2019-2020
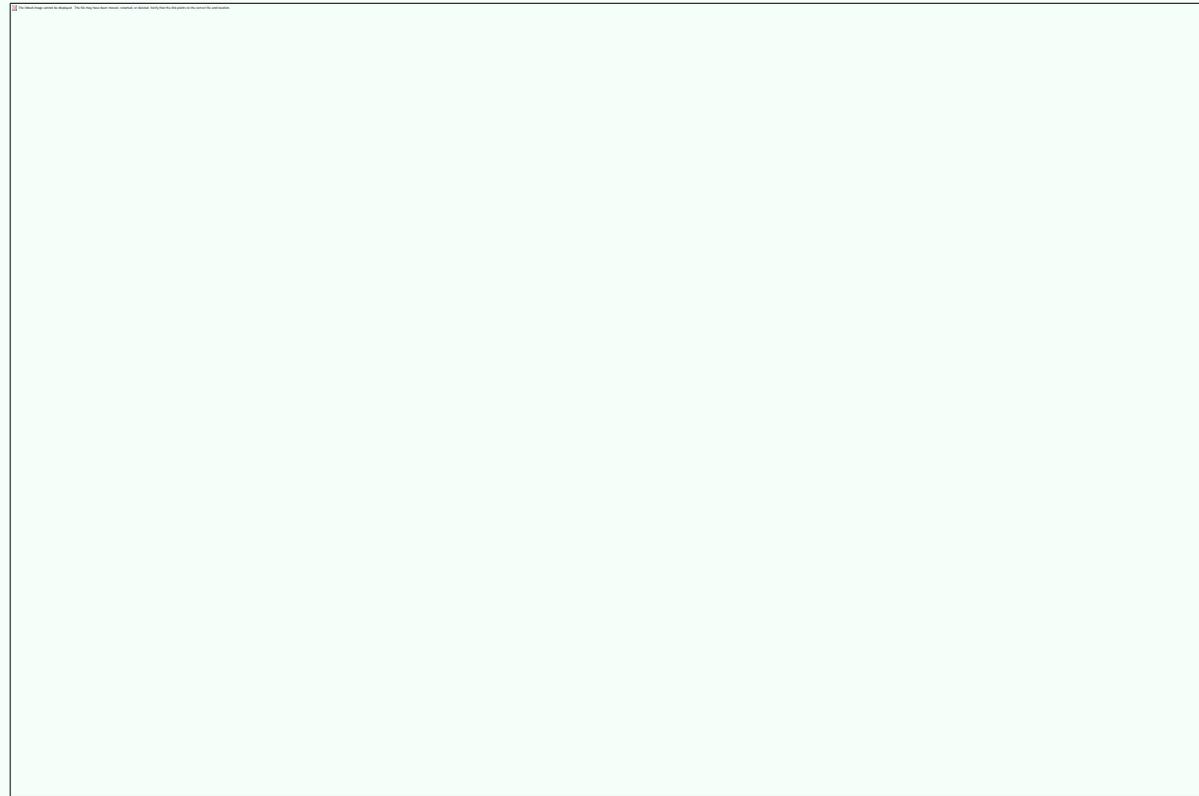
EPP Bachelor Performance Report

East Carolina University

Overview of Institution

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

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

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

Special Characteristics

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

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

Program Areas and Levels Offered

At the undergraduate level, East Carolina University offers 18 initial teacher preparation programs covering 22 different areas of licensure. In addition, ECU has three add-on areas, one area of endorsement.

Initial Teaching Areas
Art, K-12
Birth-Kindergarten
Dance, K-12 (last admission date 2019-2020),
Elementary, K-6
English, 9-12
Family and Consumer Sciences, 7-12
French, K-12
German, K-12
Health and Physical Education, K-12
Middle Grades 6-9 (Language Arts, Mathematics, Science and Social Studies, candidates choose 2 of the 4) of
Mathematics, 9-12

Music, K-12
Physical Education, K-12
Science, 9-12
Social Studies, 9-12
Spanish, K-12
Special Education - Adapted Curriculum, K-12
Spcial Education - General Curriculum; K-12
Theatre Arts, K-12

