-type: none"> •Reading •Multicultural Awareness •Theatre Arts 	<p>Storybook Theatre performs interactive multicultural programs for the student population</p>	<p>Wells Elem. School December 13th, 2012</p> <p>Pactolus Elem. School – March 21st, 2013</p> <p>Wintergreen Primary School – February 19th, 2013</p> <p>Belvoir Elem. School April 23rd, 2013</p>	<p>500</p>	<p>Students interacted with Storybook Theatre performers and performances of tales from Russia, China, Japan, Mexico, and the U.S., gaining insight into the cultural tales of these countries.</p>

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Young Playwright's Project Epps Middle School	<ul style="list-style-type: none"> •Playwriting •Theatre Arts 	Students and faculty from the School of Theatre and Dance conducted playwriting workshops for the 6th grade AIG class at Epps Middle School	April 22, 2013 April 29th, 2013	10	6th graders learned the craft of playwriting culminating in a final performance of their work on April 29th, 2013.

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

During the 2012-2013 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-awarding 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.
- After School Arts Program for students in Pitt and Beaufort counties is supported by College of Fine Arts and Communication (CFAC).
- The ECU Dance Education Program presents performances at various schools in Edgecombe County.
- Faculty were actively involved in the delivery of 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 STEM Education continues to house the Summer Ventures Program for Science and Mathematics (SVSM), a cost-free, state-funded program for academically high achieving students from all over North Carolina 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.
 - *STEM Bus*: On March 20, 2012, this event showcased STEM careers to 207 students during an on campus visit. It included a mobile bus with interactive outreach that promoted STEM careers. *STEM Girls Day*: Approximately 100 eighth grade girls spent the day of October 12, 2012 on campus visiting laboratories and engaging in STEM related activities.
 - *Physics Fest*: On November 15, 2012, pre-service teachers within the Elementary Science Concentration held an event for all gifted students in Pitt County Schools, with about 200 participants.

- *Eastern NC Mathematics competition*: On March 19, 2013, approximately 600 math students (middle school and high school) participated in a state mathematics regional competition.
- *MathCounts*: On February 2, 2013, approximately 250 middle school students in Pitt County took part in a national coaching and competitive mathematics program. The results were scored by ECU Education students.
- *Math Fair*: On March 15, 2013, ECU Education students preparing to teach in elementary schools served as judges for 180 3rd-5th grade students' Math Fair Projects in nine counties throughout Eastern NC.
- In January 2013, MSITE provided 28 pre-service teachers the opportunity to judge local science fair projects.
- *Earth Day/NC Science Festival event*: On April 21, 2012, this was a celebration of science education at ECU's Howell Science Complex.
- A member of MSITE served on the Bear Grass School Board as an ECU STEM representative. The Board secured a building, administrators, teachers, curriculum, and policy manual during 2012-2013.
- Faculty provided staff development on learning styles, gifted education, integrated science instruction, SIOP, inclusive instructional strategies and working with at-risk students. 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.
- Faculty 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 contributes 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.
- The ECU Teaching Fellows and Maynard Scholars faculty worked with many community service organizations such as ECU Pirate Tutoring Center, Boys and Girls Club, Little Willie Center, Operation Sunshine, Police Athletic League (PAL), TRAC, Habitat for Humanity, ECU Campus Kitchen, Building Hope, and Pitt Co Adopt A Street. In addition, Teaching Fellows partnered up with Relay for Life and collected over \$4000 in donation for 2012 cancer awareness campaign.
- In addition, many faculty members 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.
- FACS provided the opportunity for students from two area high schools to tour the college Child Development Center on April 12 and 19, 2013 and faculty and administrators did presentations on the programs. Six FACS students served as judges at the competitive events of the FCCLA State Meeting on April 16, 2013

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.
- Through Wells Fargo 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 2011-2012 for planning activities to support beginning teachers in the out-years of the grant.
- Three students in the Birth-Kindergarten program wrote letters for graduate school, employment, and National Boards throughout the Spring 2013 semester. They also provided support for Student research to graduate students with one student in a NC PK class in the Spring 2012 semester, and undergraduate students in the HUGS program in the Spring of 2013.
- One-hundred and fifteen beginning teachers took part in a New Teacher Support Program from August 1 2012 to the present which provided mentoring and professional development for beginning teachers
- READ 3D Professional Development was held in January 2013 for 150 Senior Interns in collaboration with TQP instructional coaches, preparing them to implement the mandated reading assessments

