Question T1.4.7 - How are faculty in the EPP collaborating across departments in implementing the R&D model?

As each innovation matures in the process, faculty collaborate across departments through the use of “places and spaces” for collaboration, integrated technical supports, implementation supports, and formal approval processes.

“Places and Spaces” for Collaboration

The monthly meetings for innovation teams provide EPP faculty the opportunity to discuss the implementation design and evaluation. See agendas of recent monthly TPAL, Co-Teaching, and VGR monthly meetings. Additionally annual Data Summits provide outlets for cross department data discussions and innovation explorations.

Integrated Technical Supports

Innovation teams utilize several integrated technical supports to assist in implementation of the R&D model. These include but are not limited to Blackboard, Teacher Education Management System (TEMS), Taskstream, Qualtrics, and Pirate Shared Drives.

Implementation Supports

Implementation across departments and colleges is further guided through Memorandum of Understandings (MOU). The MOU outlines the roles and responsibilities of EPP faculty. These MOU are created by early adopters of the innovation and are refined as needed by the innovation team.

See the ECU Portrait—a resource document developed for AACTE to which ECU faculty contributed—for additional information on the “places and spaces” for collaboration, integrated technical supports, and implementation supports.

Formal Innovation Approval Process

A Pilot Innovation Process was developed and approved by the Council for Teacher Education, this is a process by which the educator preparation program can pilot innovations within programs following an R&D model, similar to the one in the ECU Transformation Initiative, the Pirate CODE. The design of the Pilot Innovation Process grew out of discussions among the edTPALs who sought a policy statement from CTE to support programmatic decisions about the consequential use of edTPA during internship. At the December 2014 meeting of CTE, the Pilot Innovation Process was approved. Since the edTPALs were the first faculty group seeking a policy change from their innovation—the implementation of edTPA as a summative portfolio assessment—it is likely that the edTPALs will be the first group to move the new process into Implementation phase in Spring 2014. Another Pirate CODE innovation, Video Grand Rounds, will be right behind, as the lead faculty on that innovation seek a policy change to reduce the
mandated 16 hour practicum in the early experience course to 12 hours of video observations and 4 hours of in-field observations; for more details about Video Grand Rounds.

It is important to note that the EPP collaboration is initially supported through summer course buyouts for lead innovation faculty (etc. funded through grant dollars; salary savings generated through grants, or through F&A dollars). These buyouts have occurred across departments and colleges within the EPP. As the innovations are refined, evaluated, and embedded, course buyouts are reduced. The implementation work is then absorbed as part of a faculty’s teaching, research, and service load.