IHE Bachelor Performance Report
East Carolina University
2014 - 2015

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,"* or To Serve. Chartered in 1907as 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. The UNC System requires constituent institutions who prepare educators to be nationally accredited.

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." ECU is accredited by the Southern Association of Colleges and Schools (SACS) to award baccalaureate, master's, 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 2009, the COE was awarded an $8.9 million Teacher Quality Partnership (TQP) grant from the US Department of Education to reform teacher preparation and impact school reform. Several TQP reforms are innovations in the EPP's Pirate CODE, Transformation Initiative. In 2010, the American Association of Colleges of Teacher Education (AACTE) awarded the Edward C. Pomeroy Award for Outstanding Contributions to Teacher Education to the editorial team of the *Journal of Curriculum and Instruction* (JoCI), a COE-supported online journal. More recently, the teacher preparation programs at ECU were studied as part of a Spencer Foundation project on high data use institutions.

Special Characteristics

In February 2015, ECU hosted its continuing CAEP accreditation visit following the Transformation Initiative (TI)pathway, one of only nine institutions' nationally to pursue this accreditation route. ECU's TI, the Pirate CODE, included a series of coordinated curricular and clinical practice innovations, including: video grand rounds, core instructional strategies, instructional coaching support, co-teaching, and edTPA as a performance assessment. Preliminary findings from the visit gave ECU the highest marks on its TI; final findings will be determined at the CAEP board meeting in October 2015.

In summer 2015, Dean Linda A. Patriarca, dean of the ECU College of Education since 2008 will return to faculty. Dr. B, Grant Hayes will join the ECU College of Education July 30, 2015 as its new dean.

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).

*As of this report's writing, the University of North Carolina General Administration had recently handed down program closures to its constituent institutions. ECU's program offering, as listed above, is accurate for academic year 2014-15.

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	Name of Partnership Activity	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Sum of
Broadway Elementary School, Broadway, N.C.	1. Promotion of reading 2. Global literature 3. Writing - Transposing of stories into plays	School of Theater and Dance - ECU - Storybook Theatre	Skyping Activity: 1. Presentation by ECU Theatre Education and Theatre for Youth of Storybook Theatre based on tales from around the world 2. Presentation of Arts Research projects by Broadway Elementary students to ECU students.	Fall 2014-Spring 2015	35	ECU Broad School the fa 2015 Aroun differ time. favor select Elem prese collec from
Belvoir Elementary School	1.Writing - introduction to playwriting 2. Introduction to character development, costume design, set design 3. Oral presentation skills	ECU School of Theatre and Dance - Storybook Theatre - Young Playwright's Project	ECU School of Theatre and Dance Theatre Education and Theatre for Youth students conducted workshops for the Young Playwright's Project at Belvoir Elementary School during the Fall 2014 semester and Spring 2015 semester.	Fall 2014-Spring 2015	35	Stude Elem plays and s plays prese creati
PW Moore Elementary School	1. Promoting Reading2. Storybook Theatre presentation of identified books for book celebration event	ECU School of Theatre and Dance - Storybook Theatre	ECU School of Theatre and Dance Theatre Education and Theatre for Youth students prepared video recordings of theatre presentation of three books for Media Coordinator, Jill S. Turner at PW Moore elementary School, Elizabeth City, N.C.	FEbruary 12, 2015-February 24th, 2015	15 - but shown to school and community	The f drama Story Theat Ocea Fish" Fish" Coor stude a read which theme

