



East Carolina University
Educator Preparation Program

Council for the Accreditation of Educator Preparation (CAEP)

Self-Study Report

June 30, 2021

Contents

Educator Preparation Program Overview	4
Context and Unique Characteristics	4
Description of Organizational Structure	4
Vision, Mission, and Goals	5
EPP's Shared Values and Beliefs for Educator Preparation	6
Revised Standard 1: Content and Pedagogical Knowledge	8
R1.1 The Learner and Learning	8
R1.2 Content	10
R1.3 Instructional Practice	12
R1.4 Professional Responsibility	15
Summary	16
Revised Standard 2: Clinical Partnerships and Practice	17
R2.1 Partnerships for Clinical Preparation	17
R2.2 Clinical Educators	19
R2.3 Clinical Experiences	21
Summary	25
Revised Standard 3: Candidate Recruitment, Progression, and Support	26
R3.1 Recruitment	26
R3.2 Monitoring and Supporting Candidate Progression	28
R3.3 Competency at Completion	31
Summary	34
Revised Standard 4: Program Impact	35
R4.1 Completer Effectiveness	35
R4.2 Satisfaction of Employers	37
R4.3 Satisfaction of Completers	40
Summary Statement	42
Revised Standard 5: Quality Assurance System and Continuous Improvement	43
R5.1 Quality Assurance System	43
R5.2 Valid and Consistent Data	46
R5.3 Stakeholder Involvement	47
R5.4 Continuously Assesses Performance	49
Summary	51
Advanced Standard 1: Content and Pedagogical Knowledge	52
A1.1. Candidate Knowledge, Skills, and Professional Dispositions	52
A1.2 Provider Responsibilities	56
Summary Statement	59

Advanced Standard 2: Advanced Preparation Clinical Partnerships and Practice	60
A2.1 Partnerships for Advanced Clinical Preparation.....	60
A.2.2 Clinical Experiences	61
Summary Statement.....	68
Advanced Standard 3: Candidate Quality and Selectivity.....	69
A3.1 Admission of Diverse Candidates Who Meet Employment Needs	69
A3.2 Academic Achievement and Ability to Complete Preparation Successfully	72
A3.3 Selectivity During Preparation.....	75
A3.4 Selection at Completion	75
Summary Statement.....	76
Advanced Standard 4 Satisfaction with Preparation	77
A4.1 Satisfaction of Employers	77
A4.2 Satisfaction of Completers	79
Summary.....	80
Advanced Standard 5: Provider Quality, Continuous Improvement, and Capacity.....	82
A5.1 Quality Assurance System	82
A5.2 Valid and Consistent Data	84
A5.3 Systematically Assesses Performance	86
A5.4 Measures of Completer Outcomes in Decision-making.....	87
A5.5 Stakeholder Involvement	88
Summary.....	90
Diversity Crosscutting Theme (Advanced Only).....	91
Technology Crosscutting Theme (Advanced Only)	93

Educator Preparation Program Overview

Context and Unique Characteristics

East Carolina University (ECU), a public, four-year university established in 1907, is located in Greenville, North Carolina. ECU has 11 colleges/schools/institutes, 10 of which are degree-granting. Serving a largely rural population in the coastal region of the state, ECU is one of 17 constituent institutions within the University of North Carolina (UNC) System. ECU accomplishes its mission - to be a national model for student success, public service, and regional transformation - through education, research, creative activities, and service. As of Fall 2020, ECU is the fourth largest institution in the UNC System. The UNC System is governed by a Board of Governors, which delegates significant responsibility to ECU's Board of Trustees. The Carnegie Commission on Higher Education classifies ECU as a Doctoral University: High Research Activity. In 2010 and 2015, ECU received the Community Engagement Classification from the New England Resource Center for Higher Education.

East Carolina University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, master's, and doctoral degrees. Questions about the accreditation of East Carolina University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

ECU offers 87 baccalaureate degree programs, 68 master's degree programs, five professional practice doctoral programs, 13 research/scholarship doctoral programs, 85 certificates, and two specialist degree programs. In Fall 2020, ECU employed over 6,700 personnel (including graduate assistants); almost 2,000 of these employees held a faculty appointment. In 2019-2020, ECU conferred more than 7,500 degrees and, in the most recent data reported to the National Center for Educational Statistics (for academic year 2018-2019), had core expenses exceeding \$921 million. ECU's total enrollment in Fall 2020 was 28,798 with 23,056 undergraduates and 5,742 graduate students. All 100 counties in North Carolina, 47 states and the District of Columbia, and 99 countries were represented in the student body. Ethnic minorities made up 33 percent of undergraduate students, 26 percent of graduate students, 46 percent of medical students, and 44 percent of dental students. Over 36 percent of all students were enrolled in online courses only.

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). The COE is approaching its 1000th graduate from Partnership Teach (formerly Partnership East), a 2+2 degree completion program with the NC Community Colleges across the state. In 2019, NCTQ rated ECU as an Outstanding Program with inclusion in its *Start Here to Become a Teacher* publication.

Description of Organizational Structure

The ECU EPP is comprised of programs housed in four colleges across the University campus. The four colleges are: Harriot College of Arts and Sciences, College of Education, College of Fine Arts and Communication, and the College of Health and Human Performance. The programs are

united by the Council for Educator Preparation (CEP), which serves as a policy recommending agency to the dean of the college of education. EPP programs within the colleges are granted representation on the council based on the number of EPP faculty within the program. The ECU College of Education's Dean provides leadership and authority for the EPP unit. The campus deans meet with the university Provost who serves as the chief academic officer, and items of EPP importance are shared in this venue as well as between the deans of college who house the education programs specifically. There is a centralized set of services housed in the COE that provide service and support to all programs across the four colleges. The ECU COE manages all undergraduate early field and clinical experiences, licensure for completers at all degree levels, alternative licensure intake and advising, state program approval and the national accreditation processes for the educator preparation programs at the Institution.

The College of Education consists of six departments housing 12 education programs: Elementary, Middle Grades, Mathematics, Science, Instructional Technology, Literacy, English, History, Special Education, Educational Administration, Counselor Education, and Library Science. The College of Arts and Sciences houses five education programs: Hispanic Studies, French, German and School Psychology in two departments: Foreign Languages and Literatures and Psychology, respectively. The College of Fine Arts and Communication houses three programs: Art Education in the School of Art and Design, Music Education in the School of Music and Theatre Education in the School of Theatre and Dance. The College of Health and Human Performance houses four programs, Physical Education, Birth-Kindergarten education, Family and Consumer Sciences Education and School Social Work.

In addition, the EPP has two offices that house the service and support structures for the EPP regardless of where the programs reside. The Office of Assessment, Data Management and Digital Learning facilitates the collection, compilation, dissemination and analysis of candidate performance data in support of institutional accreditation, the North Carolina Department of Public Instruction (NCDPI) program approval, CAEP accreditation, other professional accreditations, faculty and program research, and overall program improvement. The Office of Educator preparation facilitates early field and clinical experiences, alternative licensure, traditional licensure, UNC-SO data for educator preparation programs, the state IHE report and the federal Title 2 report.

[Vision, Mission, and Goals](#)

ECU has a proud heritage 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, ECU has continually served the region with quality and commitment. In 1972, ECU joined the University of North Carolina System. The vision and mission of the University is to be a national model for student success, public service and regional transformation. East Carolina University uses innovative learning strategies and delivery methods to maximize access; prepares students with the knowledge, skills and values to succeed in a global, multicultural society; develops tomorrow's leaders to serve and inspire positive change; discovers new knowledge and innovations to support a thriving future for eastern North Carolina and beyond; transforms health care, promotes wellness, and reduces health

disparities; and improves quality of life through cultural enrichment, academics, the arts, and athletics. We accomplish our mission through education, research, creative activities, and service. We will concentrate our resources to fulfill these commitments. **We will:** embrace an inclusive university community and are committed to recruiting and retaining faculty and staff with diverse backgrounds; launch the largest, university-wide comprehensive campaign in our history; control costs and diversify revenue streams; reward innovation and continuous improvement in processes, technology, business intelligence, and infrastructure; and promote sustainable environments and be a leader in workplace wellness.

The EPP's conceptual framework focuses on empowering all learners and achieving excellence through partnership, which aligns with the University's mission and furthers the motto of "Excellence through Partnership". The EPP uses innovative learning strategies like Mursion immersive simulations and co-teaching to prepare candidates for success in diverse settings. The Latham Clinical Schools Network, Partnership Teach, Rural Education Institute, digital learning professional development, ECU Community School, Innovation High School, and STEM center are all partnership and service commitments in action borne out through EPP innovation and collaboration with external partners to the benefit of program candidates, P-12 students, the communities in the region and the profession. Faculty continuously engage in funded research with a focus on service, the public schools and students in the region. In the last two years, the COE has worked to diversify its teaching faculty to assist in further diversifying our candidate population.

The EPPs conceptual framework guide our goals of recruitment and retention of diverse students and faculty; service to the education community; preparation of quality educators at all levels of the profession; and bringing innovative ideas, purposeful change, and a commitment to equity to the education endeavor.

[EPP's Shared Values and Beliefs for Educator Preparation](#)

The EPP has shared values focused on equity, literacy, content and pedagogical knowledge; real-world, classroom embedded experiences; and assessment. These shared values are demonstrated in the EPPs commitment to professional core courses required of all initial licensure programs. These courses include early field experience, literacy, exceptional children, instructional methods, motivation and classroom management, diversity/equity, two-semester internship, content, completion of a content-specific edTPA and licensure testing. These requirements are embedded in all initial programs and create common understandings of what we want our candidates to know and be able to do.

The EPP also shares values on policies and procedures that take an initial candidate from prospect to graduation. The Welcome to Educator Preparation Handbook, details these processes, procedures and policies, which serve as a guide for candidates from official admission to Upper Division through program completion. Major gateways and the requirements needed to achieve them along with all pertinent documents are in the appendices. Candidate dispositions are a component of our shared values as well. It is critical to us that we prepare candidates with knowledge, skills and dispositions to move the profession forward and serve PK-12 candidates equitably. The EPPs disposition instrument content is

shared early in the program and measured at additional gateways culminating in evaluation of those disposition in the two-semester internship.

Our professional advisors use an intrusive academic advising model including use of the Starfish early warning system and an academic recovery program for struggling students. There are numerous resources on campus and accessible to online candidates such as the Dean of Students office, counseling center, writing center, diverse organizations, Purple Pantry, Ledonia Wright Cultural Center and the Dr. Jesse Peel LGBTQ Center. Undergraduate candidates are assigned an advisor and remain with that advisor throughout their program for consistency and to build trusting relationships. Advanced candidates work with the program coordinator for admittance to the program and confer with them as they progress through their program.

The shared values for preparing advanced professionals include communication, leadership, advanced methods, equity and research. Advanced professionals bring a wealth of knowledge with them into the degree programs. They are expected to deepen that knowledge as they are challenged to build leadership skills, understand and support diversity, equity and inclusion within their advanced field of study, refine their communication skills and conduct research, action research or work on a problem of practice. The diversity of advance programs in the EPP is embraced as each program has unique features; however, we also embrace these shared values that serve to strengthen our candidates and bring distinction to our programs.

Revised Standard 1: Content and Pedagogical Knowledge

East Carolina University initial preparation programs consist of rigorous core education courses and content-specific pedagogical courses aligned to INTASC standards and the North Carolina Professional Educator Standards (Evidence 1.1.D). The EPP quality assurance system uses multiple data points across the program progression to assess candidates' performance and readiness to teach (Evidence 5.1.A). Coursework and clinical experiences prepare candidates to understand the critical concepts and principles of their discipline and to effectively work with diverse P-12 students. An analysis of candidate performance data from proprietary and EPP-created assessments, aligned to INTASC standards, clearly demonstrates that candidates can effectively apply their knowledge to meet the needs of students.

R1.1 The Learner and Learning

The data presented for Revised Standard 1.1 demonstrates that candidates can apply critical concepts and principles of learner development, learning differences, and supportive learning environments to work effectively with diverse P-12 students and families (Evidence 1.1.A). The EPP ensures that candidates understand how learners grow and develop and that they can design and implement appropriate learning experiences for P-12 students. Candidates acquire this knowledge as they complete required professional core coursework with focused courses in child or adolescent development, education foundations, reading, and special education. Within the required Special Education course, candidates must complete a differentiated lesson plan that addresses the diverse needs of learners in the classroom (Evidence 5.1.C pg.15). Additionally, EPP faculty have implemented curricular activities within program area coursework that require candidates to examine their own biases as they pertain to learners and learning. For example, History Education candidates are introduced to Connie North's 5 literacies from Teaching for Social Justice as a framework for identifying their own perspectives and the entire program. In English Education, candidates assess their implicit bias in their initial Early Experiences course and reexamine their biases throughout the program. As evidenced in clinical placement site characteristics, candidates work with a wide range of learners in diverse schools and districts (Evidences 2.3.A and 2.3.B).

The EPP demonstrates evidence of INTASC Category 1: The Learner and Learning, and that candidates meet this standard, by presenting performance data on aligned rubrics from two proprietary instruments; the edTPA and the Candidate Performance Assessment of Student Teaching (CPAST) (Evidence 1.1.A pg. 4). For all three standards pertaining to the learner and learning, EPP candidates have met overall target rubric mean scores on both the edTPA and CPAST over the past three data cycles. This evidence is triangulated with candidate feedback on aligned items from the Candidate Evaluation of Teacher Preparation Program Exit Survey (Evidence 1.1.A pg. 5). To further examine performance, the EPP also disaggregates assessment data by program area, pathway, and candidate demographics as presented in the edTPA and CPAST supplemental datasets (Evidence 1.1.B and 1.1.C).

Learner Development and Learner Differences

EPP Proprietary assessment data from aligned edTPA and CPAST rubrics, triangulated with exit survey data, reflects that candidates are confident planning and implementing instructional

strategies that account for learner development and learner differences as described in INTASC Standards 1 and 2 (Evidence 1.1.A). For example, edTPA Rubric 2: Supporting Student Learning Needs, requires candidates to create lessons that are developmentally appropriate for learners. During 2019-2020, the overall mean score on this rubric was a 3.0 and 84.8% of candidates were proficient with a rubric score of at least 2.5. This demonstrates that candidates successfully planned supports tied to the learning objectives for children with different learning approaches or needs. edTPA Rubric 3: Knowledge of Students, requires candidates to address learner differences by creating learning tasks based on students' prior academic learning or personal, cultural or community assets. Overall, candidates across all initial programs were 91.7% proficient on this rubric with an average mean score of 3.1 out of 5.

University supervisor ratings of candidates on the final CPAST evaluation during the student teaching internship further demonstrate how candidates address learner development and learner differences. The EPP met target average criterion scores and proficiency percentages across all criteria aligned to learner development and learner differences over the past four data cycles of CPAST implementation. Notably, CPAST Criterion D: Differentiated Methods, requires candidates to make clear connections to learners' prior knowledge and differentiate instruction to support learner development. In Fall 2020, 100% of candidates were proficient on this rubric with an average score of 2.5.

In the most recent two data cycles, candidates had a cohort average of 3.3 or higher on exit survey items aligning with INTASC Standards 1 and 2 (Evidence 1.1.A pg. 9,14). Candidates were moderately or very confident using a variety of appropriate instructional strategies (Item 4) and differentiating instruction to meet the needs of all learners (Item 5), with both items reflecting an overall rating higher than 4.3 and 4.1, respectively.

Learning Environment

Candidates use their knowledge of learner development and learner differences to create a safe and supportive learning environment (Evidence 1.1.A pg. 16-20). Candidates were at least 97% proficient on edTPA Rubric 6: Learning Environment and CPAST Criterion I: Learning Environment in the last data cycle. Additionally, candidates have rated the exit survey item related to a positive learning environment at 3.71 and above for the past three academic years. These proficiencies and ratings are indicative of program efforts focused on establishing safe and positive learning environments. Candidate performance may also be attributed to early and ongoing exposure to P-12 classrooms with highly effective teachers. Candidates are not only expected to create safe and inclusive learning environments, but also engaging and challenging learning environments. In 2019-20, 90% of candidates were proficient on edTPA Rubric 7: Engaging Students in Learning and 83.9% of candidates were proficient on Rubric 8: Critical Thinking. Candidates have consistently been over 95% proficient on CPAST Criterion F: Critical Thinking over the past four data cycles. Program areas to continue to develop additional strategies to prepare candidates to engage learners and foster problem-solving to create a positive and challenging learning. Furthermore, candidate feedback on Item 6 of the Exit survey demonstrates that candidates are confident in their understanding of motivation and behavior to create a positive learning environment.

Academic language emerged as one area for improvement in relation to INTASC Standard 1. While the EPP met the overall target mean score on Rubric 14: Academic Language Use, the EPP was consistently below the target percent proficiency of 80% over the past three academic years. This indicates that candidates face challenges in academic language understanding, prompting the EPP and its programs to create additional resources and supports for understanding and instruction of academic language. For example, the edTPA Coordinator has created instructional videos about academic language, and multiple programs now require that academic language demands be addressed in candidates' lesson plans in methods courses. Program areas have designed and implemented several curricular activities related to academic language instruction and use. For example, Elementary Education faculty require candidates to incorporate academic language demands into their lesson plans, and use specifically designed tags in GoReact, where candidates upload recorded lessons for review, to identify examples of academic language use in recordings of instruction. Special Education faculty have begun to introduce academic language earlier in their program of study and have portions of two separate courses specifically dedicated to academic language.

The EPP recognizes that engaging families is critical for learner development and a positive learning environment. Candidate performance data from the CCAST and Exit Survey indicate that candidates were highly proficient and confident in collaborating with students and families of varying backgrounds and cultural groups and respecting learner differences. CCAST Criterion O requires candidates to demonstrate effective communication with parents or legal guardians. As shown in Evidence 1.1.C, this criterion had a final combined mean of 2.5 over four administrations between Spring 2019 and Fall 2020. CCAST criterion O also showed substantial growth between average midpoint and summative ratings, indicating that candidates gained proficiency in engaging families as the internship progressed.

R1.2 Content

The data presented for Revised Standard 1.2 demonstrates that candidates know central concepts of their content area and can apply content to develop equitable and inclusive learning experiences for diverse P-12 students (Evidence 1.2.A). Undergraduate candidates learn the central concepts of their program area through required content coursework. Elementary Education candidates complete core coursework and methods courses in Math, Science, Social Studies, and Reading, and select a concentration, focusing on a specific area of study like reading or science. Secondary education candidates and P-12 program candidates (e.g., Foreign Language, Physical Education) complete extensive content coursework prior to admission to upper division. All initial candidates take methods courses and complete field and internship experiences where they must apply content knowledge in the classroom. The EPP is committed to equity, diversity, and inclusion in relation to content knowledge. Coursework prepares candidates to develop content materials and instructional supports that are accessible, equitable, diverse, and inclusive for all students. For example, in the required Reading course for Secondary and P-12 programs, candidates complete a differentiated literacy resource set in which they select multiple formats of instructional resources and curriculum materials to engage students and foster comprehension within their content area (Evidence 5.1.C). Furthermore, candidates were 100% proficient on CCAST Criterion O: Advocacy in Fall

2020, which requires candidates to advocate for and advance students' best interests regarding adequate resources and equitable learning opportunities.

Items from edTPA, CCAST, and state-required licensure exams are used to evaluate candidate knowledge and skills for INTASC Category 2: Content. On the edTPA and CCAST, candidates have met target rubric proficiencies for the past three data cycles on all rubrics and criteria aligned to Content Knowledge (Evidence 1.2.A). Licensure exam pass rates reveal that cohorts with completed testing windows, as defined by the NC State Board of Education, have an overall pass rate above 90% (Evidence 1.2.A pg. 9).

Content Knowledge

Data Analysis of EPP assessment items aligned to INTASC Standard 4: Content Knowledge indicates that the EPP is preparing candidates to meet this standard. The EPP means for the eight edTPA rubrics aligned to INTASC Standard 4 indicate that, on average, candidates across all program areas and pathways performed above the target rubric average score of 2.5. Additionally, over 82% of the candidates were proficient on 7 of the 8 aligned edTPA rubrics for the past three data cycles. edTPA Rubrics 1-4 specifically relate to planning, and candidates have successfully demonstrated the content knowledge necessary to identify learning objectives, select appropriate materials and supports, connect content to student assets, and plan for academic language use, as reflected in average scores over the past three academic years. edTPA rubrics 1-4 also require candidates to make content relevant and developmentally appropriate for a wide range of diverse learners. Proficiency percentages for all 10 aligned CCAST rubrics have remained above 90% across all data cycles. The CCAST data, reflecting the final summative observation of student teaching, demonstrate that candidates have had extensive opportunities to grow in these areas throughout the internship. Notably, over 98% of candidates were proficient on CCAST Criterion B: Materials & Resources over the past four administrations; this rubric requires candidates to make content relevant to learners.

CCAST and edTPA data are triangulated with licensure exam pass rates, indicating that candidates have the content knowledge necessary for effective teaching. The EPP exam pass rates, overall and by license group, demonstrate that candidates have the content knowledge to pass licensure exams within the three-year testing window allowed by NC (Evidence 1.2.A pg. 8-12). In 2016, the overall pass rate was 94% and in 2017, the overall test rate was 91%. Pass rates are slightly lower for cohorts completing in 2018 and 2019; however, this data is preliminary, as these candidates remain within their testing window. The EPP enacted a policy in Fall 2018 requiring candidates to pass licensure exams before EPP recommendation for licensure. In 2019, the State Board of Education revised licensure policy allowing candidates up to three years to pass the tests and allowing districts to apply for licensure without EPP recommendation. Given this change in policy and in collaboration with district partners, the EPP decided in Spring 2019 to begin recommending candidates, without passing exam scores, for licensure if they had proof of employment in an NC district. Lower pass rates in recent cohorts are also due, in part, to Covid-19 related closures of testing centers that have delayed completers' ability to schedule and complete licensure exams.

Individual license exam data permits the EPP to analyze individual program area performance. Many program areas including Elementary Education, Special Education, Art Education, and Physical Education consistently have high pass rates on licensure exams, exceeding the state pass rate. The individual pass rates within Middle Grades content areas should be interpreted with caution as they are skewed by the low number of test takers. Secondary Social Studies typically has a 100% pass rate on license exams but saw a significant drop in 2019-2020; however, the licensure testing window remains open for these candidates and we anticipate the pass rate will increase.

Application of Content Knowledge

Students must have and apply in-depth content knowledge for proficiency on edTPA Rubrics 4, 7, 8, 9, and 14. Over 82% of initial candidates were proficient on 4 of the 5 aligned rubrics for the past three data cycles. edTPA Rubric 9: Subject-Specific Pedagogy focuses on candidates' ability to meet the subject-specific competencies for their content area, as specified by their edTPA handbook. As of 2019-20, 82.3% of initial candidates were proficient on Rubric 9 with a mean score of 2.9. Candidates further demonstrate the ability to apply content knowledge during the final internship as evidenced by proficiency of 94% or greater on the seven CCAST rubrics aligned with INTASC Standard 5. Over 95% of candidates were proficient over the past four data cycles on CCAST Criterion F: Critical Thinking, in which candidates must engage learners in critical thinking in local or global contexts that fosters problem solving and encourages conceptual connections.

R1.3 Instructional Practice

The EPP ensures that candidates can assess, plan, and utilize a variety of instructional strategies to provide equitable and inclusive learning experiences for a diverse student population. During instruction, candidates apply the NC Digital Learning Competencies to engage students in learning (Evidence 1.3.B Candidate Technology Standards). The program data points and gateways outlined in Evidence 5.1.A pg. 5-7 demonstrate that candidates are expected to learn about and execute instructional practice in increasing complexity through pedagogical coursework, early field experiences, and the clinical internship. During the final internship semester, candidates must demonstrate competency in instructional practice on the edTPA and CCAST. For evidence of INTASC Category 3, the EPP has selected aligned rubrics from the edTPA, CCAST, and the Candidate Evaluation of Teacher Education Exit Survey.

Assessment

Data analysis of EPP assessment items aligned to INTASC Standard 6: Assessment indicates that the EPP is preparing candidates to meet this standard. On edTPA and CCAST-aligned rubric items, candidates have met target mean rubric scores for the past three data cycles (Evidence 1.3.A). edTPA Rubric 5 requires candidates to plan multiple formal and informal assessments to measure student progress. Over 85% of EPP candidates have consistently scored proficient or better on edTPA Rubric 5 over the past three data cycles. On edTPA Rubric 13: Student Use of Feedback, candidates met the target overall mean score, but had a cohort proficiency below 80%. Rubric 13 historically presents one of the lowest rubric scores, both at the EPP level and nationally. Program areas, including Elementary Education, English Education, and Special Education, have identified new strategies and incorporated assignments focused on student

feedback to support candidates in these areas. edTPA Rubric 15 requires candidates to analyze student learning to guide next steps; candidates have been proficient on this rubric over the past three data cycles. All candidates were proficient on CCAST Criterion C in Fall 2020; this item requires candidates to plan a variety of assessments that are culturally relevant and draw from learners' funds of knowledge, reflecting the EPP's commitment to equity, diversity, and inclusion in instructional practice. Furthermore, over 97% of candidates were rated proficient by University Supervisors on CCAST items related to assessment during Fall 2020. CCAST data from Fall 2020 show that candidates were able to adjust to multiple instructional delivery models and to use assessments effectively in virtual or hybrid learning environments due to Covid-19 in-person learning restrictions in placement districts. Exit survey data further reflects that candidates understand and use multiple methods of assessment to engage learners, to monitor learner progress, and to guide decision making. In the most recent two data cycles, candidates had a cohort average of 4.1 or higher on the exit survey item aligning with assessment (1.3.A pg. 9).

Planning for Instruction

On the edTPA and CCAST rubric items aligned to planning, candidates exceeded overall mean proficiencies and target rubric averages for the past three data cycles (Evidence 1.3.A). EPP candidates have historically performed well on Rubrics 1-3 associated with planning instruction. Candidates have maintained rubric averages at or above 3.0 and above 90% proficiency for Rubric 1: Planning for Student Understanding and Rubric 3: Knowledge of Students over the past three data cycles. In Fall 2020, the EPP had over 99% proficiency on eight of the nine CCAST rubrics aligned with INTASC Standard 7. This performance is reflective of the integration of lesson planning activities for varied and diverse learning needs in pedagogical coursework across program curricula (Evidence 5.1.A). For example, candidates are required to plan for diverse learners on the Differentiated Lesson Plan and Disciplinary Literacy Resource assignments during core coursework (Evidence 5.1.C). Furthermore, candidates are exposed to diverse learning environments in early field experiences (Evidence 2.3.A) and have multiple opportunities to plan lessons and receive feedback during the Internship I semester (Evidence 2.3.B). Faculty continue to foster the incorporation of research and theory in lesson planning, instruction, and reflection during coursework as measured by CCAST Criterion M. CCAST data from Fall 2020 show that candidates were able to adjust to multiple instructional delivery models and plan lessons appropriate for virtual or hybrid learning environments. Exit survey data further reflects that candidates are prepared to design lessons to address the needs of learners. In the two most recent data cycles, candidates had a cohort average of 4.1 or higher on the exit survey items aligned with planning (1.3.A pg. 14).

Instructional Strategies

Data analysis of EPP assessment items aligned to INTASC Standard 8 indicates candidates effectively incorporate an array of instructional strategies. On aligned edTPA and CCAST rubric items, candidates met target mean scores and exceeded overall proficiencies on all rubrics for the past three data cycles. While candidates in the MAT program had two edTPA indicators, Rubric 2 and 4, with below target proficiency percentage, the program did not have the opportunity to address this as it was paused indefinitely in 2020 due to low enrollment; any

future redesign of the program curriculum will address proficiency ratings. Exit survey data further reflects that candidates are prepared for and feel confident in implementing a variety of instructional strategies. In the most recent two data cycles, candidates had a cohort average of 3.3 or higher on exit survey items aligned with INTASC Standard 8. The exit survey indicates that candidates are not as confident in instructional strategies for English Language Learners and special education students. Program areas have incorporated additional digital tools such as Teaching Channel, Atlas, and Mursion to provide candidates with digital alternative field experiences to ensure they can observe, discuss, and practice instructional strategies for diverse learners. The EPP also looks forward to the resumption of early field experiences in diverse classrooms when Covid-19 restrictions are lifted. Due to Covid-19, and as candidates continue to engage in virtual teaching and learning virtual learning, the EPP has provided evidence of additional supports, strategies, and initiatives related to virtual instruction (Evidence 5.4.C). CFAST data from Fall 2020 indicate that candidates were effective in using instructional strategies even in virtual and hybrid learning environments.

