A Message from the Helm

As we embark on a new calendar year—2014—I firmly believe that we are off to a great start. Our work and the interest in our work from researchers and policymakers is growing; our innovations are beginning to pay big dividends in establishing a more coherent and coordinated teacher preparation program and the field is seeing improvement in the quality of our graduates. This is happening because of the important contributions that you are making to the efforts we are undertaking here in the college.

I’m so proud of the achievements and enhancements we have made and continue to make to our teacher education programs. Our best efforts—co-teaching student teaching; instructional coaching; ISLES modules; Video Grand Rounds, to name a few—have all been planned, developed, implemented and/or assessed with our public schools partners. Working together ensures that those of us here in the College are grounded inextricably to the real world of schools and having you work so closely with us connects you to the world of theory, innovation and research. Partnerships of the kind that we are establishing provide opportunities for theory and practice to intersect in ways that enrich and improve the enterprise. And for this we are eternally grateful!

THANK YOU for all you do to ensure that East Carolina University is THE place to come and prepare to be a teacher.

Best Wishes for a productive and satisfying spring semester!

Sincerely,

Linda A. Patriarca, Dean and Professor

Video Grand Rounds (VGR)

This spring semester marks the second year of piloting Video Grand Rounds in ELEM 2123 and the first year of piloting in ENED 2123, BTTE 2123, and SPED 2123. Video Grand Rounds provides teacher candidates with an introductory framework for classroom observations and subsequent discussions guided by faculty. This provides a conceptual foundation for candidates’ future study in teacher education. Teacher candidates view video segments of typical classrooms, complete structured classroom observation protocols, and then debrief with faculty regarding the observations. The common classroom observations provide teacher candidates with a common language to discuss quality teaching throughout their program. These shared experiences lead to in-depth discussions of best practice.

The design and development of the VGR model was found highly feasible for use with novice students in an observation course. Additional outcomes include the following:

• Initial findings indicated improved protocol correspondence from the 1st video to the 4th video.
• Findings suggested key refinements to the intervention model for the coming academic year including identifying videos that are more reflective of authentic classroom observations and broadening the use of the observation protocol as a framework for Debriefing Sessions.
• Initial findings indicated improved protocol correspondence from the 1st video to the 4th video. The Video Grand Rounds original observation protocol was developed by multiple faculty including Michael Vitale, Dawn Shelton, Kristen Cuthrell, and Linda Patriarca. As additional programs pilot Video Grand Rounds, faculty within those program areas develop the subject-specific pedagogy section of the observation protocol. The selected video snippets are determined by program area faculty.

As a variety of programs pilot VGR, multiple delivery formats will be explored. Additionally, as the need for digital archives of full length lesson videos increases, collaboration with school partners strengthens as videos are captured of current best practices.

Co-Teaching Project: Core Innovation

Co-Teaching provides a comprehensive and rigorous experience for interns and enhances the quality of learning for P12 students. The Co-Teaching partnership enables clinical teachers to provide consistent mentoring, giving interns the time and support necessary to gain skills and the confidence required to teach successfully.

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Co-Teachers are always both teaching. Co-Teaching interns and Clinical Teachers are trained in the Co-Teaching model during the fall semester and fully implement the seven Co-Teaching strategies during the spring semester of their internship experience.

The Co-Teaching Pilot Study at ECU during 2012-13 included 15 classrooms (11 in Pitt County Schools and 4 in Greene County Schools) with 25 participants from Elementary, Middle Grades, and Special Education. There are currently 105 interns in 91 classrooms from Elementary, Middle Grades, Special Education, Math Education, History Education, English Education, and Foreign Language Education participating in Co-Teaching. Co-Teachers have been trained in several counties in the Latham Clinical Schools Network. A total of 242 participants are currently participating in Co-Teaching including interns, clinical teachers, university supervisors, and program faculty.

Instructional Strategy Lessons for Educators Series (ISLES)

This spring semester marks the second year of implementing the Instructional Strategy Lessons for Educators Series (ISLES) modules in ELEM, MIDD, and SPED. These modules focus on a core set of research-based instructional strategies. The selected 10 instructional strategies constitute a starting place; over time preservice teachers are expected to learn additional effective instructional strategies.

The online module series was originally developed using the Star Legacy Framework. In ISLES 1, students are first introduced to the strategies at the declarative level. Theory and supporting research are emphasized in this module. In ISLES 2, students explore planning considerations with the strategies at the procedural level. Sample lessons and units are included in this module that utilize the strategies and highlight ELL, AIG, LIT, IT, and UDL best practices. In ISLES 3, students actually use the strategies in a lesson at the conditional level. ISLES 3 is modeled after Task 2 of the edTPA in which students video record themselves teaching and then reflect on that teaching through written commentary.

Program faculty have determined the most appropriate course for each phase of the reform. Typically, we see ISLES introduced earlier in the program, culminating in practicum/Senior I experiences.

Intern observation results indicate that over the three year period teacher candidates increased significantly their use of instructional practices and research based instructional strategies; thereby, maintaining a high level of class engagement. During the baseline year, one in five teacher candidates had a high level of student engagement. Experiencing the full implementation of ISLES, four of five teacher candidates were considered dynamic, engaging teachers in the third year.

Locally evaluated edTPA data and teacher candidate exit survey responses also reflect positive gains and perceptions in teacher candidates’ ability to engage students in the classroom utilizing effective instructional practices.

Clinical Teacher Training

Clinical Teacher Training is a one-day training session that includes an overview of the roles and responsibilities of the clinical teacher, intern, and university supervisor. The training dates and locations are as follows:

- **Beaufort County** - Educational Technology Center - Tuesday, June 24th
- **Martin County** - Telecenter - Thursday, June 26th
- **Pitt County** - Willis Building - Tuesday, July 8th and Wednesday, July 9th
- **Wilson County** - Darden Alumni Center - Tuesday, July 22nd
- **Lenoir County** - County Office - Thursday, July 24th

Any teacher that is interested in attending the upcoming training should talk to their principal who will register their teachers via their school system’s Latham Clinical Schools Network liaison. If you have questions regarding Clinical Teacher Training please contact Karen Gammon at gammonk@ecu.edu.