Location	Activity	Program	Description	Start	End/Count	Impact
Pitt County, Beaufort County Schools Nash Rocky Mount, Craven County	1. Reading 2. Literature 3. Performance of literature 4. Research and compilation of study guides for "The Little Prince" and Treasure Island" 5. Discussion with students following each performance	ECU Storybook Theatre - School of Theatre and Dance	ECU Storybook Theatre students research and prepared study guides for teachers K-2, 3-5, 6-8th grades for the following productions: "The Little Prince" "Treasure Island"	Fall 2014-Srong 2015	800 at "The Little Prince" and 1,000 at "Treasure Island"	ECU Theat resear study Princ Island classr schoc produ Little Island Story each j regarc desig the te public teach
Beaufort, Nash, Craven, Pitt Counties	1. Reading 2. Literature dramatization for the stage	ECU School of Theatre and Dance - Storybook Theatre	ECU Storybook Theatre presented "Global Tales from Around the World" at the Librarian to Librarian Networking Summit at ECU Joyner Library.	February 21st	35	ECU perfo specia surrou held a sessic perfo drama classr
Belvoir Elementary School	1. Promoting reading2. Global literature3. Dramatization of literature	ECU School of Theatre and Dance - Storybook Theatre	ECU Storybook Theatre students performed "Tales from Around The World for teachers, students, and family members for Belvoir Elementary School's "Bedtime for Belvoir" reading event. Students return to school after hours dressed in pajamas to hear and see Storybook Theatre perform stories for a "bedtime story". Students bring their siblings and parents to the event.	April 16, 2015	100	ECU perfo Arour stude meml wide
DH Conley & JH Rose	Development of teacher candidates in Business, Marketing, and Information Technologies	TQP - ISLES	eBook integrated in curriculum Research conducted Proposal Submission Data analysis	08/2014	08/2015	ISLE resear public
Wahl Coates Elementary School	Promotion of reading and global literature	Storybook Theatre	Storybook Theatre performed two shows at Wahl-Coates Elementary School on April 23rd, 2015 - "Tales from Around the World" which included multicultural tales, songs and poetry	4/23 - 4/23, 2015	100	Child partic show the W ECU

Multiple	Software training for teachers dealing with IT and Instructional Strategies.Expose teachers to new and emerging technologies.	Atlantic Coast Business, Marketing, and Information Technology Education Conference (ACBMITE)	Workshops and conference sessions for 150 teachers in North Carolina	08/2014 - 03/2015	150	Confe… traini… teach… comp… receiv… educa… towar… licens…
Latham Clinical Schools Network and beyond	ECU teacher candidates learn and evaluate CTSOs (Career and Technical Student Organizations). ECU teacher candidates in BITE evaluate the FBLA competition submissions. Both the Web Design and Ecommerce projects were evaluated.	FBLA Competition	Teacher candidates complete an ISLES Module on CTSOs. Teacher candidates complete an assignment dealing with the development and implementation of CTSOs in K12 schools. Teacher candidates participate in a synchronous virtual video chat regarding CTSOs. Teacher candidates evaluate FBLA competition entries.	02/2015 - 04/2015	20	Teach… deepe… under… are pr… the fi… advis… know… evalu… proce…
Third Street Community Center, Pitt County	Create an opportunity for middle school students in the community to sing in an after school choir. Create an opportunity for choral music education majors to lead rehearsals in an after school choir.	Third Street Community Choir	The Third Street Community Choir was established in January 2015. Choir rehearsals were held on Monday nights from 4:30-6:00 at the Third Street Community Center. All rehearsals were led by choral music education majors enrolled in MUSC 3287 and MUSC 3247.	1/15-5/15	20	After… rehea… Comm… a con…
Pitt County Schools	The Kids Music after school music program was created as a teaching lab for music education majors enrolled in MUSC 3237. The Kids Music program serves as an after school music enrichment program for students in grades 3-5.	Kids Music After School Program	Students in grades 3-5 attend the Kids Music program on the campus of ECU. Kids Music meets on Monday afternoons from 4:30-5:30 during the fall semester. Music education majors enrolled in MUSC 3237 lead all Kids Music rehearsals.	September 2014- November 2014	20	Stude… the K… the ca… Musi… after… durin… Musi… enroll… all Ki… final… in No… what… learne…