Add-On
Reading, K-12
Academically and Intelecually Gifted, K-12,
Elementary Mathematics K-6

Endorsement
Computer Education, K-12

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

Traditional	Lateral Entry	Residency
X	X	X

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

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

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

ECU uses a tiered approach:

1) All general classroom teachers are required to take one of two courses entitled, "Introduction to Exceptional Children" or "Exceptional Students in the Regular Classroom." These courses provide a foundation of knowledge and skills fundamental to effective teaching of individuals with exceptionalities in the regular classroom with an emphasis on individualization, content modification, instructional techniques, and classroom management across the spectrum of special needs, including gifted education.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1) All teacher education students at ECU are required to take and pass a basic technology skills course, or to pass a challenge exam for the course, to be officially admitted to the program.

2) All students must take and pass an educational technology course where they learn to integrate technology into teaching, use technology tools to manage student data, analyze assessment data of their students, and modify instruction based on the data, and implementing UDL principles and strategies. This
includes the use of TaskStream, various software packages related to their content, SMART boards, some assistive technologies, and commercial reading programs. Candidates also complete a TPACK lesson plan showing technology integration into their planning and instruction.

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

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

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

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Standards as all in-service teachers. These standards address 21st century use of technologies in teaching and
learning. University Supervisors and clinical teachers must certify in writing to the IHE that candidates have met proficiency before licensure recommendations can be finalized.

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

Candidates in Elementary Education are prepared to:

a. Integrate arts education across the curriculum through the successful completion of the following required courses:

- ART 3850 - Art in the Elementary School (3)
- MUSC 3048 - Music for Exceptional Children (2)

b. Create thematic learning segments designed to integrate arts and music as learned in the above two noted courses. Through multiple field placements prior to student teaching, candidates observe, assist, and teach with licensed teachers who integrate the arts in their classrooms.

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

Candidate performance data is collected and kept by the Office of Assessment, Data Management and Digital Literacy (OADD). Reports on this data are regularly produced and shared with faculty at the end of the fall and spring semesters. Department chairs and faculty may submit a request for data at any time during the year. In June, the OADD hosts the annual Data Summit, in which performance data (including edTPA scores) are shared with department chairs and lead faculty members. The purpose of the Data Summit is to share EPP performance data with faculty and discuss strategic plans for program improvement. Many departments subsequently hold their own data summits focusing on data specific to their programs. The Data Summit illustrates the way in which faculty are continually positioned and informed to make programmatic decisions. Their responsibilities as "curriculum-makers" are supported, not supplanted, by the data analysis process.
In addition to the data summits, faculty and staff form collaborative research groups around planned studies of practice. Our planned studies of practice address both systemic teacher education elements and data-driven program improvements. Examples include early experience observations, core instructional strategies, co-teaching and internship support. We explore the strengths and weaknesses of teacher candidate performance allowing us to determine what targeted innovations result in more effective educator preparation programs. The overall work results in a more cohesive, structured, and data-driven preparation program.

The following assessment review process in the College, in conjunction with the institutional review process, is used to ensure that all programs conduct meaningful assessment and that results are analyzed and used to improve candidate learning outcomes. The Director of OADD serves as the chair of the College's Assessment Review Committee. The purpose of the

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

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

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

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

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

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

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools with whom the institution Has Formal Collaborative Plans	Lenoir, Granville, Washington, Pitt
Start and End Dates	7/14/2019; 7/18/2019, 7/30/2019, 8/29/2019
Priorities Identified in Collaboration with LEAs/Schools	Recruitment and Outreach: Donations of ECU logo and educator preparation items for school recruitment events
Number of Participants	26,26,11,14
Activities and/or Programs Implemented to Address the Priorities	Early college and career awareness and recruitment
Summary of the Outcome of the Activities and/or Programs	COE shared items for student to sparkinterest in coming to ECU and to major in education
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Pitt County: DH Conley High School
Start and End Dates	9/23/2019
Priorities Identified in Collaboration with LEAs/Schools	ECU Admissions NightAdmissions event for ECU
Number of Participants	41
Activities and/or Programs Implemented to Address the Priorities	Meeting with potential ECU students and families who wish to major in educator preparation
Summary of the Outcome of the Activities and/or Programs	Explained Pirate Promise, admissions, financial aid, and programmatic highlights; collected contact information for follow-up
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Various School Systems represented
Start and End Dates	9/27/2019;10/26/2019;12/6/2019

