Question 6.6.3: How does the EPP support the professional development of EPP faculty including fixed term faculty?

As described in Question 5.6.8, professional development is provided to all faculty – tenured, tenure-track, full-time fixed term, and part-time fixed term.

Professional development is offered campus-wide by the Office of Faculty Excellence (OFE), ECU Information and Computing Services (ITCS) department, and Joyner Library.

To further enhance EPP professional development opportunities the COE Office of Assessment and Accreditation offers a slate of workshops each semester. These workshops are geared to assisting faculty with learning to use the resources offered by ECU, COE and open software to engage both face to face and distance learners. One of the PD goals is to replicate the training models that take place in the P-12 environment. To introduce faculty to these new models there have been two Professional Learning Communities established in the COE since 2013-2014.

In addition to these more traditional approaches to professional development, the R&D model and innovations of the TI—the Pirate CODE—necessitated the development of a new professional development framework for the EPP. Since the Pirate CODE engages many members of the professional community—EPP faculty, P-12 partners, clinical teachers/faculty—professional development is provided to all on a customized, tailored basis.

This new framework is “not your mother’s professional development.” Rather, the Pirate CODE model has forced the EPP to think about professional development being more integrated with the practice of EPP faculty and being a part of their continuous growth, linked with their teaching, research and service. As a result, supports for faculty professional development as part of the Pirate CODE efforts are not a traditional slate of workshops, instead professional development activities are linked to practice-based research projects, emanate from EPP and P-12 partner discussions, and support the continuous growth and development of the innovations and the faculty leading them.

Examples from this new model include:

- Travel Support for national presentations directly related to Pirate CODE research projects, such as Video Grand Rounds, ISLES, Instructional Coaching, Co-Teaching, and edTPA. Conference attendance rosters will document that tenured faculty, fixed-term faculty, and P-12 partners have been support by the EPP to travel to national conference, such as the American Association of Colleges of Teacher Education and the American Educational Research Association.

- Inservice Education for the Co-Teaching team sent to a national Co-teaching training which included tenured faculty, fixed-term faculty, and P-12 partners (teachers and administrators). See Question 6.6.1 for more detail.

- Building faculty research capacity by collaborating with nationally known research
methodologists, implementation experts, and “critical friends.”

- Gary Henry
- Karen Blasé
- Cap Peck

- Inter-Institutional Visitations in support of Pirate CODE development and implementation:
  - TQP Regional Un-Conference at Winthrop University, in Rock Hill, South Carolina in May 2013, led to the development of a new AERA SIG focused on Co-teaching. Following the Un-conference, the ECU CO-teaching lead faculty hosted a national Co-Teaching webinar for institutions using the model with preservice candidates.
  - ECU faculty and a P-12 partner attended a TNE Site Visit at Arizona State University focused on their unique model of clinical practice in September 2012. Ideas gathered from this visit informed our Pirate CODE innovation development.