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

ECU offers many professional development opportunities to support career teachers:

- MSITE provided two ongoing projects, one which supports middle school science teachers in implementing the Investigating our World through Science and Technology (IQWST) inquiry-oriented project based curriculum and the other, Physics Is Essential (PIE), which is part of a Mathematics Science Partnership grant funded by the Department of Education and which focuses on implementing 84 hours of professional development for teachers in content and pedagogical content knowledge.
- In addition, ECU's Journal of Curriculum and Instruction (JoCI) (see table), 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 provided training for working with ESL students to 50 career teachers on April 10, 2013.
- Project CEO, an NC Quest Grant, is working with career teachers in Tyrrell County to build academic language development using the Sheltered Instruction Observation Protocol (SIOP) model.
- The Birth-Kindergarten program at ECU held meetings with VizZle and Tap It! manufacturers in June 2012 and provided an in-service to three EC teachers on the use of VizZle to collect data. They collaborate with school personnel on NC PK placements, participate on EI planning committee and conference, and provide presentations for assessment and adaptive methods classes.

- The English Education program has been involved in summer workshops training about 30 current teachers, and centered around TQP Training, Their most recent design, which is still in the planning stages, is a program that will be training teachers to make interactive iBooks with iPads that will align with 21st century literacies.
- The MSITE program at ECU surveyed 80 NC principals and 2,597 NC teachers about technology preparation and use in their classrooms (an event that is ongoing), provided a workshop on Digital Literacy for 60 teachers on April 10 2013, and held three other workshops to 310 teachers and administrators aimed at professional development for career teachers in the field of mathematics. Additionally, MSITE organized the Each One Reach One-Counselor Connections Day Event during which 36 high school counselors received information regarding mathematics education and science education opportunities.
- The Reading Education program at ECU provided monthly presentations through the Tar River Reading Council focused on current issues in the field of literacy
- ECU held edTPA training for 16 teachers to evaluate edTPAs and build knowledge and capacity related to the edTPA project in February 2013.
- Finally, ECU sponsored or co-sponsored professional conferences that provided career teachers with the opportunity to enhance their skills and earn CEUs.
 - Due to budget constraints and low registration, the Latham Clinical Schools Network was unable to host a fall 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 2012-2013 school year. We hosted two Clinical Teacher conferences in the spring of 2012 for 232 clinical teachers. There should be approximately 2,470 trained clinical teachers from about 346 schools in over 36 counties.
 - The 29th 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 29th Atlantic Coast Business, Marketing, and Information Technology Education Conference hosted by the Department of Business and Information Technologies Education.

E. 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. Throughout the LCSN, there are more than 3000 clinical teachers (trained by ECU) mentoring and coaching 750+ student teaching interns annually.
- 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 3-12 and collegiate students in math, chemistry, and biology in eastern NC to succeed academically. Now in its ninth year, the program serves Craven, Edgecombe, Martin, Nash, and Pitt, and Sampson

counties. From August 2009 to May 2010, Project HEART tutors volunteers (university, community college and high school students) provided over 45,000 hours of service to approximately 1050 public school students.

- 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. Through REI's Student Outreach efforts, nearly 925 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.
- CSTEM hosted a VEX Robotics Competition in Pitt County among student teams who had built their own robots as a way to increase interest in robotics. The event was held on January 12 and February 23, 2013 and consisted of 50 students and parents.
- NCDPI held a series of focus groups across the state hearing from approximately 88 teachers, transition specialists, and counselors about their perceptions regarding promising practices and barriers to transition for students with learning differences. NCDPI also completed grant-funded activities to develop the first round of curriculum materials, and solicited feedback from public school personnel.

F. 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 but are listed in more detail below. A primary goal at ECU is to address SBE priorities through coursework, and not through add-ons and other extra-curricular activities.

