

TABLE OF CONTENTS

Part I: Application for Federal Assistance (SF 424) and Supplemental Information Form

Part II: Standard Budget Sheet – Non-Construction Programs (ED 524)

ED Abstract Narrative Form (1 page)

Part III: Project Narrative Attachment Form (50 page narrative limit, Table of Contents not included)

Table of Contents	1
1. Quality of Project Design	2-23
2. Quality of Project Evaluation	23-33
3. Significance	33-39
4. Quality of the Management Plan	39-51

Part IV: Assurances, Certifications, and Survey Forms

Assurances for Non-Construction Programs (SF 424B)

Disclosure of Lobbying Activities (SF-LLL)

Certification Regarding Lobbying Form (ED 80-0013)

GEPA Section 427

Survey on Ensuring Equal Opportunity for Applicants

Other Attachments

1. Appendix A – Eligible Partnership
 - a. Partner Memoranda of Agreement
 - b. IHE Documentation
 - c. High-Need LEA and High-Need School Documentation
2. Appendix B – Checklist Documenting Required Statutory Elements
3. Appendix C – Documentation to Request a Waiver of the Match Requirement
4. Appendix D – Supplemental Project Documentation
 - a. Resumes
 - b. Letters of Support
 - c. Narrative Support Documents

**TEACHER QUALITY AND STUDENT ACHIEVEMENT: A COMPREHENSIVE
DATA-DRIVEN SCHOOL-UNIVERSITY APPROACH TO P-16 REFORM**

1. QUALITY OF THE PROJECT DESIGN

(i) Extent to which the project presents an exceptional approach to the competition priorities.

The College of Education (COE) at **East Carolina University (ECU)** is the largest **producer of teachers in North Carolina**, and while graduates are employed throughout the state, **ECU is the chief supplier of teachers to eastern NC—serving many of the poorest regions in the state**. Although the need for teachers is significant, the need for high quality teachers is the most important imperative. With a high school graduation rate of only 54% in Pitt County and 65% in Greene County (ECU’s service area) compared to a statewide rate of 71%, the economic future of the region depends upon its ability to educate more of its citizenry. Realizing these needs, public schools (many of them high need) are working to institute reforms. For the past two years, ECU has also been engaged in a reform process focused on revising its teacher education curriculum to better prepare educators for 21st Century skills.

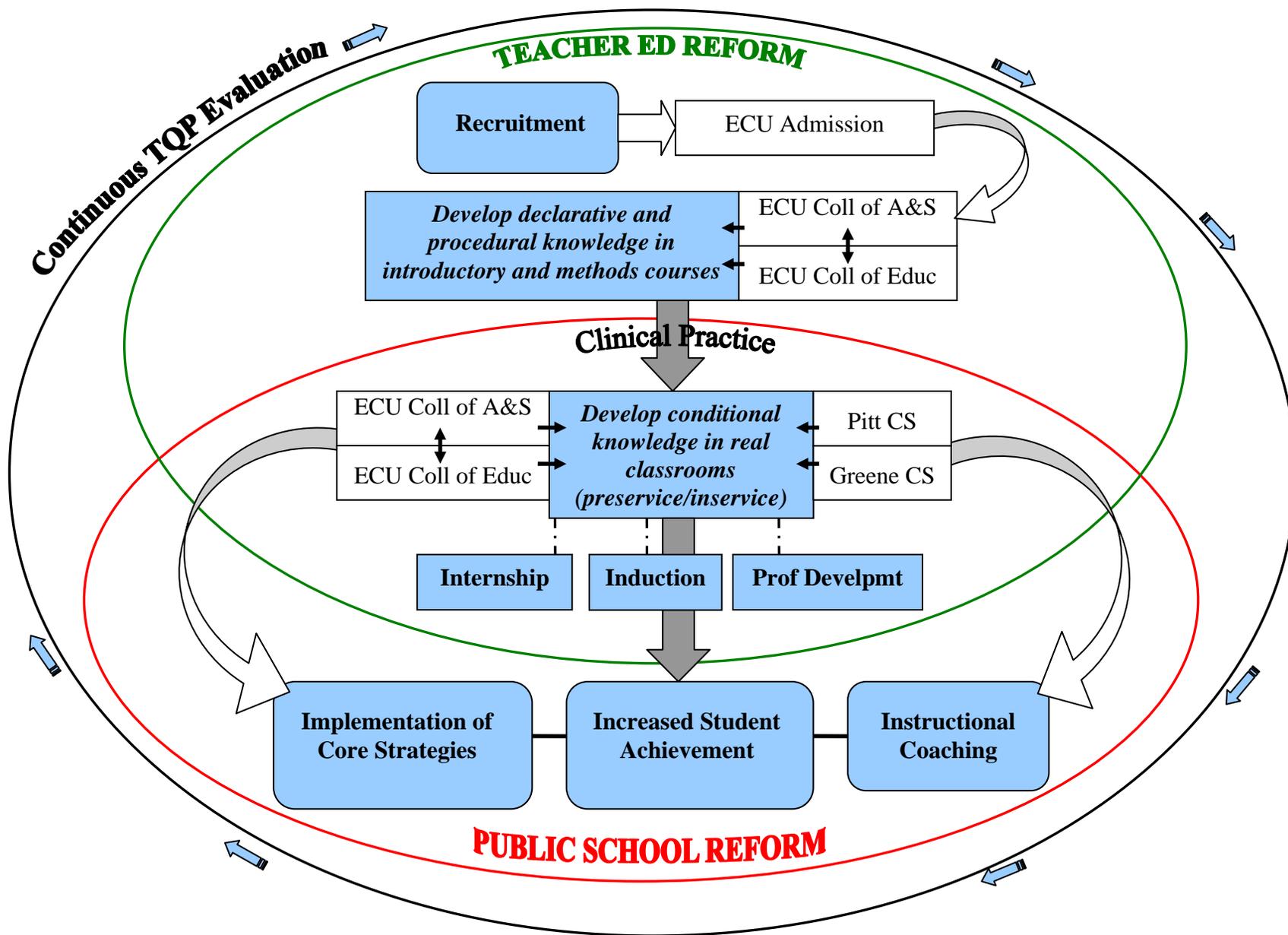
These initiatives are helpful but inadequate to realize the improvements needed. In alignment with the Carnegie Corporation of New York’s landmark reform initiative “Teachers for a New Era” (TNE), the COE has adopted three critical guiding principles in the redesign of its programming: (1) decisions driven by evidence; (2) engagement between Education and Arts & Sciences; and (3) teaching as an academically taught clinical practice profession.

