

2018-2019

EPP Bachelor Performance Report

East Carolina University



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

Overview of the Institution

ECU has a proud heritage with a mission of teaching, research, and service. Its commitment to the region is an expression of its motto, “*Servire*,” To Serve. Chartered in 1907 as East Carolina Teachers Training School (ECTTS), ECU has continually served the region with quality and commitment. In 1972, ECU joined the UNC System, becoming the third largest university in the system, and the College of Education (COE) is its founding college.

ECU has several initiatives designed to renew and raise its level of impact and visibility on the region. We will lead in student success, public service, and regional transformation. ECU is accredited by the Southern Association of Colleges and Schools (SACS) to award baccalaureate, master, and doctoral degrees. ECU's conceptual framework for preparing education professionals focuses on empowering all learners in all educational endeavors and achieving excellence through partnership.

The EPP unit at ECU consistently produces the most educational professionals in the state annually. Many graduates teach and lead in the eastern part of NC within [The Walter and Daisy Carson Latham Clinical Schools Network](#) (LCSN) and continue to be valued partners with the EPP and ECU Pirate Nation. In 2019, NCTQ rated ECU its Outstanding Program with inclusion in its *Start Here to Become a Teacher* publication. ECU had a finalist for the NCACTE STOEY award in the 2017-2018 competition. ECU is a leader nationally in co-teaching and co-planning as a model for student teaching/internship.

Special Characteristics

ECU continues to be a leader in edTPA implementation and research. All teacher candidates in all 17 initial teacher licensure programs complete the national performance assessment by creating an electronic portfolio documenting their ability to plan, instruct and assess learning for P-12 students. All portfolios are officially scored by Pearson. This assessment will be a state-mandated requirement with a licensure consequence beginning next academic year 2019-2020; however, ECU faculty and administrators implemented edTPA as consequential several years ago as they believed and embraced it as the most appropriate tool for determining a candidate's readiness to teacher. Our faculty members continue to research, present and publish our work involving edTPA and continuous program improvement. ECU is one of the key IHEs to provide edTPA data to EPIC for research purposes.

The COE continues to expand the use of Mursion, a virtual platform technology, into its degree programs allowing candidates at all levels a safe, realistic venue to practice instructional delivery, conferences, and other teaching and learning protocols, such as classroom management, giving student feedback, and parent meetings.

Program Areas and Levels Offered

At the undergraduate level, East Carolina University offers 17 initial teacher preparation programs covering 21 different areas of licensure and one add-on area, reading. ECU has approved programs in B-K, Elementary, Middle Grades (four areas), Secondary Education (four areas), 10 K-12 teaching areas (art, dance, music, physical education, theatre arts, three second languages, two exceptional children areas), and one workforce development education area.

Pathways Offered (Place an 'X' under each of the options listed below that your EPP Provides)

Traditional	Lateral Entry	Residency
X	X	1 st Cohort Begins Fall 2019

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

For the 2018-19 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students with disabilities.

ECU uses a tiered approach:

- 1) All general classroom teachers are required to take one of two courses entitled, "Introduction to Exceptional Children" or "Exceptional Students in the Regular Classroom." These courses provide a foundation of knowledge and skills fundamental to effective teaching of individuals with exceptionalities in the regular classroom with an emphasis on individualization, content modification, instructional techniques, and classroom management across the spectrum of special needs, including gifted education.
- 2) All regular education students are required to take at least one literacy course, to understand reading and writing difficulties, and reading in the content area and its importance to a student's ability to acquire academic language, including students for whom English is not the first language. Elementary education candidates take several classes in literacy instruction.
- 3) In the methods courses, general education candidates learn to build lessons/units of instruction that include modifications/differentiation to meet the needs of students in their classrooms, including ELL and gifted students.
- 4) Candidates are instructed in the use of research-based instructional strategies that increase student engagement and learning. Developmentally, candidates will learn declarative knowledge, procedural knowledge and then demonstrate conditional knowledge of when to use research-based strategies in the year-long student teaching experience (Internship I and Internship II). This information also addresses UDL, ESL, and differentiation at all levels.
- 5) Lastly, during student teaching/internship, candidates review student IEPs, attend IEP meetings and are required to meet student IEP goals, just as their clinical teachers (CT) are required to do. Candidates must also implement their learning segment for the edTPA, which has differentiated instruction and assessment for all students in their classrooms. Candidates are formally observed and evaluated a minimum of 4 times by the University Supervisor, in addition to daily coaching by the Clinical Teacher to discuss their progress in teaching and assessing their students' achievement.