Technology

Technology and digital learning concepts are embedded throughout core educational courses and content-specific pedagogical coursework. Prior to admission to Upper Division, candidates must either pass an approved technology course or technology competency test (Evidence 5.1.A). As evidence of modeling and applying approved technology standards, the EPP provides candidate performance data on select CFAST criteria, the TPACK Lesson Plan, and the Candidate Evaluation of Teacher Preparation Exit Survey aligned to the NC Digital Learning Competencies (NCDLCs) for Educators. The NCDLCs, adopted by the NC State Board of Education, demonstrate skills that teachers should integrate into their practice to create digital learning environments.

Fall 2020 candidates were 100% proficient on CFAST Rubric H: Digital Tools and Resources, which directly evaluates candidates' use of technology in the classroom. Faculty attribute this, in part, to candidates' experience in virtual and hybrid classroom environments during the Covid-19 pandemic. In addition, candidates, supervisors, and clinical teachers were provided with examples of effective remote and virtual learning evidences for all CFAST rubrics. In Fall 2020, all candidates were proficient on CFAST Rubric T: Advocacy to Meet the Needs of Learners, which directly aligns with NC Digital Citizenship competencies. Remote and virtual learning during the Covid-19 pandemic highlighted inequities in student access to technology and resources. University supervisors noted that candidates worked with clinical teachers to advocate for equitable student access and resources. Candidates may also complete online modules pertaining to assistive technology for diverse learners through the Irene Howell Assistive Technology (IHAT) Center. EPP means on TPACK rubrics aligned to NCDLCs indicate that overall candidates were proficient in incorporating technology into subject-specific lesson plans. Math and Art Education have planned targeted support for candidates in rubric areas with below proficient averages (1.3.C pg. 5). Exit survey results indicate that candidates feel confident in planning for and using technology for instruction and engagement. Both the TPACK Lesson Plan and the Exit Survey are under revision during Spring 2021 (Evidence 1.3.C). The revised instruments will be updated to reflect current uses technology terminology and uses.

R1.4 Professional Responsibility

The EPP ensures that candidates apply professional responsibility by engaging in professional learning, acting ethically, taking responsibility, and collaborating with P-12 students and families. Candidates are exposed to professional dispositional expectations in their Early Experiences course, where they complete a dispositions self-assessment and study relevant policies, procedures, and expectations within the Educator Preparation Handbook (Evidence 2.3.C). As discussed in R1.1, program area curricula include embedded activities where candidates explore their own personal biases. Many candidates take EDUC 3200: Foundations of American Education, as part of the professional core, where they complete a Teacher Advocacy Essay focusing on how teachers can advocate and advance the needs of diverse learners and promote educational equity. The EPP has piloted this assessment and is working to revise, validate, and incorporate it as a key assessment for all initial candidates.

For each of the standards within INTASC Category 4: Professional Responsibility, the EPP has selected aligned rubrics from the edTPA, CCAST, and the Candidate Dispositions survey to analyze candidate performance (Evidence 1.4.A INTASC Data Alignment).

Professional and Ethical Practice

On the edTPA and CCAST, candidates have met target rubric proficiencies on all aligned rubrics and criteria for the past three data cycles. On edTPA Rubric 10: Analyzing Teaching Effectiveness candidates had a cohort proficiency below 80%. Program areas have incorporated reflective analysis activities, as candidates develop over the course of their program and will continue to employ additional strategies and supports to address this area of concern. The EPP proprietary assessment data, triangulated with candidate disposition ratings, further reflects that candidates demonstrate competencies related to professional and ethical practice aligned with INTASC Standard 9. Over the past three data cycles, over 90% of candidates were rated at a 3 or above by their clinical teacher at the end of the Internship I semester. CCAST data reveals that candidates continued to develop their professional and ethical practice with over 90% of candidates demonstrating observable behaviors aligning with this standard at the end of Internship II.

Leadership & Collaboration

Dispositional data from the CCAST and Candidate Dispositions Survey demonstrate that the EPP is preparing candidates for leadership and collaboration. Clinical teacher ratings of candidates on Dispositions Form B during the Intern I semester, show that over 95% of interns were rated at a 3 (developing) or higher on aligned dispositional statements. Final CCAST dispositions ratings demonstrate that candidates continued to develop dispositional skills related to leadership and collaboration during the Intern II semester. CCAST ratings are reached by consensus between the University Supervisor, Clinical Teacher, and candidate. Fall 2020 data shows that 100% of candidates were proficient on the three CCAST rubrics aligned to INTASC Standard 10. Data indicates that candidates respond well to constructive criticism, actively collaborate with others, and effectively communicate with students, families, and other stakeholders. Dispositions Form B, Criterion H, shows an area for growth in diversity in professional relationships and culturally responsive teaching. Faculty note that more analysis and feedback is needed for this disposition statement as it measures two distinct concepts. The

EPP has developed a new dispositions instrument with distinct alignments, rubric level progressions, and scorer training for consistency (Evidence 3.2.B Dispositions). EPP faculty predict that this new rubric will yield more actionable data as it pertains to INTASC Standard 10 and will further enhance candidates' performance and skills in these areas.

Summary

Candidate performance data obtained from proprietary and EPP-created instruments provide compelling evidence that candidates understand the critical concepts of their discipline and can apply those concepts in instructional practices. Furthermore, the EPP evidences how diversity, equity, and inclusion are incorporated in relation to INTASC standards. Across all INTASC Category 1 standards, the effects of the Covid-19 pandemic and subsequent shift to virtual instruction at the EPP and in P-12 schools are reflected in the Spring 2020 dataset. The EPP has provided evidence of additional supports, strategies, and initiatives as candidates continue to engage in virtual teaching and learning throughout the 2020-21 academic year (Evidence 5.4.C). The EPP continuously analyzes candidate performance as evidenced throughout Standard 1 to improve program and candidate outcomes.

Revised Standard 2: Clinical Partnerships and Practice

High-quality clinical preparation and partnerships are central to the success of East Carolina University's preparation program. The EPP has a long history of on-going partnerships that share in the responsibility for candidate preparation. The EPP collaborates with partners to co-select and support effective clinical educators to foster candidate and P-12 student development. With partners, the EPP ensures that candidates participate in clinical experiences that contribute to their effectiveness and have a positive impact on the diverse P-12 students in our region and state.

R2.1 Partnerships for Clinical Preparation

The EPP maintains mutually beneficial, collaborative partnerships in the state and region. Two primary examples of these partnerships are the Latham Clinical Schools Network (LCSN) and Partnership Teach.

Latham Clinical Schools Network

The Latham Clinical Schools Network (LCSN) is a partnership between ECU and 43 public school systems in eastern North Carolina. This network provides diverse placement sites for teacher candidates and supervision from clinical teachers (Evidence 2.1.A) and is a key employment pipeline for completers. According to data from the NC Department of Public Instruction (NCDPI), 72% of LCSN districts have populations with at least 50% of students classified as Students of Color in 2020-21. 81% of LCSN districts serve populations with at least 50% of students categorized as Economically Disadvantaged Students in 2019-20 (Evidence 2.1.A). Because the EPP primarily places candidates within LCSN districts for both Internship (Evidence 2.3.B) and Early Field Experiences (Evidence 2.3.A), ECU candidates have the opportunity work with racially, economically, and academically diverse groups of students. According to the 2019-2020 IHE Performance Report, eight of the ten top employment districts for ECU completers were within the LCSN, demonstrating the mutually beneficial relationship between the EPP and its district partners.

Collaborative partnerships for clinical practice between ECU and partner districts are documented via a co-constructed MOU, outlining the purpose, governing structure, legal considerations, and terms of the partnership, as well as the responsibilities of both parties as it pertains to candidate field experiences and internships (Evidences 2.1.B and 2.1.C). In 2020, the EPP and partner districts signed a COVID-19 addendum to existing MOUs outlining health and safety protocols and the use of alternative methods of instruction (Evidence 2.1.C).

Of benefit to LCSN partners are the professional development opportunities ECU offers for teachers in the region. In 2017-2018, the EPP awarded five partner districts with grants for Mursion immersive simulation services. Lenoir County Schools used the grant to create their own remote simulation lab as a component of their beginning teacher support program. Districts also participate in the Sanford Harmony and Inspire programs as part of the Sanford Inspire Grant awarded to the College of Education. Sanford Harmony focuses on P-6 social emotional learning, while Sanford Inspire provides on-demand professional development focused on improving teacher practice. In February 2020, the ECU COE and the Dr. Jesse R. Peel LGBTQ Center partnered to offer a Safe Zone Training for K-12 Educators and Parents. The EPP

also offers LCSN teachers free digital learning professional development and a slate of student outreach and recruitment events to partner districts (Evidence 3.1.B).

LCSN members actively participate in the EPP's ongoing program improvement efforts. In Spring 2020 and Spring 2021, select LCSN principals participated in focus groups to provide insight into their ongoing needs and challenges, as well as ECU program effectiveness (Evidence 2.1.E). LCSN partners also provided pertinent feedback to drive the development of a new candidate dispositions rubric and plan (Evidence 3.2.B). The EPP maintains its relationship with LCSN partners via monthly meetings (Evidence 2.1.A) where district partners are invited to co-construct policies related to candidate preparation and internship, and collaborate on innovative solutions to fill critical workforce needs within partnership districts such as the Educator Residency Model (Evidence 5.4.A). LCSN partners also receive electronic communications and a newsletter with pertinent updates and EPP highlights.

Partnership Teach

In 2002, the ECU College of Education established Partnership Teach, a high-quality, affordable degree-completion program, enabling candidates who have completed two years of program coursework at a partnering NC community college to transfer into the ECU EPP (Evidence 2.1.D). Candidates complete coursework online and complete their internship in public school classrooms in or near their home communities. Partnership Teach offers degree completion in Elementary Education, Middle Grades Education, or Special Education. The EPP has affiliation agreements with Community College partners, as well as signed agreements with campuses where satellite offices are based (Evidence 2.1.D). Partnership Teach annually enrolls between 85 to 110 students. This recruitment pipeline is important to program area enrollment and for employing districts in the region. Special Education and Middle Grades Education Partnership Teach candidates make up between 30-40% of the total number of candidates within the entire program (Evidence 2.1.D).

A hallmark of Partnership Teach are the state-wide relationships that support the program, its candidates, and its graduates. Growth trends (Evidence 2.1.D) are reflective of the high level of engagement between candidates and Partnership Teach Coordinators, many of whom are placed on-site with community college partners to provide candidates with continuous support. Coordinators also focus on diversifying enrollment within Partnership Teach. Notably, the number of Black or African American candidates admitted during 2020-2021 is significantly higher than in the past four years. Data also shows an increase in the number of Partnership Teach graduates (Evidence 2.1.D). These completers contribute to the fulfillment of workforce needs of districts across the region and state.

The Partnership Teach Leadership Team, composed of COE faculty, OEP leadership, a COE Advisor, and Partnership Teach team members, convenes quarterly to review and co-construct next steps for the program. Each year Partnership Teach Coordinators present extensive program information and gather feedback at the annual Joint Advisory Board (JAB) meeting. The JAB consists of LCSN partners, COE faculty and staff, and community college representatives and leaders. Partnership Teach representatives also participate in monthly

LCSN meetings (Evidence 2.1.A), presenting data and resources and gathering feedback for further program and marketing improvement.

R2.2 Clinical Educators

ECU's EPP relies on the expertise of clinical educators—EPP-based University Supervisors (USs) and school-based Clinical Teachers (CTs)—to oversee and nurture candidates during internship.

Clinical Teachers

Clinical teachers (CTs) are selected based on agreed-upon criteria between the EPP and partner districts as determined by district MOUs and mandated by legislation. CT co-selection requirements are outlined in the Clinical Teacher and University Supervisor Handbook (2.2.C). CTs must be recommended by their principal and/or district liaison, have at least three years of successful teaching experience, and hold an appropriate subject area license. Furthermore, CTs must have received an overall rating of proficient or higher on each standard within the NC Teacher Evaluation Rubric.

The EPP has partnered with 735 clinical teachers over the past four semesters to host candidates in their final internship. Of these CTs, 33.4% have advanced degrees, 55.7% completed state or district mentor training, and 18% hold National Board certification (Evidence 2.2.A). The demographic make-up of clinical teachers predominantly consists of white, female educators (Evidence 2.2.A), which is reflective of the teacher workforce in North Carolina (Evidence 3.1.D). However, individual program areas like Music Education, History Education, and Science Education reflect a more diverse pool of clinical teachers (Evidence 2.2.A). The EPP recognizes the importance of diversity among our trained clinical teachers and has developed a strategy within the EPP recruitment and retention plan to increase the diversity of clinical educators and university supervisors (Evidence 3.1.A).

The Office of Clinical Experiences (OCE) hosts Initial Clinical Teacher Training each summer. The OCE works with partner districts to offer several full-day training sessions at a district site or at ECU. Training topics include coaching, teacher development, intern support, communication styles, effective conferencing, and internship evaluation instruments (Evidence 2.2.B). Due to COVID-19, Summer 2020 training was cancelled, but virtual training will be offered in Summer 2021. During training, CTs receive a handbook (Evidence 2.2.C) containing all requirements related to hosting a candidate and expectations of candidates during the Internship. Individual program areas also communicate program-specific requirements to clinical teachers. For example, Math and Science Education faculty host a collaborative meeting for math and science interns, CTs, and University Supervisors each Fall in preparation for Spring Internship (Evidence 2.2.A).

The EPP offers a variety of ongoing professional development opportunities for clinical teachers. Each year, the Office of Educator Preparation (OEP) hosts the Fall Clinical Teacher Luncheon and the Latham Clinical Teacher Conference each Spring. These events provide networking and professional development opportunities for clinical educators. (Evidence 2.2.A). The EPP covers the full cost of the conference for clinical teachers and university supervisors and awards continuing education credits for conference participation. CTs participating in the Co-Teaching Internship Model are required to complete an online co-teaching training and an

annual pairs training alongside their interns. The Office of Assessment, Data Management, and Digital Learning (OADD) provides ongoing digital learning professional development to clinical and other in-service teachers, as well as webinars related to edTPA support. When the CPAST was implemented for internship evaluation, OADD provided an overview presentation to CTs and calibrated USs worked with CTs on using the instrument to assess interns.

The EPP and its partners collaborate to evaluate CTs and their impact on student success. During the internship II semester, the US and Intern complete a Clinical Teacher Feedback Survey (Evidence 2.2.A), to confirm that the CT performed pertinent duties and created a positive learning environment for the Intern. Survey results are collected by the Office of Clinical Experiences and shared with LCSN partners and program area coordinators. These results help the EPP ensure quality internship placements for our candidates with the appropriate levels of support from the CT.

University Supervisors

The EPP relies upon the expertise of highly qualified University Supervisors to evaluate, support, and provide feedback to candidates during their final internship. USs are expected to have in-depth knowledge of teacher education and teaching methodologies and meet other requirements as outlined in the Clinical Teacher and University Supervisor Handbook (Evidence 2.2.C). USs primarily consist of current program faculty members, retired K-12 educators and administrators, and retired EPP faculty. The number of supervisors within a program area is determined by the number of candidates enrolled in the internship. Programs with lower internship enrollments such as Art Education, Birth-Kindergarten, and Music Education primarily rely on full-time faculty members to supervise candidates. Programs such as Elementary Education and Special Education utilize full-time and part-time faculty members to fulfill the high number of supervisors needed. The diversity of current university supervisors is reflective of the diversity of candidate enrollment at the EPP (Evidence 2.2.D). The EPP recognizes the need to diversify the population of University Supervisors and works closely with program areas and clinical partners to identify diverse supervisors that meet employment requirements. Additionally, the EPP has developed a strategy within the Recruitment and Retention Plan to diversify the pool of clinical educators (Evidence 3.1.A).

Each semester, prior to internship, OEP and OCE host a US meeting to share intern supervision requirements, evaluation criteria and instruments, supervision logistics, and training on pertinent digital technologies. Individual program areas also meet with USs to review program-specific needs and internship requirements. For example, Elementary Education has monthly meetings for faculty and USs to discuss updates from the field, intern evaluation processes, and other internship information (Evidence 2.2.D pg. 5). Due to COVID-19, OADD created a virtual, asynchronous training course, available through the Canvas LMS, in which all USs were enrolled (Evidence 2.2.D). The online training consists of modules related to: CPAST, Taskstream, Intern Evaluation Processes and Tools, Virtual Observations, Web Conferencing, SONIA, and edTPA. Each module contains relevant content, instructional videos and resources, required documents, and a discussion forum where trainees can post questions, observations, and reflections (Evidence 2.2.D). With the implementation of the CPAST student teaching evaluation

in 2019-2020, USs were also required to complete official CFAST calibration training and annual refresher calibration training.

Recognizing the need to support USs in the new remote supervision model, the EPP implemented the Advocates for Remote Internship Supervision and Evaluation (ARISE) program in Spring 2021 to provide peer mentorship and support (Evidence 2.2.D). Four veteran supervisors were selected to serve as mentors in the ARISE model. These supervisors were required to attend pre-semester trainings offered by OADD and OCE, serve as liaisons for remote supervision continuous improvement, serve as peer mentors to other USs, problem solve instructional and logistical questions about remote supervision, assist with timelines for efficient remote instruction, and serve as experts on the tools used for effective remote supervision and feedback.

Each semester two feedback forms are deployed electronically to solicit feedback from interns and clinical teachers on University Supervisors (Evidence 2.2.D). Feedback forms are monitored by the OCE and shared with Program Area coordinators to monitor the effectiveness of university supervisors and identify areas for remediation or support.

R2.3 Clinical Experiences

The ECU EPP works closely with faculty, districts, and candidates to implement a diverse range of field experiences. Currently, programs have an introductory early field experience, a Junior level experience, and a two-semester Internship during Senior year. Clinical experiences are intentionally designed and sequenced to provide early exposure to diverse classroom settings, provide opportunities to observe and practice in various classroom settings, and allow for the authentic assessment of candidates' readiness for the teaching profession. Evidence 5.1.A outlines program gateways, assessments, and data points as candidates progress from admission to Upper Division to program completion. Program area curriculum maps demonstrate how concepts are introduced, reinforced, and assessed as candidates progress through the program of study (Evidence 1.1.D).

Early Field Experiences

The EPP typically has over 2,600 early field placements per academic year. Candidates in programs such as Birth-Kindergarten Education, Elementary Education, Special Education, and Middle Grades Education have field experience requirements across several courses prior to their final Internship, while Secondary programs often have fewer early field experiences, due to the number of content courses required in their programs. The OCE works with district liaisons or school administrators to secure practicum placements. Practicum courses may require only observation hours or up to 15 hours of direct instruction time for the candidate (Evidence 2.3.A). Practicum host teachers and university instructors work together to co-construct practicum experiences for candidates. Teachers hosting early field experience candidates are expected to provide experiences that will help candidates progress in their development, appropriate classroom management experiences, opportunities to complete course assignments, and appropriate feedback to candidates and instructors. Host teachers must be willing to accommodate course requirements, verify the practicum hours of our

candidates for each practicum visit, and share information on candidate performance with instructors.

In 2020-21, all early field experiences within schools were canceled due to COVID-19. Faculty in field experience courses created alternative experiences for candidates to ensure high quality preparation using digital tools such as Teaching Channel, Atlas, GoReact, and Mursion simulations (Evidence 5.4.C).

From Fall 2017 to Spring 2020, ECU placed 7,955 candidates in 95 districts across NC (Evidence 2.3.A). Not only do the districts represent a broad geographical range, but they also present opportunities to experience diverse placements in terms of demographics and student needs. 51.6% of early field experience placement districts reported having at least 50% Students of Color, and 77.9% of districts reported student populations with 50% or higher Economically Disadvantaged students (Evidence 2.3.A). Most early field placements occur locally in Pitt County, where candidates may have experiences in schools ranging from as low as 35% Economically Disadvantaged students to 90% or greater (Evidence 2.3.A). Candidates also gain experiences in Title I and low performing schools. This diversity of placement sites exposes ECU candidates to a diverse range of students and communities.

Internship

All initial licensure candidates are required to complete a 2-semester, 720+ hour student teaching internship in a North Carolina public school or agency. The purpose of this internship is to afford the candidate an opportunity to gain experience and attain competency in their area of specialization. The advisor or program coordinator will verify that the candidate has met requirements for internship eligibility as outlined in the Educator Preparation Handbook (Evidence 2.3.C p.14). Internship assignments are allocated to sites within the Latham Clinical Schools Network (LCSN), except in approved online programs. All internship placements are documented in the SONIA placement management system (Evidence 5.1.D).

The Internship I semester is designed to acclimate the intern to the classroom and school environment, specifically to policies, procedures, and the multiple roles of the classroom teacher. The CT works closely with the intern to facilitate their understanding of the diverse needs of students, and to initiate curricular planning, delivery of instruction, and assessment. Internship I candidates visit their clinical site one full day per week throughout the entire semester.

The Internship II semester is a full-time student teaching semester, with the CT providing feedback to the intern about the teaching and learning process. The University Supervisor (US) and CT jointly plan observation and teaching schedules for the intern, leading to the intern's total responsibility for instruction and other tasks normally performed by the CT. When feasible and appropriate, interns should have experiences teaching a variety of subjects (within their licensure area), different grade levels, and students of differing achievement levels. Middle Grades and Secondary candidates are expected to have teaching experiences in each area of concentration. Interns must complete a minimum of 15 consecutive days of full-time teaching, unless placed in a co-teaching classroom.

The EPP monitors placement data to ensure that candidates are exposed to a wide breadth and depth of clinical experiences. From Fall 2017 to Spring 2020, ECU placed internship candidates in 66 districts across the state; 90% of the total placements were in LCSN districts. 82% were in districts with 50% or greater Students of Color, and 86% were in districts with 50% or greater Economically Disadvantaged students. As a result, our candidates are exposed to and prepared to serve students and communities with diverse needs.

Feedback is solicited from employing districts through principal focus groups to ensure that clinical experiences are meeting the needs of candidates and schools. Evidence 2.1.E Principal Focus Groups outlines conversations and potential improvements based on principal feedback. During the Spring 2020 Principal Focus group, the EPP sought feedback on clinical activities and placement procedures to better prepare teachers. Principals reiterated that candidates should have exposure to varying grade levels, content areas, and school environments prior to entering the profession (Evidence 2.1.E pg. 21-23).

Proprietary and EPP-created assessments are used to evaluate internship performance (Evidence 5.1.A). During Internship I, candidates take a program-specific methods course that focuses on lesson planning and the instruction of a minimum of three lessons. The CT provides feedback on intern performance via the Internship I Support Survey (Evidence 2.3.B); this feedback is collected by the OCE and is shared with program areas. The CT also completes Candidate Dispositions Survey Form B (Evidence 2.3.B), and both the candidate and the CT complete the Internship I Agreement Form (Evidence 2.3.B), indicating activities completed and dates of attendance.

During Internship II, each candidate is assigned a University Supervisor. The US observes the candidate a minimum of four times and completes interim progress reports, the midpoint and final CFAST, the Teacher Candidate Rubric, and the Certificate of Teaching Capacity (Evidence 2.3.B). The CT works closely with the US to evaluate candidate performance and provide feedback (Evidence 2.2.C). Candidates also complete the edTPA during Internship II. CFAST and edTPA assessment information are provided in Evidence 5.1.B., and detailed performance data for these assessments is provided in Evidences 1.1.B and 1.1.C. Dispositions Survey information is provided in Evidence 3.2.B. All internship requirements, procedures, and evaluations are described in the Educator Preparation Handbook (Evidence 2.3.C). The design of the student teaching internship, including the supervision and evaluation model, allows the EPP to closely monitor and support candidate progression. If concerns arise about a candidate during Internship I, the program area works with the candidate and the CT to resolve any issues. The program area may elect to place the candidate on an improvement plan to provide additional structure as they continue to their Internship II semester. If, during Internship II, a CT or US finds that a candidate is not meeting evaluation criteria or internship expectations, an improvement plan is developed, outlining specific supports, structures, and expectations for the candidate. The plan has target dates, assigned evaluators, required actions, and assessment methods/criteria to provide feedback to the candidate and solicit input from the CT and US. If the candidate fails to meet the targets established in the improvement plan, the program area may request a cancellation of the internship, or the candidate may elect to cancel their own internship. In the event of an internship cancellation, the candidate works directly with their

advisor to evaluate options pertaining to graduation; this may include transferring to a new major such as University Studies (Evidence 3.2.A) or remediation to address areas of concern. Policies and procedures related to internship improvement plans and removal from an internship are outlined in Evidence 2.3.C Educator Preparation Handbook.

Internship activities and experiences provide candidates with the opportunity to apply their knowledge of diversity, equity, and inclusion in real teaching situations. In Internship I, candidates focus on understanding placement school and community assets and characteristics. As described in R1, during Internship II candidates are expected to create equitable and inclusive learning environments and advocate for student and teacher needs as measured by the CCAST. Furthermore, candidates must demonstrate their depth of knowledge of students, including personal, cultural, and community assets, for success on the edTPA.

Candidates are also expected to effectively embed digital tools and resources in instruction during internship. In Fall 2020, 100% of candidates were proficient on CCAST Rubric H: Digital Tools & Resources and Rubric T: Advocacy to Meet the Needs of Learners (Evidence 1.3.B). On the exit survey, candidates indicate that they feel confident in their use of technology in teaching (1.3.B). Candidates have traditionally provided face-to-face instruction with embedded classroom technology during internship. The shift to virtual instruction during the Covid-19 pandemic provided the opportunity for candidates to apply their knowledge of digital learning while engaging in high-quality clinical experiences in multiple modalities including hybrid, virtual, and in-person instruction during 2020-2021 (Evidence 5.4.C). Regardless of instructional modality, the EPP maintained high expectations for candidates to demonstrate their readiness to teach. Remote “look-fors” were added to the CCAST rubric to demonstrate how remote instruction materials and strategies could meet rubric criteria. Additionally, many candidates submitted virtual learning evidences for edTPA (Evidence 5.4.E). Interns were supervised virtually using the GoReact platform, where they engaged in in-depth reflection and received time-stamped feedback from university supervisors.

The successful completion of Internship II activities and embedded performance evaluations ensure that candidates are prepared for initial employment in their field of specialization. ECU program completers have consistently rated the fieldwork and student teaching experiences as a valuable component of their teacher preparation program (Evidence 4.3.A p. 8). Over 95% of EPP completers were rated proficient or higher on teacher evaluations and met or exceeded state student growth percentages over the past three data cycles (Evidences 4.1.A and 4.1.B). We attribute this completer effectiveness to the comprehensive coursework, fieldwork, and student teaching experiences that align with the expectations of the teaching profession.

The EPP regularly examines features of clinical experiences including the format, evaluations, and dispositions, to improve candidate outcomes. For example, the Elementary Education program extensively studied the effectiveness of the co-teaching internship model and varying approaches within the co-teaching model (Evidence 2.3.D). Co-teaching showed positive outcomes as measured by edTPA results and by candidate and clinical teacher feedback. This model was approved as an option for internship by the Council for Educator Preparation and program areas can request co-teaching placements for their candidates. Math Education faculty further built upon the co-teaching model to develop and study co-planning strategies to

support interns and mentor teachers. The EPP engaged in extensive study of edTPA curricular integrations and supports during internship during the pilot and implementation process. While the edTPA was officially implemented in 2016, program areas continue to engage through edTPALs and EPP data summits to compare and examine practices related to improved edTPA outcomes across program areas (5.1.I, 5.4.B, 5.4.E). The EPP is prepared to study the impact and effectiveness of the CFAST student teaching evaluation and the revised dispositions rubric and plan (Evidence 3.2.B).