ECU’s Colleges of Arts & Sciences (A&S) and COE faculty have collaborated with Pitt County Schools (PCS) and Greene County Schools (GCS) to develop a comprehensive research-to-practice reform model alliance where teacher education, the schools, and the teaching profession fulfill a set of respective responsibilities that result in the preparation

of teaching professionals who have the knowledge/skills to individually and collectively lead the transformation of schools and enrich the lives of diverse learners (see Figure 1).

Components include: (1) recruitment of qualified teacher candidates, including deliberate strategies to recruit underrepresented populations; (2) coursework/experiences that include cohesive liberal arts education, with a literacy concentration; (3) clinical practice that links explicitly to formal instruction, affording frequent opportunities to see effective teaching modeled, require sustained experiences in high need settings, and provide regular critique and self-reflection. Longitudinally, no initiative will have a bigger impact on achieving high academic standards than ensuring high quality new and experienced teachers in every classroom.

Table 1: ECU's Exceptional TQP Approach
<p><u>Coherence.</u> High quality teacher education programs offer rigorous, coherent, and organized curricula to teach the skills/knowledge needed by teachers at specific types of schools and at the various stages of their careers (Levine, 2006). This TQP grant will wrap teacher education, induction, and professional development around a finite set of research-based pedagogical skills and instructional models/methods, comprising what is hereafter referred to as “core pedagogical knowledge.” This set will be brought together with content knowledge through the development of pre-service and induction model units in language arts, science, mathematics, and social studies, each crafted through a collaborative process involving teams of faculty representing A&S, COE, and public school clinical teachers. This exceptional approach focuses on integrating content knowledge and pedagogical skills in coursework, clinical practice, induction, and professional development rather than the traditional approach of offering them separately.</p>
<p><u>Multi-Layered.</u> Another exceptional facet is multi-layering of knowledge/skills development. In the introductory courses, teacher candidates are expected to understand a core set of pedagogical knowledge. In the methods courses, core pedagogical knowledge is then integrated with content in exemplar units of study. These units/lessons will adhere to principles of universal design, will include literacy goals, and will prepare teachers to contribute valuable insights on IEP teams. Within each lesson, sample formative and summative assessments will be included, as well as possible adaptations and accommodations for diverse learners. This multi-layering provides teacher candidates and novice teachers with concrete models for integration into daily practice.</p>
<p><u>Bi-Directional.</u> A third exceptional element is that the core pedagogical university and school reforms are convergent and simultaneous: veteran teachers, new teachers, and teacher candidates will all be working toward the same goals.</p>
<p><u>Integration.</u> A final exceptional element is the planful approach to the development of professional expertise. Using a scaffolded approach, teacher candidates, novice teachers, and veteran teachers will have an exceptional number of opportunities to integrate this knowledge into their daily practice over time and in multiple settings.</p>