Pitt County Schools	Pitt County Schools	Arts Education Day	Over 300 students from Pitt County Schools arts programs visited campus in March to learn more about arts education programs offered at ECU. Students were given the opportunity to participate in art, theatre, dance, and music classes, attend rehearsals, talk with admissions counselors, and tour the campus.	March 2015	Over 300	Over Coun progr Marc arts e offere were to par dance attend admis tour t
Pitt County Schools	Teachers and community members from Pitt County Schools were invited to attend a free workshop on beginning ukulele.	East Carolina Ukulele Workshop	Teachers and community members from Pitt County Schools were invited to attend a free workshop on beginning ukulele. Master teachers were invited to campus to provide a workshop experience for beginning ukulele teachers, students, and community members.	September 2015	110	Teach memb Schoo attend begin teach camp works begin stude memb
Pitt County Public Schools	The purpose of this project is to encourage and develop interdisciplinary art projects that can be exhibited in a public space. The goal is to develop community-wide excitement about interdisciplinary visual media and celebrate student learning. A priority is to encourage young learners to visualize the future. The theme of this year's exhibition was "Out of Space."	Youth Expressions Interdisciplinary Art Project and Exhibition	Youth Expressions Art Project is collaboration between the Pitt County Schools, the Greenville Police Department, and the School of Art and Design. During 2014-2015 the East Carolina University NC Space Grant Collaborative played a larger role in funding the activity. During the fall semester and working with art education students and faculty members from across the university, the art education faculty members developed a suggested exhibition theme and curriculum for art works that will be displayed in the spring exhibition.	September 2014-April 2015	300 young students and 20 teachers	This y paren please in the Desig outco stude Schoo and o were work 2014- projec exhib Art ar Green serve comm Expre Art P

Pitt County	#1 Provide an enrichment-based summer camp experience for AIG students in Pitt County #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.	ECU/PCS AIG Summer Camp	The ECU/PCS AIG Summer Camp met July 7-9 from 7:45am to noon and July 10 from 7:45am to 5pm. Camp staff also met for 2.5 hours on July 6 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 6-12, 2014 Planning occurred August 2013-July 2014	104 paid Pitt County AIG Campers, 4 Pitt County AIG Campers receiving scholarships for participation, 2 ECU faculty members, 4 Pitt County Faculty members, 85 ECU licensure students.	PCS s... hours... progr... enrich... choos... their... demo... meth... learne... their... know... chara... childr... mento... PCS... demo... effect... for re... ECU... instru... profe... camp... totale... hours... week... onlin...
Pitt County Schools	Provide professional development in ESL for Pitt County teachers who wish to pursue add-on licensure in ESL.	ESL Professional Development	Partnership established to provide professional development in ESL for Pitt County teachers who wish to pursue add-on licensure in ESL. Courses may also be applied to the ESL strand in ELEM for the MAEd, or toward the MAEd in READ	Start: Summer 2 2014 End: Unknown	Approximately 20 planned for first course	Plann... TESL... progr... at this... has y... Cours... 6100...

Pitt County Schools and surrounding counties	We incorporate ECU graduates working in Pitt Co and surrounding counties into programming on campus for our education students to learn about teaching and develop relationships with current in-service teachers. KDP is partnering with Pitt Co schools such as Wintergreen and Robinson to provide service for Relay for Life (spring 2015). We are working to develop partnerships with targeted low SES Pitt Co schools to partner with on volunteer projects such as tutoring, supply and food drives, and others identified by schools (in planning stage Spring 2015).	Kappa Delta Pi	Beginning Educator Panel Fall 2014 - 7 recent ECU graduates from Pitt Co and surrounding counties came to speak to education majors from various program areas about the challenges of the first few years of teaching. This event was co-sponsored by the Elementary Education Club and over 50 students were in attendance. Students have signed up to assist WH Robinson and Wintergreen Schools with the Pitt County Relay for Life event in May 2015.	Targeted start date will be fall 2015-ongoing	various by event	Very progr teach for se small servic worki partne target with SES s date v
Pitt	To provide opportunities for realistic experiences for pre-service teachers at East Carolina University in the Elementary Education Club and support for local schools/teachers/students.	Elementary Education Adopts School and Teacher	Members of the club participated in Adopt a School activities: created posters for Career Week, tutored individual students, posters for Red Ribbon Week, assisted with a local visit from a published author; Adopt a Teacher activities: paired with a 5th grade teacher at Ridgewood to provide clerical assistance and tutorial help for given students; Backpack Pals: collected and packed food for needy families over weekends; Paired with KDP to host teachers in the field as guest speakers for members/education majors.	Fall 2014-ongoing	varied by activity	Mem valua field profe gaine they childr partne local
Pitt, Greene, Beaufort, Wayne, Lenoir, Martin, Edgecombe, and Wilson Counties	Examine internship practices for Senior 2 ECU students through a continuing 4th year pilot study on the effectiveness of co-teaching	Co-teaching	A 5 hour training session was conducted for each participant in the co-teaching program	Various dates throughout 2014-2015	106 ECU students, 88 PCS Clinical Teachers, 61 ECU faculty and University Supervisors, 255 total participants	Over their 41 un were teach use in resear to stu teach of int