The implementation of the CFAST student teaching evaluation shows an initial positive impact on candidate performance and supervision. This valid and reliable instrument requires a three-way conference in which consensus on performance is reached between the clinical teacher, university supervisor, and intern and mutual goals are established for the intern's continued development (Evidence 5.1.B). Ratings show significant growth between overall midpoint (formative) and final (summative) CFAST ratings across the four semesters of implementation (Evidence 1.1.C pg. 4). US and CT feedback indicates that clinical educators use the CFAST rubric and accompanying "look-fors" document to guide pedagogical and dispositional expectations while also providing an outline for coaching and feedback.

Summary

The EPP presents clear and aligned evidence of collaborative and mutually beneficially partnerships to support the development of teacher candidates. These partnerships provide the EPP with access to a diverse range of classrooms, teachers, and P-12 students for clinical practice while the EPP strives to address and fulfill workplace needs of partner districts. The early field and internship experiences and evaluations described in R2.3 are designed to prepare candidates that will be effective classroom teachers and contribute to P-12 student growth.

Revised Standard 3: Candidate Recruitment, Progression, and Support

The EPP at East Carolina University strives to create a diverse pool of educators to fill region and state workplace needs. The EPP sets goals for recruitment and admission of high quality, diverse candidates, while maintaining clear processes and protocols to support candidates throughout the program.

R3.1 Recruitment

ECU's EPP seeks to recruit and retain diverse, high quality educators from multiple pathways. The EPP has developed a Retention and Recruitment Plan (3.1.A) aligned to the University's commitments to its service region: maximizing student success, serving the public, and leading regional transformation. As the top producer of new teachers in NC, we continue to lead statewide efforts to place competent teachers in every classroom. The EPP partners with 43 districts via the Latham Clinical Schools Network (2.1.A) and 22 NC community colleges via Partnership Teach (2.1.D) to recruit candidates into the profession.

Recording, Monitoring, and Using Recruitment Results

Recruitment efforts for initial programs are primarily coordinated by the Office of Educator Preparation (OEP) and its subsidiary offices. These include the Academic Success Center, Office of Clinical Experiences and Alternative Licensure, and the Partnership Teach 2+2 program. The EPP engages in recruitment and outreach efforts to recruit high-quality candidates from diverse populations and backgrounds. Recruitment events focus on prospective students that could enter the EPP in 1-4 years, while outreach events focus on exposure to the teaching profession and college access. The EPP focuses on recruiting candidates from North Carolina to address ongoing teacher shortages (3.1.C). Examples of Partnership Teach and Educator Residency Model recruitment activities are provided in Evidences 2.1.D and 5.4.B.

To unify, focus, and improve recruitment and retention efforts, OEP leadership collaborated to compile all current EPP initiatives focused on candidate recruitment and retention into one comprehensive recruitment and retention plan (3.1.A). The overarching goals for recruitment and retention were refined based on state and regional employment needs (3.1.D), coupled with candidate admission, enrollment, and graduation trends (3.1.C). Recruitment goals focus on increasing candidate diversity, the transfers into the EPP, and enrollments in high needs areas. Retention goals focus on supporting student success, retaining diverse candidates, and increasing candidate engagement.

COE strategic goals and employment needs were considered when setting measurable targets for each goal. Targets were further refined based on analysis of disaggregated datasets from EPP and university data dashboards or from program-specific datasets (i.e., scholarship, Partnership Teach, and alternative licensure data). For each target, strategies were developed to further focus collaborative and individual efforts toward goal attainment. The team identified specific actions that have proven effective or that have not yielded significant results, planned additional actions aligned to each strategy, and refined processes to measure effectiveness of actions taken. In Fall 2021, OEP and OADD will solicit additional feedback on the revised plan from the Council for Educator Preparation and the COE College Council. Representatives from these groups will solicit input from program area faculty. The plan will be

updated annually by the Director of Undergraduate Services to ensure that efforts are yielding a return on investment in terms of candidate enrollment, retention, and completion. Annual data analysis related to planned targets will measure EPP progress and action effectiveness, will guide additional actions, and will inform strategies to be employed for recruitment and retention of high-quality and diverse candidates.

Recruiting Diverse Candidates

Diversifying the teaching profession is a state and EPP priority. The EPP routinely monitors the employment landscape by collecting and analyzing NC Census data, demographic and socioeconomic data of teachers and P-12 students, and demographic and geographic data of admitted students and completers to identify disparities and focus areas (3.1.D). These data points are used to inform EPP recruitment and retention goals, set admission and completion targets, and drive continuous program improvement.

ECU offers multiple pathways into the teaching profession. Alternative routes to licensure, in which candidates hold a bachelor's degree in a related field of study, are employed as a teacher by a district, and are in the process of completing a non-degree program for licensure, have historically been more diverse in their student make-up. In 2019-2020, 13% of traditional program completers identified with a racial or ethnic category other than white, while 24% of alternative pathway completers identified in one of these categories. The combined percentage of non-white completers from all pathways was 17%. Data also shows that ECU prepares more female candidates than male candidates. While 14% of traditional completers identified as male in 2019-20, 21% of alternative pathway completers identified as male. The overall percentage of male completers across all licensure pathways was 16%.

EPP Recruitment and Retention Plan Goal 1 focuses on increasing the number of admitted candidates of color by 1% annually or by a total of 5% over 5 years in all pathways (3.1.A). To achieve this goal, the EPP has identified three general strategies: 1) implement and refine the Educator Residency Model (ERM), 2) expand program offerings and enrollment for Partnership Teach, and 3) identify and implement supports for Underrepresented Groups. Action steps from Recruitment Goal 1 include targeting specific districts for Partnership Teach Virtual Open Houses, expanding Partnership Teach program offerings, and connecting with BIPOC teachers, faculty, and staff for mentorship opportunities. Specific action steps for all strategies can be found on pgs. 4-8 of Evidence 3.1.A.

Responding to Employer Needs

North Carolina has significant shortages in designated high-need areas: Secondary Mathematics and Science, Middle Grades Education, and Special Education. While the EPP has always been a high producer of teachers in several shortage areas, we recognize the need to do more. Recruitment Goal 3 (3.1.A) focuses on increasing EPP enrollments in identified shortage areas. The EPP seeks to consistently produce 75 annual undergraduate licensure completers in Secondary Mathematics and Science Education, Special Education, and Middle Grades Education and produce 75 additional completers annually in the same areas through alternative pathways. To achieve this goal, the EPP has outlined three strategies: 1) offer and grow online degree completion programs in Middle Grades and Special Education, 2) increase high needs

subject area enrollments in Residency and Teach for America programs, and 3) increase funding for scholarships that target high need subject areas. Specific actions steps related to each of these strategies may be found on pgs. 14-18 in Evidence 3.1.A.

The EPP hosts an annual Principal Focus Group to identify regional areas of need and gather feedback for program improvement (2.1.E). In Spring 2020, principals identified the need for more male and more racially and ethnically diverse candidates in the teacher pipeline. Participants suggested ways to recruit diverse candidates and work with districts to build the teacher pipeline for traditional programs. Principals noted they hire large numbers of teachers seeking alternative routes to licensure, and they provided feedback about challenges associated with these groups (2.1.E, pg. 4-6). The EPP shared this feedback with faculty during the Spring 2020 virtual data summit (5.4.B), and faculty participated in an online discussion regarding implications for programs and ways the EPP can respond to the regional hiring needs. The principals' feedback was considered in the development of Recruitment Plan goals and strategies for candidate diversification and recruitment of candidates in high needs areas (3.1.A).

R3.2 Monitoring and Supporting Candidate Progression

The EPP uses multiple data points to assess candidate performance and readiness to teach as they progress through the program (5.1.A). The assurance system employs both proprietary tools and EPP-created instruments to measure candidate proficiency on aligned standards.

Transition Points from Admission Through Completion

The EPP has designated four gateways for monitoring and supporting candidate progress in initial licensure programs: 1) Admission to Upper Division, 2) Initial Program Core, 3) Admission to Final Internship, and 4) Internship Completion and Licensure. Information regarding gateway requirements and evaluation methods is provided to candidates by their advisors and via the Educator Preparation Handbook (2.3.C) which is reviewed with candidates during the Early Field Experience course.

Upper Division is the official admission process into the EPP's teacher education programs and is used to ensure students are prepared for advanced coursework in the final semesters of their degree. Advisors discuss this admission process with all advisees during each semester's advising appointment and via email to ensure advisees are aware of important deadlines (3.2.A).

Monitoring Progress from Admission Through Completion

The EPP monitors each candidate's GPA as they progress through the program. As outlined in the Educator Preparation Handbook (2.3.C) and as required by the state, initial licensure candidates must have a GPA of at least 2.7 for admittance to Upper Division and must maintain the minimum GPA throughout the program. GPAs are captured at several key gateways including admittance to Upper Division, entry to Internship II, and at program exit. Data from Fall 2017 to Spring 2020 shows that cohort mean GPAs at program admission and exit were well above the target mean of 3.0 for all program areas over the past three academic years (3.2.D). Overall, the cohort GPA for initial programs at admittance to Upper Division remains consistently above 3.37, demonstrating the quality of candidates.

As candidates matriculate through the program, proficiency data related to various competencies is collected and monitored:

Content Knowledge

As part of Gateway 1: Admission to Upper Division, candidates are required to demonstrate competency in reading, writing, and math, as evidenced by standardized exams (3.2.E). After admission to Upper Division, candidate content knowledge is monitored via grades in content and methods courses. One of the components of Gateway 2: Initial Program Core is the completion of a discipline-specific literacy resource set in the required reading course (5.1.C), as evidence of both content knowledge and the ability to differentiate materials based on student learning needs. For Gateway 4: Internship II and Licensure, content knowledge is measured using the edTPA, CCAST, and state required content area licensure exam scores, which are aligned to INTASC Standard 4: Content Knowledge and Standard 5: Application of Content (1.2.A).

Pedagogical Knowledge and Skills

To monitor candidate growth and proficiency related to pedagogical knowledge and skills, the EPP has established related requirements at key gateways. For Gateway 2: Initial Program Core, candidates must earn Cs or better in upper division coursework, complete a discipline-specific literacy resource set, and a differentiated lesson plan (5.1.C) as components of professional core reading and special education coursework. Internship I and II course grades are used to monitor candidates' pedagogical skill development for Gateway 3: Internship I and Gateway 4: Internship II and Licensure, respectively. Additional evidence for Gateway 4 is captured through edTPA (1.1.B), CCAST (1.1.C), and the EPP-Created Undergraduate Candidate Exit Survey (5.1.F).

Critical Dispositions and Professional Responsibilities

The EPP uses a set of candidate dispositional statements to establish and assess critical dispositions and professional responsibilities expected of candidates as they progress through the program (Evidence 3.2.B). The process of documenting candidate dispositions moves from candidate awareness early in the program to demonstration during the full-time internship. During the Early Field Experience course, candidates complete Disposition Form A (3.2.B) as a self-assessment. During Internship I, the Clinical Teacher completes Disposition B form at the end of the semester. During Internship II, the candidate's dispositions are documented by the University Supervisor on interim observation progress reports and are evaluated as part of the CCAST student teaching evaluation (1.1.C). Faculty are further encouraged to utilize the dispositions form in any situation where candidates show a need for dispositional support and feedback. Based on feedback from EPP faculty, leadership, and external stakeholders, the Evaluation and Planning Committee (5.1.H) developed a revised dispositions instrument and process in 2020. The revised rubric aligns closely with other candidate performance assessments and professional standards for practicing teachers (3.2.B). The revised dispositions plan includes scorer calibration and training activities, provides more descriptive expectations for behaviors, and allows for earlier identification and remediation of non-professional behaviors.

Effective Integration of Technology

Initial preparation programs embed technology and digital learning throughout core courses and content-specific pedagogical coursework (1.3.B). As evidence of modeling and applying approved technology standards, the EPP uses aligned items from the CFAST (1.1.C), an EPP-Created TPACK Lesson Plan (1.3.B) and the Candidate Evaluation of Teacher Preparation Program (5.1.F). The TPACK Lesson Plan is part of Gateway 2: Initial Program Core, while the CFAST and Exit Survey are part of Gateway 4: Internship II and Licensure (5.1.A). Additionally, program areas integrate Mursion immersive simulations for candidates and GoReact video capture technology for recorded observations and feedback.

Advising Support

ECU has an Academic Advising Collaborative comprised of professional and faculty advisors from all nine colleges across the institution, each with their own professional advising center. Advisors within the COE Academic Success Center (ASC) provide student support, progress monitoring, and advising services related to coursework, program progression, and completion. Advisors focus on building individual relationships to ensure that the diverse needs of candidates are met. To ensure that supports are culturally responsive to candidates' needs, advisors attend regular professional development including SafeZone Training for LGBTQ awareness and GreenZone training for military-affiliated candidates and are knowledgeable of the many campus resources available for a range of diverse needs.

During each Fall and Spring semester there are five phases of the advising cycle: academic recovery advising, regular registration advising, registration windows advising, belated registration advising, and post-semester follow-up. The COE Academic Success Center is responsible for degree planning and tracking with their advisees. DegreeWorks is ECU's tracking system for degree completion. This system shows students and their advisors the coursework required for their respective degree and the status for each course. For advising appointments and general degree planning, advisors use a plan of study document for appropriate degree completion (3.2.A). While working with students, advisors adjust this plan of study based on course completion, scheduling needs, interest in summer school coursework, and projected graduation date.

Candidates in the Partnership Teach 2+2 program have a designated Partnership Teach coordinator that serves as their advisor from program admission to completion. Partnership Teach coordinators are trained in the unique needs of this population of transfer candidates engaging in distance learning. They build relationships with candidates from the time of admission and maintain a high level of engagement with candidates in-person and virtually to ensure candidates are successful in meeting program requirements (2.1.D).

Supports for Candidates Not Meeting Program Expectations

ECU utilizes the Starfish early alert system (3.2.A) to notify candidates of performance in their coursework. Professors are encouraged to provide Starfish updates to each candidate multiple times during the academic semester. Advisors receive the Starfish notifications for all their advisees and use this information to provide assistance and resources to promote student success. Advisors may also refer candidates to the Pirate Academic Success Center for tutoring

and student success support, the University Writing Center, MATH tutoring, Disability Support Services, the Dean of Students, and/or the ECU Counseling Center. Providing this support assists students who are not meeting program expectations and encourages program progression.

At the end of each semester, advisors check the grades and GPA of all advisees. Any advisee who has fallen below a current or cumulative GPA of 2.0 or who is on academic warning or probation is invited to meet with the advisor for an Academic Recovery appointment during the first three weeks of the semester (3.2.A). During the meeting, candidates are asked to identify and reflect on factors contributing to their difficulty, identify resources, skills, and goals to utilize for success in the coming semester, and reflect on how to recognize early signs of academic difficulty and get back on track. A follow up meeting is scheduled mid-way through the semester to monitor candidate progress.

During internship, if a candidate is not meeting evaluation criteria or expectations, an improvement plan is developed, outlining specific supports, structures, and expectations for the candidate. The plan has target dates, assigned evaluators, required actions, and assessment methods/criteria to provide feedback to the candidate and solicit input from clinical educators. If the candidate fails to meet the targets established in the improvement plan, the program area may request a cancellation of the internship, or the candidate may elect to cancel their own internship. Policies and procedures related to internship improvement plans and removal from an internship are outlined in the Educator Preparation Handbook (2.3.C).

When candidates are not meeting program expectations or program matriculation is delayed, advisors may discuss alternative pathways with students to encourage retention at ECU, which may be a degree outside of the COE. The BS in University Studies offers students a nontraditional approach to matriculation, in which they tailor their specific academic and career goals to design an individualized course of study. COE Advisors introduce this pathway to students who are not meeting program expectations and refer students to BSUS's advising center so that they may discuss this option further. COE Advisors also introduce alternative licensure after degree completion for students who may still have an interest in teacher licensure.

Tracking and Resolving Candidate Complaints

ECU is committed to maximizing student success and creating a positive learning environment. ECU provides a respectful and responsive avenue for students to lodge complaints and grievances. The EPP utilizes institution-level reporting mechanisms and resolution policies when grievances arise. Policies and procedures related to grievances against officials, personal misconduct, free speech, discrimination, sexual harassment, and grade disputes are outlined in Evidence 5.2.A.

R3.3 Competency at Completion

The EPP has established a series of requirements to determine candidates' overall proficiency and readiness to enter the classroom (5.1.A). Data points include cumulative GPAs, edTPA scores, final CCAST evaluations, the Certificate of Teaching Capacity, internship grades, and licensure exam data. Procedures for degree completion and licensure are outlined on page 25 of the Educator Preparation Handbook (2.3.C). Initial candidates must have a minimum 2.7

overall GPA and a grade of 2.0 or higher in the internship and professional core courses, in addition to program area course requirements. MAT candidates must have a minimum 3.0 GPA and a grade of 3.0 or higher in the internship. The overall mean GPA at exit for initial programs is consistently high at approximately 3.53 (3.2.D).

Candidates must meet all University requirements for graduation and all NC requirements for licensure. All initial candidates must achieve the NC state passing score on the edTPA for licensure recommendation, which counts for 10% of the internship grade. The Office of Educator Preparation verifies and approves all recommendations for licensure.

Disaggregated Completion Data

The EPP regularly examines EPP completer data, including GPA and assessment data, disaggregated by program area and pathway. This data is used to inform recruitment and retention efforts and to develop culturally responsive candidate supports to ensure all candidates have equal opportunity for successful program completion. Data are reviewed regularly by program faculty via annual data summits as well as informal programmatic meetings. In this way, faculty can monitor candidate competency at completion, as well as inform program improvement. Completer data is also shared with district partners during LCSN meetings.

In Evidence 1.1.B, the EPP presents edTPA pass rates for multiple data cycles to demonstrate candidates' positive impact on P-12 student learning. The combined pass rate for all cycles is 97.2%. edTPA scores and pass rates are further disaggregated by candidates' gender and race/ethnicity. Both male and female candidates exceeded the EPP goal of 80% proficiency and achieved average overall scores above the state cut score. All racial/ethnic groups met or exceeded the EPP's proficiency threshold of 80% and achieved average overall scores above the NC cut score. Examples of strategies to address gender and racial/ethnic performance disparities are in Evidence 1.1.B.

The final CCAST student teaching evaluation verifies that candidates can comprehensively apply their knowledge in a full-time classroom situation. Scores presented in Evidence 1.1.C demonstrate EPP proficiency is above target across four semesters. Disaggregated data by program shows a few programs, typically with low enrollment, had at least one criterion with an average overall rating below 2.0 in the last 4 data cycles combined. Both gender groups exceeded the overall CCAST rubric proficiency level of 2.0. Males had a slightly lower score on each rubric area, but also make up a much smaller proportion (14.6%) of candidates within the EPP. Race and ethnicity CCAST data shows all groups exceeded the target proficiency level of 2.0.

Content Knowledge

The EPP means for the eight edTPA rubrics aligned to INTASC Standard 4: Content Knowledge indicate candidates reach the expected level of proficiency in this area by program completion. edTPA Rubric 9: Subject-Specific Pedagogy focuses on candidates' ability to meet the subject-specific competencies for their content area, as specified by their edTPA handbook. As of 2019-20, 82.3% of initial candidates were proficient on edTPA Rubric 9 with a mean score of 2.9. Candidates further demonstrate the ability to apply content knowledge during the final

internship as evidenced by proficiency of 94% or greater on the seven CCAST rubrics aligned with INTASC Standard 5.

The EPP exam pass rates, overall and by license group, demonstrate that candidates have the content knowledge to pass licensure exams within the three-year testing window allowed by NC (1.2.A pg. 8-12). In 2016, the overall pass rate was 94% and in 2017, the overall test rate was 91%. Pass rates are slightly lower for cohorts completing in 2018 and 2019; however, this data is preliminary, as these candidates remain within their testing window.

Pedagogical Knowledge and Skills

Data from aligned edTPA and CCAST rubrics reflects candidates are confident planning and implementing instructional strategies for diverse learners at program completion (1.1.A). Candidates have maintained rubric averages at or above 3.0 and above 90% proficiency for Rubric 1: Planning for Student Understanding and Rubric 3: Knowledge of Students over the past three data cycles. The EPP met target average criterion scores and proficiency percentages across all CCAST criteria aligned to learner development and learner differences over the past four data cycles.

Candidates demonstrate the ability to create safe, inclusive, and engaging learning environments at completion. In 2019-20, 90% of candidates were proficient on edTPA Rubric 7: Engaging Students in Learning and 83.9% of candidates were proficient on Rubric 8: Critical Thinking. Candidates have consistently been over 95% proficient on CCAST Criterion F: Critical Thinking over the past four data cycles. Data analysis of EPP assessment items aligned to INTASC Standard 6: Assessment indicates EPP completers can create, administer, and use results of classroom assessments. On edTPA and CCAST-aligned rubric items, candidates have met target mean rubric scores for the past three data cycles (1.3.A). In Fall 2020, the EPP had over 99% proficiency on eight of the nine CCAST rubrics aligned with INTASC Standard 7.

Critical Dispositions & Professional Responsibilities

Aligned rubrics from the edTPA, CCAST, and the Candidate Dispositions Survey show candidate proficiency on critical dispositions and professional responsibilities (1.4.A). Candidate performance data from the CCAST and Exit Survey indicate that candidates were highly proficient and confident in collaborating with students and families of varying backgrounds and cultural groups and respecting learner differences. CCAST Criterion O requires candidates to demonstrate effective communication with parents or legal guardians, this item had a final combined mean of 2.5 (above target) over four semesters (1.1.C). Over 90% of candidates practiced observable professional and ethical behaviors as measured by CCAST dispositional rubrics at the end of Internship II. In the most recent cycle, 100% of completers were proficient on the three CCAST rubrics aligned to INTASC Standard 10: Leadership and Collaboration. The EPP has developed a new dispositions instrument with distinct alignments, rubric level progressions, and scorer training for consistency (Evidence 3.2.B). EPP faculty predict that this new rubric will yield more actionable data as it pertains to INTASC Standard 10 and will further enhance candidates' performance and skills in these areas.

Technology Integration

Candidate performance data on select CFAST criteria, the TPACK Lesson Plan, and the Candidate Evaluation of Teacher Preparation Exit Survey demonstrate that candidates can model and apply the NC Digital Learning Competencies (NCDLCs) for Educators (1.3.B). In the most recent data cycle, candidates were 100% proficient on CFAST Rubric H: Digital Tools and Resources, which directly evaluates candidates' use of technology in the classroom. Exit survey results indicate that candidates feel confident in planning for and using technology for instruction and engagement at program completion.

Fidelity of Program Progression and Completion

The EPP Quality Assurance System is designed to ensure that program transition points are followed with fidelity. The Educator Preparation Handbook details protocols and procedures for acceptance into Upper Division, candidate performance during the program, Internship, and program and licensure completion (2.3.C). The EPP employs a system of checks and balances at integral gateways. For example, Upper Division Applications must be signed by faculty after the required interview, recommended by the Department Chair or program coordinator, verified by a COE Advisor, and forwarded to the Office of Educator Preparation for documentation with the placement management system, SONIA. SONIA contributes to program transparency and fidelity, as candidate progression and completion data is centralized and accessible within one data repository (5.1.D). At the completion of internship, University Supervisors, Clinical Teachers, and host districts are all required to attest candidates have met the requirements of the NC Teacher Candidate Rubric by signing the Certificate of Teaching Capacity (CTC). This CTC is required by the state of NC and demonstrates the collaborative efforts of the EPP and district partners in verifying candidate proficiency at completion. Any modifications to program progression or requirements must be approved by CEP. In many cases, the expectations for candidacy and completion are defined by state policy, and Assistant Dean for Undergraduate Affairs and Educator Preparation ensures guidelines are followed. Extenuating circumstances due to Covid-19 related closures and virtual learning resulted in temporary modifications of state and EPP requirements as it relates to admission testing, licensure testing, edTPA, field experience, and internship requirements during 2020-2021. These modifications are detailed in Evidence 5.4.C.

Summary

The EPP demonstrates its ongoing commitment to the recruitment, admission, and completion of high-quality, diverse candidates to meet the needs of the teacher workforce. The system of supports provided to ensure successful candidate progression through program completion coupled with candidate performance and outcome data reflects the EPPs commitment to the state and region.

Revised Standard 4: Program Impact

Teachers prepared by the ECU Educator Preparation Program consistently demonstrate a positive impact on P-12 student learning and development as measured by P-12 student achievement data and teacher evaluations. Furthermore, state-provided completer and employer satisfaction data demonstrates that the EPP successfully prepares high-quality teachers for today's diverse classrooms.

R4.1 Completer Effectiveness

The EPP measures completer effectiveness through P-12 student growth data obtained from the NC's Education Value-Added Assessment System (EVAAS) and teacher evaluation ratings obtained from the NC Educator Effectiveness System (NCEES). These measures demonstrate that completers positively contribute to P-12 student-learning growth and can apply professional knowledge, skills, and dispositions obtained during preparation.

EVAAS

The NC Department of Public Instruction (NCDPI) reports on the performance of beginning teachers from EPPs in terms of their impact on student growth. One way this is measured is through NC's Education Value-Added Assessment System (EVAAS) (Evidence 4.1.A). On each metric, teachers receive one of three ratings based on the degree to which their students meet growth targets on standardized tests: "Does Not Meet Expected Growth," "Meets Expected Growth," or "Exceeds Expected Growth." North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 license. EVAAS data is provided annually to EPPs by the UNC System Office in collaboration with NCDPI and the Education Policy Institute at Carolina (EPIC). Additionally, EVAAS data is displayed in NCDPI public EPP dashboards. EPP dashboards include only beginning teachers, who received an initial professional license (including MATs) and are in their first three years in a NC public school classroom. Only beginning teachers in a tested grade/subject will have an EVAAS score. To ensure a representative sampling, NCDPI groups teachers into three-year completion cohorts for data-reporting purposes. NCDPI cannot track EPP completers who teach in private schools or other states.

Overall, EPP-Prepared candidates have met or exceeded expected growth targets set by the state of North Carolina, from 2016 to 2019 (Evidence 4.1.A). Growth across all data cycles is evident on multiple indicators, including Middle Grades and Secondary Science; while indicators like Elementary and K-2 reading have consistently high percentages for meeting or exceeding growth, across all data cycles. Data for several indicators, like Secondary English and Secondary Math show percentage increases in the most recent data cycle. While percentages declined for some indicators, like Elementary and Middle Grades Math and Middle Grades Reading and Social Studies, the EPP has had a strong positive impact overall on the growth of program completers and their students. Student growth data attached to EPP completers shows high percentages of students meeting or exceeding expected growth, with EPP percentages for both growth categories surpassing state percentages. ECU program completers' student growth data is comparable to that of other EPPs, both within the UNC system and across North Carolina.

NCEES

The North Carolina Educator Evaluation System (NCEES) standards identify the knowledge, skills, and dispositions expected of teachers and are based on the North Carolina Professional Teaching Standards (Evidence 4.1.B). The standards are as follows: 1) Teachers Demonstrate Leadership, 2) Teachers Establish a Respectful Environment for a Diverse Population of Students, 3) Teachers Know the Content They Teach, 4) Teachers Facilitate Learning for Their Students, and 5) Teachers Reflect on Their Practice. These standards also align with INTASC Standards 1-10 (Evidence 4.1.B, Appendix A).

School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of “developing” to “distinguished.” These measures reflect only the EPP’s beginning teachers who received an initial professional license and are in their first three years of teaching in traditional NC public schools, grouped by three-year completion cohort. 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 to be eligible for the Standard Professional 2 License. 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.” Detailed student performance data is provided in Evidence 4.1.A.

Over 95% of EPP program completers earned ratings of “Proficient” or higher on the NCEES teacher evaluation instrument, across all NCEES standards, in each of the three most recent data cycles for which NCDPI reported data. The percentage of ECU completers rated “Proficient” or higher exceeds the state percentage on all standards and data cycles. This indicates that ECU completers are prepared to be effective classroom teachers, meeting the needs of employers and learners. Student growth data attached to EPP completers shows that high percentages of their students meet or exceed growth targets. Over 80% of students attached to EPP completers met or exceeded growth targets in all data cycles, with the most recent data cycle having the highest percentage of 85.2%. EPP percentages equaled state percentages in 2016-17, with 81% Meeting or Exceeding Expected Growth. In 2017-18 and 2018-19, EPP percentages for the two categories combined exceeded state percentages by 3.7% and 7.7% respectively. For each three-year cohort, 96% of EPP-prepared candidates were rated “Proficient” or above on each standard, overall. When examining the data by license group, 92% were “Proficient” or higher on each standard.

