4.4.b – Evidence to support correction of areas for improvement, if any

The EPP has two areas for improvement to address in Standard 4 from the 2006 NCATE accreditation visit:

1. Commitments to diversity are not consistently aligned in curriculum, instruction, and assessment. (ITP only)

2. Candidates have limited opportunities to interact with faculty members from diverse backgrounds. (ITP and ADV)

To address the first area for improvement, the following evidence is provided:

Since the 2006 NCATE visit, ECU established new Strategic Directions to guide all programs at the institution. The Directions enhance and support the EPP’s efforts to align curriculum, instruction, and assessment of diversity across the EPP. As a result, all programs at ECU adhere to the institution’s diversity goals and assess the Global Perspective outcomes annually. In the EPP, all ITP programs require diversity coursework and utilize key assessments and performance assessments which inform diversity outcomes for candidates. The graphic below illustrates the commitment of the institution and EPP to diversity; each is further described in detail.

**ECU’s Institutional Focus on Global Perspective**

As noted in Section 4.1, all degree programs at ECU report on a Global Perspective as part of annual unit assessment reporting, as required by University policy. Annual review of each program’s Global Objective is available in the Unit Assessment Reports. Aligning Global Perspective Student Learning Outcomes (SLO’s) with direct and indirect assessments collected by the COE Office of Assessment and Accreditation (OAA) promotes consistency and fidelity across the EPP. This Unit Assessment Report from the ECU TracDat system documents the commitment to diversity across curriculum, instruction, and assessment with an annual focus on improving candidate learning and program improvement. Each program in the report has an SLO for the Global Perspective and Leadership Outcome; these are required institutional
outcomes for all degree programs. The Global Perspective and Leadership Outcome align with ECU Strategic Directions.

ECU’s Promotion of Diversity
ECU has adopted diversity definitions and goals which align with the University’s Diversity Action Plan administered by the ECU Office for Equity and Diversity (OED). All programs in the EPP fall under these guidelines.

Dynamic Dialogues about Diversity series
Dynamic Dialogues about Diversity is a pre-service professional development series offered by the College of Education to teacher education students. The series aligns with the Heritage and Social Justice Months initiatives established by the Office of Institutional Diversity (now the Office of Equity and Diversity) at ECU. Through these sessions, teacher education students are introduced to and gain an appreciation for the cultural and social justice issues that they may be faced with upon entering the classroom.

- Fall 2009 Dynamic Dialogues about Diversity flyer
- Spring 2010 Heritage Day flyer
- Fall 2011 Panel Presentation flyer
- Fall 2012 Asian/Asian American Heritage flyer
- Spring 2013 Creating Safe Schools: Examining the needs of LGBT students flyer
- Fall 2013 Heritage Day flyer
- Spring 2014 Heritage Day flyer

Professional Studies Core
All ITP candidates are required to take a diversity course as part of the CTE-approved Professional Studies Core (PSC) of courses. Of the approved course options, each program advises candidates meet this requirement on the course planners and during face-to-face advising sessions. The establishment of the PSC of courses with Diversity-focused course options united the EPP focus on diversity issues and ensured consistency of experience across the EPP.

Course-alike meetings across the EDUC 3002 sections are designed to ensure consistency of implementation and evaluation of EDUC 3002 coursework. More recently, OAA provides grade reports for diversity courses by program area to inform course improvements.

Alignment of Key Assessments
Key assessments collected during the ITP internship semester are clearly aligned with North Carolina Professional Teaching Standards (NCPTS) and have a focus on NCPTS Standard 2, Teachers Establish a Respectful Environment for a Diverse Population of Students. Key assessments with this alignment include:

- Progress Report observational instrument
- NCDPI provided Teacher Candidate Rubric
- Exit surveys (described in more detail below)
**edTPA**

Implementation of edTPA in ITP programs provides a summative portfolio assessment measure which directly aligns with NCATE Standard 4. As noted in Standard 2, edTPA implementation brought a quality measure to the internship upon which the program can evaluate a teacher candidate’s ability to establish culturally responsive learning environments through edTPA rubric 6. The edTPA’s alignment with Standard 4 is documented by the Stanford Center for Assessment, Learning, and Equity (SCALE). ECU also developed a crosswalk between edTPA and the NCPTS demonstrating the alignment between edTPA and NCPTS Standard 2: *Teachers Establish a Respectful Environment for a Diverse Population of Students*.