Project Goals, Measurable Outcome Objectives, and Project Impact. This project supports the GPRA performance measures and statutory purposes of the TQP program:

Table 2: ECU Project Responsiveness and Impact
TQP Statutory Purpose 1: Improve student achievement.
Students of new hires from ECU will earn higher assessment scores when compared with mean scores of students taught by a comparable cohort of previous ECU graduates and new teachers (using statistical control for type of school). This project will impact high need regions, multiple subject areas/levels, including areas of national/regional critical need such as science and math.
TQP Statutory Purpose 2: Improve the quality of prospective/new teachers by improving the preparation of prospective teachers and enhancing professional development for new teachers.
ECU will lead an extensive and rigorous process focusing on pedagogy, critical to the effective delivery of high quality content to high-need students, to supplement NC’s recent statewide curriculum revision process. Teacher candidates will gain licensure in elementary ed, special ed, or middle grades in one of the content areas; activities will lay the foundation to inform planning to reform of high school licensure areas, bridging the gap to enhance the integration of high school content knowledge areas with effective pedagogy. Activities will include an analysis of the current PCS and GCS induction systems and the integration of data-driven modifications and improvements. See Section 2 for additional details regarding how quality will be measured.
TQP Statutory Purpose 3: Hold teacher preparation programs at institutions of higher education accountable for highly qualified teachers.
ECU already certifies that its existing teacher preparation program on which this project is based produces highly qualified ¹ (HQ) teachers (see IHE statement in Appendix A).
TQP Statutory Purpose 4: Recruit highly qualified individuals, including minorities and individuals from other occupations, into the teaching force.
ECU is in the midst of implementing a multi-year recruitment plan that includes special efforts to recruit the most highly-qualified students, especially underrepresented groups, into the teaching profession. As described later in the narrative, recruitment efforts will be supported in part by the TQP grant, and will allow for enhanced evaluation of recruitment effort/outcomes.

Because the TQP program acknowledges that the five-year grant period will limit ECU’s ability to provide substantial/meaningful longitudinal GPRA data, ECU has created both long-term goals and short-term objectives; objective data will be reported on within the grant period.

¹ HQ elementary teachers and HQ special education teachers must possess the appropriate license AND pass the Praxis II exams required for the license. HQ middle school teachers must have the appropriate license and pass the Praxis II test(s) in each academic subject taught OR complete appropriate undergraduate or graduate coursework in each academic subject taught.

Project Goals (long-term): (1) Maintain or exceed the number of program completers who attain initial certification/licensure within six years of beginning the program at ECU. (2) Maintain or exceed the number of new teachers who are retained in teaching in the Pitt or Greene county schools three years after being hired by that district. (3) Maintain or exceed the scaled scores of ECU graduates on assessments for initial State certification or licensure of teachers. (4) Maintain or exceed the retention rate of ECU graduates who are placed as teachers in Pitt or Greene county schools three years after the teacher is hired by that district. Project Objectives (short-term): (1) Increase by 5 percentage points the retention rate of program participants accepted into the teacher education program who were not scheduled to graduate in the previous reporting period; (2) Increase by 5 percentage points the number of new teachers who are retained in teaching in Pitt or Greene county schools one year after being hired by that district. In addition to the measurements associated with achieving the Objectives, ECU has integrated the capture of many supporting measurable outputs into the evaluation process detailed in Section 2.

ECU’s project targets Absolute Priority 1, enhanced preparation of pre-baccalaureate teacher education students, with an overarching evaluation process that encompasses project components focusing on recruitment, curriculum reform, clinical practice, induction, and school reform (see Section 2 for evaluation details).

