Question T1.4.8 - To what extent do faculty participate in the design, development, and implementation of the R&D model?

Faculty drive the design, development, and implementation of the R&D model and assume primary responsibility for each area. This is made possible through EPP administrative support that promotes careful planning and consideration at the forefront of R&D projects.

Each Pirate CODE innovation has a designated lead. This faculty member is responsible for convening other key faculty members engaged in the design, development and/or implementation innovation. Pirate CODE teams meet on a regular basis (typically monthly) to discuss implementation issues and strategies, enhancements to the innovation and training for those implementing the innovation in their courses. Faculty also discuss data collection and analysis through a summit type of experience. Refinements to the innovation are discussed and decided upon based on review of the data.

Research on the Pirate CODE innovations has been supported by the Dean of the College of Education through the use of GCERT dollars to fund research activities during the summer sessions. This funding has provided course buyouts for faculty in the COE and in other colleges within the EPP. In order to receive a buyout, each faculty member must submit a work plan that includes a timeline of activities and a description of specific deliverables.

To facilitate large scale faculty involvement in the R&D model, the COE has hosts an annual unit-level Data Summit during the summer session. The unit-level edTPA Data Summit was described in the Institutional Report. The summit provides faculty with an additional place and space to review performance data on Pirate CODE innovations and other key assessments. The overall goal of the summit model is to analyze data for the purposes of program improvement. Outcomes from key assessments are reported at the unit and program level. Participants (who attend voluntarily) determine the next steps in program development based on these reports.

Because of the robust coding feature of the Teacher Education Management System, teacher candidates participating in one or more innovations can be readily identified and their associated outcome data can be easily disaggregated. The disaggregated data may be explored during the COE sponsored Data Summits in addition to the innovation sponsored summits; see minutes from the Co-teaching data summit. The data provides faculty researchers with insight into the impact of a particular innovation on the candidates within their respective programs. Participation in the innovations and the multiple levels of data summits has resulted in a common language for faculty and administrators to discuss program improvement and—as a unit—plan next steps for the subsequent academic year.

These projects are related to systemic teacher education elements and data driven program improvements. Faculty are also supported through the development of common language, conceptual tools, implementation guidelines, technical supports, and places and spaces for collaboration. These supports are often integrated and have been refined over the past few years as faculty engage in the
R&D model. The ECU Portrait developed as part of work with AACTE also highlights how ECU’s faculty engage in the R&D model.