With the implementation of edTPA in all ITP programs, the EPP is leveraging the common architecture and language of the edTPA to facilitate conversations about diversity across the EPP. The edTPA’s context for learning commentary requires that faculty and candidates scrutinize the diversity of P-12 students within each candidate’s classroom in order to meet the unique needs of those P-12 students.

**Exit Surveys**

After program completion, all candidates complete a program exit survey for initial, advanced, and “other” school personnel programs. These exit surveys provide feedback on how the programs have developed their abilities to work with students from diverse backgrounds. Data is collected each semester, compiled by the OAA, then distributed to all EPP programs for use in discussions for program improvement and unit operations.

The Evaluation of Teacher Education Programs for all ITP programs was revised and validated in 2011 as part of the Teacher Quality Partnership (TQP) grant efforts. Items on the exit survey are designed to assess candidate readiness to teach diverse P-12 students. Sample survey items include:

- Implementing a variety of instructional strategies to reach students who are not native English speakers
- Implementing a variety of instructional strategies to meet the needs of special education students
- Differentiating instruction to meet the needs of all learners
- I respect cultural backgrounds different from my own
- I develop strong relationships with my students
- I am able to communicate with students and families from other cultural groups

Data for the ITP exit survey is available for:

- Fall 2011
- Spring 2012
- Fall 2012
- Spring 2013
- Fall 2013
- Spring 2014
The Advanced Programs Exit Survey was revised in 2012 and its content is reviewed each spring. Items on the Advanced Programs Exit Survey are designed to assess candidate readiness to teach diverse P-12 students. Sample survey items include:

- The program developed or enhanced my ability to interact with diverse populations
- The program enhanced my ability to communicate effectively with others, individually or in a group
- The program developed or enhanced my knowledge of cultural diversity and its impact on my professional role

Data for the exit survey is available for:

- Fall 2011
- Spring 2012
- Fall 2012
- Spring 2013
- Fall 2013
- Spring 2014

To address the second area for improvement, the following evidence is provided for all ITP and ADV programs:

Since the 2006 NCATE visit, ECU has implemented new policies and procedures to recruit and retain diverse faculty and staff at the institution. Faculty and staff at ECU self-identify as members of eight different racial and/or ethnic groups; two categories: “two or more races” and “race/ethnicity unknown” are new since 2006. These new categories confound the data, drawing nearly 14 percent of faculty across the institution. As a result, the faculty appear to be more diverse overall.

