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LCSN Partnership Counties:

Beaufort
Bertie
Camden
Carteret
Clinton City
Craven
Cumberland
Dare
Duplin
Edenton-Chowan
Edgecombe
Franklin
Gates
Granville
Greene
Halifax
Harnett
Hertford
Hyde
Johnston
Jones
Lenoir
Martin
Nash – Rocky Mount
Northampton
Onslow
Pamlico
Pasquotank/Elizabeth City
Pitt
Roanoke Rapids GSD
Sampson
Tyrrell
Vance
Warren
Washington
Wayne
Weldon City
Wilson

A Message from the Helm

Fall has arrived, and it is hard to believe, at the time I am writing this article, ECU is halfway through the fall 2013 semester! We are happy to share this issue of our newsletter with you as we move forward with the quality improvements in our programs. In this issue, you can read more about the similarities and differences between the North Carolina Educator Evaluation System for pre-service teachers (our interns) and in-service teachers. Though the standards and indicators are the same, the ratings continuum differs as well as the requirement to be proficient on each indicator. In addition, we share some information about the national assessment our candidates complete as part

of their internship semester. We continue to focus on quality preparation of our candidates, which includes meaningful and relevant experiences in public schools within our partnering districts. For this collaboration, we are truly grateful!

Sincerely,

Vivian Martin Covington

Dr. Vivian Martin Covington, Executive Director
Office of Teacher Education
College of Education

Focus on Student Learning: edTPA Office of Assessment and Accreditation

East Carolina University College of Education is part of a national pilot for improving teacher candidate assessment through the Teacher Performance Assessment Consortium (TPAC). The TPAC promotes the use of the edTPA, a national summative performance-based assessment coordinated by SCALE at Stanford University in partnership with the American Association of Colleges of Teacher Educators and the Pearson Corporation. Teachers and teacher educators nationwide – more than 1000 from 29 states and 400 institutions – participated in an extensive, multi-year development process including pilots and field tests with thousands of candidates. Aligned with the Common Core State Standards and INTASC Standards, edTPA is an authentic assessment tool that shows how teacher candidates develop and evaluate student learning. edTPA is integrated with other teacher candidate assessments such as clinical evaluations, GPA, and content knowledge examinations to inform program completion decisions or as a metric for licensure. At ECU, the edTPA replaced the element of the locally developed portfolio that had been used for many years. The new national assessment includes three tasks: planning instruction and assessment, instructing and engaging students in learning, and assessing student learning. The edTPA is subject-specific, focusing on specific teaching and learning tasks important to a discipline. This assessment preserves the complexity of teaching by using evidence collected from the teacher of a multi-lesson segment taught in the classroom. The evidence is focused on the learning of the students in one class with the analytic rubrics used

to score the edTPA reflecting varied performance on different dimensions of teaching. The adoption of the edTPA has resulted in a higher quality assessment product from students in their senior internship. By spring 2014, all 17 ECU initial licensure teacher education programs will use the edTPA.

In addition to providing individual teacher candidate feedback, the edTPA is a valuable assessment that provides a common language for program improvement. This will lead to improving student learning outcomes in individual programs and across all teacher education programs at ECU. It will provide ECU a stronger assessment to ensure that high-quality beginning teachers graduate from our teacher education programs as compared to programs across the nation. Dr. Ann Bullock, Interim Chair of the Department of Elementary Education and Middle Grades Education states, "At ECU, the adoption of the edTPA has resulted in many program changes. For example, in the elementary and middle grades programs, courses have been revised to include components of the edTPA assessment to help prepare candidates and also to add content after an analysis of candidates' strengths and weaknesses from implementing the edTPA for two years. One example of changed curriculum is more consistency in lesson planning and connecting assessments to lesson planning. Candidates in their first year of teaching found that having the edTPA provided them with specific lessons and assessments to discuss during interviews for teaching positions and with the types of skills that are required to be successful in the data-driven public schools of North Carolina."