Ensuring Effective Contribution to Diverse P-12 Student Learning Growth

One way the EPP works to ensure that completers are prepared to effectively contribute to diverse P-12 student learning growth, is by providing candidates with geographically, racially, and socio-economically diverse placements during the program. Clinical experiences are intentionally designed and sequenced to provide early exposure to diverse classroom settings, provide opportunities to observe and practice in various classroom settings, and allow for the authentic assessment of candidates’ readiness for the teaching profession. The ECU EPP works closely with faculty, districts, and candidates to implement a diverse range of field experiences. In many instances, candidates are later employed in districts where they participated in field experiences or in districts with similar characteristics of placement settings.

From Fall 2017 to Spring 2020, ECU placed 7,955 early field experience candidates in 95 districts across NC (Evidence 2.3.A). Not only do the districts represent a broad geographical range, but they also present opportunities to experience diverse placements in terms of demographics and student needs. 51.6% of early field experience placement districts reported having at least 50% Students of Color, and 77.9% of districts reported student populations with 50% or higher Economically Disadvantaged students (Evidence 2.3.A). Most early field placements occur locally in Pitt County, where candidates may have experiences in schools ranging from as low as 35% Economically Disadvantaged students to 90% or greater (Evidence 2.3.A). Candidates also gain experiences in Title I and low performing schools. This diversity of placement sites exposes ECU candidates to a diverse range of students and communities.

From Fall 2017 to Spring 2020, ECU placed internship candidates in 66 districts across the state; 82% were in districts with 50% or greater Students of Color, and 86% were in districts with 50% or greater Economically Disadvantaged students. As a result, our candidates are exposed to and prepared to serve students and communities with diverse needs.

The Latham Clinical Schools Network (LCSN) is a partnership between ECU and 43 public school systems in eastern North Carolina. This network provides diverse placement sites for teacher candidates and supervision from clinical teachers (Evidence 2.1.A) and is a key employment pipeline for completers. According to data from the NC Department of Public Instruction (NCDPI), 72% of LCSN districts have populations with at least 50% of students classified as Students of Color in 2020-21. 81% of LCSN districts serve populations with at least 50% of students categorized as Economically Disadvantaged Students in 2019-20 (Evidence 2.1.A). Because the EPP primarily places candidates within LCSN districts for both Internship (Evidence 2.3.B) and Early Field Experiences (Evidence 2.3.A), ECU candidates have the opportunity work with racially, economically, and academically diverse groups of students. According to the 2019-2020 IHE Performance Report, eight of the ten top employment districts for ECU completers were within the LCSN.

R4.2 Satisfaction of Employers

The EPP regularly examines and shares results of the annual NC Employer Survey to assess the satisfaction of employers with the preparation program. Employer survey data is further triangulated with Principal Focus Group data and partner district feedback to ensure that the EPP is adequately meeting the needs of employers and students.

Employer Survey

The Employer Survey is administered annually by the North Carolina Department of Public Instruction (NCDPI) to principals employing first-year teachers in NC public schools (Evidence 4.2.A). Survey data is compiled annually and shared with EPPs; and the data is presented publicly on the NCDPI EPP Dashboard. As some licensure areas may have fewer new teachers, NCDPI combines data into three-year cohorts to ensure that all licensure areas are represented on the public EPP dashboard.

The Employer Survey consists of multiple survey items, aligned to the five NCEES standards referenced in R4.1. NCEES standards are closely aligned with the North Carolina Professional Teaching Standards (NCPTS). Alignment between the NCPTS standards and the INTASC

Standards addressed in R1 is presented in Evidence 4.1.B, Appendix A. New items were added to the Employer Survey in 2018-2019; however, alignment information for these items is not available in the alignment key published by NCDPI. The EPP provides Employer Survey results by NCEES standard for three consecutive data cycles and four response group (ECU, Other NC Prepared, Out-of-State, and Alternative Entry) as evidence of completer impact and employer satisfaction. For each survey item, participants were asked to rate the effectiveness of the new teacher relative to other first-year teachers, using a 5-point Likert Scale with the following rating criteria: 1 - Much Less Effective, 2 - Less Effective, 3 - Comparable, 4 - More Effective, 5 - Much More Effective. The EPP has established the following goals related to Employer Survey Results: a mean score on each survey item of 3 (“Comparable”) or higher and at least 90% of participants achieving a rating of 3 (“Comparable”) or higher.

The EPP met the mean score of 3 (Comparable) or higher for each data cycle on survey items aligning to Standard 1: Leadership. In 2019-2020, the EPP also exceeded the target percent proficiency of 90% of higher on all items aligning to leadership. The ratings for ECU initial candidates are consistent with those of Other NC Prepared candidates. In the previous two data cycles, there were 4 instances where the EPP did not meet the 90% goal; however, the means still exceeded the target goal of 3 or higher. The CCAST student teaching evaluation (Evidence 1.1.C) has items that directly align with the survey items, the EPP hopes these internship ratings will have a positive effect on teacher practice.

Furthermore, EPP completers met the target mean score for each data cycle on survey items aligning to Standard 2: Classroom Environment. In 2019-2020, EPP completers exceeded the target percent proficiency of 90% of higher on all items except for classroom environment, which has declined in ratings over the past three years. All other items showed an increase in percent of ratings at 3.0 or higher. Overall, the ratings for ECU initial candidates are consistent with those of Other NC Prepared candidates. The strongest ratings for Standard 2 were for respecting diversity and multiple perspectives of students. Although the EPP met proficiency targets, the item pertaining to English second language learners has historically had a lower mean for ECU and other preparation pathways. The EPP continues to explore additional ways to strengthen candidate skills in supporting English second language learners. This includes incorporating strategies and activities that require candidates to study and develop supports for English second language learners into coursework and monitoring school and district data to ensure candidates are provided with experiences in schools with ELL students. Employer survey results for content knowledge indicate that ECU completers have strong foundational content knowledge within their content area and use this knowledge to make instruction relevant to students.

The EPP met the mean score of 3 or higher for each data cycle on survey items aligning to Standard 3: Content Knowledge and met the percentage goals for all but one data point. ECU completers rated higher in most categories than candidates prepared in all other categories. These ratings are indicative of the focus on content knowledge across all program areas. Employer survey results for content knowledge indicate that ECU completers have strong foundational content knowledge within their content area and use this knowledge to make instruction relevant to students. The EPP also met the target mean score for each data cycle on

survey items aligning to Standard 4: Facilitating Student Learning and met the percentage goals in the most recent data cycle.

Lastly, EPP completers met the mean score of 3 or higher for each data cycle on survey items aligning to Standard 5: Reflecting on Practice. The EPP met or exceeded the 90% goal for most data cycles except for one data point in 2018-2019 that is within one percent of target proficiency. EPP candidates regularly engage in reflective activities such as completing the CFAST self-assessment, responding to edTPA reflective prompts, and analyzing their recorded lessons on GoReact; these activities continue to improve candidate preparation in this area.

In 2018, there were several questions added to the employer survey. The EPP met the target mean average for these items in all data cycles; however, several areas of lower proficiency emerged. Areas for growth include managing disruptive behavior and making expectations for behavior clear to students; this finding is consistent with the ratings of beginning teachers prepared by other institutions or pathways (Evidence 4.2.A). To prepare candidates for classroom management, many programs have candidates engage in immersive Mursion simulation practice, with varying degrees of behavior management challenges for candidates. This permits candidates to practice managing disruptive behaviors in a safe environment where they can practice strategies and skills and receive real-time feedback from instructors. While candidates teach full-time during internship II, they do have clinical teacher support in managing student behaviors. Transitioning to the role of classroom teacher in the first year presents often presents challenges in managing student behaviors, as completers must set and enforce behavior expectations without the support of a clinical teacher or instructor. The EPP continues to explore how we can support completers into their first year of teaching through professional development offerings or professional learning networks. The EPP did see significant growth in proficiency percentages for items related to serving students from diverse economic backgrounds and teaching in multicultural or multilingual settings. This may be attributed to the diverse clinical settings in which candidates practice as demonstrated in Evidences 2.3.A and 2.3.B.

The NCDPI Employer Survey provides the EPP with valuable feedback about completer performance in their first year of teaching. Employer survey data is shared and discussed with EPP leadership and with faculty and program areas at annual EPP Data Summits (Evidence 5.4.B). Mean scores on all survey items reveal that ECU completers are comparable to other first year teachers prepared at NC institutions, out-of-state, or through alternative entry pathways. While proficient, there are several areas that the EPP has identified for improvement based on employer survey results, this includes: supporting English second language learners, working in multicultural and multilingual settings, working with diverse student populations, and managing student behaviors. The EPP requires all initial licensure candidates to take at least one literacy course focusing on reading, writing, and academic language in the content area. This literacy course includes differentiation strategies for diverse learners and English second language learners. Elementary Education and Special Education candidates take several classes in literacy instruction with a focus on differentiation for diverse learning needs. In program area methods courses, candidates learn to build learning segments that meet the needs of students in their classrooms, including ELL and gifted students. Program faculty

continuously examine course content and student learning outcomes for ways to strengthen candidate preparation. During the final internship, candidates are expected to demonstrate their ability to work with diverse learners on the edTPA and during formal observations evaluated with the CPAST student teaching evaluation (Evidences 1.1.A, 1.2.A, 1.3.A, 1.4.A).

To gain more insight into employer survey results, the EPP solicited qualitative feedback from principals on employer survey results during the 2019 Principal Focus Group (Evidence 2.1.E pg. 8). Principals participating in the focus group revealed that ECU completers, particularly Elementary Education completers, handled classroom management well compared to other new teachers. More importantly, ECU completers were viewed as coachable and high performing. Employer feedback is one component of the comprehensive EPP Quality Assurance System (Evidence 5.1.D p.2) which drives policy decisions and program improvement. Triangulated data from employer survey results, completer satisfaction results (Evidence 4.3.A), principal focus group feedback (Evidence 2.1.E), and candidate assessment data (Evidences 1.1.A, 1.2.A, 1.3.A, 1.4.A) permits the EPP to analyze in-depth quantitative and qualitative evidence to drive continuous program improvement.

R4.3 Satisfaction of Completers

The EPP regularly examines and shares results of the annual NC Recent Graduate Survey to assess the satisfaction of completers with the preparation program.

Recent Graduate Survey

Each year, North Carolina administers the Recent Graduate Survey to gauge completer satisfaction with their overall preparation. The North Carolina Department of Public Instruction (NCDPI) sends the survey to first year teachers in NC public schools; the participant pool would therefore include candidates from multiple program areas. Some programs may have a small number of completers employed in the state. To mitigate this issue, NCDPI has created three-year cohorts for data reporting purposes on the public EPP Dashboard.

The Recent Graduate Survey consists of multiple survey items, aligned to NCEES Standard 2: Classroom Environment, Standard 3: Content Knowledge, and Standard 4: Facilitating Student Learning. Survey item alignment information, published by NCDPI and SAS®, is available through the NCDPI EPP Dashboard. For the purposes of data analysis and continuous improvement, ECU focuses primarily on items related to the quality of educator preparation, the value of program components, and suggestions for program improvement. The NCEES Standards are directly aligned to the North Carolina Professional Teaching Standards, which align to INTASC Standards 1-10 (Evidence 4.1.B, Appendix A).

Quality of Educator Preparation

In Evidence 4.3.A, the EPP presents mean rankings on survey items related to the overall quality of preparation. For each item in this section, participants were asked to rate how well their educator preparation program prepared them in each area, using a 5-point Likert Scale with the following rating criteria: 1 - Not Addressed, 2 - Not Well, 3 - Somewhat Well, 4 – Well, 5 - Very Well. The EPP has established the following goals related to Employer Survey Results: a mean score on each survey item of 3 (“Somewhat Well”) or higher, and at least 90% of participants providing a rating of 3 (“Somewhat Well”) or higher.

EPP completers consistently rated each item for NCEES Standard 2: Classroom Environment with a 3.0 or higher in the past three data cycles. Data shows improvement in preparation quality ratings on items related to maintaining discipline and an orderly learning environment, supporting students with diverse backgrounds, and promoting respect and group responsibility. Though mean scores are at or above the target in all areas, proficiency percentages are consistently below the target in several areas: supporting English Language Learners, supporting students with special needs and academically gifted students, and working with parents and families to better understand students and support their learning. To address these areas, faculty have implemented strategies such as Mursion simulations focused on instructional strategies for diverse learners and parent conferences. In methods courses, candidates learn to create lessons with supports to meet the needs of students in their classrooms, including English Language Learners, special needs students, and academically gifted students.

Survey respondents indicated a high level of preparation related to NCEES Standard 3: Content Knowledge, with mean scores above 4.0 for all items in all data cycles and a minimum of 93.8% indicating they were at least “Somewhat Well” prepared in this area. Mean scores met or exceeded those of Other UNC and Non-UNC prepared completers in several areas. Relating classroom teaching to the real world, though rated highly, is the lowest scoring area across all three data cycles, indicating a possible area for improvement.

EPP ratings met or exceeded mean and percentage goals on almost all items related to NCEES Standard 4: Facilitating Student Learning across the three data cycles, and ratings met or exceeded goals for all items in the most recent data cycle. The lowest mean scores (3.98 and 4.05) in the most recent data cycle were on items related to using technology to improve learning outcomes and analyzing student performance data, respectively. Though these were the lowest means, they met or exceeded either Other UNC or Non-UNC means or both.

When considering the overall means for each standard each year, the EPP shows improvement in Standard 2, with an increased mean score (3.9) in 2019-20 that is the same as Other UNC-Prepared participants. After a dip in 2018-19, growth is also evident in Standard 3, and the EPP mean score (4.3) is the same as both Other UNC-Prepared participants and Non-UNC Traditionally Prepared participants. The EPP shows similar growth in Standard 4, with a slightly higher mean in 2019-20 after a small dip in 2018-19. The EPP Standard 4 mean (4.2) meets or exceeds means of other response groups in the most recent data cycle.

Value of Program Components

Recent Graduate Survey participants are asked to rate key educator preparation program components in terms of their value, using a 6-point Likert Scale with the following rating scale: 6 – Very Valuable, 5 – Valuable, 4 – Somewhat Valuable, 3 – Not Very Valuable, 2 – Not At All Valuable, 1 – Not a Part of My Teacher Preparation Program. For this portion of the survey, the EPP has established the following goals: a mean score on each survey item of 4 (“Somewhat Valuable”) or higher, and at least 90% of participants providing a minimum rating of 4 (“Somewhat Valuable”) or higher. A complete data set for the survey is available in Evidence 4.3.A.

For all data cycles, each program component's mean rating exceeded the EPP goal of 4.0, with the lowest mean in any data cycle being 4.89. The highest mean scores for each item occurred in the most recent data cycle, with Student Teaching Experiences receiving the highest value score of 5.80. EPP value rating percentages also met or exceeded the goal of 90% in all data cycles.

Suggestions for Program Improvement

As part of the Recent Graduate Survey, participants are presented with a list of suggested improvements related to the quality of their educator preparation. Participants select item(s) from the list and may also select "Other". Figures 3a-c show the number of ECU survey participants who selected each suggested improvement during the 2017-18, 2018-19, and 2019-20 administrations of the survey. The suggestion counts are displayed from fewest selected to most selected, with the total count listed for each suggested improvement. The two most frequently selected suggestions in each data cycle were "opportunities to learn about/practice non-teaching tasks" and "more exposure to a variety of school environments", respectively. Faculty agree that these are two areas that could be addressed through field experiences. In internship, clinical teachers are encouraged to expose candidates to additional non-teaching tasks, such as classroom management, recordkeeping, and extracurricular duties or assignments. Placement data provided in Evidences 2.3.A and 2.3.B demonstrate that candidates are placed in a range of diverse classrooms. The EPP continues to work with program areas and placement districts to increase opportunities for candidates to practice in a variety of classrooms settings to the greatest extent possible.

Summary Statement

Completer effectiveness data triangulated with employer and candidate satisfaction ratings demonstrate the positive impact of the EPP. While these measures yield overall positive results, the data also provides valuable insight to inform EPP leadership and program faculty in the examination and development of programmatic improvements and innovations to meet the needs of employers, completers, and P-12 students. Triangulated data from the Recent Graduate Survey, the Employer Survey, and the Principal Focus Groups indicates that candidates and employers are overall satisfied with the preparation program. The data does reveal areas for improvement specifically as it pertains to working with diverse learners, including special education students and English Language Learners. EPP faculty are working to strengthen these areas in the program through aligned coursework and candidate clinical experiences.

Revised Standard 5: Quality Assurance System and Continuous Improvement

R5.1 Quality Assurance System

The East Carolina University EPP engages in systematic, ongoing data collection and review. The EPP uses a Quality Assurance System (QAS) that blends proprietary and EPP-created assessments, aligned to appropriate standards, to monitor candidate progress (5.1.D). Program assessments, key data points, and gateways are clearly established for all program levels (5.1.A). In addition, the EPP uses external completer data to measure of candidate performance (4.1.A, 4.1.B); data are shared with and used by internal and external stakeholders for program evaluation and continuous improvement. The QAS allows for effective EPP decision-making based upon valid and reliable data that is representative of candidate and EPP performance. Performance data is collected for individual candidates and disaggregated by program area, pathway, or student demographic categories for reporting and decision-making.

Candidate Gateways and Assessments

Initial programs within the EPP use data collected at various gateways: program admission, program core key assessments, admission to internship, internship and licensure, and program exit (5.1.A). As outlined in Standard 3, initial candidate selection criteria, including minimum state requirements for candidate admission, are used to identify candidates with the skills and dispositions needed for successful initial program completion, licensure, and entry into the teaching profession. For initial program acceptance, candidates must meet a minimum GPA requirement and demonstrate basic skills and technological proficiency. The EPP also requires initial candidates to successfully complete an early experience course, an upper division application, and upper division interviews with program area faculty (3.2.A). Initial programs incorporate proprietary and EPP-created key assessments aligned to state or national standards (5.1.B, 5.1.C, 1.1, 1.2, 1.3, 1.4). The QAS allows the EPP to collect, report, and track results of key assessments over time. Resulting cumulative data allows the EPP to identify areas of both positive growth and needed improvement, and data points are used to inform both internal and external stakeholders about candidate progress and performance, program quality, and the overall quality of the EPP.

Data Systems

The ECU QAS is comprised of multiple data systems, defined processes, program faculty, and stakeholders (5.1.D). The following systems are used by initial and advanced programs for data collection, organization, storage, and reporting for analysis by EPP faculty and leadership.

Taskstream: The EPP uses Taskstream, an electronic portfolio system, to collect key assessment data at select program gateways. Each initial program has a unique Taskstream portfolio to collect and evaluate key assessments. In addition, Taskstream is used for student teaching evaluations and edTPA portfolios. The Office of Assessment, Data Management, and Digital Learning (OADD) oversees the Taskstream system, training faculty; managing accounts, portfolios and updates; and processing data requests. Faculty are responsible for administering key assessments and evaluating candidate performance.

Qualtrics: Qualtrics is a web-based platform used to conduct candidate surveys, solicit feedback from external stakeholders, and collect data for research. Qualtrics results can be disaggregated by program, pathway, or other fields, and it provides the EPP with in-depth data reporting and statistical analysis for survey responses. Using Qualtrics, the OADD reviews, revises, and deploys exit surveys for initial programs (5.1.E). The OADD monitors and implements strategies to increase candidate response rates (e.g., published survey dates and reminder emails). Data from exit surveys is disseminated to program faculty each semester and included in annual EPP data summits. The EPP relies on candidate exit surveys for feedback on advising, instructional technology resources, and program improvements, like edTPA supports. To increase the quality of data from exit surveys, the undergraduate exit survey and the edTPA Completer Survey were revised, aligned, and validated in Spring 2021 (5.1.I).

University Operational Data Store: The University Operational Data Store (ODS) is used for reporting information from university enterprise data systems like Banner, DegreeWorks and Admissions data. The COE Data Manager is responsible for querying university data systems and using contextual knowledge of the EPP to disaggregate data for compliance, reporting, and research purposes.

Other External Systems: The EPP also uses data from the NC Department of Public Instruction (NCDPI), the UNC System Office, and NC Ed Reports. NCDPI provides candidate selection and completion data, licensure exam pass rates (3.3.B), candidate satisfaction results (4.3.A), licensure conversions, teacher placement data, and teacher performance data (4.1.A, 4.1.B, 4.2.A) for EPP initial program completers. The UNC System Office provides data surrounding NC teacher preparation, retention, and performance. NC Ed Reports provides data on state and EPP edTPA performance. The Assistant Dean for Undergraduate Affairs and Educator Preparation and the OADD Director ensure that external data is shared with EPP leadership and faculty.

EPP Dashboards: In 2020, OADD engaged ECU Information Technology and Computing Services (ITCS) to develop interactive EPP Data Dashboards using Microsoft Power BI data visualization tools. These dashboards integrate University Operational Data Store with other EPP assessment and performance data managed by OADD. Faculty can access secure dashboards containing real-time data on edTPA performance; admissions; enrollment; retention; and licensure information, and users can manipulate and disaggregate data points by program level, candidate demographics, and standards.

SONIA: Prior to Fall 2019, the EPP collected and recorded field placement, licensure, and testing data for initial programs in the Teacher Education Management System (TEMS), an internally built data repository. In Fall 2019, the College of Education shifted to SONIA, a comprehensive, customizable placement and data management system, to replace TEMS. SONIA maintains and reports information for initial program field placements, supervisors, clinical educators and students, and tracks student assignments by semester. SONIA integrates with the university data system and Banner, providing access to student demographic data, test and course data, and completer data. By consolidating multiple data repositories and systems, SONIA increases

operational efficiency. The system facilitates communication between the EPP and placement sites, clinical educators, supervisors, and candidates. Additionally, it provides candidates with online access to resources, placement information, and required forms. OADD oversees the SONIA system, managing custom data fields, data imports, user accounts, placement data, updates, enhancements, and data requests. The Office of Clinical Experiences (OCE) uses SONIA to assign and track field placements and maintain a detailed database of clinical educators (2.2.A).

QAS Monitoring and Decision-Making

The QAS relies on EPP administrators, program faculty, staff, committees, and stakeholder groups as outlined in Standard 5.3 to ensure operational effectiveness. Additionally, the EPP engages in systematic reporting to assess and monitor operational effectiveness across programs. These activities ensure that the EPP has the appropriate financial, instructional, and technological resources to operate effectively (5.1.G). The EPP involves multiple stakeholder groups in program design, review, and continuous improvement activities. Two key stakeholder groups that directly monitor the QAS and drive decision-making for both initial and advanced programs, are outlined below; additional internal and external stakeholder groups are listed in section R5.3.

Office of Assessment, Data Management, and Digital Learning (OADD)

The OADD collects, organizes, and analyzes measurable outcome data for all programs within the COE and EPP. The OADD Director develops and leads the comprehensive assessment system for the EPP and supports institutional effectiveness and accreditation. Additionally, OADD oversees COE data systems and monitors data points for initial and advanced programs. The COE Data Manager has intricate knowledge of EPP and university data systems and ensures data integrity and accuracy. The EPP edTPA Coordinator provides extensive support to faculty and candidates across programs for edTPA completion and data collection and an Instructional Technology Consultant provides support for assessment systems and digital learning technologies.

Council for Educator Preparation

The Council for Educator Preparation (CEP) is the policy making body that oversees initial and advanced educator preparation programs (5.1.H). Council members represent each EPP department/school. Additional members include a representative from the local school district, an undergraduate candidate, and an advanced program candidate. Monthly meeting agendas and minutes document a regular and systematic focus on data use at all levels of the EPP. As chair, the Assistant Dean for Undergraduate Affairs and Educator Preparation leads discussions on state policy changes and updates the council on completer achievement data (e.g., state licensure exam pass rates, NC Educator Evaluation System (NCEES) data, and K-12 student performance EVAAS data). Updates from the Director of OADD to the CEP demonstrate a focus on regular and systematic use of candidate performance and progression data (e.g., edTPA and dispositions data). Data implications for policy changes are discussed by this group, and if needed, brought to the full council for vote by the corresponding CEP committee, i.e., Admissions and Retention, Evaluation and Planning, Policy, or Curriculum.

R5.2 Valid and Consistent Data

ECU uses consistent, well-defined procedures in the development, implementation, and interpretation of assessments to provide evidence of candidate performance and program quality. Initial program outcomes and assessments are aligned to appropriate state, national, and content specific standards (5.1.A, 1.1, 1.2, 1.3, 1.4).

Assessment Validity Protocol

The EPP has established guidelines for the development and validation of EPP-created key assessments for initial and advanced programs (5.1.C). Assessment development guidelines are posted for faculty and the OADD provides consultation and logistical support for assessment development to ensure that EPP-created assessments are clearly aligned to standards, require performance of job-embedded tasks, and adequately measure candidate preparedness. In 2018, OADD instituted a protocol for internal assessment validation. Program faculty complete an OADD-developed assessment review form and engage with OADD to collect and analyze pilot data and determine whether subsequent revisions or additional pilot data are needed. In preparation for validation, program faculty identify a panel of experts and the credentials for their selection and submit the list to the OADD Director. The OADD Director convenes the expert panel and provides validation training. The panel rates the clarity, alignment, and essentialness of each rubric criterion using the Content Validity rubric. OADD computes the content validity index of each item, with a score of .80 or higher deemed acceptable. A validation results packet is created and provided to program faculty. Rubrics that do not meet the CVI of .80 are revised, removed from the assessment, or faculty can provide justification to keep the item.

Reliability

The EPP recognizes the need for initial and advanced program faculty to engage in scorer training and reliability exercises to promote fairness and ensure consistency. The steps for establishing assessment reliability are as follows. 1) Faculty engage in course-alike meetings to discuss EPP-created assessment scoring and engage in calibration exercises to score sample student submissions. 2) OADD calculates the percent agreement and percent adjacent agreement for each rubric item in scorer training portfolios, with a goal of attaining at least 80% agreement on rubric items. 3) OADD and program faculty review and discuss inter-rater reliability results, use the results to refine scorer training, and recalibrate to increase inter-rater reliability. Proprietary assessments like edTPA and CPAST are validated by the assessment developers (5.1.B). edTPA releases results of official scoring reliability and CPAST requires University Supervisors to complete initial scorer training and annual scorer calibration. These activities ensure that candidates are evaluated fairly and consistently.

While the EPP promotes equitable evaluation practices, candidates may follow the institution grievance process if they feel they have been treated inequitably (5.2.A). The University maintains records of formal student complaints through appropriate offices. Grade appeals follow a policy set forth by the Office of the Registrar. The Office of Equity and Diversity (OED) has systems in place for filing complaints, participating in the complaint process, and receiving and investigating complaints or allegations of harassment, discrimination, retaliation.

The EPP adheres to University policies, as well as the practices found in the Educator Preparation Handbook (2.3.C).

Quality Assurance

The data collected and reported as part of the QAS is verifiable and accurate. As described in Standard 5.1 the EPP employs multiple data systems that integrate directly with university data systems. The SONIA Placement Management System was adopted to increase EPP data integrity and accuracy by importing student and academic data directly from Banner, limiting free text fields to prevent data entry errors, and combining student, clinical educator, and placement information into one system (5.1.D). The COE Data Manager conducts systematic checks of data accuracy and integrity, regularly examining data imports and cross-referencing multiple data repositories.

The QAS provides cumulative data, allowing program faculty to identify trends in candidate performance or examine results of programmatic changes or innovations. As demonstrated in Standard 1, triangulation of multiple datasets is used to promote the trustworthiness and validity of findings. For example, edTPA and CCAST ratings are used to examine candidate performance related to INTASC standards (1.1.A, 1.2.A, 1.3.A, 1.4.A). Quantitative data is paired with qualitative feedback from candidate exit surveys (5.1.F) and the edTPA Completer Survey (5.1.E) to pinpoint additional supports and areas of program improvement. For example, the edTPA Coordinator uses triangulated data to identify needed edTPA supports (5.4.E). During LCSN Principal Focus Group discussions (2.1.E), principals review, reflect on, and provide insight into quantitative data (e.g., employer satisfaction results). Their qualitative feedback provides deeper insight and understanding needed for program improvement (5.4.F).