Priorities Identified in Collaboration with LEAs/Schools	COE Preview Day
Number of Participants	36;31;18
Activities and/or Programs Implemented to Address the Priorities	Meeting with potential ECU students and families who wish to major in educator preparation
Summary of the Outcome of the Activities and/or Programs	Explained Pirate Promise, admissions, financial aid, and programmatic highlights; collected contact information for follow-up
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Various School Systems represented
Start and End Dates	9/28/2019
Priorities Identified in Collaboration with LEAs/Schools	ECU Open House and COE Extended Open HOuse
Number of Participants	455
Activities and/or Programs Implemented to Address the Priorities	Meeting with potential ECU students and families who wish to major in educator preparation
Summary of the Outcome of the Activities and/or Programs	Explained Pirate Promise, admissions, financial aid, and programmatic highlights; collected contact information for follow-up
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Wilmington, Raleigh, Durham, Greensboro, Charlotte - various school systems represented in each event
Start and End Dates	10/1/2019; 10/14/2019;10/15/2019; 10/16/2019;10/17/2019
Priorities Identified in Collaboration with LEAs/Schools	Pirates in Your Town
Number of Participants	340
Activities and/or Programs Implemented	In conjunction with admissions, COE staffed a Table/booth for education degrees

to Address the Priorities	
Summary of the Outcome of the Activities and/or Programs	COE personnel shared degrees offered by ECU in educator preparation, the education living and learning community options, COE scholarships, along with admissions, and finanacial aid.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Various schools and districts within the Latham Clinical Schools Network (43 districts)
Start and End Dates	11/19/2019
Priorities Identified in Collaboration with LEAs/Schools	Middle School AVID Day
Number of Participants	460
Activities and/or Programs Implemented to Address the Priorities	AVID SE personnel and COE administration greeted participants; breakout sessions were held on study tips, admissions and financial aid, a college student panel, and a campus tour
Summary of the Outcome of the Activities and/or Programs	AVID program participants explored one major university; practiced their AVID skills and received information to assist them in staying the course in school and looking forward to being college and/or career ready
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Various, Open to the State
Start and End Dates	11/9/2019; 2/22/2020
Priorities Identified in Collaboration with LEAs/Schools	Multicultural Appreciation Day at ECU (MADE); diversifying enrollment
Number of Participants	76; 208
Activities and/or Programs Implemented to Address the Priorities	Share the diversity supports ECU has in place, meet with prospects and their families to answer FA, admissions, etc. questions in a smaller venue than open house events
Summary of the Outcome of the Activities and/or Programs	COE personnel participated in the University's MADE day designed to attract underrepresented groups on campus; with a specific focus on educator preparation

LEAs/Schools with whom the institution Has Formal Collaborative Plans	Various schools and districts within the Latham Clinical Schools Network (43 districts)
Start and End Dates	11/5/2019; 2/26/2020
Priorities Identified in Collaboration with LEAs/Schools	High School AVID Day
Number of Participants	302;423
Activities and/or Programs Implemented to Address the Priorities	AVID SE personnel and COE administration greeted participants; breakout sessions were held on study tips, admissions and financial aid, a college student panel, and a campus tour
Summary of the Outcome of the Activities and/or Programs	AVID program participants explored one major university; practiced their AVID skills and received information to assist them in staying the course in school and looking forward to being college and/or career ready
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Various Community Colleges
Start and End Dates	10/18/2019; 12/6/2019; 1/17/2020; 2/7/2020
Priorities Identified in Collaboration with LEAs/Schools	Transfer Tour Day: Increase transfer enrollment to ECU and to ed prep progarms
Number of Participants	5, 7, 7, 7
Activities and/or Programs Implemented to Address the Priorities	Tour of campus facilities and overview of majors
Summary of the Outcome of the Activities and/or Programs	COE personnel shared with students about careers in education and requirements to become a teacher
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Various schools and districts within the Latham Clinical Schools Network (43 districts)
Start and End Dates	10/14/2019

