

# IHE Bachelor Performance Report

## East Carolina University

### 2013 - 2014

#### Overview of the Institution

[East Carolina University](#) (ECU) has a proud heritage with a mission of teaching, research, and service. ECU is a dynamic institution connecting people and ideas, finding solutions to problems, and seeking challenges of the future. Its commitment to the region is an expression of its motto, “Servire,” or To Serve. Chartered in 1907 as East Carolina Teachers Training School (ECTTS)—with the first students enrolling in 1909, ECU has continually served the region with quality and commitment. In 1953, the School of Education is organized and becomes known as the founding college when then-East Carolina College received university status, later becoming East Carolina University in 1967. In 1972, ECU joined the UNC System, becoming the third largest university with an enrollment well over 27,000 and the largest in eastern NC with 23 percent being minorities and 77 percent being white non-Hispanics.

ECU is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACS) to award baccalaureate, master’s, and doctoral degrees. 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 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 workforce of 5,600, a faculty numbering more than 2,000, and a budget of more than \$750 million. The Educator Preparation Provider (EPP) unit at ECU consistently produces the most educational professionals in the state annually.

The [Mission Statement](#) was revised in 2014 to reflect ECU’s goal “To be a national model for student success, public service and regional transformation.”

#### Special Characteristics

The teacher education programs at ECU all use the edTPA as a performance assessment in the senior year. ECU is seen as a leader in the State for edTPA implementation with faculty expertise requested by several other UNC-GA schools. In addition, ECU has implemented several clinical practice reforms designed to provide a continuum of expertise as candidates move through the program, Innovations are tried, refined, and implemented into coursework throughout the program. Video Grand Rounds is being used in early field experiences to focus pre-service teachers’ observational skills prior to participation in a first field experience. Co-teaching is being implemented in eight program areas and 9 school districts. Co-planning is a

key feature of this model along with implementation of the seven co-teaching strategies based on Marilyn Friend’s work.

### 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 two add-on areas (academically gifted 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, eight 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).

## 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	Elementary science concentration students created, organized, and implemented a family science night at Eastern Elementary.	Assignment embedded in 3336 Informal Science Course	10/13-11/13	140 students and parents in attendance.	Elementary Pre-service Teachers gained experience working with administration of the school and PTA with organizing the event. They also gained experience implementing an informal science event.
Regional Area for Eastern NC	Elementary science concentration students created, organized, and implemented the Experimental Design event for the Regional Science Olympiad. The station activities that were	Assignment embedded in 3336 Informal Science Course	10/13-11/13	60 middle school students and 70 high school students at the ECU Regional Science Olympiad.	Elementary Pre-service Teachers gained experience in creating station activities for an informal science event. They also gained

	created by the science concentration students were used across the state for all Science Olympiads in the state of NC.				experience in implementing the stations with students.
Pitt County Schools	Elementary Education Majors attending 3216 Elementary Science Methods judged science fairs at Elmhurst and Hope Middle School	Additional assignment	10/13/2014	Elmhurst 70 projects judged Hope Middle 80 projects judged	Elementary Majors gained experience with judging science fair projects.
Pitt County Schools & surrounding areas and Home Schools	Music Education majors plan and instruct elementary students in musical activities in conjunction with course in elementary music methods.	Assignments embedded in Music 3237	8/2013 - 11/2013	32 elementary students	Preservice music teachers gained experience in creating and teaching lessons with elementary school students. They also gained assessment opportunities each week.
Pitt County Schools & surrounding areas and Home Schools	Music Education majors plan and instruct elementary students in musical activities in conjunction with course in choral music methods.	Assignments embedded in Music 3247	1/2014 - 5/2014	60 middle school aged students	Preservice music teachers gained experience in creating and teaching lessons with adolescent students. They also gained assessment and conducting opportunities each week.
Eastern Elementary (Pitt Co Schools)	Dance Education majors offer Elementary dance lessons in schools with no current dance program.	Faculty member led lessons with third grade teacher to establish partnership; will involve ECU students in 14-15	3/21/14-5/9/14	20 3rd grade students	Faculty member established partnership with elementary teacher for future work