Table 3: ABSOLUTE PRIORITY 1: Pre-Baccalaureate Preparation of Teachers
TQP Standard: Program Accountability
This TQP project is comprehensive in its design to impact both teacher education reform and public school reform by improving programs and services for both prospective and new teachers. Both PCS and GCS are rural LEAs, different in size but with commonalities when it comes to high racial/ethnic diversity percentages achieving low rates of academic success. ECU’s current teacher preparation program meets State standards for highly qualified teachers (see Appendix A), but there is always room for improvement: COE graduates will benefit from improved approaches to integrating knowledge and methodology, increasing their ability to apply research-based practices that can be used during clinical practice, induction, and beyond.
TQP Standard: Specific Reforms
Teachers tend to be more effective when they have a strong background in the field they are

Table 3: ABSOLUTE PRIORITY 1: Pre-Baccalaureate Preparation of Teachers

teaching, coupled with a strong background in how to teach that content (Darling-Hammond, 2009). In this TQP Partnership, ECU will play the lead in teacher education reform activities such as enhancing outreach and recruitment, and coordinating a recommended balance of academics and practitioners involving the A&S and Education colleges (Brabeck, 2006; Levine, 2006) in helping COE students develop declarative and procedural knowledge in introductory and methods courses (including teaching reading, addressing the learning needs of special population students, and designing applicable course assessment revisions). During clinical practice, teacher education reform merges with school district reform: the COE and school district partners will co-lead student development of conditional knowledge in real classroom settings during internship, induction, and professional development. Through instructional coaching and the involvement of A&S faculty and University Supervisors, COE students will continue to build their declarative and procedural knowledge, and learn to analyze student achievement data collected as part of school reform and teacher education reform efforts to adjust their instructional practices. Formal and informal assessments of the students, teachers, and programs and services will be routine and continuous. Because school reform approaches will be second nature to ECU graduates, both PCS and GCS have committed to adjusting their recruitment process to give them preferred status for filling employment vacancies.

TQP Standard: Literacy Training

Research on specific intervention issues such as early reading (Snow, Burn & Griffin, 1998), language-minority children (August & Hakuta, 1997), reading comprehension (Gersten, Williams, Fuchs, and Baker, 1998), written expression (Gersten & Baker, 2001), grouping practices associated with improved reading outcomes (Elbaum, Vaughn, Hughes & Moody, 1999), and UDL applications (Eagleton, 1999; Eagleton & Dobler, 2007) will be the basis for increasing COE graduates’ ability to assess literacy skills (reading, writing, speaking, and listening), and to provide instruction to meet multiple literacy levels.

TQP Standard: Clinical Experience

Cal State – Northridge (CSUN), a Carnegie TNE model, has found that effective teaching is more crucial to learning than socioeconomics (Bishop, et.al, ed.). The many high-need schools in rural Pitt and Greene county have needs (see Section 3) that challenge even the most experienced teachers, let alone new ones. CSUN model clinical practice strategies are designed to help new teachers transition from a “day-to-day survival” mindset to confidence/capability through induction and professional development. The ECU Partnership places heavy attention on the quality and quantity of interaction during the clinical experience between and among prospective teachers, experienced teachers, principals, other administrators, and school leaders. Following successful strategies from the Michigan State TNE model, ECU new teachers will experience a respectful partnership that goes beyond “buddy mentoring.” New teachers will exhibit increased job satisfaction and retention, greater ability to work with diverse students, and greater ability to solve problems. Content and pedagogical course curricula will align throughout the teacher education process, with course compatibility teams providing models to teach essential components of a subject (based on NC 21st Century skills standards), gradually helping the new teacher transition to self-sufficiency. PCS and GCS hire many ECU graduates after completion of their clinical experiences, but they have further committed to giving new ECU graduates preferred hiring status based on increased skill levels.

TQP Standard: Support for Program Participation

Respecting the important and time-consuming role that both Education and A&S faculty must

Table 3: ABSOLUTE PRIORITY 1: Pre-Baccalaureate Preparation of Teachers

play in this project, compensation (e.g, release time) has been allocated in the grant. Commitment to the project and its goals is further evidenced by faculty participation in pre-grant planning and TQP proposal development with no compensation.

TQP Standard: Teacher Recruitment

Stanford University (SU), a TNE model, has implemented strategies to raise the profile of teacher education as a career choice (Trei, 2005). ECU data show that many of its teacher ed graduates stay to teach in ECU’s rural community and/or are originally from the region. ECU will integrate successful SU model components to create a recruitment approach that more effectively attracts underrepresented populations and leverages existing interest in ECU among residents of nearby rural areas. Based on research indicating that the highest quality teacher education programs design criteria to attract students with the greatest capacity and motivation to become successful teachers (Levine, 2006), collaboration with A&S faculty and with PCS and GCS will strengthen identification/recruitment of potential students with strong academic knowledge in math/science, people with skills to improve learning for special education and LEP students, recent high-achieving graduates, and working adults seeking a new career path.