Priorities Identified in Collaboration with LEAs/Schools	Keeping Clinical Teachers Up-to-Date with ECU/COE educator preparation program priorities
Number of Participants	58
Activities and/or Programs Implemented to Address the Priorities	Clinical Teachers Conference
Summary of the Outcome of the Activities and/or Programs	Keynote speaker- NCPOY, various break-out sessions on classroom topics; lunch and closing session
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Various educators, statewide conference
Start and End Dates	11/6/2019
Priorities Identified in Collaboration with LEAs/Schools	Mathematics Education Conference
Number of Participants	101
Activities and/or Programs Implemented to Address the Priorities	Table/booth staffed by COE personnel for education careers and ECU college exploration
Summary of the Outcome of the Activities and/or Programs	Conference goers received information about ECU UG, G, EdD and alternative licensure programs
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Various, open to LCSN Districts
Start and End Dates	11/2/2019
Priorities Identified in Collaboration with LEAs/Schools	iTeach Day
Number of Participants	65
Activities and/or Programs Implemented	Interview tips/practice for scholarships; educator preparation program distinctions; college admissions, deadlines, GPA

to Address the Priorities	requirements, field and clinical experiences, students teaching, etc.
Summary of the Outcome of the Activities and/or Programs	Participants received personal, small group contact with faculty in program areas to support interest in coming to ECU to become educators.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Various/Pitt County Schools
Start and End Dates	10/17/2019
Priorities Identified in Collaboration with LEAs/Schools	Counselor Connections Day: Counselors ask for updates from university so they can be sure students have up-to-date information regarding admissions, deadlines, FA, scholarships
Number of Participants	45
Activities and/or Programs Implemented to Address the Priorities	Counselor Connections day provided for middle and high school counselors in the region to be briefed on all things ECU and COE
Summary of the Outcome of the Activities and/or Programs	ECU Admissions, FA, support programs and COE faculty and staff shared 2+2 degree completion programs, ELLC and ECOS, scholarship deadlines, and program initiatives
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Various
Start and End Dates	11/13/2019 through 11/15/2019
Priorities Identified in Collaboration with LEAs/Schools	NC School Counselor Association Conference
Number of Participants	501
Activities and/or Programs Implemented to Address the Priorities	Table/booth staffed by COE personnel for education degrees at all levels including licensure pathways
Summary of the Outcome of the Activities and/or Programs	COE personnel shared degree and licensure information with participants

LEAs/Schools with whom the institution Has Formal Collaborative Plans	Johnston Community College
Start and End Dates	11/19/2019
Priorities Identified in Collaboration with LEAs/Schools	Pirate Promise:
Number of Participants	12
Activities and/or Programs Implemented to Address the Priorities	COE personnel and Admissin personnel shared ECU information
Summary of the Outcome of the Activities and/or Programs	ed prep program/degree information was shared; admissions, financial aid
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Onslow County: Jacksonville HS and Richlands HS
Start and End Dates	2/24/2020
Priorities Identified in Collaboration with LEAs/Schools	COE degree Awareness and College Awareness
Number of Participants	61
Activities and/or Programs Implemented to Address the Priorities	Presentation to students interested in both ECU and COE educator preparation
Summary of the Outcome of the Activities and/or Programs	Participants received information and engaged in Q and A
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Wayne County Schools
Start and End Dates	2/6/2020

Priorities Identified in Collaboration with LEAs/Schools	Wayne County Career Fair, Building Futures Together
Number of Participants	15
Activities and/or Programs Implemented to Address the Priorities	COE personnel staffed a table with ECU and COE related items
Summary of the Outcome of the Activities and/or Programs	15 students were engaged at the COE table, Q and A and information were shared
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Homeschool Association
Start and End Dates	2/15/2020
Priorities Identified in Collaboration with LEAs/Schools	College Awareness
Number of Participants	15
Activities and/or Programs Implemented to Address the Priorities	Homeschooled children had a tour and information session of ECU and COE
Summary of the Outcome of the Activities and/or Programs	COE personnel shared information and material about ed prep programs and degrees.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Pitt County Schools
Start and End Dates	2/19/2020
Priorities Identified in Collaboration with LEAs/Schools	Career Fair
Number of Participants	302
Activities and/or Programs Implemented	Career Fair for CTE candidates regarding education opportunities and college awareness

