Question Cf.3.1 - How has the CTE engaged faculty and P-12 partners to further analyze the relationship between the university’s new mission statement and the EPP’s conceptual framework as noted in the Institutional Report?

Before describing how the Council for Teacher Education has engaged faculty and P-12 partners in analyzing the relationship between the University’s new mission statement and the EPP’s conceptual framework, it is important to recount University activities since the approval of the new University Mission Statement in February 2014.

East Carolina University commenced its 2014-19 strategic planning cycle in summer 2014 with the approval of the University Strategic Plan by the ECU Board of Trustees. This began a semester-long planned process of strategic plan development in the 25 planning units within the University, including the five units that comprise the EPP. Since each unit in the EPP was developing a new, college-level strategic plan in alignment with the three University commitments—Maximize Student Success, Serve the Public, and Lead Regional Transformation—it was prudent for the Council for Teacher Education to allow this process to play out before engaging EPP faculty and P-12 partners in a deeper analysis of how the new ECU Mission Statement and now, the new University commitments, align with the EPP’s Conceptual Framework.

At the December 2014 meeting of the Council for Teacher Education, the membership discussed the questions raised in the Off-Site Report from the CAEP Team, including questions about the Conceptual Framework, specifically.

CTE discussed how P-12 partners are engaged in continual review and analysis of programs including direct and indirect activities. Direct involvements with P-12 partners included memberships on representative bodies, like the Council for Teacher Education and the Latham Clinical Schools Network, where discussion and input is sought in formal settings. P-12 partners are also engaged in the Pirate CODE innovation efforts and engage with EPP faculty regularly around the design, implementation, and evaluation of those innovations in the field, all of which have direct connections with the EPP’s Conceptual Framework. Through these more indirect activities, EPP faculty engage P-12 partners in collaborative discussions around preparation, instructional practices, and professional development for P-12 partners.

CTE members serve as faculty representatives from EPP departments and colleges, and are tasked with facilitating discussions with colleagues about issues of importance to the EPP, including the Conceptual Framework. Department meetings form the primary means through which CTE representatives engage faculty colleagues, but other activities, such as the Pirate CODE innovation coordinating groups, such as edTPALS, VGR, and Co-Teaching Faculty Liaisons, also
foster collaborative communication among EPP faculty which helps the EPP’s Conceptual Framework to be a living and evolving document.

As noted in the meeting minutes from December 2014, CTE members identified the following areas of alignment between the EPP Conceptual Framework and the new ECU Mission Statement and will explore these further in spring 2015:

- Service
- Global (Diversity)
- National Model
- Leadership
- Clinical Practice

While the Council for Teacher Education has yet to fully engage P-12 partners and more EPP faculty in specific analysis of the new ECU Mission Statement and the new ECU University commitments, the faculty of CTE are confident that their past and current models of collaborative discussion and engagement will be an asset to the newly formed ad hoc committee on the ECU Conceptual Framework which is to commence its review of the document in spring 2015.