Special Education candidates take a series of courses with significant field/clinical experiences and time associated with them. They begin early in the program, sophomore year, getting accustomed to being with exceptional students in a classroom setting, with a classroom teacher modeling best practice. They take an assessment course where they learn comprehensive and socially responsible approaches to formal and informal assessment, including legal policies and procedures for IEPs, 504 plans, etc.

Candidates also take a Managing the Learning Environment course where they learn to incorporate developmental understanding of behavior, effective teaching, and social emotional learning of students across the spectrum. There are instructional programming and instructional methods components, that are paired with another field experience in the junior year. SPED candidates take methods courses in reading/literacy, mathematics, and science content areas; and receive an academic concentration in reading, learning to identify and diagnose students with learning issues. Our candidates also take an assistive technology course where they learn innovative and useful tools to allow students with disabilities and ELL students to communicate and participate in class at their highest level.

A key piece of the SPED program is a communication and collaboration component, where candidates learn to interact with families, community agencies, school assistance teams (IEPs, placement, identification) and other professionals to fully develop a child's potential. SPED candidates also complete the edTPA in their Internship year.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students of limited English proficiency.

All regular education students are required to take at least one literacy course, to understand reading and writing difficulties, and reading in the content area and its importance to a student's ability to acquire academic language, including students for whom English is not the first language. Elementary education candidates take several classes in literacy instruction.

In the methods courses, general education candidates learn to build lessons/units of instruction that include modifications/differentiation to meet the needs of students in their classrooms, including ELL and gifted students.

Candidates are instructed in the use of research-based instructional strategies that increase student engagement and learning. Developmentally, candidates will learn declarative knowledge, procedural knowledge and then demonstrate conditional knowledge of when to use research-based strategies in the year-long student teaching experience (Internship I and Internship II). This information also addresses UDL, ESL, and differentiation at all levels.

During student teaching/internship, candidates review student IEPs, attend IEP meetings and are required to meet student IEP goals, just as their clinical teachers (CT) are required to do. Candidates must also implement their learning segment for the edTPA, which has differentiated instruction and assessment for all students in their classrooms. Candidates are formally observed and evaluated a minimum of 4 times by the University Supervisor, in addition to daily coaching by the Clinical Teacher to discuss their progress in teaching and assessing their students' achievement.

The activities offered by the program that are designed to prepare educators to integrate technology effectively into curricula and instruction, including activities consistent with the principals of university design for learning.

ECU has fully implemented the edTPA in all program areas. All candidates in all program areas use TaskStream to upload and manage their teacher education program and licensure signature assessments. In addition, faculty are using TaskStream to review and give feedback on candidate work in courses and in the field.

We use a three-tiered approach to technology instruction and integration.

- 1) All teacher education students at ECU are required to take and pass a basic technology skills course, or to pass a challenge exam for the course, to be officially admitted to the program.
- 2) All students must take and pass an educational technology course where they learn to integrate technology into teaching, use technology tools to manage student data, analyze assessment data of their students, and modify instruction based on the data, and implementing UDL principles and strategies. This includes the use of TaskStream, various software packages related to their content, SMART boards, some assistive technologies, and commercial reading programs. Candidates also complete a TPACK lesson plan showing technology integration into their planning and instruction.
- 3) During internship/student teaching candidates put #2 above into practice at their internship sites. As part of the edTPA, candidates prepare a unit of instruction and complete the three required tasks. After completing the classroom commentary, they plan, implement, and assess the teaching episodes. Lastly, they complete a directed reflection and reflect on their teaching and the learning outcomes of their students.

Tech tools are used to accomplish a lot of these requirements such as the use of smart boards for instruction, READ 3D, laptops, Chromebook, e-textbooks; google docs for shared learning. During Internship candidates are evaluated on the North Carolina Evaluation Rubric for Pre-service Teacher Candidates based on the exact same 5 North Carolina Professional Teaching Standards as all in-service teachers. These standards address 21st century use of technologies in teaching and learning. University Supervisors and clinical teachers must certify in writing to the IHE that candidates have met proficiency before licensure recommendations can be finalized.

The activities offered by the program that are designed to prepare educators to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

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- 1) All teacher education students at ECU are required to take and pass a basic technology skills course, or to pass a challenge exam for the course, to be officially admitted to the program.
- 2) All students must take and pass an educational technology course where they learn to integrate technology into teaching, use technology tools to manage student data, analyze assessment data of their students, and modify instruction based on the data, and implementing UDL principles and strategies. This

includes the use of TaskStream, various software packages related to their content, SMART boards, some assistive technologies, and commercial reading programs. Candidates also complete a TPACK lesson plan showing technology integration into their planning and instruction.