- a) All candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students. (HB23)
- Use of emerging technologies in planning, instruction, and assessment in junior and senior methods courses (e.g., SMART technology, Edmodo, Socrative, iPads as teaching tools, Glogster, weebly. Forthcoming – kaltura video sharing software, 2nd life).
 - Inclusion of technology standards as required component on standard HIED planning documents.
 - Forthcoming, requirement in Senior I to deliver lesson using one of technologies listed above as an instructional strategy.
 - Candidates complete the course EDTC 4001.
 - In the reading area, each course includes digital teaching and the application of using technologies to support instruction and assessment.
 - EDTC 4001- In the Special Education program area course of study, each EDTC course includes digital teaching and the application of using technologies to support instruction and assessment.
 - SPED 4000 – In the Special Education program area course of study, SPED 4000 course includes the application of assistive technologies to support assessment and instruction
 - IHAT (Irene Howell Assistive Technology) Center Professional Development Sessions – In the Special Education area, each SPED course embeds 1-3 professional development session on instructional and/or assistive technology specifically aimed at integrating universal design for learning principles into instructional planning and practices. SPED 4010 courses include all teacher education majors and require these sessions as well.
 - EDTC 4001; technology integration required in methods courses beginning in Junior year
 - Seminar provided for MAT students on SmartBoards
 - SmartBoard technology integrated into classes on campus
 - MSA candidates are provided instruction on instructional technologies and strategies to enhance the K12 student learning experience. MSA candidates are taught the various funding sources to acquire hardware/software products to allow teachers to utilize these tools in the classroom. Additionally, MSA faculty have received a six hour training with the international company 2Revolutions, regarding the “next generation of learners.”
- b) Candidates preparing to teach in elementary schools have adequate coursework in the teaching of reading and mathematics. (SB724)
- All ELEM and SPED candidates are required to take two reading methods courses as part of their degree program:
 - READ 3301 Reading Instruction in the Primary Grades, 3 s.h., includes a practicum experience
 - READ 3302 Reading Instruction in the Intermediate Grades, 3 s.h., includes a practicum experience
 - In addition, candidates may elect to add North Carolina Reading Licensure to their degree by completing an additional six courses in reading/literacy. SPED General

Curriculum candidates are required to earn dual licensure in reading and special education (general curriculum).

- All ELEM and SPED candidates are required to take two reading methods courses as a part of their degree program
 - READ 3301 Reading Instruction in the Primary Grades (3) (includes a practicum experience)
 - READ 3302 Reading Instruction in Intermediate Grades (3) (includes a practicum experience)
- Additionally, SPED Adaptive Curriculum candidates may elect to add READING LICENSURE to their degree by completing an additional six courses in reading/literacy. SPED General Curriculum Candidates are required to earn dual licensure in reading and special education-GC.
- SPED candidates are required to take
 - MATE 3050. Mathematics and Methods for Grades Pre-K-2 (3) (F,S,SS)
 - MATE 3051. Field Experience in Mathematics Grades K-2 (1) (F,S,SS)
 - MATE 3060. Mathematics and Methods for Grades 3-6 (4)
- Two methods courses each for READ and MATH. Include practica in k-2 and 3-6. Additional coursework in Language Arts Methods is required. Students also have the option of a READ concentration or MATH concentration. These concentrations both include additional methods courses in the content areas.
- Read 3D Professional Development offered for senior one students in elementary program and MAT program

c) Assess elementary and special education: general curriculum candidates prior to licensure to determine that they possess the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with the State Board's expectations. (SB724) Describe your efforts for ensuring candidates are prepared for the new licensure exams (MTEL) effective July 1, 2014.

- READ faculty have reviewed the Foundations of Reading materials and have aligned instruction in the two required reading methods courses to prepare candidates.
- SPED faculties are engaged in NC-SIPS Reading and Mathematics Foundations grants and have completed the Reading trainings. They are in the beginning stages of aligned the trainings with instructional curriculum in the instructional methods courses to prepare candidates.
- Reading courses (part of SPED program of study) are also aligned with the IRA/NCTE's Standards for Reading Professionals
- Collaborative meetings with MATE faculties to plan curriculum revisions, resources and supports for MTEL preparation for candidates.
- We have met with MATE faculty and are exploring the possibilities of 1)reworking Foundation coursework to better prepare students 2) offering a diagnostic test for students so they can prepare areas of weakness 3) develop prep modules for the exam. We will be meeting with READ during the summer to discuss preparation for the Reading portion of the MTEL.