The EPP regularly examines disaggregated data for bias or disproportionate outcomes for groups of students. Examples of data disaggregation may be found in Evidence 1.1.B (edTPA) and 1.1.C (CCAST). Additionally, EPP faculty regularly engage in research around candidate performance, curricular innovations, and clinical experiences. For example, in analyzing predictive factors for edTPA performance, we found an inverse correlation between candidate age and edTPA performance. These findings have influenced the development of additional supports (5.4.B) for candidates within our Educator Residency Model, many of whom are adult learners. Faculty have examined candidate performance in co-teaching internship placements. Data demonstrates higher edTPA scores among co-teaching candidates than those in traditional internship placements. This research resulted in several programs adopting a co-teaching internship model and numerous clinical teachers and interns completing co-teaching training (2.3.D).

R5.3 Stakeholder Involvement.

The EPP relies on the collaboration of internal and external stakeholders to maintain a quality assurance system, regularly assess EPP performance and impact, and monitor results over time.

Internal Stakeholders

Data and analysis of the eight CAEP annual measures of impact are posted on the EPP website at <https://education.ecu.edu/oa/caepar/>. This website is updated annually with submission of the CAEP annual report and is shared with a variety of stakeholders including the: Dean of the

College of Education, Assistant Dean for Undergraduate Programs and Director of Educator Preparation, College of Education College Council, LCSN stakeholders, and faculty via the EPP Data Summit.

EPP Administration and Leadership

The Dean of the College of Education (COE) has the overall administrative responsibility for educator preparation programs across the university. The Assistant Dean for Undergraduate Affairs and Educator Preparation is responsible for all educator preparation programs and is accountable to the Dean for program-related recommendations. College leadership consists of associate and assistant deans, department chairs, and directors that oversee academic programs and support the mission, vision, and strategic direction of the college. Programs outside of the COE are governed by the Deans Council - Deans of the five colleges with educator preparation programs - and the Council for Educator Preparation (5.1.H).

Council for Educator Preparation

As outlined in R5.1, the Council for Educator Preparation (CEP) is the policy making body for all programs within the EPP, with faculty representation from each department or school containing a licensure program across the university. Data implications for policy changes are discussed by this group, and if needed, are brought to the full council for vote by the corresponding CEP committee, i.e., Admissions and Retention, Evaluation and Planning, Policy, or Curriculum (5.1.H)

EPP Faculty and Staff

EPP faculty and staff are integral to the effectiveness of the QAS. Program faculty engage in regular course and department-level discussions on candidate performance and curriculum and are responsible for completing candidate evaluations on key assessments integral to QAS functions. A faculty representative from each program area serves as the Unit Assessment Coordinator responsible for reporting on student learning outcomes (5.3.A). Additionally, faculty serve on committees related to curriculum, planning, research, and technology within the College. Faculty may also serve on the COE Faculty Advisory Council which meets regularly with the Dean to discuss recommendations for curricular and program improvements. This Council consists of one voting faculty member per COE department.

Candidates

Candidates are key stakeholders in the EPP. Initial and advanced program candidates can review publicly available EPP information on our website, and provide valuable feedback to EPP leadership, faculty, and clinical educators through formal surveys pertaining to program experiences and preparation (5.1.E, 5.1.F). One initial and one advanced program candidate also serve on the Council for Educator Preparation (5.1.H).

External Stakeholders

Latham Clinical Schools Network

The Latham Clinical Schools Network (LCSN) connects the EPP with 43 regional districts for recruitment, preparation, retention, and renewal of teachers and other educational professionals (2.1.A). Through signed agreements (2.1.B, 2.1.C), the EPP involves public school

partners in the design and implementation of initial program elements (e.g., early field experiences, candidate dispositions evaluations, internship performance evaluations). The Office of Educator Preparation (OEP) serves as the direct liaison to public school partners. LCNS liaisons attend monthly meetings, along with EPP faculty and staff from the OEP, OCE, OADD, and ECU's Office of Undergraduate Admissions. The LSCN partnership also provides direct access to alumni and employers of program completers. Collaboration with the LSCN allows the EPP to address current issues in educator preparation strategically and proactively. As evidenced in minutes and agendas, LSCN partners are consulted about licensure testing policies, graduation and program completion policies, edTPA support, and internship grading policies (2.1.A). LSCN members also participate in collaborative work sessions, providing feedback or co-constructing processes with the EPP (e.g., disposition validation work sessions, principal's focus groups (2.1.E), clinical teacher survey and focus groups). Finally, district liaisons are regularly consulted about the new ECU Educator Residency Model (5.4.D). Feedback from LSCN liaisons contributed to the modification of the program's course sequence from a one-year track to a two-year model with one course per semester to better accommodate teacher workloads.

LCSN Principal Focus Group

To obtain in-depth feedback from employers and alumni, the EPP hosts an annual focus group of principals from the top 10 hiring districts within LCSN (2.1.E). Focus groups provide feedback on topics related preparation, diversity and recruitment, clinical experiences, and alternative licensure. The results of these session are widely shared and discussed with program coordinators, CEP, and EPP leadership and used to inform curricular reforms, innovations, and clinical experiences. For example, focus group feedback is shared with faculty and internal stakeholders via the annual EPP data summit (5.4.B).

R5.4 Continuously Assesses Performance

The EPP continuously assesses performance on goals and relevant standards through annual assessment reporting and analysis at the institution and program level. This systematic analysis of data informs program modifications and innovations.

Annual Unit Assessment Reporting Process-Institution Level

All EPP programs engage in mandatory annual unit assessment reporting (5.3.A) to ensure that all programs conduct meaningful assessment to improve candidate learning outcomes. Each program must develop at least five student learning outcomes (SLOs) relevant to their program area goals (5.4.A). Program faculty designate the means of assessment and criterion for success for each SLO. A designated faculty member for each program acts as the Unit Assessment Coordinator (UAC) and is responsible for leading program level assessment discussions and completing an assessment report. Institutional Planning, Assessment, and Research (IPAR) provides oversight for this process. Within the COE, the OADD Director acts as the Institutional Assessment Advisory Council (IACC) representative and liaison to Institutional Assessment and ensures that COE units comply with assessment reporting requirements.

To facilitate assessment reporting, the COE Data Manager provides programs with assessment and survey results collected by OADD each semester (e.g., CFAST, edTPA, program key assessments, exit survey results). Programs may also use course level data collected by faculty. The UAC engages program faculty each Spring in analyzing assessment results for the academic year. The program area documents any actions taken by faculty in relation to the SLOs, whether SLOs were met based on the criteria for success, and planned actions for the upcoming academic year to improve student learning.

In Fall 2019, the university's Office of Institutional Assessment (IA) shifted from a college level assessment review committee to an Institutional Assessment Review Committee (IARC), comprised of volunteer faculty from across the institution. Instead of requiring a review of all assessment reports from each unit, the IARC requires at least 30% of the COE reports be reviewed annually. The OADD Director determines the annual review cycle for each COE unit assessment report, with all reports externally reviewed at least every three years. Each IARC member reviews up to three reports from outside their college using an online rubric developed by IA for their assigned programs (5.3.A). IA compiles the results and shares them with UACs and the OADD Director. The UAC may address the feedback and revise their report by the end of the calendar year. In addition to the external review, OADD internally reviews all assessment reports annually to ensure compliance with reporting requirements.

Annual Reporting-EPP Level

While annual assessment reporting is an institutional requirement, this process is vital to EPP and program-level data analysis and continuous improvement. EPP programs develop SLOs (5.4.A) and assessments (1.1-1.4) that are aligned with national, state, INTASC, and CAEP standards within the institution reporting process. This allows programs to systematically address critical components of candidate performance. In addition to assessment reporting, the EPP completes annual reports required for NCDPI and federal Title II reporting (5.1.G); these include data on program and license completers, candidate demographics, performance, and employment.

EPP Annual Data Summit

Each year, OADD, in collaboration with the OEP, hosts an EPP Data Summit, in which quantitative candidate performance and outcome data are shared and discussed with department chairs and faculty members from initial and advanced programs (5.4.B). Faculty are provided with data to guide discussions within departments and program areas and facilitators solicit feedback on a range of educator preparation initiatives and discuss strategic plans for program improvement. EPP leadership uses this feedback to strengthen the QAS. For example, during the Spring 2020 data summit faculty were asked to provide feedback on a draft dispositions rubric, principal focus group data results, and our first year of CFAST student teaching evaluations. This feedback guided revisions to the dispositions rubric and plan, topics for future principal focus groups, and programmatic improvements to address CFAST rubrics, resulting in a more cohesive, structured, and data-driven preparation program.

Examples of Program Innovations

Data and feedback from the QAS have led to new initiatives and changes to assessments and programs (e.g., development of a new dispositions rubric and process (3.2.B), implementation of key assessments in core reading and special education courses, implementation of the CFAST student teaching evaluation (1.1.B), revisions to candidate exit surveys (5.1.F), new training for clinical educators and university supervisors (2.2.A, 2.2.D), and implementation of a new data management system). The EPP also implemented an innovative and successful Educator Residency Model in response to new legislative requirements for alternative teacher licensure (5.4.D). Each of these innovations is outlined in Evidence 5.4.F. Furthermore, the QAS supported and guided the EPP response to the shift to online learning and school closures due to the Covid-19 pandemic (5.4.C). Two examples of large-scale program improvements are detailed below:

New Student Teaching Evaluation Instrument (CPAST): In 2017, the EPP sought to revise or develop a new student teaching evaluation instrument that aligned with edTPA, CAEP, and INTASC standards. In lieu of drafting and validating a new instrument, EPP leadership explored proprietary instruments that aligned closely with our program goals and standards. In 2018, the OADD Director presented the CPAST to the CEP as an option for a new validated student teaching evaluation. A small-scale CPAST pilot completed in Fall 2018, and the OADD and OEP hosted information sessions for faculty and university supervisors to introduce the tool, solicit feedback about the instrument and process, and provide information about scorer training. Nine program areas opted to participate in a larger CPAST pilot in Spring 2019. The CPAST instrument and implementation plan were discussed with district partners in the September 2019 LCSN meeting, and LCSN partners provided positive feedback about the instrument. After the larger pilot, the CEP reviewed data from CPAST evaluations and feedback from University Supervisors and voted to implement the CPAST in Fall 2019 (5.4.F).

Dispositions Plan and Rubric: EPP leadership, program area representatives, and district partners determined that the existing candidate dispositions evaluation did not yield sufficient data for initial candidate selection, support, and development. This prompted the development of a new dispositions rubric and process to build candidate awareness of dispositions, incorporate dispositions in selection criteria, and provide opportunities for related remediation and growth. Work was completed by the Evaluation and Planning subcommittee of CEP, and the new instrument was presented to faculty at the Data Summit (5.4.B), to LCSN (3.2.B), and to the CEP for feedback. The new rubric will be piloted in Spring 2021, with full implementation for initial programs in Fall 2021.

Summary

In summary, multiple valid and consistent measures are used to continuously assess candidate performance and examine program effectiveness. Through comprehensive and aligned data points, extensive stakeholder involvement, and systematic data analysis, the EPP innovates and improves to ensure that candidates are prepared to positively impact P-12 student learning.

Advanced Standard 1: Content and Pedagogical Knowledge

ECU Advanced Educator Preparation program candidates are expected to develop a deep understanding of the critical concepts of their advanced field of preparation. Advanced programs address and assess all six of the advanced proficiencies outlined in CAEP A1.1. Furthermore, advanced programs completers can learn and apply specialized content and discipline knowledge as outlined by state standards, Specialized Professional Association standards, and standards of other programmatic accrediting bodies.

A1.1. Candidate Knowledge, Skills, and Professional Dispositions

Candidate knowledge, skills, and professional dispositions are monitored and assessed throughout advanced programs. Candidate expectations are aligned with standards within the field of specialization and North Carolina standards for teachers and school leaders.

MAEd Program Evidences

The EPP at East Carolina University offers thirteen Master of Arts in Education (MAEd) degrees, for experienced teachers that already hold an initial teaching license within the content area. Completion of the MAEd program can lead to an “M” level license in the content area indicating that the teacher has Master’s or Advanced Competencies.

To demonstrate knowledge, skills, and overall preparedness, each MAEd candidate must complete three assessments, the Teacher Leadership Growth Plan, Cultural Proficiency Project, and Action Research Project. Select rubrics from each of these assessments have been aligned with CAEP Standards A1.1 and 1.2 and the six A1.1 Proficiencies, which are assessed in all MAEd program areas. MAEd candidate performance on graduate evidence data demonstrates the EPP meets CAEP Standards A1.1 and A1.2 (A1.1.a). The presented MAEd assessment data demonstrates that candidates are proficient in using and understanding research (Proficiency A1.1.2). Furthermore, all assessments require candidates to apply professional dispositions, laws and policies, ethics, or other professional standards (Proficiency A1.1.6). Both the Action Research Project and Cultural Proficiency project demonstrate advanced MAEd candidates can apply data literacy (Proficiency A1.1.1). Phase in plan A1.1.j details the plan the EPP has developed to revise and validate the three graduate evidence assessments to meet CAEP Sufficiency Criteria for EPP-created assessments and address any data deficiencies.

- The Teacher Leadership Growth Project (A1.1.a) is designed for MAEd candidates to demonstrate their leadership skills through collaboration with colleagues, mentoring and coaching novice teachers, promoting educational activities that positively affect student learning, and participating in professional learning communities. The project consists of five components: 1) a self-assessment based on the teacher leadership standards, 2) the development of a teacher leadership growth plan focused on strengthening an area identified in the self-assessment, 3) a research paper and peer review on focus area, 4) a final research paper, and 5) self-reflection of leadership development over the course of the project. Project components are evaluated by faculty using the Teacher Leadership Growth Project rubric. The EPP mean scores on the five rubrics aligned to A1.1 indicate that MAEd candidates across all program areas performed above the target proficiency of 2.0 or higher over the past three years. In

addition, all programs met the proficiency goal of at least 80% of candidates achieving at least the minimum mean score. Project mean scores and proficiency percentages demonstrate that candidates are skilled in applying technology for their field of specialization (Proficiency A1.1.5). Program-specific results and subsequent action steps are provided in Evidence A1.1.a. Phase-In Plan A1.1.j outlines the plan to revise and validate the Teacher Leadership Growth Plan Rubric to meet the CAEP Sufficiency criteria for EPP-Created Assessments.

- Through the Cultural Proficiency Project (A1.1.a) candidates demonstrate their ability to advocate for a specific group of culturally diverse students and/or address a specific issue of system inequity. Candidates are required to develop an action-based project to achieve or create cultural equity at their present school, other educational setting, or specific community. The cultural proficiency project was revised in Fall 2018 to clearly align with the NC Professional Teaching Standards, CAEP advanced standards, and INTASC standards. Prior to the project's revision, data showed that all MAEd programs met the target mean of 2.0 or higher on each criterion, and all programs met the proficiency goal of at least 80% of candidates earning a 2.0 or higher for each criterion (A1.1.a). Candidate performance and feedback on the former version of the Cultural Proficiency Project was used to guide revisions implemented in Fall 2018. In the new rubric, Criterion 1-3, and 5 all address CAEP Advanced Proficiency A1.1.3, as they require candidates to examine and analyze data to create supportive school environments. Criterion 4 requires candidates to apply data, use research, and serve in a leadership capacity to address inequities, aligning with CAEP Proficiencies A1.1.1, A1.1.2, and A1.1.6. After the Cultural Proficiency Project was revised, means for the five rubrics aligned to A1.1 indicate that MAEd candidates across all program areas performed above the target proficiency of 2.0 or higher over the past three years. In addition, almost all programs met or exceeded the goal of 80% of candidates achieving proficiency on each criterion. Faculty continue to refine coursework and readings to ensure that candidates have a clear understanding of the concepts of critical multicultural education.
- MAEd candidates also complete an Action Research Project to demonstrate advanced understanding of applying assessments of student learning outcomes within their teaching subject area. Rubric requirements for the Action Research Project vary by program area, but all programs require a literature review, research methodology, findings and results, discussion and conclusions, and appropriate use of mechanics and formatting. As outlined in Phase-in plan A1.1.j, the EPP plans to revise and validate the project requirements and rubrics to meet CAEP Sufficiency Criteria for EPP-created assessments. EPP means for the Action Research Project indicate that all programs met the target mean score over the past three academic years on rubrics pertaining to Data Literacy, Research Methodologies, and Employment of Data Analysis and Evidence. This demonstrates that MAEd candidates are prepared to meet CAEP Advanced proficiencies A1.1.1, A1.1.2, and A1.1.3 and CAEP Standard A1.2. During Action Research Project revisions outlined in CAEP Phase-in Plan A1.1.j, program areas will examine rubric criteria and curricular supports pertaining to the employment of data analysis. Candidates in the Instructional Technology MAEd program complete a final portfolio in

lieu of the Action Research Project. This portfolio relates specifically to theories related to instructional technology practice and requires candidates to demonstrate their understanding of advanced concepts within the discipline. MAED IT Candidates were above target mean scores on Reflective Writing, Conceptions of Discipline, and Theories Related to IT Practice; these rubrics align to CAEP Advanced Proficiencies A1.1.5 and A1.1.6 and CAEP Standard A1.2. Rubric mean scores indicate that graduates demonstrate in-depth knowledge of the Instructional Technology discipline at the completion of the program.

Masters in School Administration (MSA) Program Evidences

The Service Leadership Project (SLP) provides MSA candidates with opportunities to work with principals and other appropriate personnel on data collection, data analysis, needs identification, problem-solving, comprehensive planning, action plan implementation, and evaluation (A1.1.b). This project focuses on six Leadership Themes, or Leadership Development Areas, for school leaders at any level: 1) Positive Impact on Student Learning and Development, 2) Teacher Empowerment and Leadership, 3) Community Involvement and Engagement, 4) Organizational Management, 5) School Culture and Safety, 6) School Improvement. The rubrics for the Service Leadership Project were derived from the proficient levels of the pre-service candidate rubric for North Carolina School Executives. NC requires that candidates demonstrate irrefutable evidence for all the proficiency descriptors to meet the NC principal licensure guidelines. The SLP framework provides a clear process for meeting these licensure guidelines. Detailed SLP assignment descriptions and rubrics are provided in the Service Leadership Project Handbook (Evidence A1.1.d). All six CAEP A1.1 proficiencies are addressed by the Service Leadership Project. EPP mean scores for the rubrics aligned to A1.1 for the past three years met or exceeded the minimum proficiency target, with 100% of candidates achieving proficiency (A1.1.b). MSA faculty will continue to monitor candidate outcomes and incorporate new strategies within coursework to improve candidate understanding and demonstration of school leadership skills.

EdD/EdS Program Evidence

EdD/EdS candidate leadership performance is evaluated via District Service Leadership Projects (DSLPS). DSLPs are used to determine the impact of each candidate's leadership performance on educational district improvement (A1.1.c). Four of the six required DSLPs are completed within courses and the remaining two DSLPs are completed during the internship, where a district-level mentor and university supervisor work collaboratively to ensure the candidate is mentored and progress is monitored. The rubrics for the District Service Leadership Project were derived from the proficient levels of the candidate rubric for North Carolina Standards for Superintendents (A1.1.c). NC requires that candidates demonstrate irrefutable evidence for all proficiency descriptors to meet the NC superintendent licensure guidelines. DSLP Assignment Descriptions and Rubrics are presented in the Superintendent Licensure Portfolio Handbook (Evidence A1.1.e). All six CAEP A1.1 proficiencies are addressed by the DSLP as evidenced in A1.1.c.

Superintendent Licensure Candidate means on aligned rubrics of the District Service Learning Project for three recent data cycles demonstrate that candidates have successfully met all six

CAEP Standard A1.1 Proficiencies. There were three individual criteria on the DSLP that had overall means slightly lower than the target proficiency of 3.0. Faculty plans to address each of these areas may be found in Evidence A1.1.c.

To support performance in all rubric areas, the Superintendent Licensure Handbook (Evidence A1.1.e) has been revised for greater clarity of rubric descriptors.

Masters in School Psychology Program Evidence

The Master's Degree with a Certificate of Advanced Study (MA/CAS) in School Psychology is nationally recognized by the National Association of School Psychologists (NASP). Alignments between CAEP Advanced Standards and the NASP domains are presented in Evidence A1.1.f.

Grades in courses, aligned to NASP domains and CAEP standards, demonstrate candidates meet CAEP A1.1 and A1.2 (A1.1.g). Per the School Psychology Handbook (A5.1.c p.23), students must maintain a cumulative B average (3.0 or above on a 4.0 scale) while enrolled in the graduate program. A grade lower than B, in a course defined by the department as being essential for the graduate degree, must be remediated or the course repeated and, at the Department's discretion, might result in program termination. In the three most recent cohorts, all students earned passing grades (with one exception) on all required courses and met the stated proficiency standard, suggesting adequate attainment of knowledge and skills across domain areas, CAEP A1.1 proficiencies, and CAEP Standard A1.2. The combined data suggest that candidates perform best in professional ethics/practices coursework and in various intervention-oriented courses.

In addition to meeting minimum course grade standards, MA/CAS candidates must successfully complete a practicum prior to their internship. Candidates are evaluated by an on-site, school-based supervisor using a Practicum Evaluation Form that assesses professional skills, knowledge, and professional characteristics at both the practicum midpoint and endpoint. The Practicum Evaluation form is aligned to select NASP domains, and CAEP 1.1 proficiencies, as outlined in Evidence A1.1.f. The EPP provides data showing that cohort practicum midpoint and endpoint means exceeded the minimum proficiency standard of 2.0, demonstrating that candidates are competent and display knowledge, skills, and professional work characteristics consistent with an average to above average level of competency for their level of training, and are thereby ready for internship. Although there is not significant variation in mean ratings across domains, there were a few domains rated stronger or weaker relative to the others. Preparation for ethical & professional practices, professional dispositions, and sensitivity to issues of diversity, seemed to be rated highly across practicum cohorts. Family-school knowledge/skills were generally ranked lower. These are more difficult skills to "practice" outside of full-time school exposure and may be better refined during Internship and Early Career practice. As outlined in Evidence A1.1.k Phase-in Plan for School Psych Assessment Validation, the EPP has plans to evaluate and validate School Psychology Practicum and Internship rubrics.

A1.2 Provider Responsibilities

MAEd Program Evidences

The three MAEd graduate evidences listed in A1.1 align with both the Advanced CAEP Standards A1.1. and A1.2. Since each evidence is completed in the context of the candidates' specialty field, MAEd candidates demonstrate that they know and can apply specialized content and discipline knowledge as aligned with the NC Professional Teaching Standards and the NC Standards for Graduate Teacher Candidates (A5.1.a). The EPP recognizes MAEd graduate evidences will need to be validated to meet CAEP Sufficiency Criteria for EPP-Created Assessments; therefore, a plan to address assessment validity and reliability for the MAEd assessments is presented in Phase-In Plan A1.1.j.

- Criterion 3 of the Teacher Leadership Growth Plan, a research paper and peer review, aligns closely with CAEP Advanced Proficiency A1.1.2, which requires candidates to use research to support their leadership growth plan. Rubric criteria 1-3 and 6 ask candidates to apply teacher leadership skills within their school, classroom, and content area. These criteria align directly to the NC Professional Teaching Standards and NC Standards for Graduate Teacher Candidates and are one component demonstrating the EPP's ability to meet the requirements of CAEP A1.2. The EPP presents mean scores for aligned Teacher Leadership Growth Plan rubrics showing that MAEd candidates across all program areas performed above both established mean score and percent proficiency targets on all criteria for the past three years (A1.1.a). Program-specific data and related action steps may be found in Evidence A1.1.a.
- The Cultural Proficiency project focuses on one of the following issues: race, national origin, language acquisition, gender, sexual orientation, religion, and/or social class. On rubric criteria aligned to A1.2 all programs met the target mean of 2.0 or higher on each revised criterion, and all programs met the proficiency goal of at least 80% of candidates earning a 2.0 or higher for each criterion (A1.1.a). The evaluation rubric was revised to meet the CAEP sufficiency for EPP-created assessments. The EPP has developed a phase-in plan to address rubric validity and reliability (A1.1.j).
- EPP means for the Action Research Project (A1.1.a) indicate that all programs met the target mean score over the past three academic years on rubrics pertaining to Data Literacy, Research Methodologies, and Employment of Data Analysis and Evidence. This demonstrates that MAEd candidates are prepared to meet CAEP Advanced proficiencies A1.1.1, A1.1.2, and A1.1.3 and CAEP Standard A1.2. MAEd IT Candidates were above target mean scores on Reflective Writing, Conceptions of Discipline, and Theories Related to IT Practice; these rubrics align to CAEP Advanced Proficiencies A1.1.5 and A1.1.6 and CAEP Standard A1.2. Rubric mean scores indicate that graduates demonstrate in-depth knowledge of the Instructional Technology discipline at the completion of the program.

Masters in School Administration

MSA candidates have multiple opportunities to learn and apply specialized content and discipline knowledge contained in national discipline-specific standards. The Service Leadership Project is aligned to Educational Leadership Constituent Council (ELCC) standards, now

expanded and renamed the National Educational Leadership Preparation (NELP) standards (A1.1.b). EPP mean scores for the rubrics aligned to A1.2 for the past three years met or exceeded the minimum proficiency target, with 100% of candidates achieving proficiency. MSA faculty will continue to monitor candidate outcomes and incorporate new strategies within coursework to improve candidate understanding and demonstration of school leadership skills.

EdD/EdS Program Evidence

EdD and EdS candidates have multiple opportunities to learn and apply specialized content and discipline knowledge as outlined in the NC Standards for Superintendents (A1.1.c).

Superintendent Licensure Candidates demonstrated proficiency through mean scores that met or exceeded established minimum proficiency target scores on all DSLP rubrics aligned to A1.2 (A1.1.c). As outlined in A1.1, for rubrics on which the EPP did not meet set proficiency percentage goals, faculty have engaged in data analysis and implemented strategies to improve outcomes.

Masters in School Psychology Program Evidence

Alignment between CAEP Advanced Standards and NASP domains are presented in Evidence A1.1.f, and grades for courses, aligned to these standards, are presented as evidence for CAEP A1.2 in Evidence A1.1.g. Per the School Psychology Handbook (A5.1.c p.23), students must maintain a cumulative B average (3.0 or above on a 4.0 scale) while enrolled in the program. In courses aligned to CAEP A1.2, students in the three most recent cohorts earned the minimum course grades, suggesting candidates are obtaining adequate entry-level knowledge across NASP domain to prepare for internship and practice.

As part of the program's culminating assessments, students must complete the PRAXIS School Psychology test (Evidence A5.1.c, p.13). Alignment between Praxis School Psychology Test components, NASP domains, and CAEP standards and advanced proficiencies is presented in Evidence A1.1.i. This examination is required by the State of North Carolina Department of Public Instruction (NCDPI) for educational licensure as a School Psychologist. The required criterion score for our program and NCDPI is 147, which is consistent with the NCSP credential. Individually and by cohort, data shows that 100% of EPP candidates achieved passing scores, with performance falling within the average to above average range both in domain areas and on total scores (A1.1.i). Overall, this data suggests that we are adequately preparing our candidates in terms of knowledge needed for entry-level practice as a school psychologist.

Continuous Improvement

Candidate performance results aligned to program, state, and national standards as summarized in A1.1 and A1.2 are used to drive continuous advanced program improvement. Candidate performance on the assessments evidenced throughout Advanced Standard 1 are typically used as means of assessment for program specific student learning outcomes. Each year, programs analyze candidate assessment results and compare to benchmarks for success. They use results to measure the effectiveness of faculty and curricular action and plan future actions to improve outcomes (Evidences 5.3.A, A5.1.b). Analysis of MAEd assessment results advised revisions to the Cultural Proficiency Project and planned revisions for the Teacher Leadership Growth Plan and Action Research Project (A1.1.j)

The results of Service-Learning Projects and District Service Learning Projects drive continuous improvement in MSA, EdS, and EdD programs. These comprehensive service leadership evidences coupled with the departmental focus on collaborative partnerships and systematic inquiry that is relevant, integral, and essential to the success of children, schools, and school leaders prompted the department to seek full membership as a Research Utilizing Institution to the University Council for Educational Administration (UCEA).