3) During internship/student teaching candidates put #2 above into practice at their internship sites. As part of the edTPA, candidates prepare a unit of instruction and complete the three required tasks. After completing the classroom commentary, they plan, implement, and assess the teaching episodes. Lastly, they complete a directed reflection and reflect on their teaching and the learning outcomes of their students.

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

Candidates in Elementary Education are prepared to:

- a. 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)
- b. 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.

Explain how your program(s) and unit conduct self-study.

Candidate performance data is collected and kept by the Office of Assessment, Data Management and Digital Literacy (OADD). Reports on this data are regularly produced and shared with faculty at the end of the fall and spring semesters. Department chairs and faculty may submit a request for data at any time during the year. In June, the OADD hosts the annual Data Summit, in which performance data (including edTPA scores) are shared with department chairs and lead faculty members. The purpose of the Data Summit is to share EPP performance data with faculty and discuss strategic plans for program improvement. Many departments subsequently hold their own data summits focusing on data specific to their programs. The Data Summit illustrates the way in which faculty are continually positioned and informed to make programmatic decisions. Their responsibilities as “curriculum-makers” are supported, not supplanted, by the data analysis process.

In addition to the data summits, faculty and staff form collaborative research groups around planned studies of practice. Our planned studies of practice address both systemic teacher education elements and data-driven program improvements. Examples include early experience observations, core instructional strategies, co-teaching and internship support. We explore the strengths and weaknesses of teacher candidate performance allowing us to determine what targeted innovations result in more effective educator preparation programs. The overall work results in a more cohesive, structured, and data-driven preparation program.

The following assessment review process in the College, in conjunction with the institutional review process, is used to ensure that all programs conduct meaningful assessment and that results are analyzed and used to improve candidate learning outcomes. The Director of OADD serves as the chair of the College's Assessment Review Committee. The purpose of the committee is to review the annual reports that were written and submitted by the unit assessment coordinators during the previous spring semester. At the fall meeting of the Assessment Review Committee, members review exemplars of reports to build rating consistency. Conversations among committee members are highly valued and help develop inter-rater reliability. Scoring assignments and timelines are discussed as committee members work collaboratively to develop guidelines for the review process. The committee meets to go over the review process and ask any questions that arise. Once the assessment reviews for all programs are entered in the database using the institution's online rubric, the committee reflects on the process and feedback is collected via Qualtrics and compiled by the OADD. The Director of OADD works with department chairs and faculty to ensure all feedback from the review is made available to the unit assessment coordinators and that it is addressed, implemented, and adopted in a timely fashion.

Licensure exam scores, NCEES data, and EVAAS data are reviewed yearly by the assistant dean for undergraduate affairs and educator preparation. These results are shared in the Council for Educator Preparation (CEP) yearly. Implications from data for changes to policies are discussed in this venue, and if needed, brought forth to the full council for vote by the corresponding CEP committee, i.e. Admissions and Retention, Evaluation and Planning, Policy, or Curriculum.

Provide a description of field experiences to occur every semester including a full semester in a low performing school prior to student teaching.

Currently, at a minimum, our programs have an early field experience (Sophomore or Junior I level), a Junior level experience (Junior I or Junior II depending on program) and a two semester Internship

(Senior year). ECU partners with 43 school districts within its Latham Clinical Schools Network. Placements in low-performing schools will be tracked via the teacher education management system currently in place and with data published by NCDPI regarding school designations. Where there are no low-performing designated schools, ECU will work with school districts to use “low-performing classrooms” or classrooms with students who are working below grade level to ensure these experiences for our candidates. The ECU Lab School, opened in the 2017-2018, is completing its second school year, and placements for some junior and senior candidates have been designated at this site, which is a low performing school, as designated by law to serve level 1 and level 2 students.

How will student teaching be scheduled to allow for experiences to occur at both the beginning and end of the school year?

Currently, Interns are able to see the start of school during the Intern I semester for fall/spring cycle internships and during the Intern II semester for spring/fall cycle Internships, when invited to do so by the school site. Provisions are made to invite interns to be present at the end of the school year, if practicable, given this is a full month after our semester ends.