		school year.			with dance education students.
Pitt County Schools	Art Education students in methods classes write sample lessons for Pitt County Art teachers K-12 on a theme relevant to contemporary life. Teachers adjust lessons in relation to their interests, grade level, and curriculum. Resulting art projects are exhibited in the spring semester in the Greenville Mall Youth Expressions Art Project Exhibition.	The Arts Education Programs of Pitt County Schools director and the School of Art and Design faculty collaborate in developing the theme of the county-wide exhibition.	8/13-4/14	30 art teachers and 350 K-12th young students.	The exhibition is well-received by the public and brings together various other parts of the community including the Greenville Police Department representative s, Teaching Resource Center at Joyner Library, and this year Go-Science.
Pitt County Schools	Elementary Education Majors attending 3216 Elementary Science Methods judged science fairs at Elmhurst and Hope Middle School	Additional assignment	10/13/2014	Elmhurst 70 projects judged Hope Middle 80 projects judged	Elementary Majors gained experience with judging science fair projects.
Pitt County Schools & surrounding areas and Home Schools	Music Education majors plan and instruct elementary students in musical activities in conjunction with course in elementary music methods.	Assignments embedded in Music 3237	8/2013 - 11/2013	32 elementary students	Preservice music teachers gained experience in creating and teaching lessons with elementary school students. They also gained assessment opportunities each week.
Pitt County Schools & surrounding areas and Home Schools	Music Education majors plan and instruct elementary students in musical activities in conjunction with	Assignments embedded in Music 3247	1/2014 - 5/2014	60 middle school aged students	Preservice music teachers gained experience in creating and teaching

	course in choral music methods.				lessons with adolescent students. They also gained assessment and conducting opportunities each week.
Pitt County	Cooperative arrangement to benefit the area of special education at the university and the Exceptional Children services in Pitt County.	Teacher in Residence Program provides ECU special education candidates with direct instruction and interaction from a practicing special educator, research opportunities for ECU faculty, and also provides a direct link with Pitt County Schools.	August 2013-May 2014	1 teacher in residence; 38 Special Education Candidates	The teacher in residence provided instruction to Senior 1 and Senior 2 students. The teacher in residence facilitated collaboration between the ECU Special Education area and the Pitt County Schools Exceptional Children area. Research in the area of Active Writing took place at Elmhurst Elementary. Video taping for Video Grand Rounds occurred at D.H. Conley High School.
Greene, Pitt, Wilson	Implement Co-teaching in the Senior Internship	Special Education teacher candidates participated in 2-1 or 1-1 co-teaching settings.	August 2013-May 2014	19 Special Education Candidates; 13 public school special educators	All candidates successfully completed the internship.
NC DPI/services available to all LEAs in NC; Primary alignment with Beaufort County	Preparation of pre-service special educators to implement Reading Foundations and Math Foundations	Select SPED faculty completed training as participants and training as "Train the Trainers" in both Math and Reading Foundations.	August 2013-May 2014	3 SPED Area Faculty	Reading and Math Foundations have been integrated into two undergraduate courses.

		Integration of Math and Reading Foundations occurred in two undergraduate courses.			
Pitt County Schools - Ayden MS	Expand and improve edTPA	Assist disruptive students	8/15/2013-5-17-2014	2	Mentoring disruptive students
38 LCSN partners	Enhance partnership to increase number of highly qualified teacher candidates/BTs	Dissemination of information Decision making concerning partnership endeavors	Sept 2013-May 2014	20-25 per month	Network meeting with public school partners to share information & increase collaboration.
38 LCSN partners and other LEAS	Offer opportunity for potential employers to recruit teacher education program/licensure completers	Education Career Fair	3/20/2014	400 students & 75 school partners	All senior 11 interns are required to attend the Education Career Fair with resumes to talk with potential employers. This is a program requirement and allows school partners the chance to interview/meet potential hires.
Pitt County, Greene County	Development of active ECU faculty/LEA teacher partnerships to create and disseminate ECU pre-service teacher instructional units (ISLES modules) and LEA teacher model curriculum units that are include 10 research-based instructional strategies and that are aligned with the Common Core	Faculty/LEA Teacher iBook Institutes, LEA-based Instructional Coaches, LEA Clinical Teachers/Co-Teaching Model, LEA Summer Induction Programs, LEA Model Curriculum Units, Faculty ISLES (Instructional Strategy Lessons for Educators Series)	October 1, 2013-September 30, 2014	12 ECU/Secondary ISLES-S curriculum units in pdf and ebook formats; 9 LEA model curriculum units in pdf and ebook formats 19 LEA teachers, 10 LEA Instructional Coaches, 2 LEA grant coordinators	