d) Candidates (preparing to teach in elementary schools) are prepared to apply formative and summative assessments within the school and classroom setting through technology-based assessment systems available in North Carolina schools that measure and predict expected student improvement. (SB724)

- Candidates will be given experience with a variety of formative and summative assessments. Candidates will develop the ability to use a variety of assessment measures including appropriate diagnostic and remedial procedures in a clinical or field-based setting, skills in using recent research data in assessment and planning for reading instruction and understanding of issues, trends, and research in reading. ECU Reading Faculty members have all been trained to use mClass Reading 3D and will model the use of this tool.
 - SPED Teacher Candidates complete SPED 3001. Assessing Students with Disabilities
 - SPED Teacher Candidates are given experience with a variety of formative and summative assessments through embedded unit planning assignments through sophomore, junior and senior years:
 - SPED 3005 – Introduction to unit planning assignments
 - SPED 3100/09-3200/09 – Methods practicum unit planning assignment
 - SPED 4320 – senior internship edTPA (senior summative assessment integrated formative and summative assessments and reflective analysis)
 - SPED 4324 – Senior Internship unit plan during full teaching days
 - We integrate assessment in all methods coursework. Candidates take methods in READ, SCIE, SS, MATE, TECH, ART, MUSIC, HLTH, PE, and LA. Additionally, the ISLES modules series has been developed and specifically addresses formative and summative assessment in the classroom. Those modules are embedded in key courses beginning in junior semester and concluding in senior semester. Candidates also take an Education Psychology course that includes focus on assessment.
 - Read 3D is a technology based reading assessment program. Training was offered for Senior One students in elementary and MAT programs.
- e) Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum. (SB724)
- Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum through the successful completion of the following required courses: (SB724)
 - ART 3850. Art in the Elementary School (3)
 - MUSC 3048. Music for Exceptional Children (2)
 - Candidates take methods courses in ART and MUSIC. These areas are also embedded in later methods classes as candidates incorporate additional content areas.

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

edTPA National Pilot

Recognizing the need to determine teacher candidate readiness, the Stanford Center for Assessment, Learning and Equity set out to create such an assessment. Working with the American Association of Colleges for Teacher Education and teacher educators from across the country, the Teacher Performance Assessment Consortium (TPAC) was formed. Using the Performance Assessment for California Teachers (PACT) as a model, the consortium developed a new version of the assessment to be nationally available (Darling-Hammond, 2012). The assessment is intended to be used for teacher licensure and is comparable to licensing exams in other professions, such as medicine, architecture and law (American Association of Colleges for Teacher Education, 2012). According to Linda Darling-Hammond (2012):

The critical importance of this move for the teaching profession is that it has the potential to dramatically improve how teachers are prepared and to ensure that beginners enter the classroom truly ready to teach. (p. 12)

The edTPA (known as the TPA during the pilot and field test years, but called edTPA here for consistency) was piloted in 2011 and field tested in 2012. The national field test involved over 7000 teacher candidates in 21 states. A second field test is currently underway in five states involving 4,500 teacher candidates. A report addressing the validity and reliability of the assessment is expected in December 2013.

The assessment consists of two components. The first component, often called Embedded Signature Assessments, is the institution's specific formative assessments that are completed during the candidate's coursework prior to student teaching. The second component is a common summative portfolio of teaching artifacts and commentaries (SCALE, 2012). The portfolio is developed in conjunction with a 3-5 day learning segment for a single class. The edTPAs are subject-specific and address a wide range of teacher licensure areas.

In some states, successful completion of the edTPA is (or soon will be) will be a requirement for licensure. In other states and at individual institutions, the edTPA is being used as a degree program requirement. In addition to providing evidence for licensure decisions, the edTPA is also designed to provide meaningful and consistent data for program improvement and accreditation.

edTPA Implementation at ECU: a Brief History

In an effort to reform the teacher education program approval process, in 2008-09, the state department of education (SDE) mandated program revisions of all initial licensure programs to include the submission of an electronic portfolio containing course-embedded evidence products to demonstrate candidate proficiency on the state teaching standards. This multiyear process left the TPP faculty weary. Then, while the revised programs were being implemented, the state university system commissioned a study of the effectiveness of all public SOE graduates as measured by K-12 student achievement scores in the state. This value-added modeling research, which included program by program ranking of teacher effectiveness, was disseminated to the state system education deans and their faculty. Following this system-wide study, the institutional leader of teacher education programs, the Dean of the College of Education, initiated a series of drill down studies, including validity and reliability analysis of all teacher candidate performance assessments. These studies revealed significant weaknesses in the teacher performance assessments utilized by the SOE leading the institution to seek new, more valid and reliable assessment to implement in its programs.