Integral to ECU’s project design are assessment and continuous, cyclical evaluation strategies that are directly supportive of **Competitive Preference Priority 1: Student Achievement and Continuous Program Improvement**. Solid empirical evidence is needed as the basis for teacher education reform (Koerner, Tobias, Kehrhahn, Bogart, and Rosselli, 2009), steering away from historically more common anecdotal evidence (Trei, 2005). ECU will capture performance, perception, and trend data on student achievement to assess the effect of teachers prepared through the pre-baccalaureate teacher preparation program on student learning in the classrooms of the high-need schools in which they work, and provide for continuous improvement of the participating teachers, and of the pre-baccalaureate teacher preparation program based on these data. ECU’s commitment to capture longitudinal student achievement data by teacher each year to meet Competitive Preference 1 is described in Section 2.

(ii) Impact of services to be provided on the intended recipients of those service, and

(iii) Extent to which services are of sufficient quality, intensity, and duration.

Impact of services on intended recipients. Teacher candidates targeted by this project (EE, MS, and SE) will graduate well prepared to design effective instruction, develop

formative/summative assessments, set literacy goals, and infuse research-based strategies into daily lessons. This strong knowledge/experience base will translate into improved student achievement scores for first-year teachers. **Induction will be a well-aligned extension of the pre-service preparation program**, focusing on improving teaching and learning in four substantive content areas: language arts, mathematics, science, and social studies. To this end, new teachers will work with A&S, COE, and clinical faculty to design/implement new units of instruction field-tested by teachers with implementation supported by the Instructional Coaches.

Practicing teachers in both PCS and GCS will be engaged in reform initiatives that are connected to/integrated with the reform agenda of the ECU teacher education program. This inter-connectedness between public school and university will be mutually beneficial as the same strategies and outcome measures will be used to achieve the same goals. Student achievement growth will be measured to document success. See Section 3 for project need/impact details.

Services are of sufficient quality. Since the core set of pedagogical knowledge is a key ingredient of this project, careful consideration must be employed in selection. Project criteria include: (1) strength of research supporting usage – project team members will utilize the “What Works” clearinghouse, professional journals, and written synthesis articles; (2) frequency of citation in introductory and methods textbooks; (3) applicability to a wide range of learners – team members will examine the literature focused on diverse learners (e.g., students with disabilities, English Language Learners - ELL, gifted/talented) to determine which have the broadest applicability; (4) agreement by all – to achieve consistency in approach, adoption for core strategies will be supported by representatives from each partnership entity.

Services are of sufficient intensity. In order to realize the desired project change, **all stakeholders are committed and focused squarely on project goals.** PCS and GCS are both

committed to this reform initiative and are using district resources to support the changes. PCS is hiring Instructional Coaches for each school to model the teaching practices described in this proposal for practicing teachers and teacher candidates. GCS is hiring Technology Facilitators to strengthen mentoring involving teachers and University Supervisors. ECU will be hiring Instructional Coaches to establish a “train the trainer” approach, working with University Supervisors on how to most effectively mentor teacher candidates.

Services are of sufficient duration. Activities are designed to ensure the development of three kinds of professional knowledge: declarative knowledge (knowing what), procedural knowledge (knowing how) and conditional knowledge (knowing when). In the introductory courses, teacher candidates will be expected to demonstrate declarative knowledge of the core set of pedagogical knowledge by describing the strategy/methods, comparing/contrasting them, and/or identifying positive/negative exemplars. In the methods courses, teacher candidates will be expected to demonstrate procedural knowledge of the core set of pedagogical knowledge by, for example, designing lessons using these strategies or evaluating model lessons/units. Finally, in the clinical practice components, teacher candidates will be expected to demonstrate conditional knowledge by implementing quality lessons that represent appropriate integration of pedagogical skills and content knowledge, and by reflecting upon their own teaching practice. This **scaffolded approach implemented across time from pre-service through in-service** is needed to substantively and significantly improve teaching practice.

**Component 1:
Recruitment**

In 2006-07, the University of North Carolina (UNC) General Administration launched a system-wide teacher recruitment, retention, and induction effort that required each of the constituent campuses to create teacher education recruitment plans as campus-based, not just teacher education-based, initiatives. ECU exceeded

its overall targets in 2007-08, and preliminary figures show that ECU is on track to meet the overall target for 2008-09. For 2009-10, the UNC-GA not only set overall targets for universities, but they also set high need program area targets in middle school education, high school math/science education, and special education. Teacher recruitment plans were adjusted to define specific strategies to increase teacher production in these particular areas.