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	Elizabeth City/Pasquotank Schools
Priorities Identified in Collaboration with LEAs/Schools	Career-College Exploration
Activities and/or Programs Implemented to Address the Priorities	CED Career-College Exploration Day
Start and End Dates	29-Jun-19
Number of Participants	75
Summary of the Outcome of the Activities and/or Programs	COE personnel shared with students about careers in education and requirements to become a teacher
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Pitt Community College
Priorities Identified in Collaboration with LEAs/Schools	Pirate Promise: Community College Transfer

Activities and/or Programs Implemented to Address the Priorities	Meeting with potential ECU students and families who wish to major in educator preparation
Start and End Dates	25-Apr-19
Number of Participants	17
Summary of the Outcome of the Activities and/or Programs	Explained Pirate Promise, admissions, financial aid, and programmatic highlights; collected contact information for follow-up
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Wake Technical Community College
Priorities Identified in Collaboration with LEAs/Schools	Pirate Promise: Community College Transfer
Activities and/or Programs Implemented to Address the Priorities	Meeting with potential ECU students and families who wish to major in educator preparation
Start and End Dates	23-Apr-19
Number of Participants	19
Summary of the Outcome of the Activities and/or Programs	Explained Pirate Promise, admissions, financial aid, and programmatic highlights; collected contact information for follow-up
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Lenoir Community College
Priorities Identified in Collaboration with LEAs/Schools	Pirate Promise: Community College Transfer
Activities and/or Programs Implemented to Address the Priorities	Meeting with potential ECU students and families who wish to major in educator preparation
Start and End Dates	18-Apr-19
Number of Participants	18
Summary of the Outcome of the Activities and/or Programs	Explained Pirate Promise, admissions, financial aid, and programmatic highlights; collected contact information for follow-up
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Bladen/Elizabethtown Schools
Priorities Identified in Collaboration with LEAs/Schools	East Bladen High School Inaugural Major Exploration Fair
Activities and/or Programs Implemented to Address the Priorities	Table/booth staffed by COE personnel for education careers and ECU college exploration
Start and End Dates	17-Apr-19
Number of Participants	494
Summary of the Outcome of the Activities and/or Programs	COE personnel shared with students about careers in education and requirements to become a teacher

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Various schools and districts within the Latham Clinical Schools Network (43 districts)
Priorities Identified in Collaboration with LEAs/Schools	Middle School AVID Day
Activities and/or Programs Implemented to Address the Priorities	AVID SE personnel and COE administration greeted participants; breakout sessions were held on study tips, admissions and financial aid, a college student panel, and a campus tour
Start and End Dates	15-Apr-19
Number of Participants	216
Summary of the Outcome of the Activities and/or Programs	AVID program participants explored one major university; practiced their AVID skills and received information to assist them in staying the course in school and looking forward to being college and/or career ready
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Various, Open to the State
Priorities Identified in Collaboration with LEAs/Schools	Multicultural Appreciation Day at ECU (MADE); diversifying enrollment
Activities and/or Programs Implemented to Address the Priorities	Share the diversity supports ECU has in place, meet with prospects and their families to answer FA, admissions, etc. questions in a smaller venue than open house events
Start and End Dates	13-Apr-19
Number of Participants	103
Summary of the Outcome of the Activities and/or Programs	COE personnel participated in the University's MADE day designed to attract underrepresented groups on campus; with a specific focus on educator preparation
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Various schools and districts within the Latham Clinical Schools Network (43 districts)
Priorities Identified in Collaboration with LEAs/Schools	High School AVID Day
Activities and/or Programs Implemented to Address the Priorities	AVID SE personnel and COE administration greeted participants; breakout sessions were held on study tips, admissions and financial aid, a college student panel, and a campus tour
Start and End Dates	10-Apr-19
Number of Participants	328
Summary of the Outcome of the Activities and/or Programs	AVID program participants explored one major university; practiced their AVID skills and received information to assist them in staying the course in school and looking forward to being college and/or career ready

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Pitt/Pitt County Schools
Priorities Identified in Collaboration with LEAs/Schools	Eastern Elementary Career Fair
Activities and/or Programs Implemented to Address the Priorities	Table/booth staffed by COE personnel for education careers and ECU college exploration
Start and End Dates	9-Apr-19
Number of Participants	351
Summary of the Outcome of the Activities and/or Programs	COE personnel shared with students about careers in education and requirements to become a teacher
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Pitt Community College/Pitt County Schools
Priorities Identified in Collaboration with LEAs/Schools	Pitt Community College Transfer Day
Activities and/or Programs Implemented to Address the Priorities	Transfer assistance, face-to-face
Start and End Dates	4/1/2019
Number of Participants	6
Summary of the Outcome of the Activities and/or Programs	COE Advisors spent the day at PCC to work with transfer students, review transcripts, etc.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Pitt/Pitt County Schools
Priorities Identified in Collaboration with LEAs/Schools	Taking Steps Beyond Rose (J.H. Rose High School)
Activities and/or Programs Implemented to Address the Priorities	Table/booth staffed by COE personnel for education careers and ECU college exploration
Start and End Dates	4/1/2019
Number of Participants	18
Summary of the Outcome of the Activities and/or Programs	COE personnel shared with students about careers in education and requirements to become a teacher
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Pitt/Pitt County Schools
Priorities Identified in Collaboration with LEAs/Schools	G.R. Whitfield PTO Pizza/Bingo Event
Activities and/or Programs Implemented to Address the Priorities	Table/booth staffed by COE personnel for education careers and ECU college exploration
Start and End Dates	28-Mar-19
Number of Participants	50