This work at the institution and local level coincided with the roll-out of the national edTPA pilot. In 2010, the institution was invited to participate in a pilot of the new Teacher Performance Assessment (edTPA), a consortium supported by AACTE, with the goal of providing a valid and reliable assessment data to drive program improvement and curricular reform. Entry to the edTPA began with one intern in Middle Grades Education in spring 2010, in a trial to determine how a potential edTPA implementation would impact program process and curriculum.

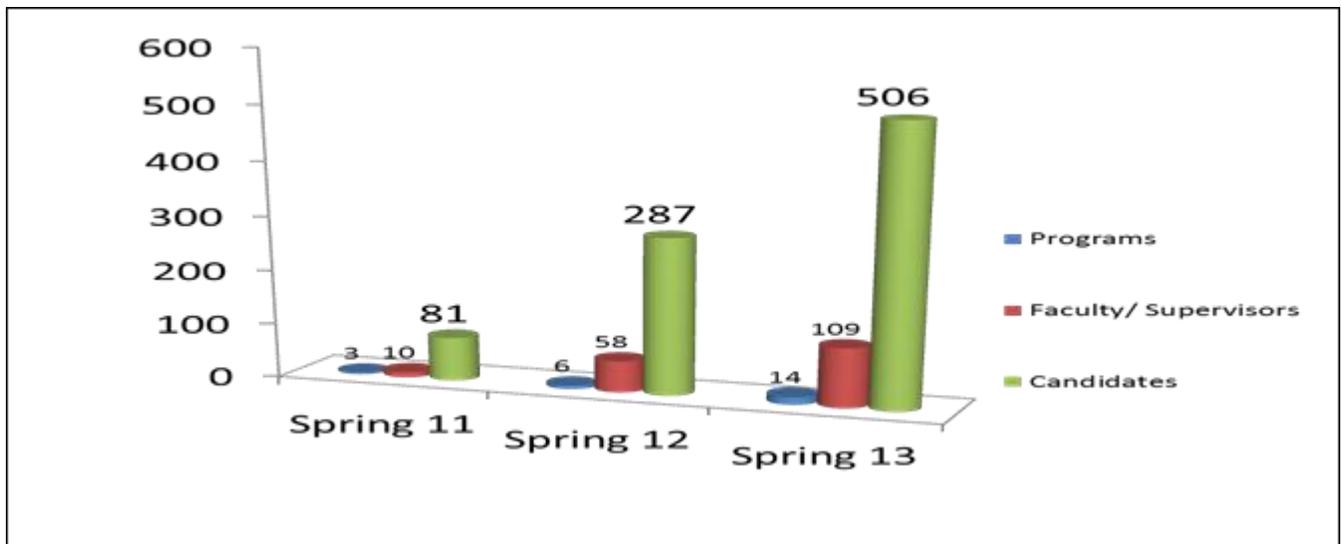
In spring 2011, three teacher education programs (secondary English Education, secondary History Education, and Middle Grades Education) entered the edTPA pilot with a group of

committed faculty members leading the implementation. Approximately 85 candidates piloted the edTPA during the student teaching semester negotiating the many new edTPA requirements, activities, and expectations with their faculty and university supervisors. Implementing the edTPA required faculty, university supervisors, and candidates to access a new online portfolio assessment system, record and review video clips of candidate instruction, and score portfolios on the edTPA rubric. New training was required of all participants.

The implementation’s scale increased significantly in spring 2012, with the addition of the Elementary Education, Music Education, and Special Education programs in the edTPA pilot, increasing the pilot to 354 interns, 35% of all teacher candidates at the institution. Tripling the size of the edTPA pilot necessitated the development of significant infrastructure – in terms of project management, communication, scorer training, and technology support – to support the candidates, university supervisors, clinical teachers, and faculty engaged in the pilot. The Dean charged an edTPA Leadership Team to guide and support the edTPA implementation through this expansion. The edTPA Leadership Team included a faculty member from a pilot TPP, the Director of Assessment and Accreditation, and the Technology Faculty/Portfolio Manager.