to Address the Priorities	
Summary of the Outcome of the Activities and/or Programs	Information and materials were shared
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Onslow County Schools
Start and End Dates	2/24/2020
Priorities Identified in Collaboration with LEAs/Schools	Future Teachers of America support
Number of Participants	32
Activities and/or Programs Implemented to Address the Priorities	Presentation to FTA Group
Summary of the Outcome of the Activities and/or Programs	COE presented information and shared materials

II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	193
Female	842
Gender Neutral	0
Gender not Provided	0
Total	**1035**
Race/Ethnicity	**Number**
Asian	8
African-American	255
Am. Indian/Alaskan Native	17
Hispanic/Latino	29

Native Hawaiian/Pacific Islander	0
White	701
Two or More Races	0
Race/Ethnicity Not Provided	25
Total	**1035**

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

	Full-Time					
	Male		**Female**		**Gender Neutral**	
Undergraduate	Black, Not Hispanic Origin	10	Black, Not Hispanic Origin	43	Black, Not Hispanic Origin	
	Am Indian/Alaskan Native	2	Am Indian/Alaskan Native	2	Am Indian/Alaskan Native	
	Asian	2	Asian	4	Asian	
	Hispanic/Latino	2	Hispanic/Latino	12	Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	100	White	611	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided	2	Not Provided	9	Not Provided	
	Total	**118**	**Total**	**681**	**Total**	**0**
Licensure-Only	Black, Not Hispanic Origin		Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	1	White	2	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	**1**	**Total**	**4**	**Total**	**0**

Residency	Black, Not Hispanic Origin		Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	1	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	**0**	**Total**	**1**	**Total**	**0**
Part-Time						
	Male		**Female**		**Gender Neutral**	
Undergraduate	Black, Not Hispanic Origin		Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian	1	Asian	
	Hispanic/Latino		Hispanic/Latino	9	Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	12	White	121	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	2	Not Provided	
	Total	**12**	**Total**	**136**	**Total**	**0**
Licensure-Only	Black, Not Hispanic Origin	60	Black, Not Hispanic Origin	295	Black, Not Hispanic Origin	
	Am Indian/Alaskan Native	1	Am Indian/Alaskan Native	9	Am Indian/Alaskan Native	
	Asian	1	Asian	8	Asian	
	Hispanic/Latino	3	Hispanic/Latino	22	Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	142	White	435	White	

	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided	10	Not Provided	71	Not Provided	
	Total	**217**	**Total**	**840**	**Total**	**0**
Residency	Black, Not Hispanic Origin	23	Black, Not Hispanic Origin	102	Black, Not Hispanic Origin	
	Am Indian/Alaskan Native	1	Am Indian/Alaskan Native	8	Am Indian/Alaskan Native	
	Asian	1	Asian	3	Asian	
	Hispanic/Latino	2	Hispanic/Latino	9	Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	59	White	186	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided	2	Not Provided	4	Not Provided	
	Total	**88**	**Total**	**312**	**Total**	**0**

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

Program Area	Bacccalaureate Degree		Licensure Only		Residency	
PC Completed program but has not applied for or is not eligible to apply for a license LC Completed program and applied for license	**PC**	**LC**	**PC**	**LC**	**PC**	**LC**
Prekindergarten	7	10	1	10		
Elementary	87	97		28		
Middle Grades	12	7	1	61		
Secondary	27	20		47		
Special Subjects	67	66		26		
Exceptional Children	18	19		57		
Vocational Ed	5	4		9		
Special Services						
Total	**223**	**223**	**2**	**238**	**0**	**0**
Comment or Explanation						

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

2018-2019		Student Teachers	Percent Licensed	Percent Employed
Bachelor	East Carolina University	588	89	80
Bachelor	State	3617	83	70

E. Top 10 LEAs employing teachers affiliated with this college/university.   Population from which this data is drawn represents teachers employed in NC in 2019-2020.

