

AFI for Standard 2: The assessment system does not certify that faculty regularly and systematically analyze data composites in order to improve programs and unit operations. (ITP and ADV)

What is my program/department doing to address this AFI?

- “Getting all faculty involved in the process, whereas we used to only have select faculty involved.”
- “Open lines of communication with other program areas; Participation in COE initiatives.”
- “Assessment is ongoing at program and department level and one chair is now meeting with us individually to fix TracDat; Too many databases with the different pieces of data.”
- “Using its annual assessment reports for SPA accreditation (AASL, CEC, ELCC among others).”
- “Not only creating assesment reports (such as SACS Unit Assessment Reports, etc), but discussing the plans, results; developing and reviewing actions taken, developing new actions; ‘closing the assessment loop.’ –This occurs in regular meetings.”
- “Assessment data is actually collected and used to drive program improvement.”

What should all EPP faculty be able to SAY to the CAEP Team?

- “OCE Practicum Internship Placements are diverse and not at the same place.”
- “That they are involved in the process and have been reviewing assessments and ‘closing the loop.’”
- “More faculty should be involved than just program coordinators; That it is ongoing and SACS pushed us forward. I was not here in 2006, but have done all of the assessment work for two programs, for four years.”
- “We collect data annually to assess our SLO on TracDat, plan actions and discuss results as a section.”
- “Assessment practices are now more meaningul and purposeful; Assessment impacts our programs and instruction; Rather than being apart from instruction and program review and improvement, now assessment is an integrated component of programs, review and instruction.”
- “More faculty are involved in compiling assessment reports; SPED has a data summit; Presentations.”

AFI for Standard 4: Commitments to diversity are not consistently aligned in curriculum, instruction, and assessment. (ITP only)

What is my program/department doing to address this AFI?

- “Course in diversity; Practicum placements; edTPA requirements; progress reports as well; Videos; CT training.”
- “All students take a diversity class as part of CORE; Diversity is developmentally stressed/addressed in all ELEM courses, CODE modules and edTPA.”
- “SLP’s; Meeting DPI proficiency descriptors for working with diverse groups.”
- “Report on Global Perspective in annual assessment of ITP programs; All candidates are required to take PSYC 2777; Use observational report during student teaching experience with strong focus on diversity; edTPA focus on cultural community.”
- “Module in methods course; Video Grand Rounds; Variety in practicum placements.”
- “Programs assess Global outcomes; Use edTPA data to inform focus on differentiation and building competency in scaffolding; TEMS reports.”
- “Required course in diversity; edTPA requirements; EXSS 2123; Elem Secondary, Adaptive; Assessed in progress reports.”
- “Our program area is meeting to calibrate our interpretation of diversity definitions and goals to align before evaluation of interns.”
- “Global linking with Japan, Russia, Peru, China and armed forces.”

What should all EPP faculty be able to SAY to the CAEP Team?

- “Before, we assumed diversity was ‘taught across the board.’ Now, all of our students are required to meet diversity experiences in coursework and internships.”
- “All programs assess a diversity goal annually; The campus has instituted a diversity course requirement for all undergrads, and COE participates.”
- “All programs at ECU assess a global/diversity student learning outcome annually.”
- “All programs assess Global Learning (1) through additional course, (2) through common signature assessments (edTPA, GEP’s); All placements are tracked, coded in TEMS.”
- “Students take a course in diversity that is supported by a variety of practices within each program.”
- “Students in TP program are required to take a diversity class as part of CORE.”
- “Report on Global Perspectives every year, analyze data and evaluate candidate supports; Add opportunities for candidates to attend Dialogues on Diversity; All ITP candidates have approved diversity courses; All ITP candidates evaluated using diversity sensitivity program; All candidates complete edTPA exit surveys.”
- “That a diversity course is taken; That we are evaluating through standards and edTPA; That revisions have been made based on 2006 recommendations.”

ECU CAEP Accreditation Visit – CTE, 11/10/2014

Addressing AFIs from NCATE 2006. (AFI = Area for Improvement)

STANDARD 4: Faculty Diversity

AFI for Standard 4: Candidates have limited opportunities to interact with faculty members from diverse backgrounds. (ITP and ADV)

What is my program/department doing to address this AFI?

- “Tracking placements in OneStop and TEMS; Track clinical faculty (trained); University supervisors.”
- “Library Science program has followed OED guidelines for advertising and hiring; African-Am faculty hire, Dr. Lou Sua in 2012 (and she’s still here ☺).”
- “Employ diverse faculty; Place candidates with a wide range of diverse teachers (and with diverse populations of children); Department seeking diversity categorization for courses in department.”
- “Have actively recruited hires from broad range of venues to include LCSN; Collaborated with OED to be better informed; Hosted events to expose students.”
- “Assessing a diversity goal annually with SACS; Considering applying for diversity designation for LIBS 4950.”
- “We have several international faculty in my department.”
- “Our students take foundtaional courses from a range of faculty; In addition, their field experiences occur at a variety of high schools with CT’s of various backgrounds, levels of experience, and with various teaching philosophies.”

What should all EPP faculty be able to SAY to the CAEP Team?

- “OED search processes; Public schools are diverse (clinical placements); We have increased our EPP faculty diversity; Committed to this, believe in this; Conferences, direct recruitment.”
- “Foundation courses in diversity and/or education courses in diversity were approved by CTE in 2009.”
- “ECU recruits potential teacher educators from a diverse pool and hires a diverse group; We value having a diverse faculty for candidates to interact with and study under.”
- “Provide additional opportunities for our students to connect with diverse professionals (LCSN- CT’s, DDD- forum/activities)”
- “The entire university stuggles with attracting and retaining minority faculty.”
- “Our departments candidates interface with faculty and/or CT’s who are highly diverse-the group even includes Yankees!”