NC Teacher Evaluation Rubric

Office of Teacher Education

REQUIRED: 2.5 overall GPA	Final Grade	Progress Reports (PR)	Teacher Candidate Rubric	Certification of Teaching Capacity Form (CTC)	Disposition C Form
Overall	C or above for Undergrads	2's by 4th PR (Proficient)	3's on every indicator (Proficient)	ALL Mets	All 3's or 4's By end of Sr II
	B or above for MAT's	2's by 4th PR (Proficient)	3's on every indicator (Proficient)	ALL Mets	All 3's or 4's By end of Sr II
Enter in:	TaskStream on Final Evaluation Form and in Banner	TaskStream	TaskStream	Paper Copy Only	TaskStream

Criteria interns must meet to be recommended for a NC teaching license by East Carolina University

In NC, the standards for teacher education candidates have always been aligned with the standards and instruments used to evaluate in-service teachers. All teacher education candidates in North Carolina must demonstrate the same standards and indicators on the new NC Educator Evaluation System (NCEES) rubric. However, two key differences exist between in-service teachers' and pre-service candidates' evaluations.

First, the rubric for pre-service candidates begins with the rating of Emerging, proceeds to Developing, then Proficient, and tops out at Accomplished. Compare this to the in-service teacher rubric, which begins with the rating of Developing, moves to Proficient, then Accomplished and tops out at Distinguished. Second, an in-service teacher's rating, for each standard falls where a preponderance of the ratings within that indicator fall. For example, an in-service teacher may be developing on two indicators within a standard, but if at least three or more indicators in that same standard are proficient, the in-service teacher will be rated proficient for that standard. This is not true for pre-service candidates. Pre-service candidates must be rated proficient or better on every indicator in every standard to be recommended for a NC teaching license by their IHE. East Carolina University interns are no exception and are expected to meet these criteria in order to finish their internship capstone experience successfully, and to be recommended for a teaching license.

University Supervisors work in conjunction with the program area, departments and clinical teachers to insure interns are making adequate progress to complete the program and to be recommended for a teaching license. One can graduate without being recommended for a teaching license, but this is never the initial goal, as ECU aims to prepare professional and well prepared educators for public schools!

UPCOMING EVENTS & DATES TO REMEMBER

- ❖ **November 9, 2013:**
College of Education Alumni "Breakfast on the Porch" and Homecoming Parade: Speight Building 9:00 am
- ❖ **March 20, 2014:**
Spring Clinical Teacher Conference
- ❖ **December 3, 2013:**
Last day of Internship for Senior I students
- ❖ **December 11, 2013:**
Last day of Internship for Senior II students
- ❖ **December 13, 2013:**
Fall Graduation
- ❖ **January 14, 2014:**
Senior II Interns Report to Schools

State Employees' Credit Union Grants Partnership East \$2.28 million

SECU Partnership East

On July 17, 2013, the State Employees' Credit Union (SECU) showed their support for putting more teachers into North Carolina's classrooms by granting East Carolina University's College of Education a generous gift of \$2.28 million to be used for scholarships for Partnership East students. Over the next five years, the SECU foundation will award \$3800 to current and future Partnership East students during their senior year. Partnership East students complete a year-long internship with the second half being full-time engagement in a public school. The internship year presents the greatest financial challenge to Partnership East students. The SECU Foundation understood this challenge and agreed to assist students complete their degrees. The foundation sees the collaboration with Partnership East as a perfect fit for their mission of serving North Carolina communities since the graduates of the degree completion program become state employees. Traditionally, Partnership East graduates teach in rural areas and this grant will allow more classrooms in underserved areas to be filled with qualified teachers. Individuals who are interested in information about SECU Partnership East and eligibility for scholarships should contact the SECU Partnership East coordinator in their area or visit the SECU Partnership East website: http://www.ecu.edu/cs-educ/partner_east/Index.cfm.

What's Happening in the College of Education and Office of Teacher Education

Clinical Teacher Training – Summer 2013

- 293 teachers trained
- Six training days were hosted by five counties: Craven, Lenoir, Nash-Rocky Mount, Pitt, and Wilson.

College of Education Scholarships

- August 23, 2013: \$260,000 in scholarships awarded to 95 of the college's brightest and most talented students.
- Scholarships ranged from \$250-\$20,000 each
- Scholarships are provided by private donations that honor and memorialize outstanding educators and the education profession.

Maynard Scholars and Education Housing Community

- 2013-2014: Ten Maynard Scholars and 15 Education Housing Community students represent the College of Education
- The EHC is currently housed in Umstead Residence Hall.
- The EHC provides students with
 - Individualized attention and support
 - A learning environment conducive to academic success
 - Individualized attention and support
 - Leadership skills
 - Volunteer opportunities
 - Opportunities for academic, professional, and personal growth