Counties throughout NC, but mostly in eastern NC	#1 Provide an affordable professional development experience for NC teachers on effective practices for teaching gifted students #2 Provide an opportunity for teachers of the gifted to network with other teachers, administrators, and leaders in gifted education from around the state #3 Honor an outstanding teacher of the gifted with the Ann Harrison Service Award	AIG Conference	The 8th Annual ECU Gifted Conference was held on September 25, 2014 from 1-6 pm at the Murphy Center on the campus of East Carolina University. The conference included the NC State DPI AIG Coordinator and nationally-known keynote speaker, Ian Byrd, with a keynote titled "So Much More Than Smart Kids." There were 8 breakout sessions in addition to a DPI address on the state of the state and a keynote speech.	September 25, 2014 from 1-6 pm Planning occurred earlier	256 paid conference registrants, 30 free conference registrations for ECU students 10 speakers and ECU faculty 4 vendors = 300 total participants	300 p advan educa also their
The Oakwood School	Oakwood currently offers dance classes only for grades 5 and above, so our partnership focused on weekly lessons for students in grade 2. (The ECU dance education program created a partnership where faculty and students could engage in teaching dance to young people with the Oakwood School because there are no elementary dance programs in Pitt County.)	Creative Dance Lessons	We created a Service Learning version of the course DNCE 2200 Creative Dance for the Elementary Schools. One day per week the students and professor traveled to Oakwood and led a creative dance lesson for the two second grade classes in partnership with the teachers. During our other class meeting each week we reflected on the lessons and engaged in collaborative planning for future lessons.	September -December 2014	2 ECU students, 1 ECU faculty, 26 second grade students, 3 Oakwood faculty	We ta the O integr (Crea Respo with science and la studie Wolf ECU the pr their Theat of the conti Fall 2

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

For the 2014-15 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.

For all Initial Licensure Teacher Candidates:
1) All students must meet basic technology competencies prior to admission to the teacher education program.
2) All teacher education candidates complete an educational technology course, EDTC 4001 or content-specific educational technology course, which includes:
    a. Digital teaching and the application of using technologies to support instruction and assessment.
    b. Technology integration required in methods courses beginning in Junior year.
    c. TPACK lesson plan requirement (EE9) required in all educational technology courses.
3) Use of emerging technologies in planning, instruction, and assessment in junior and senior methods courses (e.g., SMART technology, Edmodo, Socrative, Glogster, Weebly and iPads as teaching tools).
    a. Forthcoming – Edthena video annotation
    b. Emerging technologies identified in partnership with Latham Clinical Schools Network partners and through ongoing conversations with regional technology directors, including site-visits to schools.
    SmartBoard Seminar provided for MAT students
    IHAT (Irene Howell Assistive Technology) Center Professional Development Sessions
    a. Professional development sessions are offered on an open enrollment basis for all teacher education majors. All non-Special Education teacher candidates take 1-3 sessions on assistive technology through two courses common to all majors: EDTC 4001 and SPED 4010/4020. (Special Education candidates take an average of ten to fourteen assistive technology sessions in the SPED course of study).
  6) SmartBoard technology integrated into classes and physical classrooms on campus.
  7) All initial teacher candidates are required to complete electronic portfolios as part of their edTPA portfolio submission.