Summary of the Outcome of the Activities and/or Programs	COE personnel shared with students and families about careers in education and requirements to become a teacher
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Pitt/Pitt County Schools
Priorities Identified in Collaboration with LEAs/Schools	Wellcome Middle School Career and College Fair Day
Activities and/or Programs Implemented to Address the Priorities	Table/booth staffed by COE personnel for education careers and ECU college exploration
Start and End Dates	26-Mar-19
Number of Participants	395
Summary of the Outcome of the Activities and/or Programs	COE personnel shared with students about careers in education and requirements to become a teacher
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Various schools and districts within the Latham Clinical Schools Network (43 districts)
Priorities Identified in Collaboration with LEAs/Schools	Keeping Clinical Teachers Up-to-Date with ECU/COE educator preparation program priorities
Activities and/or Programs Implemented to Address the Priorities	Clinical Teachers Conference
Start and End Dates	21-Mar-19
Number of Participants	245
Summary of the Outcome of the Activities and/or Programs	Keynote speaker- NCPOY, various break-out sessions on classroom topics, mentoring, CCAST, edTPA, etc.; lunch and closing session
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Various, open to state
Priorities Identified in Collaboration with LEAs/Schools	GEAR Up Day
Activities and/or Programs Implemented to Address the Priorities	Gaining early awareness for college; targeted groups pf prospects having a major college experience
Start and End Dates	20-Mar-19
Number of Participants	163
Summary of the Outcome of the Activities and/or Programs	Participants received information regarding admissions, educator preparation, LLCs, FA, etc.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Various, qualifying students from across NC
Priorities Identified in Collaboration with LEAs/Schools	ECU Math Competition

Activities and/or Programs Implemented to Address the Priorities	Mathematics competition events held to determine statewide winners
Start and End Dates	19-Mar-19
Number of Participants	42
Summary of the Outcome of the Activities and/or Programs	Participants competed in events to showcase math skills; faculty and ECU students shared math related degrees and careers, campus tours, etc.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Wilmington/New Hanover County Schools
Priorities Identified in Collaboration with LEAs/Schools	Wilmington Pirates in Your Town
Activities and/or Programs Implemented to Address the Priorities	Recruitment of HS, early College and transfer prospects
Start and End Dates	12-Mar-19
Number of Participants	137
Summary of the Outcome of the Activities and/or Programs	Events held for counselors, prospects, and families, ECU shared 2+2 degree completion programs, F2F degree options, PT and FT options
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Various, open to state
Priorities Identified in Collaboration with LEAs/Schools	GEAR Up Day
Activities and/or Programs Implemented to Address the Priorities	Gaining early awareness for college; targeted groups pf prospects having a major college experience
Start and End Dates	15-Nov-18
Number of Participants	156
Summary of the Outcome of the Activities and/or Programs	Participants received information regarding admissions, educator preparation, LLCs, FA, etc.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Various, Open statewide
Priorities Identified in Collaboration with LEAs/Schools	Multicultural Appreciation Day at ECU (MADE); diversifying enrollment
Activities and/or Programs Implemented to Address the Priorities	Share the diversity supports ECU has in place, meet with prospects and their families to answer FA, admissions, etc. questions in a smaller venue than open house events
Start and End Dates	November 10, 2018
Number of Participants	110
Summary of the Outcome of the Activities and/or Programs	COE personnel participated in the University's MADE day designed to attract underrepresented groups on campus; with a specific focus on educator preparation

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Various educators, statewide conference
Priorities Identified in Collaboration with LEAs/Schools	Mathematics Education Conference
Activities and/or Programs Implemented to Address the Priorities	Table/booth staffed by COE personnel for education careers and ECU college exploration
Start and End Dates	30-Oct-18
Number of Participants	95
Summary of the Outcome of the Activities and/or Programs	Conference goers received information about ECU UG, G, EdD and alternative licensure programs
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Various, open to LCSN Districts
Priorities Identified in Collaboration with LEAs/Schools	iTeach Day
Activities and/or Programs Implemented to Address the Priorities	Interview tips/practice for scholarships; educator preparation program distinctions; college admissions, deadlines, GPA requirements, field and clinical experiences, students teaching, etc.
Start and End Dates	13-Oct-18
Number of Participants	75
Summary of the Outcome of the Activities and/or Programs	Participants received personal, small group contact with faculty in program areas to support interest in coming to ECU to become educators.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Wilson Community College and Johnston Community College
Priorities Identified in Collaboration with LEAs/Schools	Pirate Promise: CC Transfer recruitment
Activities and/or Programs Implemented to Address the Priorities	Meeting with potential ECU students and families who wish to major in educator preparation
Start and End Dates	9-Oct-18
Number of Participants	3-Jan-00
Summary of the Outcome of the Activities and/or Programs	Explained Pirate Promise, admissions, financial aid, and programmatic highlights; collected contact information for follow-up
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Various: Greensboro regional schools and communities
Priorities Identified in Collaboration with LEAs/Schools	Pirates in Your Town: Greensboro
Activities and/or Programs Implemented to Address the Priorities	Recruitment of HS, early College and transfer prospects