	State Standards (CCSS), North Carolina Essential State Standards (NCESS), Universal Design for Learning (UDL), Technological Pedagogical Content Knowledge (TPACK), English Language Learner (ELL) support, and Literacy support.				
Pitt County	Network social with PCS CTs and interns	PCS/LCSN CT/Intern Reception	5/1/2014	200	Opportunity for all PCS/Interns to network and to meet PCS Central Services
Pitt County, Greene County	Development of active ECU faculty/LEA teacher partnerships to support use of 10 research-based instructional strategies and that are aligned with the Common Core State Standards (CCSS), North Carolina Essential State Standards (NCESS), Universal Design for Learning (UDL), Technological Pedagogical Content Knowledge (TPACK), English Language Learner (ELL) support, and Literacy support.	LEA-based Instructional Coaches, Faculty ISLES (Instructional Strategy Lessons for Educators Series)	October 1, 2013-September 30, 2014	10 LEA Instructional Coaches, 2 LEA grant coordinators, ELEM, MIDG, SPED faculty teaching ISLES courses; ELEM, MIDG, SPED UG students	ISLES modules; Instructional Coaching PD and observation walkthroughs

## **B. Brief description of unit/institutional efforts to promote SBE priorities.**

For the 2013-14 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

### **a) All candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students.**

- All students must meet technology competencies prior to admission to teacher education
- College of Education leadership have received an overview of Home Base and Power School, and several sessions have been provided for faculty as a beginning to integrating the understanding and uses of these two public school products into our preparation programs.
- 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 sessions 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) 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. Describe your efforts for ensuring candidates are prepared for the new Foundations of Reading and General Curriculum licensure exams effective October 1, 2014.**

- 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, ELEM and SPED AC 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-GC. For SPED GC and ELEM candidates, additional coursework in Language Arts Methods is required. ELEM candidates also have the option of a READ concentration or MATH concentration (18 additional hours). These concentrations both include additional methods courses in the content areas.
- Read 3D instruction is now embedded in the reading/literacy coursework ELEM and SPED GC candidates must take in their degree programs.
- SPED GC and ELEM candidates are required to take college algebra and three content pedagogy courses:
  - 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)
- The mathematics education faculty have developed a course to assist candidates with deepening their understanding of mathematics concepts. This course will hopefully lead to development of modules to be used as candidates deem necessary to strengthen their mathematics knowledge.
- Candidates use the Pearson practice tests to gauge their knowledge for both components of the required new Foundations of Reading and General Curriculum subtests.

**c) 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.**

- 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 in required reading/literacy coursework.

- 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 Reading, Science, Social Studies, Mathematics, Technology, ART, MUSIC, Health, Physical Education, and Language Arts.
- Elementary candidates take an assessment course in their program in addition to the above content based methods courses where assessment in the area is discussed more specifically.
- 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 take an Education Psychology course that includes focus on assessment.
- mClass/Read 3D is a technology based reading assessment program. Implementation of the assessment and interpretation of the data collected are part of required coursework.

**d) Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum.**

- 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:
  - ART 3850. Art in the Elementary School (3)
  - MUSC 3048. Music for Exceptional Children (2)
- Candidates create thematic learning segments designed to integrate arts and music as learned in the above two noted courses. Through multiple field placements prior to student teaching, candidates observe, assist, and teach with licensed teachers who integrate the arts in their classrooms.