ECU has fully implemented the edTPA in all program areas. All candidates in all program areas are now using TaskStream to upload and manage their teacher education program and licensure evidences. In addition, faculty and clinical teachers are also using TaskStream to review and provide feedback on candidate work in courses and in the field.
Overall, the ECU teacher preparation programs 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 in order to be officially admitted into the program.
2) All students must take and pass an Educational Technology course where the student learns to integrate technology into teaching; use technology tools to manage, analyze and assess the data of their students; and to modify instruction based on the data. This includes utilizing TaskStream and the various software packages related to their content area; SMART boards, some assistive technologies, and commercial reading programs such as READ 3D/Dibbles, et cetera.
3) During student teaching, candidates put number two above into practice throughout their student teaching experience. As part of the edTPA, candidates prepare a unit of instruction; administer an assessment on the content of the unit; analyze the data for student pre-understandings and/or misconceptions; teach the unit (modified based on assessment information); administer the post-test; analyze the data for ratio of student and class gains versus losses, and answer faculty-directed reflection questions about the process, the need to re-teach, and how the student would modify the unit for the next time that it is taught. Technology tools are used to accomplish many of these requirements, such as the use of SMART boards for instruction, READ 3D, laptops, Chromebooks, e-textbooks and Google Docs for shared learning.

Program Specific Technology Competencies and experiences:
1) In the History Education/Social Studies Education program area, inclusion of technology standards is a required component of standard HIED lesson planning and unit planning documents.
2) In the Reading program area, each course includes digital teaching and the application of using technologies to support instruction and assessment.
3) In the Special Education program area:
   a. Each SPED course embeds between one and three professional development sessions about instructional technology and/or assistive technology that are specifically aimed at integrating universal design for learning principles into instructional planning and practices.
   b. The SPED 4000 course includes the application of assistive technologies to support assessment and instruction.

For Candidates in other Educator Preparation Programs:
MSA candidates are provided instruction on instructional technologies and strategies to enhance the K-12 student learning experience. MSA candidates are taught the various funding sources to acquire hardware and software products in order to allow teachers to utilize these tools in the classroom. Additionally, MSA faculty have received a six hour training session with the international company 2Revolutions, regarding the "next generation of learners."

For all Teacher Education and Educator Preparation Faculty:
1) College of Education leadership members received an overview of Home Base and Power School. Several sessions have been provided to faculty as a basis introduction on integrating

understanding, as well as the use of these public school products into our preparation programs.

2) All faculty who are teaching instructional methods courses are expected to maintain NC teaching licensure which will include the new digital learning requirements.

3) All faculty teaching online are required to complete online teaching professional development and/or modules annually as a part of the institution's SACS accreditation.

> **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.*

Reading Instruction for Candidates in Elementary Education and Special Education:

1) All Elementary Education and Special Education General Curriculum candidates are required to take two reading methods courses as part of their degree program:
   a. READ 3301 Reading Instruction in the Primary Grades, 3 s.h., includes a practicum experience.
   b. READ 3302 Reading Instruction in the Intermediate Grades, 3 s.h., includes a practicum experience.

2) In addition, Elementary Education and Special Education Adapted Curriculum candidates may elect to add North Carolina Reading Licensure to their degree by completing an additional six courses in reading/literacy.

3) mClass Reading 3D instruction is embedded in the reading/literacy coursework that Elementary Education and Special Education General Curriculum candidates must take in their degree programs.

4) Candidates are provided the opportunity to use Pearson practice tests that are available online, to gauge their knowledge for both components of the required new Foundations of Reading (FoR) and General Curriculum subtests. Test preparation modules were created in Blackboard to support candidates in the FoR and math subtest areas. Test preparation Modules designed by ECU faculty to align coursework with FoR are available for ELEM and SPED candidates.