In spring 2013, building upon the success of the previous year’s expansion, the edTPA implementation will expand to include 14 of the 17 teacher preparation program at the institution. The edTPA Leadership Team’s distributed Leadership model expanded to include edTPALs. This article will focus its reflection upon the spring 2012 implementation and the resulting changes planned for spring 2013.

Engagement in edTPA Pilot, 2010-2013, Spring to Spring Comparison



Supplemental Information (Optional)

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

In 2012-2013, 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. 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 2012-13. 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 offers to pay 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.

I. 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.

J. 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.

- **GEAR UP & AVID:** 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.
- **ECU Teaching Fellows & Maynard Scholars:** 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. 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.
- **Office of Alternative Licensure:** 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.
- **Project HEART:** An informal method of recruiting minority candidates to the teaching field is through their participation in Project HEART. 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.
- **Marketing Materials:** 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.
- **ECU Admissions:** Collaboration with ECU Admissions occurred at the campus-wide Minority Male Mentoring Day to assist in spotlighting teacher education opportunities.

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

In 2012-13 the COE began two initiatives: the NCATE Transformation Initiative and the Research Collaborative.

- The COE submitted the NCATE Transformation Initiative proposal – A Research on Practice Model for Improving Teacher Education – on behalf of the NCATE unit of professional education programs at ECU. (In implementation, the proposal is commonly referred to as the “Pirate CODE” – a Continuum of Developing Expertise for Novice Teachers). The project’s seven components span the scope and sequence of teacher preparation coursework. While the proposal is rooted in ELMID, the project has already branched out to several other initial teacher preparation programs in the COE. The table below captures the involvement of some lead faculty and their departments. As we enter 2013-14, representatives from all COE departments with initial teacher licensure programs will be engaged in at least one element of the Pirate CODE.

Research on Practice Model for Improving Undergraduate Teacher Education (Pirate CODE).
Faculty Engagement by Project Component and by COE Department.

Project Code	Project Component	Lead Faculty (current)	Additional Faculty
	Teacher Education Database Support System	Mary Worthington (OAA) Diana Lys (OAA)	Ellen Dobson (OAA)
1	Introductory Clinical Observation for Novice Observers/Video Grand Rounds	Kristen Cuthrell (ELMID) Michael Vitale (SEFR) Dawn Shelton (ELMID)	Joy Stapleton (ELMID) Sharilyn Steadman (LEHE) Elizabeth Hodge (BITE) Kathi Wilhite (SEFR)
2	ISLES Instructional Strategies Modules	Kristen Cuthrell (ELMID) Diane Kester (TQP)	Ann Bullock (ELMID) Laura King (SEFR) Jane Manner (ELMID)
3	edTPA Preparation Integrating ISD-Development Strategies	Michael Vitale (SEFR) Mark L’Esperance (ELMID) Jamin Carson (ELMID)	
4	Clinical Internship Support with Instructional Coaches	Judy Smith (ELMID) Vivian Covington (OTE) Kristen Cuthrell (ELMID)	Joy Stapleton (ELMID)
5	Clinical Internship- Model for Coordinating Clinical Support and Professional Development	Sharilyn Steadman (LEHE) Susan Morgan (OTE) Vivian Covington (OTE)	Judy Smith (ELMID)
6	Clinical Internship Experience: Co-Teaching Model	Liz Fogarty (ELMID) Judy Smith (ELMID) Vivian Covington (OTE)	Kristen Cuthrell (ELMID) Ann Bullock (ELMID) Debbie Metcalf (SEFR) Susan Morgan (OTE) Sharilyn Steadman (LEHE) Ron Preston (MSITE) Allen Guidry (LEHE)
7	edTPA Administration	Mark L’Esperance (ELMID) Kristen Cuthrell (ELMID) Ellen Dobson (OAA) Diana Lys (OAA)	Program Coordinators in 12 additional teacher education programs