LEA	Number of Teachers
Wake County Schools	1157
Pitt County Schools	1095
Johnston County Public Schools	627
Wayne County Public Schools	463
Craven County Schools	351
Nash County Public Schools	305
Beaufort County Schools	299
Lenoir County Public Schools	294
Onslow County Schools	282
Charlotte-Mecklenburg Schools	270

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

Measure	Baccalaureate
MEAN SAT Total	1,203.20
MEAN SAT-Math	564.29
MEAN SAT-Verbal	575.83
MEAN ACT Composite	25.81
MEAN ACT-Math	25.08
MEAN ACT-English	24.79

MEAN CORE-Combined	498.91
MEAN CORE-Reading	178.67
MEAN CORE-Writing	170.36
MEAN CORE-Math	166.50
MEAN GPA	3.28
* To protect confidentiality of student records, mean scores based on fewer than five test takers are not printed.	
Comment or Explanation:	

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

		1st Year		2nd Year		3rd Year		4th Year	
Cohort	License Area	Test Takers	Pass Rate	Test Takers	Pass Rate	Test Takers	Pass Rate	Tests Takers	Pass Rate
2016	Art	7	100	7	100	8	87.5	8	100
2016	Business Education	12	91.67	12	91.67	12	91.67	12	91.67
2016	Elementary (grades K-6)	165	76.36	169	91.12	171	95.91	171	97.08
2016	English	17	94.12	18	100	18	100	18	100
2016	Family and Consumer Sciences	7	100	7	100	7	100	7	100
2016	French	1	*	1	*	1	*	1	*
2016	Health and Physical Ed	11	100	12	100	12	100	12	100
2016	M.G. Language Arts	11	81.82	11	90.91	11	100	11	100
2016	M.G. Math	13	100	13	100	13	100	13	100
2016	M.G. Science	14	85.71	15	86.67	15	86.67	15	86.67
2016	M.G. Social Studies	12	91.67	12	91.67	12	91.67	12	91.67

Year	Subject							
2016	Marketing Education	1	*	1	*	1	*	1	*
2016	Math (grades 9-12)	11	45.45	11	81.82	11	81.82	11	81.82
2016	Music	9	55.56	11	63.64	13	76.92	14	92.86
2016	Physical Education	1	*	1	*	1	*	1	*
2016	Reading			1	*	3	*	3	*
2016	Science (grades 9-12)	11	100	12	100	12	100	12	100
2016	Social Studies (grades 9-12)	8	87.5	11	90.91	11	90.91	11	90.91
2016	Spanish	4	*	4	*	4	*	4	*
2016	Spec Ed: Adapted Curriculum	16	100	16	100	16	100	16	100
2016	Spec Ed: General Curriculum	36	80.56	41	87.8	42	92.86	42	92.86
2016	**Institution Summary**	**348**	**82.18**	**363**	**92.01**	**369**	**95.12**	**370**	**96.49**
2017	Art	9	88.89	9	100	9	100		
2017	Business Education	11	90.91	11	90.91	11	90.91		
2017	Elementary (grades K-6)	128	55.47	159	80.5	161	87.58		
2017	English	12	100	13	100	13	100		
2017	Family and Consumer Sciences	6	100	6	100	6	100		
2017	German	1	*	1	*	1	*		
2017	Health and Physical Ed	15	86.67	17	100	17	100		

2017	M.G. Language Arts	10	80	12	100	12	100		
2017	M.G. Math	16	93.75	16	100	16	100		
2017	M.G. Science	7	100	7	100	7	100		
2017	M.G. Social Studies	12	100	13	100	13	100		
2017	Marketing Education	2	*	2	*	2	*		
2017	Math (grades 9-12)	10	60	10	80	10	80		
2017	Music	15	73.33	15	86.67	16	87.5		
2017	Physical Education	1	*	1	*	1	*		
2017	Reading	2	*	2	*	3	*		
2017	Science (grades 9-12)	11	100	11	100	11	100		
2017	Social Studies (grades 9-12)	18	94.44	20	100	20	100		
2017	Spanish	3	*	3	*	3	*		
2017	Spec Ed: Adapted Curriculum	10	100	11	100	11	100		
2017	Spec Ed: General Curriculum	33	69.7	36	88.89	37	97.3		
2017	**Institution Summary**	**318**	**74.21**	**359**	**88.86**	**363**	**92.84**		
2018	Art	7	85.71	7	100				
2018	Business Education	12	91.67	12	91.67				
2018	Elementary (grades K-6)	131	64.89	152	69.08				