5) Elementary Education candidates are required to take a Language Arts Methods course as part of their degree program. For Elementary candidates, this course is connected with a K-2 practicum course.
   a. ELEM 3200 Language Arts in Elementary School, 3 s.h.
   b. ELEM 3300 K-2 Practicum, 3 s.h.

6) Special Education General Curriculum candidates are required to earn dual licensure in reading and Special Education General Curriculum. For Special Education General Curriculum, additional coursework in Language Arts Methods is required.

7) Elementary Education candidates also have the option of a READ concentration or MATH concentration (18 s.h.). These concentrations include both content and methods courses in the designated areas.

Mathematics Instruction for Candidates in Elementary Education and Special Education:
1) Special Education General Curriculum, Special Education Adapted Curriculum and Elementary Education candidates are required to take college algebra and three content pedagogy courses:
   a. MATE 3050. Mathematics and Methods for Grades Pre-K-2 (3) (F,S,SS)
   b. MATE 3051. Field Experience in Mathematics Grades K-2 (1) (F,S,SS)
   c. MATE 3060. Mathematics and Methods for Grades 3-6 (4)
2) The mathematics education faculty have developed MATE 5251; a course developed to assist candidates with deepening their understanding of mathematics concepts.
3) Elementary Education candidates also have the option of a MATH concentration (18 additional hours). The concentration includes both content and methods courses in the designated areas.

   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.

For all Initial Licensure Teacher Candidates:
1) 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.
2) All teacher preparation programs integrate assessment in all methods coursework. Candidates take methods in Reading, Science, Social Studies, Mathematics, Educational Technology, Art, Music, Health, Physical Education, and Language Arts.
3) Candidates take an Education Psychology course that includes focus on assessment.

Program Specific preparation in formative and summative assessments for candidates preparing to teach in elementary schools:
1) Reading Education:
   a. Many Elementary Education majors complete an academic concentration (18 s.h.) in reading, which leads to an add-on licensure in that area. All Special Education General Curriculum majors are required to earn add-on licensure in reading as part of their program of study.
   b. Elementary Education majors who do not select reading as an academic concentration, complete a minimum of 9 s.h. in reading-content coursework.

c. ECU Reading Faculty members are trained to use mClass Reading 3D and will model the use of this tool and other appropriate tools in required reading/literacy coursework.

2) Special Education:

    a. SPED Teacher Candidates are given experience with a variety of formative and summative assessments through embedded unit planning assignments during the sophomore, junior and senior years. SPED Candidates complete:

        i) SPED 3001 – Assessing Students with Disabilities; Eligibility and Curriculum Assessments

        ii) SPED 3004 – Managing the Learning Environment; Behavioral Assessments

        iii) SPED 3005 – Introduction to Unit Planning Assignments and Assessments

        iv) SPED 3100/09-3200/09 – Methods Practicum Unit Planning Assignment and Assessments

        v) SPED 4000 – Technology in Special Education; Assistive Technology Evaluations

        vi) SPED 4320 – Senior Internship edTPA; Senior Summative Assessment Integrated Formative and Summative Assessments and Reflective Analysis

        vii) SPED 4324 – Senior Internship Unit Plan during full teaching days

3) Elementary Education:

    a. From the ECU Teacher Quality Partnership Grant, 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.

    b. 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.

    c. Elementary Education candidates are required to take and pass the NCEL tests for initial licensure.

d. 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.