Start and End Dates	9-Oct-18
Number of Participants	6
Summary of the Outcome of the Activities and/or Programs	Events held for counselors, prospects, and families, ECU shared 2+2 degree completion programs, F2F degree options, PT and FT options
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Raleigh/Raleigh Schools
Priorities Identified in Collaboration with LEAs/Schools	Pirates in Your Town: Raleigh
Activities and/or Programs Implemented to Address the Priorities	Recruitment of HS, early College and transfer prospects
Start and End Dates	7-Oct-18
Number of Participants	6
Summary of the Outcome of the Activities and/or Programs	Events held for counselors, prospects, and families, ECU shared 2+2 degree completion programs, F2F degree options, PT and FT options
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	11 School Systems in the NE Collaborative: Northampton, Hertford, Halifax, gates, Camden, Bertie, Perquimans, Tyrrell, warren, Washington, and Weldon
Priorities Identified in Collaboration with LEAs/Schools	The NC Collaborative for Beginning Teacher Support Fall Drive-In Conference
Activities and/or Programs Implemented to Address the Priorities	Support for BTs in the NE districts – topics include, Alternative Licensure information, classroom management, NCEES, etc.
Start and End Dates	6-Oct-18
Number of Participants	41
Summary of the Outcome of the Activities and/or Programs	BTs were provided support in a conference atmosphere to ask questions, hone skills, and refresh to push forward for semester of their 1-3 years of teaching
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Various, open statewide
Priorities Identified in Collaboration with LEAs/Schools	COE Preview Day-September
Activities and/or Programs Implemented to Address the Priorities	College awareness, career and degree exploration; in depth, small group discussions/info sessions with college faculty in major of choice
Start and End Dates	September 28, October 26, November 30, 2018 and April 26, 2019
Number of Participants	71
Summary of the Outcome of the Activities and/or Programs	Participants receive ½ day AM - University level information on admissions, FA, campus living, support system, then participants spend ½ Day PM in the college of their choice/major interest and have small group contact with advisors, faculty, and programming in education

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Williamston/Williamston Schools
Priorities Identified in Collaboration with LEAs/Schools	Pirate Promise: Martin Community College
Activities and/or Programs Implemented to Address the Priorities	Meeting with potential ECU students and families who wish to major in educator preparation
Start and End Dates	27-Sep-18
Number of Participants	4
Summary of the Outcome of the Activities and/or Programs	Participants receive ½ day AM - University level information on admissions, FA, campus living, support system, then participants spend ½ Day PM in the college of their choice/major interest and have small group contact with advisors, faculty, and programming in education
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Various/Pitt County Schools
Priorities Identified in Collaboration with LEAs/Schools	Counselors ask for updates from university so they can be sure students have up-to-date information regarding admissions, deadlines, FA, scholarships
Activities and/or Programs Implemented to Address the Priorities	Counselor Connections day provided for middle and high school counselors in the region to be briefed on all things ECU and COE
Start and End Dates	27-Sep-18
Number of Participants	60
Summary of the Outcome of the Activities and/or Programs	ECU Admissions, FA, support programs and COE faculty and staff shared 2+2 degree completion programs, ELLC and ECOS, scholarship deadlines, and program initiatives
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Pitt/Pitt County Schools
Priorities Identified in Collaboration with LEAs/Schools	Pirate Promise: Pitt Community College
Activities and/or Programs Implemented to Address the Priorities	Meeting with potential ECU students and families who wish to major in educator preparation
Start and End Dates	26-Sep-18
Number of Participants	3
Summary of the Outcome of the Activities and/or Programs	Explained Pirate Promise, admissions, financial aid, and programmatic highlights; collected contact information for follow-up
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Pitt County/Pitt County Schools
Priorities Identified in Collaboration with LEAs/Schools	Request for tutoring

