Question 5.6.9 - Is there evidence of faculty collaboration activities with P-12 educators, and faculty collaboration with colleagues from across campus and the professional community?

Evidence of faculty collaboration activities of P-12 educators with colleagues across the EPP, and with the professional community is offered in several capacities.

First, the innovations involved in the Transformative Initiative that are embedded in coursework (e.g., ISLES, Video Grand Rounds, etc.) have brought together faculty from teacher preparation programs across the campus—including those in other colleges. The professional learning communities that have formed around each of these innovations have involved faculty from Birth-Kindergarten (College of Human Ecology), Health Education (College of Health and Human Performance), and French Education (College of Arts and Sciences) to name a few.

Second, the innovations involved in the Transformative Initiative that are embedded in clinical experience (co-teaching; mentoring; edTPA) have brought together faculty—not only from the teacher preparation programs across campus—but also have engaged our public school partners in deeper and more sustaining ways. We have enlisted their help on the design of the clinical experiences and they have been partners with us in assessing these innovations and in providing training for new clinical teachers and intern supervisors.

Third, the “places and spaces” created around the innovations and assessments included under the umbrella of the Transformative Initiative (for data discussions, policy creation, operational procedures; e.g., TPAL meetings, Data summits, Innovation Workgroups, etc.) have engaged faculty from across campus as well as intern supervisors, clinical teachers and P-12 administration in data analyses, policy deliberations and operational procedural discussions—all of which have contributed to the creation of a large and diverse professional community devoted to improving teacher education that extends far beyond the individual program level.

The graphic to the right provides a framework by which EPP faculty can illustrate the collaborative activities they pursue with P-12 partners, their colleagues across campus, and the professional community. Many Pirate CODE innovations document collaborative activities at the heart of this framework; this is the “sweet spot” where the collaborators overlap. The success and strength of the innovations is rooted in their development, implementation, and continued evaluation in partnership with P-12 partners and the professional community. Specific examples of collaboration are provided in response to Question 6.6.1.
Specific evidence of faculty collaboration activities include:

**Faculty Collaboration with P-12 Educators**

- **Council for Teacher Education**
  - Bylaws require P-12 partner participation on the Council for Teacher Education

- **Latham Clinical Schools Network**

- **Clinical Teacher Conference – Call for Proposals (Fall 2014)**

- **Clinical Teacher Training**
  - See Exhibit 3.4.d—Documentation of Preparation of Clinical Faculty

**Faculty Collaboration with Colleagues across Campus**

- **Council for Teacher Education**

- **edTPA**
  - Meeting minutes – AY 2013-2014
  - Interviews with EPP faculty from their presentations at the 2013 National edTPA Implementation Conference provides evidence of the collaboration across the EPP and professional community.

- **Video Grand Rounds**

- **Co-Teaching**
  - Co-Teaching article from East Magazine
  - Co-Teaching Faculty Liaison Team
  - Co-Teaching Meetings Agenda

**Provost’s Council on Teacher Education**

**Faculty Collaboration with the Professional Community in North Carolina**

- **NC TPAC Consortium of UNC System Institutions Piloting edTPA**

- **NC-ACTE**

- **UNC Deans’ Council on Teacher Education**

- **UNC Board of Governors**
  - Visit to ECU In Spring 2014

- **Ed Fed Directors Biannual Meetings**
  - Meeting of Directors of Teacher Education from all teacher preparation institutions in North Carolina