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	4
	Asian/Pacific Islander	7	Asian/Pacific Islander	5
	Black, Not Hispanic Origin	13	Black, Not Hispanic Origin	68
	Hispanic	7	Hispanic	10
	White, Not Hispanic Origin	169	White, Not Hispanic Origin	792
	Other	2	Other	9
	Total	**199**	**Total**	**888**
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	1
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	9
	Hispanic		Hispanic	3
	White, Not Hispanic Origin	10	White, Not Hispanic Origin	38
	Other		Other	
	Total	**12**	**Total**	**51**
	Part Time				
	Male		**Female**		
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	1
	Asian/Pacific Islander	1	Asian/Pacific Islander	2
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	7
	Hispanic		Hispanic	3
	White, Not Hispanic Origin	12	White, Not Hispanic Origin	69
	Other		Other	
	Total	**13**	**Total**	**82**
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	4
	Asian/Pacific Islander	1	Asian/Pacific Islander	4
	Black, Not Hispanic Origin	28	Black, Not Hispanic Origin	123
	Hispanic		Hispanic	10
	White, Not Hispanic Origin	109	White, Not Hispanic Origin	466
	Other	2	Other	8
	Total	**140**	**Total**	**615**

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	14
Elementary (K-6)	27	56
Middle Grades (6-9)	64	109
Secondary (9-12)	39	92
Special Subject Areas (k-12)	29	48
Exceptional Children (K-12)	41	85
Vocational Education (7-12)	42	49
Special Service Personnel	0	3
Total	**263**	**456**
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	1,178.45
MEAN SAT-Math	569.82
MEAN SAT-Verbal	568.91
MEAN ACT Composite	25.62
MEAN ACT-Math	25.00
MEAN ACT-English	24.91
MEAN PPST-Combined	527.04
MEAN PPST-Reading	179.94
MEAN PPST-Writing	176.38
MEAN PPST-Math	179.62
MEAN CORE-Combined	488.28
MEAN CORE-Reading	179.17
MEAN CORE-Writing	170.12
MEAN CORE-Math	169.38
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 Completed program but has not applied for or is not eligible to apply for a license **LC** Completed program and applied for license	**PC**	**LC**	**PC**	**LC**
Prekindergarten (B-K)	5	15	1	9
Elementary (K-6)	74	123	4	36
Middle Grades (6-9)	4	24	6	31
Secondary (9-12)	6	47	5	38
Special Subject Areas (K-12)	41	136	1	16
Exceptional Children (K-12)	6	41	1	57
Vocational Education (7-12)		3		11
Special Service Personnel				
Total	**133**	**389**	**18**	**198**
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2013 - 2014 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Art	1	*
Business Education	11	100
Elementary Education (grades K-6)	293	99
English	8	100
Family and Consumer Sciences	7	100
French	1	*
Health and Physical Education	1	*
Middle Grades – Language Arts	8	100
Middle Grades – Math	9	100
Middle Grades – Science	12	100
Middle Grades – Social Studies	3	*
Marketing Education	1	*
Math (grades 9-12)	6	100
Music	1	*
Physical Education	5	100
Science (grades 9-12)	11	91
Social Studies (grades 9-12)	4	*
Spanish	1	*
Special Education: Adapted Curriculum	16	100
Special Education: General Curriculum	48	100
Institution Summary	447	99
Comments: **Numbers reflect traditional and alternative students (Lateral Entry)**		
* 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.

Full Time						
	3 or fewer semesters	**4 semesters**	**5 semesters**	**6 semesters**	**7 semesters**	**8 semesters**
Baccalaureate degree	81	193	71	13	6	5
U Licensure Only	11	3				
Part Time						
	3 or fewer semesters	**4 semesters**	**5 semesters**	**6 semesters**	**7 semesters**	**8 semesters**
Baccalaureate degree	2	2	33	2	1	
U Licensure Only	104	40	40	5	3	5
Comment or Explanation						

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

2013-2014		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	677	96	69
Bachelor	State	4,369	92	63

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2014-2015.

LEA	Number of Teachers
Pitt Co Schs	1,098
Wake Co Schs	1,086
Johnston Co Schs	559
Wayne Co Schs	492
Craven Co Schs	403
Beaufort Co Schs	332
Lenoir Co Schs	329
Nash-Rocky Mt Schs	319
Onslow Co Schs	301
Carteret Co Schs	268

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

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
135	92	45