Specialized Accreditation and Recognition

A number of advanced programs at ECU seek programmatic accreditation or recognition by Specialized Professional Associations (SPAs). These programs are recognized for excellence within their field of specialization. This recognition further ensures that program completers have opportunities to learn and apply specialized content and discipline knowledge contained in national discipline specific standards as required by CAEP A.1.2. Evidence of accreditation and recognition are provided in Evidence A1.2.a.

The following programs are accredited by Council for Higher Education Accreditation (CHEA) approved programmatic accrediting organizations. These programs are therefore not required for inclusion in the EPP CAEP Advanced Program Self-Study Report:

- School Counseling (MAEd)-Accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP)
- Library Science (MLS)-American Library Association/American Association of School Librarians (ALA/AASL)
- Health Psychology (PhD) Pediatric School Psychology Concentration-American Psychological Association (APA)

Additionally, the Specialized Professional Associations and accrediting organizations below accredit or recognize the listed initial and advanced programs within the EPP.

- Council for Exceptional Children (CEC)
 - Special Education-Adapted Curriculum (BS)
 - Special Education-General Curriculum (BS)
 - Special Education-Behavioral/Emotional Disabilities (MAEd)
 - Special Education-Intellectual Disabilities (MAEd)
 - Special Education-Learning Disabilities (MAEd)
 - Special Education-Low Incidence (MAEd)
- National Educational Leadership Preparation (NELP) (Formerly ELCC)
 - School Administration (MSA)
- National Association of School Psychologists (NASP)
 - School Psychology (MA/CAS)
- National Association of Schools of Music (NASM)
 - Music Education (BS)
 - Music Education (MM)
- National Association of Schools of Art and Design (NASAD)
 - Art Education (BS)
- Art Education (MAEd)

Summary Statement

Advanced program candidates in MAEd, MSA, EdS, EdD, and School Psychology (MA/CAS) programs successfully apply knowledge and skills appropriate to their field of specialization. Graduate evidence projects collected across MAEd programs align with CAEP A1.1 proficiencies, NC Professional Teaching Standards, National Board for Professional Teaching Standards, and/or discipline-specific standards. MSA, EdS, and EdD programs ensure that administration and leadership candidates provide irrefutable evidence to meet NC Principal and Superintendent licensure guidelines. The EPP has identified areas for improvement related to assessment validity and reliability and has addressed this via Phase-in Plans to revise and validate advanced program performance assessments (A1.1.j, A1.1.k).

Advanced Standard 2: Advanced Preparation Clinical Partnerships and Practice

ECU advanced preparation programs engage in mutually beneficial school and district partnerships to prepare master teachers, instructional technologists, school librarians, counselors, psychologists, school administrators, and district administrators. Advanced programs contribute to existing EPP district partnerships within the Latham Clinical Schools Network (LCSN) and throughout the state.

A2.1 Partnerships for Advanced Clinical Preparation

The Educational Leadership Department (LEED) has a long history of involving leadership practitioners in program planning, teaching, and field internships. Strong partnerships with regional educational leaders have resulted in numerous learning exchanges that inform program adjustments and improvements. LEED faculty hold information sessions throughout the region to provide opportunities for prospective candidates, school and district leaders, and other community stakeholders to share more about specific challenges facing schools and educational institutions. The department is represented at quarterly Regional Education Service Alliances (RESAs), specifically the Northeast, Southeast, and Central Carolina RESAs. These alliances support and enhance educational services and resources for member districts and promote communication between districts, state agencies, professional organizations, and educational leaders.

MSA program faculty meet with local principals and superintendents twice a year to discuss ways to better prepare completers to meet district needs. MSA faculty are active in the NC Professors of Educational Leadership (NCPLE) and NC Association of School Administrators (NCASA), and LEED has agreements with 12 local school districts to deliver the MSA program (A2.1.d). These agreements and recruitment efforts are a result of a collaborative effort among LEED faculty and superintendents and/or leadership teams in the respective districts. The LEED chair, and other faculty, meet with superintendents individually and collectively throughout the academic year to determine and assess ongoing leadership development needs. These meetings result in strategic placement of MSA cohorts in alignment with Local Education Agency (LEA) needs. Additionally, the partnership and discussions facilitated through these meetings provide valuable feedback for the MSA program and LEED faculty about the quality and effectiveness of the program and its graduates.

Candidate leadership practice is advanced using project-based learning in the form of District Service Leadership Projects (DSLPS) in EdS and EdD programs (A1.1.c) and Service Leadership Projects (SLP) at the Master level (A1.1.b). These projects emphasize the impact of candidate leadership performance at the district and school levels respectively. Faculty members and LEED public school partners collaborated to design the project parameters so that integration within and among the courses, projects, and fieldwork facilitate the attainment of appropriate licensure credentials in the MSA, EdS, and EdD programs. This integrated leadership development approach encourages candidates to collaborate with a team of professionals throughout their program and empowers graduates to assume additional leadership roles and responsibilities.

ECU encourages and supports candidates to serve as problem-solvers, communicators, innovators, collaborators, and change agents in their respective schools and school districts. A supportive school and district setting are essential for MSA, EdD, and EdS students as they immerse themselves into these service learning experiences. Over the past several years, we have learned a great deal about the positive impact of these Service Leadership Projects (SLPs) on leadership development and the schools throughout our region. Many students have discovered the power of “service” and have practiced the transformational skills of leading through serving and serving through leading. MSA, EdS, and EdD program components are the result of meaningful and ongoing discussions with public school partners (i.e. superintendents, central office leaders, principals, assistant principals, agency leaders, higher education faculty, and community college faculty), a thorough review of other principal preparation programs throughout the nation, and the infusion of best leadership preparation practices within a 21st century learning framework. As educational leaders, candidates are asked to identify areas of need within their school and work with others to develop a course of action to address those needs. Service Leadership Projects provide students with opportunities to work with principals and other appropriate personnel on data collection, data analysis, needs identification, problem-solving, comprehensive planning, action plan implementation, and evaluation.

A.2.2 Clinical Experiences

Advanced program candidates participate in a range of field-based activities and experiences that vary by program. MAEd programs prepare teachers for advanced roles within their classroom or school, these programs require candidates to complete job-embedded projects within their classroom setting. Other programs resulting in advanced leadership or specialized content may require a supervised internship. Evidence A2.1.e delineates whether programs required field-based activities or a supervised internship. Clinical experiences provide the opportunity for candidates to demonstrate their advanced proficiencies for their field of specialization as documented in A1.1.a, A1.1.b, A1.1.c, and A1.1.h.

MAEd Field-based Activities

Master of Arts in Education (MAEd) programs are designed for practicing education professionals. These programs do not require a university-supervised internship experience; however, the programs include job-embedded projects and activities that candidates complete in their current professional setting (A1.1.a). For example, MAEd candidates complete an Action Research Project to demonstrate advanced understanding of the application and assessment of student learning outcomes within their teaching subject area. The Cultural Proficiency Project requires candidates to develop an action-based project to achieve cultural equity at their present school, other educational setting, or specific community. Finally, the Teacher Leadership project is designed for candidates to demonstrate their leadership skills through collaboration with colleagues, mentoring and coaching novice teachers, promoting educational activities that positively affect student learning, and participating in professional learning communities (Evidence A1.1.a MAEd Assessment Data). The MAEd in Instructional Technology requires candidates to complete 110 hours of observation and practical experience in a school or setting appropriate to their school technology specialization. This internship can be completed and embedded within the candidate’s regular work schedule. MAEd IT

candidates identify specific goals and objectives they want to achieve during the internship and provide a reflective internship report of their achievements and the impact of the experience on their development as a professional in the field of Instructional Technology. In the circumstance that a MAEd candidate is not currently employed, the candidate will work directly with the MAEd program coordinator to obtain access to a P-12 classroom to complete required practice-based projects. As MAEd experiences are job-embedded, these placements are not formally documented within the EPP Placement Management System.

Supervised Advanced Internships

The Master of School Administration (MSA), Educational Supervision and Administration (EDS), Educational Doctorate in K-12 Administration (EdD), and the School Psychology program all require a comprehensive supervised internship for licensure. These programs engage in mutually beneficial P-12 school and community partnerships for clinical preparation. Each advanced program internship is co-constructed with collaborative partners to prepare candidates for the field and allows ample opportunity for candidates to demonstrate competency for licensure.

Master of School Administration (MSA) Internship

An intensive internship is the culminating activity for MSA candidates at ECU. This year-long internship allows candidates to apply theory and knowledge about school leadership learned in the classroom. This on-the-job training provides opportunities for interns to develop and refine leadership skills as they contribute to the total school program. MSA candidates complete their internships during the second year of the program. To begin the internship work, candidates must have a minimum grade of a B in each course taken and have successfully completed the Service Leadership Projects associated with these courses (A1.1.b and A1.1.d). The administrative internship experience requires 1,000 hours with a school site supervisor, which must be a licensed practicing principal. An MSA faculty member serves as the University Supervisor for the internship.

The purpose of the MSA internship is to blend the theoretical and research-based content of course offerings with practical day-to-day experiences of school leadership. Ultimately, the internship affords candidates a realistic notion of school administration and allows candidates to learn from past experiences while they develop an appreciation for reflective practice. The MSA intern is directly involved in the many diverse activities principals encounter on a daily basis. An intern is expected to examine the overall school vision, become immersed in the school's improvement process, and make a significant contribution to this vision and process as he/she refines his/her leadership skills. Upon successful completion of the program, an intern should be prepared to assume a school leadership position.

MSA Internship Supervision

MSA field experiences provide on-the-job training and opportunities for interns to develop and refine leadership skills as they provide a service to a school and are coached by a site supervisor, a licensed and practicing school principal.

The site supervisor must agree in writing to accept on site responsibility for the supervision of the intern (A2.1.a pg. 20-21) and assumes responsibility for any specific assignments given to an intern. Assignments are expected to cover the range of duties and responsibilities of an assistant principal or a principal. The university supervisor meets with the intern's site supervisor early in the school year to discuss assignments and encourage the site supervisor to assign a wide range of tasks. The university will provide a required and recommend list of possible tasks/duties/experiences at this time (A2.1.a pg.18). Site supervisors receive guidance and comprehensive information through a site supervisor manual (A2.1.a), site visits, and email communication with the University supervisor. Site supervisors are highly encouraged to attend a fall meeting with ECU MSA faculty to discuss coaching and internship progress. The site supervisor should be informed of the intern's development early in the relationship so that the site supervisor can assign appropriate responsibilities and tasks. Knowledge of an intern's strengths, potential derailers and development goals will enable the site supervisor and university supervisor to assist the intern as they evaluate performance, reflect on experiences and plan future development. The site supervisor works collaboratively with the intern and the university supervisor to assess the intern's progress and ensure development of essential leadership skills. At the end of the internship, the site supervisor assesses the intern's progress using evaluation instruments provided by the University supervisor.

The University supervisor works with the district superintendent for intern placement in a specific school and works with the Site supervisor and intern to assure that roles and responsibilities are clear. During the MSA internship the University supervisor serves in several roles: supervisor, advocate, and evaluator, and makes on-site visits during the internship. Interns are also expected to interact electronically with the supervisor on a regular basis. The University supervisor confers with the Site supervisor (in person and electronically) about the progress the intern is making; similarly, the University supervisor confers with the intern about the individual's growth as an educational leader. Additional conferences are scheduled on campus as needed. The University supervisors facilitate a minimum of 8 seminars for all interns during the academic year. These seminars are focused on the North Carolina School Executive Standards (NCSES) and National Educational Leadership Preparation (NELP) Program Recognition Standards and the learning experiences of interns. Each seminar provides interns with an opportunity to discuss problems and issues they have encountered. Seminars also focus on leadership and diversity topics and artifacts interns collect related to internship experiences. A major component of each seminar is a meeting of an individual University supervisors' group of interns. Site supervisors are invited to attend and participate in these seminars. Toward the conclusion of the internship, the University supervisor, in consultation with the Site supervisor, assesses the progress of an intern. The University supervisor assumes responsibility for the assignment of a final grade based on the intern's portfolio (A2.1.b MSA Internship Manual pg. 14-18).

MSA Internship Evaluation

The MSA internship assessment is an evaluation of four requirements: (1) attendance and active engagement in seminar activities; (2) observations by the University supervisor and the Site supervisor; (3) completion of a webfolio (including a summative activity) that documents professional growth; and (4) completion of an oral examination based on the webfolio

evidences. Throughout the year, the University supervisor seeks feedback from the Site supervisor, the intern, and other school district administrators regarding the effectiveness of the intern. This includes a formative and summative assessment from the Site supervisor, using the state required NCDPI Certificate of Competency. At the time of the University supervisor's final visit to the school, the Site supervisor and the intern evaluate not only the intern's progress, but also the overall effectiveness of the internship.

The MSA internship webfolio and accompanying documentation is collected and evaluated within Taskstream. Candidates are required to upload their completed summative assessment to the Taskstream MSA Internship portfolio. Faculty provide a rating or met/not met to indicate whether candidates met all competencies as documented on the NCDPI Certificate of Competency Summative Assessment. 100% of candidates met the NCDPI competencies for the academic years of 2017-28, 2018-19, and 2019-20 (A2.2.a). The internship evaluation rubric and related documents are provided in Evidence A2.1.b MSA Internship Manual.

Educational Administration and Supervision (EdS) Internship

EdS candidates must complete a two-semester internship providing significant opportunities to synthesize and apply their leadership knowledge and skills from coursework and professional experiences. The internship is planned and guided cooperatively by Educational Leadership (LEED) faculty and educational field-based personnel. Upon completing the internship, the candidate should be able to apply positive leadership strategies in appropriate educational settings; observe and reflect upon key leadership strategies and styles that are used for the effective implementation of organizational policies and procedures; and, observe, collect, and analyze data, develop possible solutions and write an analysis to implement an improvement program or activity.

Internship coursework during LEED 7991 and 7993 requires candidates to document their mastery of knowledge and skills contained in the North Carolina Executive Standards (NCES) and the Educational Leadership Constituent Council (ELCC) Standards. This is a continuation of previous coursework in which LEA (Local Educational Agency) challenges were identified, and plans developed to address them. Prior to internship, EdS candidates must have a B or better in all courses and must have successfully completed the first four District Service Leadership Projects (A1.1.c) required during courses. The internship provides additional opportunities to work with those plans as well as develop additional plans under the direction of a University and LEA supervisor.

Doctorate in Educational Leadership (EdD): K-12 Administration Internship

Students in the EdD program complete six semester hours of internship. This entails completing two courses, LEED 8991 and 8992, during the fall and spring semesters of a single academic year. Students in the internship participate in a series of structured and supervised field experiences, that are planned and guided cooperatively by Educational Leadership (LEED) faculty and educational field-based personnel. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills in real settings. Prior to internship, EdD candidates must have a B or better in all coursework and must

have successfully completed the first four District Service Leadership Projects (A1.1.c) required during courses.

EdS and EdD Internship Mentor and Supervision

EdS and EdD candidates are supported by a district mentor during the internship. The EdS/EdD Letter of Support establishes the guidelines of agreement for the EdS and EdD candidate, the district mentor, and the superintendent (A2.1.c). The Department of Educational Leadership works with the candidate and the candidate's school district mentor to design the internship experience based on district improvement needs. In the internship, the district level mentor and University supervisor work collaboratively to ensure the candidate is mentored.

Superintendent Licensure Internship Evaluation

During the EdS and EdD internships, candidates complete a webfolio that shows a) evidence of their examination of the educational institution or system vision; b) evidence of work in the educational improvement process; c) artifacts of required experiences; and d) reflections about their internship experiences. The candidate's leadership performance is evaluated based on project-based learning in the form of District Service Leadership Projects (DSLPS) (Evidence A1.1.c). These DSLPs are used to determine the impact of the candidate's leadership performance on educational district improvement. Faculty and public-school partners have designed the DSLPs so that the integration within and among the courses, projects, and fieldwork allows licensure candidates to work across the required descriptors throughout the EdD and EdS programs of study. Four of the six required DSLPs are completed within courses and the remaining two DSLPs are completed in the internship.

School Psychology (MA/CAS) Practica

The School Psychology program requires significant skill-based practice activities beginning in first year courses and extending throughout the program. Two school-based practicum courses are required (PSYC 7950, 7951). The school-based practica consist of two days/weekly in the public schools throughout the second year. Candidates are placed in school practicum sites, selected by the program, that provide a variety of professional experiences (A1.1.h).

Candidates observe or participate in a broad range of services provided by school psychologists. Direct supervision is provided by a credentialed, on-site school psychologist. In addition to the on-site practicum activities, candidates attend weekly course seminars conducted by program faculty members that involve case presentations and didactic content related to practicum activities. Although each of the two practica courses have a specialized focus in terms of course title, students engage in both assessment and consultation/intervention activities all year (A5.1.c pg. 7).

School Psychology Internship

The School Psychology Internship (PSYC 7992/7993), the culminating professional experience of the program, occurs during the final year of graduate training and consists of a minimum 1,200 hour, full-time, supervised professional experience designed to give the candidate a comprehensive set of activities, tasks and responsibilities related to the competent provision of psychological services in a school setting. Interns are expected to deliver the full range of services provided by school psychologists, which must include assessment, consultation,

counseling, and other direct and indirect interventions. Experiences reflect activities that comprise the delivery of comprehensive psychological services for children in both the regular and special education settings. The internship is a collaborative experience between the school psychology program, the internship site, and the candidate. The expectations of the candidate, training site, and university are delineated in the Internship Agreement. Internship sites must provide the appropriate level of support as outlined in the Internship Agreement. (A2.2.d, A5.1.c pg. 12)

School Psychology Internship Supervision

On-site supervision allows for review of the quality of professional work, feedback on psychological strategies and perspectives, coaching on personal and interpersonal relationships, and evaluation of the internship experience. The field supervisor must be at least a specialist-level certified and/or state-board licensed School Psychologist with at least 3 years of professional experience. The field supervisor is expected to provide an average of two hours of face-to-face supervision per week and to cosign the candidate's internship reports. The University supervisor meets with candidates periodically during the semester to monitor progress and provide additional training experiences via monthly seminars. The University supervisor consults with the field supervisor regarding performance, problems, and suitability of the intern as a school psychologist (A5.1.c p. 12).

School Psychology Placement Site Requirements

An Internship Agreement (A2.2.d), signed by Field supervisor, University supervisor, candidate, and LEA representative, is required upon start of internship. The internship is a collaborative experience between the school psychology program, the internship site, and the candidate. Expectations of the candidate, training site, and University are delineated in the Internship Agreement. Internship Experiences should reflect activities that comprise the delivery of comprehensive psychological services for children in both the regular and special education settings. Internship sites must provide the appropriate level of support as outlined in the Internship Agreement. Interns must be allowed appropriate release time to attend conferences and workshops appropriate for their continuing professional development as a psychologist practicing in the schools. The school district is responsible for providing the intern with appropriate and suitable office space, the necessary space and supports for engaging in school psychological services. Interns must also be allowed time off to participate in monthly University seminars.

School Psychology Internship Evaluation

Program graduates are expected to attain entry-level proficiencies in the competency areas established in the NASP Practice Model and training standards (A1.1.f). Candidates are expected to exhibit the highest standards of ethical and professional propriety in providing psychological services to children, to develop, implement and evaluate the impact of appropriate data-based interventions for children with learning and behavior problems; to provide comprehensive psychoeducational evaluations to identify children with learning and behavior problems; and to communicate and collaborate with parents, teachers, administrators, and other professionals in providing direct and indirect services. Candidate performance is evaluated based on field supervisor mid-year and end-of-year evaluations,

internship logs documenting activities and hours, active participation in monthly internship seminar meetings, and completion of a Culminating Portfolio of work demonstrating competence as a school psychologist. The required culminating portfolio includes samples of work reflecting competency in the above skills and the integration of skills learned throughout the training program – these include sample psychoeducational evaluations, intervention case study reports, collaborative school-wide or prevention projects, as well as personal reflections on training and future professional development plans. At least one project/outcome must show positive impact on children/families. At least one project/report must show effective skill in working with diverse students. The intervention case study evaluation rubric mirrors NCSP board requirements (A.5.1.c p. 14).

Opportunities to Work with Diverse Learners

Advanced program clinical experiences provide candidates with a multitude of opportunities to work with diverse learners. For example, the MSA program was delivered in cohorts of 14 to 18 candidates as a hybrid model where 60% of the program was online and 40% in person at geographical regions in eastern and central North Carolina such as: Johnston, Onslow, Craven, and Wake counties. These candidates completed approximately 59,000 internship hours across high need districts. Placement data (A2.2.a) reflects that MSA candidates serve small and large enrollment districts with racial diversity ranging from 23% students of color to 90% or greater students of color. Many placements occurred in settings with 50% or more students of color. The percentage of economically disadvantaged student populations ranged from a low 26.4% in Chapel Hill-Carrboro City School to 90% or greater EDS in nine of the nineteen placements districts with available data.

Of the 101 EdD/EdS placements from Fall 2017 to Spring 2020, 56 (55.4%) occurred in Latham Clinical Schools Network (LCSN) partner districts. 65% of the EdD/EdS placement districts reported student populations with at least 50% Students of Color (SOC), and 71.2% of placement districts reported student populations with at least 50% Economically Disadvantaged Students (EDS) (A2.2.b). This geographical and demographical diversity provides EdD/EdS candidates with exposure to a variety of school and district needs and assets, which contributes to their overall preparation for employment in the field.

In addition to serving diverse districts, program areas also strive to address diversity and increase culturally responsive practices for advanced candidates. For example, MSA faculty solicited feedback from principals serving as site supervisors. These principals indicated that MSA candidates needed to increase cultural proficiency. Through collaboration with practicing school leaders, faculty incorporated a focus on diversity into the internship experience. As a result, interns met monthly at seminars to learn about a diversity topic in schools including race, socioeconomic status, linguistics, religion, gender identity, and sexual orientation. During monthly seminars, interns were provided with current data and research regarding the diversity topic and interacted with guest speakers from the community, who described their experiences in school settings as a member of a diverse group. The speakers also helped interns understand ways to make schools more welcoming and accepting. Principal interns used the information to examine their own schools through a new lens and write reflections on each diversity topic as it related to their campus. Candidates also wrote about ways to improve the school experience

for all groups. Candidates' self-awareness of their personal biases in educational environments shifted proactively to inspire them to strive toward social justice throughout the curriculum (A2.2.e Sample MSA Intern Diversity Reflection).

Summary Statement

The EPP continuously engages in high-quality clinical practice for the development of advanced candidate proficiencies. Clinical experiences lead to culminating experiences where candidates clearly demonstrate their advanced proficiencies in their field of specialization. These advanced proficiencies prove mutually beneficial for the candidates, the EPP, and partner districts.

Advanced Standard 3: Candidate Quality and Selectivity

The EPP admits high-quality advanced candidates that demonstrate the academic and leadership potential for successful completion of the program. Candidates are monitored, advised, and supported as they progress through the program and must demonstrate a high level of achievement by meeting all program requirements prior to completion.

A3.1 Admission of Diverse Candidates Who Meet Employment Needs

ECU advanced educator preparation programs strive to recruit, admit, and support high-quality candidates that reflect the diversity of the region. While ECU serves students from all of North Carolina's (NC's) counties, its commitment to eastern NC is reflected in its strategic plan, elective classification as a Carnegie Community Engagement University, formal partnership with 141 community organizations, and most notably the Walter and Daisy Carson Latham Clinical Schools Network (LCSN). LCSN is a formal partnership between the College of Education at ECU and 43 public school districts, comprising approximately 600 schools with over 22,500 teachers who participate in partnership efforts. Sixty-eight percent of the districts serve a majority or near-majority (41% or more) non-white population of students. Seventy-five percent of the districts are considered mostly or completely rural. Ninety-six percent of the districts serve a higher percentage of the population living in poverty than the U.S. Census Bureau's 2017 official poverty rate of 12.3%. Of the 42 counties in which LCSN districts reside, 20 are identified as "mostly rural" (50 to 99% of the population live in rural areas) and 11 are identified as "completely rural", with 100% of the population living in rural areas.

The newly developed EPP Student Profile dashboards allow EPP administration and advanced program faculty to access disaggregated candidate admission, enrollment, graduation, and diversity data. Evidence A3.1.b demonstrates the admissions profile of MAEd, MSA, EdD, EdS, and School Psychology programs over the past three years. Overall, admissions data reveals that advanced program admissions are reflective of the state teacher workforce (3.1.D). However, most advanced programs do not mirror the demographic composition of state and regional P-12 student populations. Admissions data shows increasing diversity in administrative and leadership pathways, with the EdD and EdS programs having significant gender and racial/ethnic diversity among admitted candidates when compared to MAEd, MSA, and School Psychology programs.

The EPP has developed a Phase-In Plan and timeline for advanced programs to formalize and consistently document admission planning efforts by developing admissions and diversity goals, strategies, and actions (A3.1.a Phase-in Plan for Advanced Admissions). This plan will build upon current candidate recruitment and admissions efforts that aim to increase overall program enrollment and diversity to effectively address the needs of schools and districts. As of Spring 2021, the EPP has compiled trend data for admissions, retention, and student diversity and shared this data with advanced program coordinators. In Fall 2021, graduate programs will set admission and diversity goals based on the data, identify strategies to reach the goals, and outline steps for collecting and monitoring data. The EPP aims to finalize admissions strategies and actions in Spring 2022. The completed advanced program admissions plan will be reviewed annually by EPP leadership and program areas and revised based on continued data analysis.

Current Status of Advanced Recruitment and Admissions Efforts

In 2018-19, as one of three strategic college priorities, the College of Education Leadership Team created a goal of increasing enrollment of and support for students from historically underrepresented populations by 5% over five years. To reach this goal, advanced programs have engaged in a variety of activities geared toward enrolling and supporting candidates from historically underrepresented groups.

Each Spring the College of Education hosts a Graduate Enrollment Blitz. During this event, College of Education, ECU Graduate School, and scholarship representatives are on site to help potential candidates explore graduate programs and begin or continue the application process. Participants receive a graduate school application fee waiver code after attending the event. This event is advertised heavily on social media and shared with alumni networks. The 2020 event yielded 35 participants interested in advanced degrees or certificates offered by the College of Education.

The EPP employs technology during the recruitment and admissions process. Each advanced program has a dedicated webpage within their respective college sites on the official University website. In addition, the College of Education and Department of Educational Leadership use social media accounts to post items of interest related to our students and alumni, advertise available programs, and share information regarding deadlines and other application details. The College of Education public communications specialist oversees the COE website and social media accounts and works directly with EPP leadership and program areas to design communication campaigns focused on advanced program recruitment. Additionally, the Graduate School posts online ads via Google and Facebook and individual program offerings and updates are included in some of the postings.

MAEd program admissions have declined in recent years due to state legislation which stopped pay increases for teachers earning a Master's level license in their content area. To counter this change in policy, program areas have had to refocus recruitment and marketing for MAEd programs. Advanced programs have also revised curricula or have begun to create new program offerings focused on the needs of today's educational professionals, often with a focus on diversity, equity, and inclusion. MAEd Elementary Education faculty work to recruit potential candidates from the undergraduate Elementary Education and Teach for America programs. Teach for America cohorts often provide access to a more diverse pool of applicants. The addition of concentrations such as Teaching Children in Poverty and Teacher Leadership offer advanced candidates the opportunity to pursue areas of interest. The MAEd in Reading and Literacy now has student ambassadors who are willing to share information about the program, from a candidate's perspective, with potential enrollees. The Department of Literacy Education, History Education, and English Education (LEHE) designed and delivered new graduate courses based on culturally responsive instruction and also held faculty training on implicit bias. Furthermore, the MAEd in Curriculum & Instruction will also begin processes to add concentrations in Birth-Kindergarten and Physical Education. Multiple program areas have developed new graduate certificates focused on P-12 needs and issues such as Racial Equity Studies, Dual Language Immersion Administration, Science Education Specialist, and Teaching Children in Poverty. Graduate certificates not only meet the needs of educators, but also serve

as an effective means of orienting potential candidates to graduate work and recruiting successful candidates to an MAEd program.