When compared to the 2006 NCATE visit data, current institutional faculty are more diverse with the percentage of “White” faculty dropping from 88.2 percent to 73.4 percent at the institutional level. The representation of “Black or African American” faculty increased across the EPP; from 4.8 percent to 7.77 percent in ITP’s, and from 5.2 percent to 6.06 percent in ADV. Using the current format of Appendix A as a model, a comparison of faculty diversity between 2006 and 2012 is presented on the following page.
<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>2006 Faculty/Instructors Who Teach Only in Initial Programs n=147 (%)</th>
<th>2006 Faculty/Instructors Who Teach Only in Advanced Programs n=136 (%)</th>
<th>2006 All Faculty in the Institution n=1,529 (%)</th>
<th>2012 Faculty/Instructors Who Teach Only in Initial Programs n=193 (%)</th>
<th>2012 Faculty/Instructors Who Teach Only in Advanced Programs n=66 (%)</th>
<th>2012 All in the EPP n=309 (%)</th>
<th>2012 All Faculty in the Institution n=2,045 (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic/Latino of any race</td>
<td>2 (1.30%)</td>
<td>1 (0.70%)</td>
<td>23 (1.50%)</td>
<td>0 (0.00%)</td>
<td>2 (3.03%)</td>
<td>3 (0.97%)</td>
<td>25 (1.22%)</td>
</tr>
<tr>
<td>For individuals who are non-Hispanic/Latino only:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>1 (0.70%)</td>
<td>1 (0.70%)</td>
<td>8 (0.50%)</td>
<td>1 (0.52%)</td>
<td>1 (1.52%)</td>
<td>2 (0.65%)</td>
<td>4 (0.20%)</td>
</tr>
<tr>
<td>Asian</td>
<td>*2 (1.30%)</td>
<td>*2 (1.40%)</td>
<td>*78 (5.00%)</td>
<td>1 (0.52%)</td>
<td>3 (4.55%)</td>
<td>7 (2.27%)</td>
<td>92 (4.50%)</td>
</tr>
<tr>
<td>Black or African American</td>
<td>7 (4.80%)</td>
<td>7 (5.20%)</td>
<td>66 (4.30%)</td>
<td>15 (7.77%)</td>
<td>4 (6.06%)</td>
<td>23 (7.44%)</td>
<td>85 (4.16%)</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>* N/A</td>
<td>*N/A</td>
<td>*N/A</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>1 (0.05%)</td>
</tr>
<tr>
<td>White</td>
<td>135 (91.90%)</td>
<td>125 (92.00%)</td>
<td>1,349 (83.42%)</td>
<td>161 (80.30%)</td>
<td>53 (81.88%)</td>
<td>253 (73.40%)</td>
<td>1,501 (73.40%)</td>
</tr>
<tr>
<td>Two or more races</td>
<td>**N/A</td>
<td>**N/A</td>
<td>**N/A</td>
<td>1 (0.52%)</td>
<td>0 (0.00%)</td>
<td>1 (0.32%)</td>
<td>10 (0.49%)</td>
</tr>
<tr>
<td>Race/Ethnicity Unknown</td>
<td>**N/A</td>
<td>**N/A</td>
<td>** N/A</td>
<td>14 (7.25%)</td>
<td>3 (4.55%)</td>
<td>20 (6.47%)</td>
<td>270 (13.20%)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>147</td>
<td>136</td>
<td>1,529</td>
<td>193</td>
<td>66</td>
<td>309</td>
<td>2,045</td>
</tr>
<tr>
<td>Male</td>
<td>52 (35.40%)</td>
<td>63 (46.40%)</td>
<td>904 (59.10%)</td>
<td>49 (25.39%)</td>
<td>29 (43.94%)</td>
<td>92 (29.77%)</td>
<td>1,077 (52.67%)</td>
</tr>
<tr>
<td>Female</td>
<td>94 (64.60%)</td>
<td>73 (53.60%)</td>
<td>625 (40.90%)</td>
<td>144 (74.61%)</td>
<td>37 (56.06%)</td>
<td>217 (70.23%)</td>
<td>968 (47.33%)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>147</td>
<td>136</td>
<td>1,529</td>
<td>193</td>
<td>66</td>
<td>309</td>
<td>2,045</td>
</tr>
</tbody>
</table>

*Asian and Pacific Islander were combined in 2006.

**No records for two or more races, other, or unknown. In 2006, seven faculty (0.50 percent) in the institution were listed as “other.”
**ITP Program Structure**
Since most ITP candidates do not formally enter teacher education until admission to Upper Division, most ITP’s are two-year programs. As a result, candidates complete 46 hours of foundational coursework, primarily within the Thomas Harriot College of Arts and Sciences, along with increased opportunities to interact with diverse faculty.

**Dynamic Dialogues about Diversity series**
*Dynamic Dialogues about Diversity* series described above also provides all candidates the opportunity to engage with faculty (ECU, EPP, or public school faculty) from diverse backgrounds. The series aligns with the Heritage and Social Justice Months initiatives established by the Office for Equity and Diversity at ECU (formally the Office of Institutional Diversity). Through these sessions, teacher education candidates engage with diverse faculty about cultural and social justice issues they may be faced with upon entering the classroom.

**ECU Hiring Policies**
All units in the EPP at ECU adhere to University policy for recruitment of diverse faculty candidates to the University. The *Office for Equity and Diversity* (OED) oversees efforts in this regard. When successful, the recruitment of diverse faculty to the EPP increases opportunities for candidates to interact with faculty from different backgrounds. ECU’s OED has a Web page dedicated to recruitment. It shows that ECU uses the website *Insight into Diversity* to help with its recruitment. ECU belongs to the following national organizations: *The American Association for Affirmative Action* and *The National Association for Equal Opportunity in Higher Education*.

**P-12 Partnerships**
Diverse faculty interactions are enhanced by our partnership with public schools for early field experiences and clinical placements. Through the EPP’s Latham Clinical Schools Network (LCSN), the unit increases opportunities for candidates to interact with diverse educational professionals in the field.