Activities and/or Programs Implemented to Address the Priorities	ECOS/ELLC Volunteered at Third Street Academy
Start and End Dates	Different dates throughout the semester
Number of Participants	4
Summary of the Outcome of the Activities and/or Programs	ECU COE living and learning community and education community of scholars volunteered their time to assist children at local academy with supplemental learning
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Pitt County/Pitt County Schools
Priorities Identified in Collaboration with LEAs/Schools	Hurricane Disaster Relief
Activities and/or Programs Implemented to Address the Priorities	School Supply Drive for affected public school students
Start and End Dates	fall semester
Number of Participants	64
Summary of the Outcome of the Activities and/or Programs	ECOS/ELLC School Supply Drive for Hurricane Victims (local schools) 2100 items donated
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	LCSN District Partners
Priorities Identified in Collaboration with LEAs/Schools	Reading/Literacy Instruction
Activities and/or Programs Implemented to Address the Priorities	Margaret Blount Harvey Literacy Institutes for LCSN designated Literacy Leaders
Start and End Dates	Feb 9 and April 7, 2019
Number of Participants	30
Summary of the Outcome of the Activities and/or Programs	LLs reviewed reading/literacy research, discussed reading/literacy programs in NC public schools, DPI mandated literacy assessments, leadership in literacy and reading/literacy strategies
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	LCSN District Partners
Priorities Identified in Collaboration with LEAs/Schools	Digital Learning Competencies, Leadership, ELL, Bullying, Differentiation, Motivation, Retention
Activities and/or Programs Implemented to Address the Priorities	2 days of breakout sessions with strands for digital learning, etc.
Start and End Dates	June 12-13, 2019
Number of Participants	40
Summary of the Outcome of the Activities and/or Programs	Participants chose sessions to attend and earned CEUs in either general or digital learning or both for 1 or 2 days attendance

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Pitt/Pitt County Schools
Priorities Identified in Collaboration with LEAs/Schools	G.R. Whitfield Career Day
Activities and/or Programs Implemented to Address the Priorities	Table/booth staffed by COE personnel for education careers and ECU college exploration
Start and End Dates	15-Apr-19
Number of Participants	286
Summary of the Outcome of the Activities and/or Programs	COE personnel shared with students about careers in education and requirements to become a teacher

II. CHARACTERISTICS OF STUDENTS

A. Number of Students Who Applied to the Educator Prep Program

Gender	Number
Male	167
Female	746
Race/Ethnicity	Number
Hispanic / Latino	15
Asian	7
African-American	195
American Indian / Alaskan Native	3
Native Hawaiian / Pacific Islander	0
White	636
Multi-Racial	0
Student does not wish to provide	57

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

Full-Time				
	Male		Female	
Undergraduate	Asian	1	Asian	9
	Black, Not Hispanic Origin	17	Black, Not Hispanic Origin	52
	Hispanic/Latino	3	Hispanic/Latino	20
	Am Indian/Alaskan Native	1	Am Indian/Alaskan Native	4
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	120	White	715
	Multi-Racial		Multi-Racial	
	Not Provided	2	Not Provided	13

	Total	144	Total	813
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	3
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	1	White	4
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	1	Total	7

Part-Time				
	Male		Female	
Undergraduate	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	2
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	4	White	5
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	4	Total	7
Licensure-Only	Asian	2	Asian	6
	Black, Not Hispanic Origin	60	Black, Not Hispanic Origin	252
	Hispanic/Latino	3	Hispanic/Latino	16
	Am Indian/Alaskan Native	1	Am Indian/Alaskan Native	3
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	133	White	433
	Multi-Racial		Multi-Racial	
	Not Provided	13	Not Provided	72
	Total	212	Total	782
Residency	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
No data for 2019-20	Total	-	Total	-

C. Program Completers and Licensed Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only		Residency	
	PC	LC	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	3	12		15		
Elementary	125	76		17		
MG	10	20		73		
Secondary	18	19		35		
Special Subjects	70	73		28		
EC	12	22		47		
VocEd	5	3		13		
Special Services						
Total	243	225	0	228	0	0

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

2017-2018		Student Teachers	Percent Licensed	Percent Employed
Bachelor	ECU	510	89	73
Bachelor	State	3,186	85	67

E. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2018-2019.