2018	English	15	100	15	100			
2018	Family and Consumer Sciences	15	100	15	100			
2018	French	1	*	1	*			
2018	Health and Physical Ed	15	100	15	100			
2018	M.G. Language Arts	22	90.91	22	90.91			
2018	M.G. Math	18	100	18	100			
2018	M.G. Science	21	100	21	100			
2018	M.G. Social Studies	11	90.91	11	90.91			
2018	Marketing Education	1	*	1	*			
2018	Math (grades 9-12)	7	71.43	7	71.43			
2018	Music	7	57.14	7	71.43			
2018	Physical Education	1	*	1	*			
2018	Reading	1	*	2	*			
2018	Science (grades 9-12)	17	100	17	100			
2018	Social Studies (grades 9-12)	11	90.91	11	90.91			
2018	Spanish	8	75	8	87.5			
2018	Spec Ed: Adapted Curriculum	16	100	16	100			
2018	Spec Ed: General Curriculum	43	83.72	43	90.7			

2018	Institution Summary	369	82.38	390	84.62				
2019	Art	8	100						
2019	Business Education	5	100						
2019	Elementary (grades K-6)	153	81.05						
2019	English	16	100						
2019	Family and Consumer Sciences	15	86.67						
2019	Health and Physical Ed	21	100						
2019	M.G. Language Arts	13	92.31						
2019	M.G. Math	26	100						
2019	M.G. Science	15	86.67						
2019	M.G. Social Studies	12	100						
2019	Math (grades 9-12)	2	*						
2019	Music	13	84.62						
2019	Physical Education	2	*						
2019	Science (grades 9-12)	16	100						
2019	Social Studies (grades 9-12)	5	100						
2019	Spanish	4	*						

2019	Spec Ed: Adapted Curriculum	26	100						
2019	Spec Ed: General Curriculum	39	94.87						
2019	**Institution Summary**	**379**	**90.77**						

* To protect confidentiality of student records, means scores based on fewer than five test takers are not printed.

'4th Year' pass rates are an extension provided by Legislation for 2015-2016 completers to meet testing requirements.

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

	Full Time					
	3 or fewer semesters	**4 semesters**	**5 semesters**	**6 semesters**	**7 semesters**	**8 semesters**
Baccalaureate Degree	96	157	43	7	2	3
U Licensure Only	0	0	0	0	0	0
	Part Time					
	3 or fewer semesters	**4 semesters**	**5 semesters**	**6 semesters**	**7 semesters**	**8 semesters**
Baccalaureate Degree	3	4	30	0	2	3
U Licensure Only	26	18	185	3	3	3
Residency	0	0	0	0	0	0
Comment or Explanation:						
We began our Residency Program in Fall 2019, there are no completers yet.						

I. Teacher Education Faculty.

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
116	76	95

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

1:3.8

K. Teacher Effectiveness.

Teacher Effectiveness
This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) for beginning teachers prepared by this institution.   North Carolina defines a beginning teacher as one who is in the first year of teaching and holds a Standard Professional 1 license.   The evaluation standards identify the knowledge, skills, and dispositions expected of teachers.   School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of 'developing' to 'distinguished'.   Effective 20100-2011, at the end of the their third year beginning teacheres must be rated 'proficient' on standards 1-5 on the most recent Teacher Summary Ratin Form in order to be eligible for the Standard Professional 2 License.   Performance on standard 6 is determined by a student growth value as calculated by the statewide growth model for educator effectiveness.   The ratings for standard 6 are 'does not meet expected growth', 'meets expected growth', and 'exceeds expected growth'.   New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge.   Additional information about the North Carolina Educator Evaluation System is available at https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model.   Institutions with feweer than five beginning teachers evaluated during the 2018-2019school year are reported as N/A.   Additional information about Educator Effectiveness is available at: https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model
Due to Covid-19 data for this section was unable to be collected.