Question 3.6.3 - How extensive is the collaboration between EPP and clinical faculty?

A few examples from the past few years as the Pirate CODE developed include:

**First Responders for Taskstream, TQP and TPA**

The EPP provided support to our PK-12 partners during the start-up phases of our three new initiatives, which began at approximately the same time. In an effort to assist our PK-12 partners in understanding their role in these initiatives, the EPP brought in two teachers from each of the Pitt County Schools for a day of professional development training on each initiative. The purpose and focus of the training was to create “in-house experts” who would become the point person for clinical teachers and interns in their home schools. First responders received a $200.00 stipend to be the in-house point person, providing assistance at the school level, and to direct issues beyond their level of support to the appropriate office at ECU. The first responders helped to ease the strain of implementation start-up with these three new initiatives in our largest field partner district for clinical placement.

**Co-teaching Training for Clinical teachers, Interns, Faculty and University Supervisors**

A Co-Teaching Faculty Liaison Team, composed of faculty representatives from each of the nine program areas engaged in co-Teaching, meet monthly to collaborate on implementation and research of the model. Representatives from the Office of Teacher Education and the Office of Clinical Experiences participate in the meetings in an effort to ensure all parties whose work is related to co-teaching are at the table and have a voice. Agenda items always include enrollment and training updates, research data collection and analysis updates, voices from the field, and logistical updates. Emphasis on co-planning is the focus for spring 2015 as well as continued research on the fidelity of implementation and impact of the co-teaching innovation. During summer 2014, the Co-Teaching Team met collaboratively in Research Data Summits to examine co-teaching research findings by program area.

The training for co-teaching is five hours, delivered in two trainings. There is a three-hour Foundations training for all co-teaching involved parties—faculty, clinical teachers, university supervisors, and interns; and then a two-hour pairs training for clinical teachers and interns to participate in together. Foundations training includes the seven strategies of co-teaching, implementation timelines, requirements for CTs and Interns; co-planning and activities designed to help participants transition from the current model to the new model.

Initially, training was delivered all face-to-face over several days in several locations to accommodate all participants in the colleges and partnering school districts. The training has now been placed online through CourseSites and is monitored by the co-teaching team. This was necessary as we expanded the move toward sustainability. The training feedback survey is given to all co-teaching training participants. A sample is available through Qualtrics.

Examples of on-going collaboration between the EPP and Clinical faculty include:
Clinical Teacher Training

Clinical Teacher Training is held each summer to train new classroom teachers who wish to host interns in the future. Due to the many new initiatives in the Pirate CODE, training has changed throughout the past three years to include the new preservice teacher candidate rubric, the roles of Clinical Teachers and University Supervisors with the intern’s creation of their edTPA, use of Taskstream, and an overview of co-teaching. Each summer, multiple sessions are hosted regionally throughout the Latham Clinical Schools Network, leading to more than 200 newly training clinical teachers available to host teacher candidates each year.

Evidence of the collaboration between the EPP and clinical faculty/clinical teachers is available through the Clinical Teacher Training materials linked in Exhibit 3.4.d.

Clinical Teacher Conference

Fall and spring conferences provide professional development for faculty, university supervisors, and clinical teachers assigned Senior II interns. Conference themes emerge from current shared needs of both the EPP and LCSN partners. Examples from recent conferences include, use of assessment data, integration of Common Core, and literacy. Sessions on the Pirate CODE innovations are included on the agenda. Clinical teachers, interns, and university supervisors involved in Pirate CODE innovations have partnered with lead faculty to present their experiences to other participants.

Evidence of the collaboration between the EPP and clinical faculty/clinical teachers is available through the Clinical Teacher Conference agenda linked in Exhibit 3.4.d.

Latham Clinical Schools Network Advisory Board

As noted in Standard 3 of the Institutional Report, the Latham Clinical Schools Network (LCSN) is the network of P-12 partner school districts in which the EPP conducts all field experiences and clinical practice. Each of the 39 districts in the LCSN has a liaison to the LCSN Advisory Board. The Board convenes monthly to address issues of concern to the EPP, P-12 partners, and the professional community.

LCSN liaisons are the hiring agents in each district, most of whom serve as associate superintendents, personnel directors, and/or beginning teacher support personnel. These are the people most interested in “buying” our products. The EPP uses the LCSN advisory board meetings to keep committee members well informed of EPP initiatives, which engages them in the work of the EPP and continues to make our graduates prized hires upon graduation.

Elementary Education (ELEM) PODs

As Pirate CODE innovations impact ELEM candidates and clinical practice, significant efforts have been made to facilitate open lines of communication and collaboration. As the largest program engaged in the Pirate CODE innovations, ELEM faculty created a Senior II Support POD. The POD includes faculty, instructional coaches, university supervisors, and at times, clinical teachers. Monthly meetings occur,
weekly email updates are shared, and refinements in online supports for the internship are created. See the sample Kickoff POD meeting Powerpoint, agenda, and CT update email.