Question 3.6.1: How is Pirate CODE used by various stakeholders to assess and improve field experiences/practicum?

As the EPP developed implemented, and refined the core components of the Pirate CODE, stakeholders within the EPP, university, and partnering school districts have engaged in assessing and improving field experiences/practicum. Specifically:

1  EPP improvements
   a  All Pirate CODE innovations were expanded beyond Elementary and Middle Grades. See Pirate CODE Implementation Charts.
      i  VGR
      ii ISLES
      iii Instructional Coaching
      iv Co-Teaching
   b  Within Elementary Education, innovations such as Video Grand Rounds (VGR) and Instructional Coaching were adopted in junior level courses.
      i  Collaborations among methods faculty in Math Education, Science Education, Reading, and Elementary junior level methods practicum courses occurred as a common supervised practicum block was developed. Within this practicum block, candidates began their practicum with VGR. Because of VGR and focused clinical practices, the junior 1 (JR1)/junior 2 (JR2) practicum revisions have led to more focused experiences. See JR2 practicum packet.
      ii Instructional Coaching is being piloted in the JR2 coursework. The pilot study explores the benefits of using principal candidates to coach junior elementary teacher candidates during their practicum teaching experiences. The addition of principal candidates increases the amount of time the practicum students are observed and the amount/quality of feedback/coaching they receive. This creates a process for developing continuous expertise of preservice teachers and principal candidates. See JR2 PF article.

2  University improvements
   a  During the development of the ISLES modules in ELEM, MIDG, and SPED, Arts and Science (A&S) faculty at the university were released multiple semesters to develop content modules that would be incorporated into ISLES. These modules were used in the development of model instructional units. After working closely with A&S faculty and EPP faculty over multiple summers, clinical teachers taught model
instructional units during the subsequent fall semesters. The instruction was captured on video. EPP faculty and A&S faculty reviewed the videos and selected samples for use in the ISLES modules. The ISLES modules are linked to courses with field experiences. See sample ISLES Content Module.

3 LEA improvements

   a Since 2013, Greene County only wants to do co-teaching internship placements because the model is beneficial to interns and CTs.

   b Over the last few semesters, everyone in Latham Clinical School Network wants to do more co-teaching. At this point, it’s an issue of supporting scale-up, not convincing partners to get on board with the model.

   c Pirate CODE models have led to conversations between EPP and LEA stakeholders about induction in efforts to make a seamless transition from preservice to inservice teaching. An example is the Belle Jar Grant between ECU COE and Pitt County Schools.

Other Artifacts:

Evidence of TI-related Changes

Evidence of TI Progress

Rationale and Evidence TI Changes