The Department of Educational Leadership (LEED) has agreements with 12 local school districts to deliver the Master of School Administration (MSA) program in the respective districts (A2.1.d). These agreements and related recruitment efforts are a result of a collaborative effort among the superintendents and/or the leadership teams in the partner districts. The LEED Chair and other faculty meet with superintendents individually and collectively throughout the academic year to determine and assess ongoing leadership development needs. These meetings result in strategic placement of MSA cohorts in alignment with LEA needs. The MSA program's recruitment efforts take the proactive approach of engaging school superintendents and principals in the rural regions of Northeastern NC. Due to the distance from ECU campus, candidates from this region rarely enroll in the MSA program. For this reason, a targeted and personalized recruitment process, in collaboration with superintendents and principals, resulted in the recent recruitment of 14 candidates; courses for this cohort were delivered synchronously online. The MSA Program admitted a third similar cohort in Summer 2019 and started an additional cohort in Summer 2020.

The EdS and EdD programs have unique recruitment needs and admissions requirements, as these are advanced programs for education administrators. A Director of Outreach and Leadership Development coordinates outreach and recruitment efforts for these programs. In the Fall and Spring semesters prior to the program's summer start, faculty meet with and provide information about the program to prospective candidates across the state and correspond with interested individuals via email. A handout listing program details and faculty contact information is sent to prospective students via email (A3.1.c, A3.1.d). Additionally, virtual interest sessions provide information to a wider audience of interested individuals (A3.1.e). Regional educational partners are asked to support program recruitment efforts and advertise the program and related information sessions within their community. Current candidates serve as valuable program ambassadors and share their experiences with their colleagues. LEED Advisory Council members assist in sharing information about the program and opportunities for prospective students to visit with faculty, both in person and virtually. The LEED department collaborates with community partners to ensure candidates are recruited from the areas in our region where licensed administrators are needed and that candidates are recruited that reflect the diversity of the population in our region.

The recruitment efforts related to the EdD and EdS are comprised of a multi-channel communication plan utilizing available technology, superb customer service, and intentional strategic outreach. The Director of Outreach and Leadership Development responds to each initial inquiry. Prospective students are entered into an email communication plan following their request for information about the program. The email communication plan provides basic information about the university, as well as more specific program-related information, including an email from the chair of the department. Prospective students move to the applicant communication plan once they have applied for admission. There is also a communication plan focused on continued outreach with admitted students.

The Director of Outreach and Leadership Development maintains close communication with the prospective students throughout the application and admission process, sending information regarding application status, deadlines, and other admission-related details. Furthermore, the Director disseminates information regarding relevant events and speakers on campus to ensure that candidates feel involved and engaged.

To increase the diversity of Educational Leadership programs, information about the program is provided to Historically Black Colleges and Universities, and program faculty attend meetings and conferences to share program information with a more diverse audience. LEED also has a significant presence in the LatinX and American Indian communities located in eastern North Carolina.

A3.2 Academic Achievement and Ability to Complete Preparation Successfully

EPP Advanced Programs strive to admit high-quality candidates that can complete the preparation program successfully and set minimum requirements for academic achievement. Advanced cohort GPA data demonstrates that advanced candidates have met academic achievement requirements upon admission (A3.2.a Advanced Program GPA Data). Completer cohort data reflects the average admission GPA and exiting GPA for candidates disaggregated by program. All cohort averages are above 3.0, with the exception of MAEd Physical Education, which had one cohort admission with a GPA of 2.79. However, this candidate met the required admissions guidelines for the program area. Table 1 in Evidence A3.3.a, details all advanced program admissions requirements. Programs typically require a current teaching license, experience, and letters of reference. Graduate admissions testing requirements and other requirements such as interviews, vary by program, and are used to measure each candidate's potential for success in the program.

Advanced Candidate Advising and Support

To monitor individual progress and provide support, advanced program candidates are assigned a faculty advisor within their program area. This advising model allows advanced candidates to build a collaborative and supportive relationship with a program faculty member or coordinator that has in-depth knowledge of program curricula and their field of specialization. Advisors assist candidates by clarifying academic goals and developing a long-term plan of study to meet the requirements of the degree. Faculty advisors understand the unique needs of advanced program candidates and work to ensure that candidates can meet course and program requirements, while still fulfilling their professional duties, as most candidates are full-time professional educators.

The ECU Graduate School has policies pertaining to the academic achievement of graduate students and the timeline permitted between program admission and completion. Advanced education programs abide by ECU Graduate School guidelines. Faculty advisors work closely with candidates to ensure that they are progressing in their course of study, are maintaining or can obtain the required cumulative GPA of 3.0 or above for completion, are completing required assessments, and are progressing toward program completion.

As many of the advanced preparation programs are offered via distance learning, faculty advisors often engage with candidates via email, phone, or web conferencing platforms. These

communications provide candidates with pertinent registration and tuition timelines, program offerings, and additional graduate school engagement opportunities. Information related to advising is also posted on departmental and program websites. The Department of Literacy Studies, English Education, and History Education created a comprehensive graduate advising webpage with pertinent candidate resources, program information, and faculty information (A3.1.g). The School Psychology program outlines advising procedures within the program handbook (A5.1.c).

In addition to ensuring that candidates are aware of program requirements and progress in coursework, faculty advisors also support and counsel candidates whose progress falls behind. For example, if a candidate is achieving less than a B (3.0) in required coursework, the faculty advisor may recommend that the candidate take fewer credit hours in subsequent semesters or refer the candidate to one of ECUs many campus resources for additional support and assistance. Occasionally, candidates may need to pause the program and take a temporary absence for one or more semesters and then reenter the program in a future semester or with a future cohort. Candidates that may not be able to matriculate further in an advanced program may instead explore other degree options or elect to pursue a related graduate certificate that requires fewer credit hours. For example, the EdD program is designed such that students who encounter difficulties related to the demands of the program can pursue the EdS, rather than the EdD. Students receive credit for the EdD courses they have completed, and they will still receive the superintendent licensure upon successful completion of the EdS requirements. Students who choose to follow this path do not complete the dissertation or obtain a doctorate, but they are able to pursue and fulfill advanced licensure requirements for administration, superintendent, or curriculum-instructional specialist roles.

Attributes and Dispositions Beyond Academic Ability

Advanced program candidates are expected to display leadership competencies in addition to academic ability. During the admissions process, MAEd candidates must currently hold or be eligible for licensure and have professional letters of reference attesting to their academic competence or ability to do graduate work. Candidates in MAEd programs are expected to be reflective practitioners that lead in the school and classroom and advocate for P-12 students. As evidenced in A1.1.a, MAEd candidates are expected to demonstrate and apply professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization. The Teacher Leadership Growth Project and Cultural Proficiency Project require MAEd candidates to demonstrate proficiencies in these areas. Through the Teacher Leadership Growth Project, MAEd candidates are expected to demonstrate their leadership skills through collaborating with colleagues, mentoring and coaching novice teachers, promoting educational activities that positively affect student learning, and participating in professional learning communities. Data demonstrates that candidate mean scores on these areas of the Teacher Leadership Growth Plan all exceeded the goal of 2.0 or higher. While completing the Cultural Proficiency Project candidates must demonstrate their ability to advocate for a specific group of culturally diverse students and/or address a specific issue of system inequity. Assessment results indicate that candidates in all program areas performed above the target proficiency of 2.0 for this criterion over the past three years.

The MSA program at ECU encourages and supports candidates to serve as problem-solvers, communicators, innovators, collaborators, and change agents in their respective schools and school districts. MSA applicants are interviewed by program faculty and rated for dispositions and competencies such as understanding of self, commitment to leadership through service, collaborative problem solving, and clear communication (A3.3.a pg. 6-8). Throughout the program MSA candidates complete Service Leadership Projects based on the North Carolina School Executive Evaluation Rubric (A1.1.b). These projects examine MSA candidates' development of dispositional distributive leadership, cultural leadership, human resource leadership, managerial leadership, external development leadership, and micro-political leadership. Additionally, the MSA internship site supervisor rates candidates on dispositional and professional competencies via the formative and summative assessment (A2.1.a pg.22-39). MSA summative assessment data shows that 100% of candidates were rated as having "met" dispositional requirements over the past three academic years (A2.2.a).

The EdS program prepares candidates for district level leadership positions. Candidates must have a master's degree in school leadership, a current NC license as a principal or curriculum instructional specialist, and 3 years of proven educational leadership and/or supervisory experience. EdS candidates must have professional references attesting to their leadership abilities and experience prior to admission. The ideal ECU EdD K-12 Administration candidate has the leadership experience of EdS candidates, and the potential to complete a problem of practice dissertation. Candidates are committed to improving their own professional leadership skills, leading through service, and addressing complex problems of practice through the lens of educational equity and social justice. Admission to the doctoral program is highly competitive and limited to qualified individuals who matriculate as members of a cohort. Applications are only accepted once per year and the program only begins during the 2nd Summer Session. Candidates are expected to possess substantial knowledge, have successful experience in educational settings, and must demonstrate high levels of professionalism upon admission. To ensure that candidates can be successful in completing the requirements of the EdD program, faculty have implemented a robust candidate selection process. This includes an individual interview with a faculty member, group discussion of an article focusing on social justice and critical conversations provided prior to the interview day, and work in a group to creatively solve a problem (A3.3.a Appendix B). The process is designed so that skills relevant to success as an educational leader are evident during the selection process.

Finally, School Psychology uses evidence from application materials to ensure that potential candidates have the requisite dispositions to be successful in the program. This includes a commitment to the profession, a reflective approach to personal development and the ability to work collaboratively and accept constructive feedback. Admission requirements include an overall GPA of at least 3.0, GRE scores within the previous five years and two letters of reference. Furthermore, applicants must submit a personal statement outlining their goals and reasons for joining the program. School Psychology sets forth expectations for student behavior in the program handbook (A5.1.c pg. 17). Candidates are expected to maintain a B average and adhere to a code of conduct which includes adhering to academic integrity expectations, safeguarding and maintaining Confidential Information, respecting diversity, demonstrating

professionalism and personal/emotional competency, and maintaining an appropriate online personal and professional image. School psychology on-site, school-based supervisors, evaluate candidates' professional skills, knowledge, and professional characteristics mid-year and end-of-year during practicum and internship (A1.1.h, A2.2.c).

A3.3 Selectivity During Preparation

Candidates' progression is monitored from admissions through completion. Faculty advisors work closely with candidates to ensure that they are meeting ECU Graduate School and program specific guidelines by achieving the required cumulative GPA of 3.0 or above for completion, completing required assessments, and maintaining continuous enrollment to progress toward program completion.

EdD, EdS, MSA, and School Psychology candidates must demonstrate a high level of achievement on coursework, assessments, and clinical experiences. Each of these programs has a required supervised internship component (A2.1.e). Candidates in these programs cannot enter the final internship unless they have completed midpoint requirements and are progressing satisfactorily in the program (A3.3.a). The MSA and EdS/EdD programs require candidates to successfully complete Service Learning Projects or District Service Learning projects throughout coursework and during internship (A1.1.b,c). Candidates are required to maintain good academic standing (3.0 GPA) to continue pursuing the degree. Candidates who earn 2 C's in courses may be terminated from the program, pending discussion with program director and faculty. Students with an Incomplete (I) grade on their record may not be allowed to move forward in the program until the Incomplete is removed.

School Psychology candidates must be successful in their practicum experience prior to the internship. School Psychology candidates who are not making adequate yearly progress based on results of the Annual Student Evaluation will be recommended for a program-level remediation plan to address areas of concern. Failure to meet the specifications of the remediation plan will result in consideration for additional remediation or for dismissal from the program (A5.1.c).

In addition to District Service Leadership projects required for licensure, the EdD program requires all candidates to complete a problem of practice dissertation to earn their doctorate. The EdD program handbook details the dissertation process (A5.1.d pg. 19). By the end of the 2nd Fall term in the program, candidates should present and defend their proposed study, this allows the dissertation committee the opportunity to assess whether the student is ready to move forward with the study. EdD candidates work closely with their dissertation chair to set a timeline for dissertation work as they complete the study and move toward the dissertation defense.

A3.4 Selection at Completion

Advanced programs require a high level of content knowledge in the field of specialization, data literacy, and research-driven decision making, effective use of collaborative skills, applications of technology, and applications of dispositions, laws, codes of ethics, and professional standards appropriate for the field of specialization. Data related to advanced proficiencies is presented along with aligned assessment data in the following Standard A1 evidences: MAEd

(A1.1.a), MSA (A1.1.b), EdS/EdD (A1.1.c), and School Psychology (A1.1.g-i). Additionally, candidates must demonstrate program specific proficiencies during required clinical experiences for MSA, EdS/EdD, and School Psychology as described in Standard A2. Exit requirements by program area are provided in A3.3.a.

All MAEd teaching degree programs require completion of a final product. Depending on the teaching area selected, the final product may be in the form of a comprehensive examination (written or oral), a thesis, a research project, or a portfolio.

The MSA program requires completion of all Service Learning Projects and a 1000-hour internship. The final evaluation of an intern's performance is based on: (1) attendance and active engagement in seminar activities; (2) observations by the university supervisor and the site supervisor; (3) completion of a webfolio documenting professional growth; and (4) completion of an oral exam. To obtain principal licensure, a team of faculty in the Department of Educational Leadership reviews the completed projects and determine if the candidates have demonstrated a level of "proficient" in all the identified descriptors for the North Carolina School Executive Standards.

EdS and EdD candidates must successfully complete the Superintendent Internship and all District Service Leadership Projects for completion with a cumulative GPA of 3.0 or above. The EdD program requires candidates to successfully complete at least 60 credit hours of coursework and defend their problem of practice dissertation.

School Psychology Certificate of Advanced Studies (CAS) candidates must complete all coursework and a minimum of 1200-hours internship, with at least 600 hours in a school setting. Candidates must complete all components of the School Psychology Portfolio as outlined in the handbook (A5.1.c pg. 24). In addition, candidates must complete a Master's thesis or a Directed Research Project (A5.1.c pg. 5-6)

Summary Statement

Advanced programs within the EPP strive to admit high-quality candidates and are working to increase the diversity of admitted candidates. Advanced programs work diligently to admit candidates that can be successful in the program, monitor and support candidates to ensure they successfully matriculate through the program, and ensure that candidates have demonstrated competence at completion.

Advanced Standard 4 Satisfaction with Preparation

Between 2017 and 2020, ECU awarded 936 advanced degrees to EPP completers (A4.1.d). These degrees enable EPP advanced program completers to move into leadership roles in their employing school or district or positions requiring specialized qualifications. One way to measure program effectiveness is to solicit, gather, and analyze data reflecting the level of overall employer satisfaction with advanced completer preparedness. Another measure of effectiveness is the degree to which program completers are satisfied with their overall and specialty-specific preparation.

A4.1 Satisfaction of Employers

Because employer satisfaction data for advanced completers is not collected by the state, the EPP relies primarily on qualitative data from employers to gauge overall satisfaction.

In Spring 2020, EPP leadership used the annual Data Summit as a forum for soliciting feedback from advanced programs about ways in which they engage employers to ascertain satisfaction with completer preparation (5.4.B). Responses indicated that programs rely heavily on candidate Exit Survey responses as indicators of completer satisfaction, but most programs did not have formal mechanisms for gathering feedback from employers.

A few advanced programs do engage employers for program improvement purposes. The ECU Department of Education Leadership (LEED), which oversees the MSA and EdD/EdS programs, regularly solicits feedback from principals who supervise MSA completers during their internship. Each summer LEED hosts a focus group of Supervising Principals to review program requirements, reflect on their experiences with candidates, and recommend programmatic changes to improve overall candidate preparation. In addition, the Education Leadership (LEED) Advisory Council (A5.5.a), formed in 2019, meets three times annually to provide feedback and input to advanced programs in the Educational Leadership department regarding recruitment, curriculum, and alumni engagement for advanced school administration and educational leadership programs. This council consists of alumni, candidates, principals, superintendents, and community members in the region. The advisory council addresses programmatic needs and issues in preparing school leaders and has worked extensively to create a new LEED Alumni Network (A5.5.b). While these efforts engage employers in feedback and program improvement related to preparation quality, additional mechanisms are needed to gather feedback specifically related to employer satisfaction.

The EPP plans to expand and formalize the use of focus groups to gather information from employers regarding the quality of advanced program candidate preparation. Phase-In Plan A4.1.a contains a timeline for developing and implementing a uniform focus group protocol for use across all advanced programs. The goal is that all advanced programs will host cyclical focus groups using a pre-established, common protocol to solicit feedback from selected employers who have worked with EPP candidates and/or completers. Graduate Program Coordinators, the OADD Director, and the Acting Associate Dean for Graduate Education & Faculty Affairs will convene in Fall 2021, to develop a protocol and data collection instrument for employer focus groups. The Feedback Protocol will be reviewed by OADD for appropriateness and alignment to program and CAEP standards. Focus group facilitators from each program will receive

information and training on the established protocol and data collection instrument in Spring 2022, and programs will begin preparations to host Summer focus groups, determining dates and identifying focus group participants. Focus group participants will be invited from LCSN member districts who consistently employ EPP completers, to ensure an appropriate participant pool. OADD receives an employment listing year from the NC Department of Public Instruction, and programs will use this list to identify potential employers for focus group participation.

According to the Phase-In Plan, select MAED Programs will pilot the focus group protocol in Summer 2022, as will the MSA, School Psychology and EdD/EdS programs. MAEd programs and School Psychology will continue to implement the protocol according to a three-year cycle, while the MSA program will implement the protocol annually. The EPP hopes to have one cycle of data for MSA and EdD/EdS programs in Fall 2022, and a full cycle of data for MAEd programs and School Psychology by Fall 2024. During the Fall semester following each focus group deployment, programs will compile and analyze focus group responses, and submit the completed analysis and raw data to OADD. Results will be incorporated into EPP Data Summits and will drive broader discussions among stakeholders regarding program improvement.

Employment Milestones

Upon program completion, candidates from ECU's Advanced Programs are equipped for leadership positions in the field or for qualified positions in their specialty area.

As of December 2020, close to 7000 EPP completers held positions as classroom teachers (A4.1.b). MAEd programs are designed for experienced teachers who already hold an initial teaching license within their content area, and program completion may lead to an "M" level license in the candidate's content area. Data suggests that most of these completers remain in the classroom. MAEd completers may also serve as Media Specialists; data shows 617 completers were active in this role as of December 2020 (A4.1.b). In a recent focus group, principals from partner districts in the Latham Clinical Schools Network (LCSN) were asked about opportunities for advanced degree holders in their schools (2.1.E). Participants responded that in many cases certain positions (e.g., Mentor, Master, or Lead Teacher, Instructional Support) were only open to teachers with advanced degrees. Data shows that many completers hold these leadership positions in addition to their teaching duties (A4.1.b).

MSA candidates are likely to move into Assistant Principal or Principal positions upon program completion. December 2020 data shows 403 completers in Assistant Principal positions and 376 completers in Principal positions. The state tracks the number MSA candidates completing annually, along with the percentage of completers who applied for either Principal or Curriculum Instructional Specialist licensure that year. According to EPP report cards published by the North Carolina Department of Public Instruction (NCDPI), the number of MSA candidates applying for a license upon completion has steadily increased from 2016-2020, the years for which reported data is available. Out of the 2,706 principals in the state (as of 2020), 254 are ECU completers (9%); however, most of the principals in eastern North Carolina are ECU completers (65%), showing the ongoing impact of EPP completers on the region. Some MSA completers are part of ECU's Principal Fellows Program, which requires participants to practice

as full-time administrators for four years within six of advanced degree completion. Since 2015, 29 Principal Fellows have obtained employment either as Principals or Assistant Principals, with 22 (76%) working at Title 1 schools and 100% working at schools in the LCSN (A4.1.b).

Edd/EdS program completers are well-qualified to move into district level leadership positions. Of the 78 Edd/EdS candidates, completing the program from 2017-2020, 48 (62%) were recommended for North Carolina licensure by the EPP upon completion (A4.1.c). A departmental review of district Superintendents across the state in March 2020 showed that 22, or 1 in 5, district Superintendents within North Carolina were ECU completers.

From 2017-2020, 50% of the EPP's School Psychology program completers received a licensure recommendation from the institution (A4.1.c). Employment milestone data indicates that 95 ECU School Psychology program completers held School Psychologist positions by December 2020 (A4.1.b).

A4.2 Satisfaction of Completers

As mentioned in A4.1, Advanced Program faculty participants in a recent data summit indicated that they primarily rely on Exit Survey data as an indicator of candidate satisfaction; however, most programs indicated that they did not have formal mechanisms to gather feedback from program completers in the field.

For program improvement purposes, the EPP solicits feedback from Advanced Program candidates through an exit survey. The Advanced Programs Exit Survey (A5.3.a) is conducted at the end of the candidate's final semester prior to completion. The survey contains specific questions about program supports and candidate preparedness. Results are generated by the Office of Assessment, Data Management, and Digital Learning (OADD), disaggregated by program area, and disseminated to designated program faculty for review and analysis. This survey has historically had low response rates, particularly when disaggregated by program area, yielding few actionable results. To improve response rates and overall data quality, a new Advanced Program Exit Survey, more closely aligned with CAEP and INTASC standards, is currently in development.

While the state conducts an initial program completer survey (Recent Graduate Survey), they do not survey advanced program completers. To gather data from EPP completers in the field, the MSA program began asking candidates to participate in the INSPIRE Graduate Survey, starting in 2018. The INSPIRE Graduate Survey is designed to gather feedback from completers about their preparation program experiences and their personal learning outcomes. INSPIRE Survey alignment to standards and validation details can be found in Evidence 4.2.c. When asked about overall preparation, a majority of participants in the most recent administration of the survey (2019-2020) indicated strong agreement regarding preparation for the "duties and responsibilities of an educational leader" and the positive reputation of the program amongst other educators in the state or region (A4.2.b). Over 77% of participants strongly agreed that the Service Learning Projects (SLPs) embedded in program coursework were valuable for expanding individual leadership skills, and over 74% agreed that the SLPs made "beneficial contributions to their school community" (A4.2.b). Completer ratings of individual program

components for the 2019-2020 and 2018-2019 administrations of the survey can be found in Evidence A4.2.b.

Advanced programs have developed additional forums where completer feedback can be captured. In 2019, the LEED Advisory Council formed the LEED Alumni Network (A5.5.b). This group comprised of alumni and faculty is working to increase engagement of alumni through professional development, networking, social events, and outreach. Additionally, LEED faculty began offering learning exchanges for alumni focused on engaging in democratic, courageous, and anti-racist dialogue. LEED faculty can capitalize on Alumni Network partnerships to solicit feedback from completers on preparation satisfaction.

To ensure that all programs have mechanisms in place for capturing completer feedback, the EPP has designed a Phase-In Plan to develop a uniform focus group protocol and data collection instrument for this purpose (A4.2.a). The goal is for Advanced Programs to host cyclical focus groups using a pre-established, common protocol to solicit feedback from selected completers. Graduate Program Coordinators, the OADD Director, and the Acting Associate Dean for Graduate Education & Faculty Affairs will convene in Fall 2021 to co-construct focus group protocol and data collection instrument for hosting completer focus groups. In addition, this work group will formalize processes and instruments for gathering completer contact information for soliciting focus group participants. In Spring 2022, focus group facilitators from each program will receive information and training about the established protocol and data collection instrument. Programs will begin preparations to host Summer focus groups, determining dates and focus group make-up and soliciting participants. Select completers from the most recent cohort for each program will be invited to participate in completer focus groups to ensure an appropriate participant pool. OADD will coordinate efforts to gather completer contact information.

Select MAED Programs will pilot the focus group protocol in Summer 2022 and programs will continue to implement the protocol according to a three-year cycle. In order to establish a representative sample, School Psychology will pilot the protocol in Summer 2022. The MSA, EdD, an EdS programs will also participate in a Summer 2022 pilot of the protocol and will continue to host focus groups annually. Based on this implementation timeline, MSA, EdD/EdS, and select MAED programs will have focus group results following Summer 2022 implementation. A full cycle of data for all MAED programs will be complete by Fall 2024, with four programs implementing the protocol each summer. School Psychology will have a full cycle of data by Fall 2024. During the Fall semester following each focus group deployment, programs will compile and analyze focus group responses, and submit the completed analysis and raw data to OADD. Results will be incorporated into EPP Data Summits and broader discussions among stakeholders regarding program improvement.

Summary

The East Carolina University EPP seeks to build upon existing partnerships with districts and alumni to create common, reliable mechanisms that yield quality feedback from both employers and completers. The EPP will use completer input to inform continuous

improvement efforts and ensure that our advanced candidates receive the best possible preparation for leadership and/or specialty-area positions in the field.

Advanced Standard 5: Provider Quality, Continuous Improvement, and Capacity

A5.1 Quality Assurance System

The East Carolina University EPP engages in systematic, ongoing data collection and review. The EPP uses a Quality Assurance System (QAS) for initial and advanced programs that blends proprietary and EPP-created assessments, aligned to appropriate standards, to monitor candidate progress (Evidence 5.1.D, A5.1.a). In addition, the EPP uses external completer data as a measure of candidate performance; the data is shared with and used by internal and external stakeholders for program evaluation and continuous improvement.

The QAS allows for effective EPP decision-making based upon valid and reliable data that is representative of candidate and EPP performance. Initial and advanced performance data is collected for individual candidates and is disaggregated by program area, pathway, or student demographic categories for reporting and decision-making. Program assessments, key data points, and gateways are clearly established for all program levels (Evidence A5.1.a, A3.3.a). Comprised of multiple measures, the QAS requires regular monitoring and produces comprehensive data and feedback on candidate qualifications through benchmark gateways.

Candidate Gateways and Assessments

Advanced programs have defined gateways and data points: program admission, program midpoint, and program exit. As outlined in Standard 3, advanced program candidates must meet Graduate School admission requirements including relevant undergraduate degree, minimum GPA, and test scores. These candidates must also meet program-specific requirements including professional references and initial teaching licensure (A3.3.a).

Initial and advanced level programs incorporate proprietary and EPP-created key assessments that are aligned with state or national standards appropriate to program level and content area (A5.1.a). The QAS helps the EPP to collect, report, and track results of key assessments over time. Cumulative outcome data allows the EPP to identify areas of both growth and needed improvement, and data points are used to inform internal and external stakeholders about candidate progress and performance, individual program quality, and the overall quality of the EPP.

Data Systems

The ECU QAS is comprised of multiple data systems, processes, program faculty, and stakeholders (Evidence 5.1.D). The following systems are used by initial and advanced programs for data collection, organization, storage, and reporting for analysis by EPP faculty and leadership.

Taskstream: The EPP utilizes Taskstream, an electronic portfolio system, to collect key assessment data at select program gateways. Each initial and advanced program within the EPP has a unique Taskstream portfolio to collect and evaluate key assessments. The Office of Assessment, Data Management, and Digital Learning (OADD) oversees the Taskstream system by training faculty; managing student and faculty accounts, portfolios, and updates; and

processing data requests. Faculty are responsible for administering key assessments and evaluating candidate performance.

Qualtrics: The Qualtrics web-survey platform is used to conduct candidate surveys, solicit feedback from external stakeholders, and collect data for research. Qualtrics incorporates logic so results can be disaggregated by program area, pathway, or other data fields, and it provides the EPP with in-depth data reporting and statistical analysis for survey responses. Using Qualtrics, the OADD reviews, revises, and deploys exit surveys for initial and advanced programs within the EPP (5.1.e). The OADD monitors response rates and implements strategies to increase candidate response rates (e.g., published survey dates and reminder emails). Data from exit surveys is disseminated to program faculty each semester and included in annual EPP data summits. The EPP relies on candidate exit surveys for feedback on advising, instructional technology resources, and program improvements. To increase the quality of data from exit surveys, the undergraduate and advanced program exit surveys were revised in Spring 2021.