LEA	Number of Teachers
Wake County Schools	1,090
Pitt County Schools	1,057
Johnston County Public Schools	607
Wayne County Public Schools	453
Craven County Schools	356
Beaufort County Schools	305
Nash-Rocky Mount Schools	295
Lenoir County Public Schools	281
Onslow County Schools	280
Carteret County Public Schools	254

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

Measure	Baccalaureate
MEAN SAT Total	1,188.92
MEAN SAT-Math	560.77

MEAN SAT-Verbal	572.67
MEAN ACT Composite	25.51
MEAN ACT-Math	24.60
MEAN ACT-English	24.60
MEAN CORE-Combined	497.59
MEAN CORE-Reading	175.00
MEAN CORE-Writing	168.67
MEAN CORE-Math	165.68
MEAN GPA	3.26
Comment or Explanation:	
* Less than five scores reported	

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

Specialty Area/Professional Knowledge	2015-2016 Graduate Cohort Licensure Pass Rate after Three Years							
	Total Completers	2015-16 Completers Employed 2016-17	16-17 Takers	16-17 Percent Passing	17-18 Takers	17-18 Percent Passing	18-19 Takers	18-19 Percent Passing
Elementary (grades K-6)	221	154	149	75	150	92	151	94
M.G. Language Arts	17	10	10	80	10	90	10	100
M.G. Math	17	11	11	100	11	100	11	100
M.G. Science	18	12	12	100	12	100	12	100
M.G. Social Studies	23	15	15	100	15	100	15	100
English	30	23	22	95	23	100	23	100
Math (grades 9-12)	18	9	8	25	8	75	8	75
Science (grades 9-12)	19	14	13	100	13	100	13	100
Social Studies (grades 9-12)	20	13	6	100	10	100	10	100
History	3	3	1	*	1	*	2	*
French	1	1	1	*	1	*	1	*
Spanish	6	4	4	*	4	*	4	*
Physical Education	2							
Health and Physical Ed	19	12	12	92	12	100	12	100
Health Specialist	4	1	1	*	1	*	1	*
Art	8	6	4	*	4	*	5	80
Music	24	16	10	70	13	69	14	79
Family and Consumer Sciences	9	8	8	100	8	100	8	100
Business Education	10	9	9	100	9	100	9	100
Spec Ed: Adapted Curriculum	21	15	15	100	15	100	15	100
Spec Ed: General Curriculum	34	27	19	95	24	92	25	96
Institution Summary	510	356	323	84	337	93	342	95
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.								

**Calculation is made off graduates from the 15-16 school year that became employed in a North Carolina public or charter school for the 16-17 school year.

H. Time from admission into professional teacher education program until program completion

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	142	0	186	0	8	1
U Licensure Only	0	1	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	2	0	5	0	0	0
U Licensure Only	24	10	161	7	2	9
Residency						
	1 semester	2 semesters	3 semesters	4 semesters	5 semesters	6 semesters
Residency	0	0	0	0	0	0
Comment or Explanation: Will have Residency students in next report						

I. 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
140	76	96

J. Field Supervisors to Students Ratio (include both internships and residencies)

1:4

K. Teacher Effectiveness

Institution: East Carolina University
Teacher Effectiveness
This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) and Education Value-Added Assessment System (EVAAS) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of “developing” to “distinguished.” Effective 2010–2011, at the end of their third year beginning teachers must be rated “proficient” on standards 1-5 on the most recent Teacher Summary Rating Form in order to be

eligible for the Standard Professional 2 License. New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Student Growth is determined by a value-added measure as calculated by the statewide growth model for educator effectiveness. Possible student growth ratings include “does not meet expected growth”, “meets expected growth”, and “exceeds expected growth.” Additional information about the NCEES and EVAAS is available at <https://dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model>.

*Sample Size represents the number of teachers that obtained educator effectiveness data during the 2018-19 school year.

*Blank cells represent no data available

*Institutions with fewer than five beginning teachers evaluated during the 2018-2019 school year are reported as N/A.

Standard One: Teachers Demonstrate Leadership							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:	N/A	2.8%	63.9%	31.2%	2.0%	844	615
State Level:	0.1%	3.6%	70.7%	24.6%	1.1%	8,496	808
Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:	N/A	2.6%	60.5%	34.6%	2.1%	838	621
State Level:	0.1%	3.5%	63.1%	31.9%	1.4%	8,427	877
Standard Three: Teachers Know the Content They Teach							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:	0.1%	3.1%	71.4%	24.1%	1.3%	838	621
State Level:	~0.0%	5.0%	74.5%	19.6%	0.8%	8,427	877
Standard Four: Teachers Facilitate Learning for Their Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:	N/A	3.6%	65.9%	28.8%	1.7%	844	615
State Level:	~0.0%	5.4%	69.9%	24.0%	0.5%	8,496	808
Standard Five: Teachers Reflect on Their Practice							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:	N/A	3.3%	67.5%	27.3%	1.7%	838	621
State Level:	~0.0%	4.1%	72.9%	21.9%	1.0%	8,427	877
Student Growth: Teachers Contribute to the Academic Success of Students							
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size	Missing		
Inst. Level:	14.9%	69.2%	16.0%	652	807		

State Level:	22.0%	64.7%	13.0%	6,228	3,076	
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