## II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	1	American Indian/Alaskan Native	3
	Asian/Pacific Islander	6	Asian/Pacific Islander	6
	Black, Not Hispanic Origin	24	Black, Not Hispanic Origin	68
	Hispanic	6	Hispanic	12
	White, Not Hispanic Origin	203	White, Not Hispanic Origin	875
	Other	4	Other	13
	<b>Total</b>	<b>244</b>	<b>Total</b>	<b>977</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	13
	Hispanic		Hispanic	2
	White, Not Hispanic Origin	14	White, Not Hispanic Origin	51
	Other		Other	
	<b>Total</b>	<b>15</b>	<b>Total</b>	<b>66</b>
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	1	American Indian/Alaskan Native	1
	Asian/Pacific Islander	1	Asian/Pacific Islander	2
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	13
	Hispanic		Hispanic	4
	White, Not Hispanic Origin	27	White, Not Hispanic Origin	139
	Other		Other	
	<b>Total</b>	<b>29</b>	<b>Total</b>	<b>159</b>
Licensure-Only	American Indian/Alaskan Native	1	American Indian/Alaskan Native	5
	Asian/Pacific Islander	2	Asian/Pacific Islander	11
	Black, Not Hispanic Origin	31	Black, Not Hispanic Origin	140
	Hispanic		Hispanic	15
	White, Not Hispanic Origin	116	White, Not Hispanic Origin	521
	Other	3	Other	16
	<b>Total</b>	<b>153</b>	<b>Total</b>	<b>708</b>

**B. Lateral Entry/Provisionally Licensed Teachers**

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

<b>Program Area</b>	<b>Number of Issued Program of Study Leading to Licensure</b>	<b>Number Enrolled in One or More Courses Leading to Licensure</b>
Prekindergarten (B-K)		
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (K-12)		
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel		
<b>Total</b>	<b>0</b>	<b>0</b>
Comment or Explanation:		

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

	<b>Baccalaureate</b>
MEAN SAT Total	1,179
MEAN SAT-Math	567
MEAN SAT-Verbal	570
MEAN ACT Composite	26
MEAN ACT-Math	25
MEAN ACT-English	25
MEAN PPST-Combined	527
MEAN PPST-R	180
MEAN PPST-W	176
MEAN PPST-M	179
MEAN CORE-Combined	486
MEAN CORE-R	174
MEAN CORE-W	170
MEAN CORE-M	160
MEAN GPA	3.32
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
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license				
<b>LC</b> Completed program and applied for license				
Prekindergarten (B-K)		12	1	23
Elementary (K-6)	21	237		35
Middle Grades (6-9)		30		20
Secondary (9-12)	5	69		45
Special Subject Areas (K-12)	8	67		24
Exceptional Children (K-12)	5	40		34
Vocational Education (7-12)		10		22
Special Service Personnel				
<b>Total</b>	<b>39</b>	<b>465</b>	<b>1</b>	<b>203</b>
Comment or Explanation:				

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

	<b>2012 - 2013 Student Teacher Licensure Pass Rate</b>	
<b>Specialty Area/Professional Knowledge</b>	<b>Number Taking Test</b>	<b>Percent Passing</b>
Art	3	*
Business Education	10	100
Elementary Education	316	99
English	10	100
Family and Consumer Sciences	7	100
Health and Physical Education	1	*
MG-Language Arts	6	100
MG-Math	8	100
MG-Science	10	100
MG-Social Studies	5	100
Marketing Education	1	*
Math (9-12)	7	100
Physical Education	4	*
Science (9-12)	17	100
Social Studies (9-12)	4	*
Spanish	4	*
Spec Ed: Adapted Curriculum	23	100
Spec Ed: General Curriculum	32	100
Institution Summary	468	99
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.		

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

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	88	222	85	17	4	8
U Licensure Only						
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	3	16	45	2	2	
U Licensure Only			1			
Comment or Explanation						

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

<b>2012-2013</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Institution	755	93	68
Bachelor	State	4,528	86	59

**H. Top10 LEAs employing teachers affiliated with this college/university.  
Population from which this data is drawn represents teachers employed in NC  
in 2013-2014.**

<b>LEA</b>	<b>Number of Teachers</b>
Pitt Co Schs	1,129
Wake Co Schs	1,015
Johnston Co Schs	538
Wayne Co Schs	498
Craven Co Schs	415
Lenoir Co Schs	342
Beaufort Co Schs	334
Nash-Rocky Mt Schs	332
Onslow Co Schs	299
Wilson Co Schs	270

**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.**

### III. Teacher Education Faculty

<b>Appointed full-time in professional education</b>	<b>Appointed part-time in professional education, full-time in institution</b>	<b>Appointed part-time in professional education, not otherwise employed by institution</b>
126	91	88