University Operational Data Store: The University Operational Data Store (ODS) is used for reporting information from university enterprise data systems such as Banner, DegreeWorks and Admissions data. The COE Data Manager is responsible for querying university data systems and using contextual knowledge of the EPP to manipulate and disaggregate data for compliance, reporting, and research purposes.

Other External Systems: In addition to university and EPP-generated data, the EPP utilizes data provided by the NC Department of Public Instruction (NCDPI) and the UNC System Office. NCDPI provides candidate selection and completion data and licensure exam pass rates. The UNC System Office engages in research and provides data on NC teacher preparation, retention, and performance. The Assistant Dean for Undergraduate Affairs and Educator Preparation and the OADD Director ensure that external data is shared with EPP leadership and faculty.

EPP Dashboards: In 2020, OADD engaged ECU Information Technology and Computing Services (ITCS) to develop interactive EPP Data Dashboards for initial and advanced programs, using Microsoft Power BI data visualization tools. These dashboards integrate live feeds from the University Operational Data Store with other EPP assessment and performance data managed by OADD. Advanced Program faculty can access secure dashboards containing real-time data on admissions, enrollment, retention, and completion. The dashboard permits users to manipulate and disaggregate data points by program level, candidate demographics, and standards.

QAS Monitoring and Decision-Making

The QAS relies on EPP administrators, program faculty, staff, committees, and stakeholder groups, as outlined in Revised Initial Standard 5.3 to ensure operational effectiveness. Additionally, the EPP engages in a wide range of systematic reporting to assess and monitor operational effectiveness across initial and advanced programs. These activities ensure that the EPP has the appropriate financial, instructional, and technological resources to operate effectively and efficiently (Evidence 5.1.G). The EPP involves multiple stakeholder groups in program design, review, and continuous improvement activities. Two key stakeholder groups that directly monitor the QAS and drive decision-making, for both initial and advanced

programs, are outlined below; additional internal and external stakeholder groups are listed in section R5.3.

Office of Assessment, Data Management, and Digital Learning (OADD)

The OADD collects, organizes, and analyzes measurable outcome data for all programs within the College of Education and for initial and advanced level programs across the EPP. Additionally, the office oversees COE data systems and monitors data points across initial and advanced programs. The OADD Director develops and leads the comprehensive assessment system for the EPP and supports institutional effectiveness and accreditation. The COE Data Manager has intricate knowledge of EPP and university data systems and ensures data integrity and accuracy. The EPP edTPA Coordinator provides extensive support to faculty and candidates across initial programs for edTPA completion and data collection, and an Instructional Technology Consultant provides support for assessment systems and digital learning technologies.

Council for Educator Preparation

The Council for Educator Preparation (CEP) is the policy-making body that oversees initial and advanced educator preparation programs (Evidence 5.1.H). Council members represent each EPP department/school. Additional members include a representative from the local school district, an undergraduate candidate, and an advanced program candidate. The CEP monthly agendas and minutes document a regular and systematic focus on data use at all levels of the EPP. As chair, the Assistant Dean for Undergraduate Affairs and Educator Preparation leads discussions of pertinent state policy implications for educator preparation and updates the council on completer achievement data, including required state licensure exam pass rates, NC Educator Evaluation System (NCEES) data, and K-12 student performance EVAAS data. Updates from the Director of OADD to the CEP demonstrate a focus on regular and systematic use of candidate performance and progression data. Data implications for policy changes are discussed by this group, and if needed, brought to the full council for vote by the corresponding CEP committee, i.e., Admissions and Retention, Evaluation and Planning, Policy, or Curriculum.

A5.2 Valid and Consistent Data

ECU uses consistent, well-defined procedures in the development, implementation, and interpretation of assessments to provide evidence of candidate performance and program quality. Initial and advanced program outcomes and assessments are aligned to appropriate standards, including state, national, and content specific standards (Evidence A5.1.a, A1.1.f).

Assessment Validity Protocol

The EPP has established guidelines for the development and validation of EPP-created key assessments for initial and advanced programs as outlined below (Evidence 5.1.C). Assessment development guidelines are posted for faculty and the OADD provides consultation and logistical support during the assessment development process. This process ensures that EPP-created assessments are clearly aligned to standards, require performance of job-embedded tasks, and adequately measure preparedness for the teaching profession. In 2018, OADD instituted the following protocol for internal assessment validation. Program faculty complete an assessment review form developed by OADD and engage with OADD to collect and analyze

pilot data and determine whether subsequent revisions or additional pilot data are needed. In preparation for validation, program faculty identify a panel of experts and the credentials for their selection and submit to the Director of OADD. The OADD Director convenes the expert panel and provides validation training. The panel rates the clarity, alignment, and essentialness of each rubric criterion using the Content Validity rubric. OADD computes the content validity index of each item, with a score of .80 or higher deemed acceptable. A validation results packet is created for the assessment and provided to program faculty. Rubrics that do not meet the CVI of .80 are revised, removed from the assessment, or faculty can provide justification to keep the item.

Assessment Reliability

The EPP recognizes the need for initial and advanced program faculty to engage in scorer training and reliability exercises to promote fairness and ensure consistency for candidate key assessments, dispositions assessments, and student teaching evaluations. The steps to establish and promote reliability are as follows. Faculty engage in course-alike meetings to discuss EPP-created assessment scoring and engage in calibration exercises to score sample student submissions. OADD calculates the percent agreement and percent adjacent agreement for each rubric item in scorer training portfolios with a goal of attaining at least 80% agreement on rubric items. OADD and program faculty review and discuss inter-rater reliability results, use the results to refine scorer training, and recalibrate to increase inter-rater reliability. Proprietary assessments are validated by the assessment developers. Together, these activities ensure that candidates are evaluated fairly and consistently.

While the EPP promotes equitable evaluation practices, candidates may follow the institution grievance process if they feel they have been treated inequitably (Evidence 5.2.A). The University maintains records of formal student complaints through appropriate offices. Grade appeals follow a policy set forth by the Office of the Registrar. The Office of Equity and Diversity (OED) has systems in place for filing complaints, participating in the complaint process, and receiving and investigating complaints or allegations of harassment, discrimination, retaliation. The EPP adheres to University policies all university policies if grievances arise.

Quality Assurance

The data collected and reported for initial and advanced programs, as part of the QAS, is verifiable and accurate. As described in Standard 5.1 the EPP employs multiple data systems that integrate directly with university data systems. The COE Data Manager engages in systematic checks of data accuracy and integrity, regularly examines data import files, and cross-references multiple data repositories. The SONIA Placement Management System was adopted to increase EPP data integrity and accuracy by importing student and academic data directly from Banner, limiting free-text fields to prevent data entry errors, and combining student, clinical educator, and placement information into one system (Evidence 5.1.D).

The QAS provides cumulative data, allowing initial and advanced program faculty to identify trends in candidate performance or examine results of programmatic changes or innovations. As demonstrated in Standard 1, triangulation of multiple datasets is used to promote the trustworthiness and validity of findings. Additionally, the EPP uses methodological

triangulation, comparing quantitative and qualitative data. For example, assessment data aligned with advanced candidate proficiencies are collected and examined annually (A1.1.a-c, A1.1.g-i). Quantitative data is paired with qualitative feedback from candidate exit surveys (A5.3.a) to pinpoint areas for improvement. During Latham Clinical Schools Network (LCSN) Principal Focus Group discussions (Evidence 2.1.E), principals review, reflect on, and provide insight into quantitative impact data for both initial and advanced programs. Advanced program data is also presented to faculty and internal stakeholders at the annual EPP data summit.

A5.3 Systematically Assesses Performance

The EPP continuously assesses performance on goals and relevant standards through annual assessment reporting and analysis at the institution and program level. This systematic analysis of data informs program modifications and innovations.

Annual Unit Assessment Reporting Process-Institution Level

All initial and advanced programs within the institution engage in mandatory annual unit assessment reporting (5.3.A). This ensures that all programs conduct meaningful assessment to improve candidate learning outcomes. Each program area is responsible for developing a minimum of five student learning outcomes (SLOs) relevant to their program area goals (A5.1.b). Program faculty designate the means of assessment and criterion for success for each SLO. A designated faculty member for each program acts as the Unit Assessment Coordinator (UAC) and is responsible for leading program level assessment discussions and completing the assessment report. Institutional Planning, Assessment, and Research (IPAR) oversees this process. Within the COE, the OADD Director acts as the Institutional Assessment Advisory Council (IACC) representative and liaison to Institutional Assessment and ensures that units within the College of Education are compliant with assessment reporting requirements.

To facilitate assessment reporting, the COE Data Manager provides program areas with the assessment and survey results collected by OADD each semester, including program key assessments and exit survey results. In addition to OADD-collected data, programs may also use course level data collected by faculty. Using this data, the UAC annually engages program faculty in analyzing assessment results for the academic year. Programs document any actions taken by faculty in relation to the student learning outcomes, whether student learning outcomes were met based on the criterion for success, and any actions planned for the upcoming academic year to improve student learning.

In Fall 2019, the university's Office of Institutional Assessment (IA) shifted from a college level assessment review committee to an Institutional Assessment Review Committee (IARC), comprised of faculty volunteers from across the institution. Instead of requiring a review of all assessment reports from each unit, the IARC now requires at least 30% of the COE reports to be reviewed annually. The OADD Directors determines the annual review cycle for each COE unit assessment report, and all reports are externally reviewed a minimum of every three years. Each IARC member reviews up to three reports from outside their college using an online rubric developed by IA for their assigned programs (5.3.A). IA compiles review results and shares them with UACs and the OADD Director. The UAC has an opportunity to address the

feedback and revise the report by the end of the calendar year. In addition to the external review, the OADD internally reviews all assessment reports annually to ensure annual compliance with reporting requirements.

Annual Reporting-EPP Level

While annual assessment reporting is an institutional requirement, this process is vital to EPP- and program-level data analysis and continuous improvement. Initial and advanced programs develop SLOs (Evidence A5.1.b) and assessments (Evidence A1.1.a-A1.1.k, A5.1.a) that are aligned with national, state, INTASC, and CAEP standards within the institution reporting process. This allows programs to systematically address critical components of candidate performance. In addition to assessment reporting, the EPP completes annual reports required for the NC Department of Public Instruction and federal Title II reporting (Evidence 5.1.G). This reporting includes data on program and license completers, candidate demographics, performance, and employment.

EPP Annual Data Summit

Each year, OADD collaborates with the OEP to host annual EPP Data Summits, in which candidate performance data is shared and discussed with department chairs and faculty members from initial and advanced programs (Evidence 5.4.B). Faculty are asked to discuss the data within departments and program areas. The summit serves as a venue to solicit stakeholder feedback on EPP initiatives and discuss strategic plans for program improvement. Due to COVID-19 university closure in Spring 2020, the EPP hosted an asynchronous, virtual EPP data summit. Online discussion forums facilitated interaction between participants and captured feedback from faculty. EPP leadership uses this feedback to strengthen the QAS. For example, in the Spring 2020 data summit faculty were asked to analyze CAEP Advanced standards about eliciting and applying feedback from advanced program completers and employer and provide input on how this is or could be facilitated in within each program.

A5.4 Measures of Completer Outcomes in Decision-making

Upon program completion, candidates from ECU's Advanced Programs are equipped for leadership positions in the field or for qualified positions in their specialty area. The EPP monitors completer employment milestones to inform continuous improvement efforts and ensure advanced candidates are prepared for leadership and/or specialized positions in the field. NC Schools employer data indicates that EPP completers fill critical workforce needs and serve in advanced roles throughout the region and state (A4.1.b). As the state does not provide outcome data related to advanced program completers, the EPP plans to expand and formalize the use of focus groups to gather information from employers and completers regarding the quality of advanced program candidate preparation. To ensure that all programs have mechanisms in place for capturing completer feedback, the EPP has designed a Phase-In Plan to develop a uniform focus group protocol and data collection instrument for this purpose (A4.1.a, 4.2.a). The goal is for Advanced Programs to host cyclical focus groups using a pre-established, common protocol to solicit feedback from selected employers and completers.

In addition to employment data and planned focus groups, Advanced Programs will continue to employ existing means of gathering completer outcomes for decision-making. For example,

each summer the Department of Education Leadership (LEED) hosts a focus group of Supervising Principals to review program requirements, reflect on their experiences with candidates, and recommend programmatic changes to improve overall candidate preparation. In addition, the Education Leadership (LEED) Advisory Council (A5.5.a), formed in 2019, meets three times annually to provide feedback and input to advanced programs regarding recruitment, curriculum, and alumni engagement for advanced school administration and educational leadership programs. Finally, the MSA program uses the INSPIRE survey to assess graduates' perceptions about their leadership preparation experiences and provide a source of evidence on leadership program outcomes.

A5.5 Stakeholder Involvement

Evidence provided for various CAEP standards demonstrate multiple ways the EPP and its stakeholders use data to foster continuous improvement. The EPP relies on the collaboration of internal and external stakeholders to maintain a quality assurance system, to regularly assess EPP performance and impact, and to monitor results over time.

Internal Stakeholders

Data and analysis of the eight CAEP annual measures of impact are posted on the EPP website at <https://education.ecu.edu/oa/caepar/>. This website is updated annually for the submission of the CAEP annual report and is shared with a variety of stakeholders including the: Dean of the College of Education, Assistant Dean for Undergraduate Programs and Director of Educator Preparation, College of Education College Council, LCSN stakeholders, and faculty via the EPP Data Summit.

EPP Administration and Leadership

The Dean of the College of Education (COE) has the overall administrative responsibility for the university's educator preparation programs. The Assistant Dean for Undergraduate Affairs and Educator Preparation oversees educator preparation programs and is accountable to the Dean for all program-related recommendations. College leadership consists of associate and assistant deans, department chairs, and directors that oversee academic programs and support the mission, vision, and strategic direction of the college. Programs outside of the COE are governed by the Deans Council, consisting of Deans from all five colleges with educator preparation programs, and the Council for Educator Preparation (5.1.G).

Council for Educator Preparation

As outlined in R5.1, the Council for Educator Preparation (CEP) is the policy-making body for initial and advanced EPP programs, with faculty representation from each department or school containing a licensure program across the university. Data implications for policy changes are discussed by this group, and if needed, are brought to the full council for vote (5.1.G).

EPP Faculty and Staff

EPP faculty and staff are integral to the effectiveness of the QAS. Program faculty engage in regular course and department-level discussions on candidate performance and curriculum. In addition to course instruction, faculty are responsible for completing candidate evaluations on key assessments integral to the QAS. A faculty representative from each program serves as the Unit Assessment Coordinator responsible for reporting on student learning outcomes (5.3.A).

Additionally, faculty serve on a variety of committees related to curriculum, planning, research, and technology within the College. Faculty may also serve on the COE Faculty Advisory Council which meets regularly with the Dean to discuss recommendations for curricular and program improvements. This Council consists of one voting faculty member per COE department.

Candidates

Candidates are key stakeholders in the EPP. Initial and advanced program candidates can review publicly available EPP information on our website. Candidates provide valuable feedback to EPP leadership, faculty, and clinical educators through formal surveys pertaining to program experiences and preparation (A5.3.b, A4.2.b). One candidate from an initial program and one candidate from an advanced program also serve on the Council for Educator Preparation (5.1.H).

External Stakeholders

Latham Clinical Schools Network (LCSN)

Collaboration between the ECU EPP and its public-school partners centers on ongoing, purposeful commitment to preparing skilled, knowledgeable teacher candidates through high-quality field experiences and clinical practice. The LCSN connects the EPP with 43 public school districts for recruitment, preparation, retention, and renewal of teachers and other educational professionals (2.1.A). Through the LCSN, and with signed agreements (2.1.B, 2.1.C, A2.1.d), the EPP involves public school partners in the design and implementation of program elements including practica and internships. The Office of Educator Preparation (OEP) acts as the direct liaison to public school partners. Eight LCSN meetings are held each year, attended by a liaison from each of the 43 partner districts and EPP faculty and staff from the OEP, OCE, OADD, and ECU's Office of Undergraduate Admissions.

LCSN partnership also provides the EPP with direct access to alumni and employers of initial and advanced program completers. Collaboration with the LCSN allows the EPP to address current issues in educator preparation strategically and proactively. As evidenced in minutes and agendas, LCSN partners are consulted about licensure testing policies, graduation, and program completion policies, and program improvement (2.1.A). LCSN meetings and events have also served as collaborative work sessions where liaisons provide feedback and co-construct processes with the EPP.

LCSN Principal Focus Group

To obtain in-depth feedback from employers and alumni, the EPP began hosting an annual focus group, consisting of principals from the top ten hiring districts within LCSN (2.1.E). These focus groups provide feedback on topics related to initial and advanced preparation, diversity and recruitment, clinical experiences, and alternative licensure. The results are widely shared and discussed with program coordinators, CEP, and EPP leadership and used to inform curricular reforms, innovations, and clinical experiences. For example, focus group feedback is shared with faculty and internal stakeholders via the annual EPP data summit (5.4.B).

LEED Advisory Council

Formed in 2019, the Education Leadership (LEED) Advisory Council meets three times annually to provide feedback and input to advanced programs in the Educational Leadership department regarding recruitment, curriculum, and alumni engagement for advanced school administration and educational leadership programs (A5.5.a). This council consists of alumni, candidates, principals, superintendents, and community members in the region. The advisory council addresses programmatic needs and issues in preparing school leaders and has worked extensively to create a new LEED Alumni Network. The Alumni Network is designed to provide valuable feedback to programs, to provide a venue to recruit alumni into doctoral programs, and to benefit alumni through professional development and networking opportunities offered by the department (A5.5.b).

Program Innovations

The data and feedback provided by the QAS has led to several new initiatives and changes to assessments and programs. Advanced program innovations include new EPP dashboards, program redesigns in response to changing demand, a revised candidate exit survey (Evidence A5.3.a), and phase-in plans for employer and completer satisfaction data (A4.1.a, A4.2.a). Examples of program innovations are detailed below:

In response to declining enrollments in traditional History and English MAEd programs, program faculty designed the MAEd in Curriculum and Instruction. This program advances curriculum knowledge, instructional competencies, and methodologies across a range of educational fields. The program currently offers concentrations in English Education (9-12) and History/Social Studies Education (9-12) to prepare transformational curriculum and instruction experts. The program allows candidates to customize a program of study and coordinate coursework with graduate certificate programs, to align with candidate career and scholarly aspirations. The MAEd in Curriculum and Instruction has required core courses and permits candidates to complete courses in their teaching area for NC Master's level licensure. The program will soon begin the process to add Physical Education and Birth-Kindergarten concentrations.

The MAEd in Reading was revised to the MAEd in Reading and Literacy Education in 2018. Based on the feedback of potential candidates and research in higher education curriculum design, this cutting-edge Master's degree piloted an eight-week semester model, as opposed to the traditional 15-week model. The program is designed to develop advanced competencies in K-12 reading and literacy education in the following areas: foundational knowledge, curriculum and instruction, assessment and evaluation, diversity and equity, the literacy environment, literacy leadership, and practical experiences. The desired outcome is preparation of specialized literacy professionals, particularly reading/literacy specialists who can support K-12 students' reading and literacy education and serve as leaders in the literacy profession.

Summary

Initial and advanced programs use multiple valid and consistent measures to continuously assess candidate performance and examine program effectiveness. Through systematic data analysis and extensive stakeholder involvement the EPP continuously innovates to ensure that candidates are prepared to positively impact P-12 student learning.

Diversity Crosscutting Theme (Advanced Only)

EPP advanced programs support and develop candidates' commitment to diversity and prepare candidates to advocate for and provide equitable learning opportunities for all P-12 learners. Advanced Program information, presented in the self-study report, demonstrate program expectations, initiatives, and actions pertaining to diversity and equity.

Key assessment evidence provided in Advanced Standard 1 demonstrates candidate proficiency in addressing student and school diversity. In the Cultural Proficiency Project (A1.1.a), MAEd candidates must advocate for a specific group of culturally diverse students and/or address a specific issue of system inequity. Candidates develop an action-based project to achieve or create cultural equity at their present school, other educational setting, or specific community. Principal and Superintendent candidates in MSA and EdS/EdD programs demonstrate proficiency on a variety of Service Leadership/District Service Leadership (SLP/DSPL) project rubrics that include diversity components. For example, SLP 2: Teacher Empowerment and Leadership requires candidates to address diversity and equity while developing and monitoring the school improvement plan, and SLP 1: Impact on Student Learning and Development requires MSA candidates to address diverse student learning needs by reviewing school processes and protocols. Candidates must also demonstrate community involvement and engagement in SLP 3 by engaging with diverse parents and guardians, community stakeholders, and diverse staff (A1.1.b, c).

Advanced Standard 2 evidences detail multiple opportunities advanced candidates have to work with and support diverse learners and educators during clinical experiences. The MSA program was delivered in cohorts at geographical regions in eastern and central North Carolina such as: Johnston, Onslow, Craven, and Wake counties and completed approximately 59,000 internship hours across high need districts. Placement data (A2.2.a) reflects that MSA candidates serve small and large enrollment districts with racial diversity ranging from 23% students of color to 90% or greater students of color. Of the 101 EdD/EdS placements from Fall 2017 to Spring 2020, 65% of the placement districts reported student populations with at least 50% Students of Color (SOC), and 71.2% of placement districts reported student populations with at least 50% Economically Disadvantaged Students (EDS) (A2.2.b). This geographical and demographical diversity provides EdD/EdS candidates with exposure to a variety of school and district needs and assets, which contributes to overall preparation for employment in the field. In addition to serving diverse districts, program areas also strive to address diversity and increase culturally responsive practices for advanced candidates. Principal interns in the MSA program attend monthly seminars to learn about a diversity topic in schools including race, socioeconomic status, linguistics, religion, gender identity, and sexual orientation. Candidates' self-awareness of their personal biases in educational environments shifted proactively to inspire them to strive toward social justice throughout the curriculum (A2.2.e).

The EPP has a sustained commitment to increasing the admitted pool of candidates to reflect the population of America's P-12 students. Phase-in Plan A3.1.a details steps the EPP will take to ensure that an advanced admissions plan is developed, identifying specific goals toward admitting diverse candidates, along with actions and strategies to progressively work toward those goals. The EPP produces teacher and administrative leaders that work in diverse, high-

need fields throughout the region and state. Program areas continue to develop new graduate certificates and concentrations (e.g., Teaching Students in Poverty and Racial Equity Studies) that permit candidates to study issues of diversity and equity. These programs seek to address immediate needs pertaining to equity in education, while also serving as a recruitment mechanism for advanced graduate degrees. A number of advanced program areas already engage in intentional recruitment of diverse candidates. To increase the diversity of Educational Leadership programs, information about the program is provided to Historically Black Colleges and Universities, and program faculty attend meetings and conferences to share program information with a more diverse audience. LEED also has a significant presence in the LatinX and American Indian communities located in eastern North Carolina. All programs set dispositional expectations for candidates to effectively address diversity and equity issues affecting students and schools and serve as advocates and leaders for educational equity.

The EPP promotes and hosts multiple events each year that highlight needs and initiatives related to diversity and equity in education. For example, the 2021 COE Town Hall featured organizers and antiracist educators in North Carolina schools. The Rural Education Institute also hosted a webinar series, *Race & Rurality*, examining the intersection of rural communities and issues of equity and diversity (A2.2.e). Finally, the Educational Leadership department hosted learning exchanges for P-20 educators focused on social justice (A5.5.b).

The EPP and advanced programs continue to make significant strides in addressing diversity and equity. The College of Education further demonstrated its commitment to diversity, equity, social justice, and anti-racism by developing and publishing an anti-racism statement in 2020. This statement, developed in collaboration with the COE Diversity Committee, Dean's office, and Faculty Advisory Committee, provides a clear, consistent, and unified stance on racial equity. We continue to work toward developing greater candidate understanding of the diverse contexts in which they are or will be employed.

Technology Crosscutting Theme (Advanced Only)

Advanced Program candidates implement technology effectively to engage P-12 students, enhance instruction and assessment, and promote school and district leadership. As evidenced in Advanced Standard 1, MAEd candidates appropriately use and apply technology to complete required assessments like the Teacher Leadership Growth Plan. Mean scores and proficiency percentages demonstrate that MAEd candidates are skilled in applying technology for their field of specialization (Proficiency A1.1.5). MSA, EdD, and EdS candidates effectively employ relevant technologies as they complete Service Leadership/District Service Leadership projects requiring candidates to use technology appropriately to engage parents/guardians and other community stakeholders (A1.1.b, A1.1.c, A2.2.a). School Psychology candidates use technology appropriate their specialized field. NASP Domain 10 requires these candidates to demonstrate professional work characteristics needed for effective school psychology practice, including use of communication and technology skills (A1.1.f). In addition, all advanced candidates are expected to use technology appropriately for research, data collection, and data analysis. Candidates apply research when completing required action research projects, culminating projects, theses, portfolios, or dissertations required for program completion (A3.3.a). The MSA program is an exemplar in technology integration and has embraced technology as a core component of principal candidate development. MSA candidates use GoReact video capture technology to engage in coaching of pre-service candidates in initial programs. The MSA program also uses digital stories to show the impact of projects promoting school improvement and engaging with school and community stakeholders.

Advanced candidates also employ technology to complete coursework and required documentation (A5.1.A). All advanced candidates must engage in online learning and complete program and internship portfolios in Taskstream, the EPP's assessment management system (5.1.D). Principal and Superintendent candidates create comprehensive webfolios of service-learning projects and internship activities to document proficiency required for licensure.

Advanced programs also use technology-based collaborations for clinical preparation and partnerships. MSA interns interact with supervising professors electronically to submit journals and other internship information. The Oral Examination for MSA candidates requires them to describe ways technology impacts schools and their leaders (A2.2.a). EdS and EdD candidates learn about district-wide technology initiatives and provide strategic leadership and planning related to technology in education. MAEd candidates work to become instructional leaders within their classrooms and schools through appropriate use of technology in teaching and learning. EPP faculty provided an array of learning experiences to effectively transition to and supplement online instruction and accommodate field experience opportunities during the Covid-19 pandemic. Web-based collaborative tools like Microsoft Teams and WebEx enabled Advanced Programs to meaningfully and effectively engage partners to ensure continuation of internships and clinical experiences. For example, Educational Leadership faculty collaborated virtually with stakeholders via the LEED Advisory Council and LEED Alumni Network (A5.5.a-b). Faculty found that virtual platforms also increased engagement and mitigated isolation for geographically distant candidates.

Advanced Programs use technology extensively to recruit, admit, and retain candidates. Each program has a dedicated webpage within their college site on the University website. In addition, the COE and LEED use social media to post items of interest related to students and alumni, advertise available programs, and share information regarding deadlines and application details. The College of Education public communications specialist oversees the COE website and social media accounts and works directly with EPP leadership and programs to design communications focused on Advanced Program recruitment. The ECU Graduate School posts program offerings and updates online via Google and Facebook ads, and LEED conducted online live recruitment sessions for the MSA, EdS, and EdD programs (A3.1.e). As many of the advanced preparation programs are offered via distance learning, faculty advisors engage with candidates via email, phone, or web conferencing platforms. These communications provide candidates with pertinent timelines, program offerings, and additional graduate school engagement opportunities. Information related to advising is also posted on departmental and program websites. The Department of Literacy Studies, English Education, and History Education created a comprehensive graduate advising webpage with pertinent candidate resources and program and faculty information (A3.1.g).

The EPP offers a variety of professional development opportunities for faculty, in-service teachers, administrators, and other education professionals. The Office of Assessment, Data Management, and Digital Learning (OADD) delivers free professional development webinars and an edCamp aligned with the NC Digital Learning Competencies; participants receive at least one Continuing Education Unit in digital learning that counts toward licensure renewal.

Finally, the EPP uses technology in assessment management, advising, candidate data management, and data reporting. As described in A5, the EPP uses data systems including Taskstream, Qualtrics, Banner, and Nuventive Improve to inform policy decisions and drive program improvement (5.1.D). OADD has worked with ECU Data Analysts to create EPP Data Dashboards that combine live university and program data to create interactive data visualizations and allow EPP leadership and faculty to monitor candidate data key programmatic metrics.