- Research Collaboratives with COE and ECU colleagues continue to develop as a means of focusing research on practice. A few examples of work currently underway include:
 - In BITE, as a result of Starfish implementation at ECU, faculty are doing research on "The Effect of Starfish Student Management Software on Student Retention: Non-Responders" targeted for American Education Research Journal.
 - As a part of the Pirate CODE, ELMID faculty are involved at a significant level with College level initiatives and research projects including the co-teaching project, ISLES project, Video Grand Rounds project, edTPA project and TQP grant initiatives.
 - Faculty in MSITE, ELEM, and HACE continue to research online teaching and learning environments.
 - In the Irene Howell Assistive Technology Center, collaborative research between Dr. Melissa Engleman and Lindsay Stump (IHAT Center) and Dr. Linda Crane-Mitchell (CDFR) in the area of Autism is on-going and yielding multiple research presentations.
 - A collaboration between LEED faculty (M. Ringler and T. Daly) and ELMID faculty (Stapleton) are launching a pilot study to examine the efficacy of using Principal Fellows to supervise Junior level teacher education students in practica experiences.

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	2	Asian/Pacific Islander	8
	Black, Not Hispanic Origin	15	Black, Not Hispanic Origin	64
	Hispanic	4	Hispanic	15
	White, Not Hispanic Origin	209	White, Not Hispanic Origin	925
	Other	8	Other	20
	Total	239	Total	1,035
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	6
	Hispanic		Hispanic	2
	White, Not Hispanic Origin	10	White, Not Hispanic Origin	48
	Other		Other	
	Total	12	Total	56
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	1	American Indian/Alaskan Native	1
	Asian/Pacific Islander	2	Asian/Pacific Islander	4
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	12
	Hispanic		Hispanic	5
	White, Not Hispanic Origin	35	White, Not Hispanic Origin	160
	Other	1	Other	1
	Total	40	Total	183
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	2
	Asian/Pacific Islander		Asian/Pacific Islander	9
	Black, Not Hispanic Origin	24	Black, Not Hispanic Origin	122
	Hispanic	1	Hispanic	15
	White, Not Hispanic Origin	81	White, Not Hispanic Origin	421
	Other	1	Other	16
	Total	107	Total	585

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)	21	25
Elementary (K-6)	25	30
Middle Grades (6-9)	60	53
Secondary (9-12)	70	59
Special Subject Areas (k-12)	33	34
Exceptional Children (K-12)	30	31
Vocational Education (7-12)	40	31
Special Service Personnel (K-12)	0	3
Other	0	1
Total	279	267
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	1,177
MEAN SAT-Math	564
MEAN SAT-Verbal	573
MEAN ACT Composite	25
MEAN ACT-Math	25
MEAN ACT-English	*
MEAN PPST-Combined	527
MEAN PPST-R	180
MEAN PPST-W	176
MEAN PPST-M	179
MEAN CBT-Combined	N/A
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.30
Comment or Explanation:	
*-Less than five scores reported.	

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)		18	2	20
Elementary (K-6)	35	256	1	19
Middle Grades (6-9)	5	47	1	20
Secondary (9-12)	3	65	1	16
Special Subject Areas (K-12)	9	81		10
Exceptional Children (K-12)	9	33		26
Vocational Education (7-12)		10		20
Special Service Personnel		2		1
Total	61	512	5	132
Comment or Explanation:				

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

	2011 - 2012 Student Teacher Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Art	1	*
Business Education	9	100
Elementary Education	312	99
English	2	*
Family and Consumer Science	4	*
M.G. Language Arts	5	100
M.G. Math	9	100
M.G. Science	3	*
M.G. Social Studies	1	*
Math (9-12)	5	100
Music	3	*
Physical Education	3	*
Science (9-12)	8	100
Social Studies (9-12)	3	*
Spanish	3	*
Spec Ed: Adapted Curriculum	12	100
Spec Ed: General Curriculum	35	100
Institution Summary	418	99
* 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	100	214	178	16	14	7
U Licensure Only	4	4	3	1	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	11	9	20	3	0	1
U Licensure Only	25	45	18	12	4	6
Comment or Explanation:						

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

2011-2012		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	677	95	70
Bachelor	State	4,761	92	60

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2012-2013.

LEA	Number of Teachers
Pitt County Schools	1,427
Wake County Schools	1,242
Wayne County Public Schools	649
Johnston County Schools	637
Craven County Schools	567
Nash-Rocky Mount Schools	485
Onslow County Schools	455
Lenoir County Public Schools	451
Beaufort County Schools	394
Wilson County Schools	360

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
146	150	50