Question TI.4.3 - How does the EPP see the results obtained thus far from the TI influencing other EPP innovations, expansion of the TI to other programs, and having a positive impact on candidates?

The influence of the Pirate CODE R&D Model and Innovations has been broad and, in some areas, deep. Examples are provided below:

Other EPP Innovations Influenced by the TI:

- The Birth-Kindergarten Education program in the College of Human Ecology was awarded a $1.3 million coaching grant for Birth-Kindergarten teachers. Barbara Brehm, the grant PI, has been a lead faculty member with Video Grand Rounds, ISLES, Co-Teaching, and edTPA innovations. “Ready to Learn” shares more about the new grant.

- History Education and English Education are planning a new squishy pilot in the use of Professional Learning Communities, aka coffee circles, to facilitate candidate debriefing after reflecting on video recordings of candidate teaching.

- School Principal preparation has partnered with the Elementary Education program for instructional coaching prior to the senior internship. See Question TI.4.6 for more detail.

- The School Counselor Education program has explored the possibility of a Video Grand Rounds model in its early courses, but has not commenced a squishy pilot yet.

Expansion of TI to other programs:

- With the exception of the edTPA Preparation Modules, all Pirate CODE innovations were expanded beyond Elementary and Middle Grades. See Pirate CODE Implementation Charts on the Pirate CODE site.

- Notable expansions of Pirate CODE innovations include:
  - Enthusiastic expansion of Co-teaching to Foreign Language Education—this program has struggled to secure enough high quality clinical placements for its interns and the 2:1 Co-teaching model fills a critical need.
  - Expansion of Co-teaching to new P-12 partner school districts and the declaration by on public school partner that they want all clinical internship placements in their districts to be Co-teaching placements. See Question 3.6.6 for more detail.
  - Full implementation of edTPA as a summative performance assessment in all initial teacher preparation programs.

Positive Impact on Candidates:

- Beyond positive outcome performance measures in each of the Pirate CODE innovations, (see one-pagers) the EPP views the enhanced collaboration among and between EPP faculty across
the university as a significant positive impact on candidates. The increased understanding, enthusiastic synergy, and renewed commitment to improving candidates experience one innovation at a time has evolved into a constant Pirate CODE conversation. For example, Health Education faculty met with Elementary faculty today to discuss lesson planning, and when it was appropriate to introduce differentiation and academic language to candidates. These types of conversations across colleges have not happened prior to the Pirate CODE.

- Early impact data, including data at program completion and P-12 student achievement data of graduates who participated in Pirate CODE innovations, indicates that ECU teacher graduates are well prepared for their new positions as teachers of record.

- Positive impact on candidates is also being measured in the student voice as noted in Exit Survey Interviews and Follow-up Surveys. Examples include:

    - Full article

  - One recent graduate, Jaclyn Midgette, was interviewed by Ed Week about her experience completing the edTPA. Her reflection upon the edTPA experience while completing the portfolio was one measure of impact, but the more important focus for the EPP is on how she described her practice now: "The reflection process they forced us to do [in the edTPA] is something I see myself doing daily. It's just not written out."

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