ECU's plan is administered through the COE Office of Teacher Education (OTE). The Advisory Board/Planning Team for the ECU recruitment effort consists of representatives from Admissions, the five colleges on campus that house teacher education programs, the COE Advising Center, Office of Professional Development and Student Outreach, Office of Alternative Licensure, North Carolina Teaching Fellows² and Maynard Scholars Program³, Student Affairs, and Communications & Development. The plan is a university-wide effort with ultimate responsibility resting with the Chief Academic Officer and the Chancellor. This effort encompasses 27 initial licensure areas and the Master of Arts in Teaching (MAT), which carries initial licensure. Program coordinators for each of the licensure areas work with their respective departmental faculty to create and reach individual program area recruitment targets.

All of this effort supplements recruitment plans that began in Fall 2002, when ECU received funding from the Wachovia Foundation to begin a collaboration with the NC Community College System for teacher education. The model, called Wachovia Partnership East (WPE), was designed to recruit students from rural, high need, and hard-to-staff counties,

² NC Teaching Fellows (TF) is a statewide program: [REDACTED] is awarded to students for four years of tuition in exchange for the student teaching for four years in a NC public school.

³ Maynard Scholars are ECU's own version of TF: [REDACTED] is awarded to students for four years of tuition in exchange for students teaching for four years in designated NC counties.

prepare them to teach in 2+2 EE, SE, and MS degree programs, and then return them to their home communities for employment to alleviate the teacher shortage in NC, especially in rural areas. This partnership, encompassing 19 of the 58 state community colleges, has over 200 graduates, of which 80% remained in their home rural communities to teach, as the program was designed to do. In agreement with Wachovia, 76% of the funding went to student scholarships to assist with the senior year tuition and a stipend to offset loss of income while student teaching. ECU is seeking additional funding in 2010 from Wells Fargo/Wachovia to continue scholarship disbursements, however the good work continues despite the unknown status of future funding: all gift funds have been dispersed and enrollment has not slowed down. The WPE Advisory Board meets once per year, regionally, and once per year in a joint meeting with the Latham Clinical Schools Network⁴ (LCSN), effectively joining university, public school, and community college personnel to improve teacher preparation in the region and state.

As a result of the connections made with these long-standing partnerships, ECU uses an integrated model for recruitment. The pieces are in place to **recruit effectively and simultaneously within public schools, community colleges, military bases, and businesses** within the region. Each arm of the recruitment team is able to give information to any prospect regardless if they are pre-college, degree-seeking, desiring to change a major, or seeking to change careers; the team is poised to assist and refer directly to the appropriate office. This model has served the COE well and has created opportunities for the COE to be present in more

⁴ LCSN is a partnership between ECU and 34 public school systems (564 schools) in eastern North Carolina. LCSN was established in 1996-97 when all teacher education programs were restructured from 10 weeks of student teaching to a year-long Senior Year Experience.

venues and to cast a wide net of recruitment. The plan focuses on three overarching principles: new pathways; new pipelines; and new products that lead prospects into teacher education.

The Teacher Recruitment Plan consists of 17 Key Strategies that are designed to support the mandated growth targets. Of the 17 strategies, all support recruitment, but several pertain specifically to recruiting students for the programs relevant to this TQP project. Strategies that do not work will be refined/discarded to redirect resources to the strategies that do work, which will be shared/expanded where appropriate. ECU will use its integrated plan for recruitment to communicate with a diverse group of prospects and to use new pathways, pipelines, and products to meet the needs of the various market segments interested in teacher education.

Table 4: Recruitment Activities Overview
Develop an Enrollment Management Information System
<ul style="list-style-type: none"> • Collect, analyze three year trend data, crosswalk trend data with strategies for achieving growth targets; verify yearly production targets for UNC-GA. • Track event participation, maintain/update participant database, send blast emails about upcoming events; cross reference with ECU enrollment and declared teacher education major. • Collaborate with ECU Institutional Planning, Research, and Assessment to mine data sets, drill down to target specific potential students. • Maintain and refine the Become A Teacher Portal, update regularly, investigate needed links, connect to other sites as appropriate.
Implement special efforts to recruit minorities into the teaching profession.
<ul style="list-style-type: none"> • Distribute newly redesigned materials at all recruitment events. • Continue to build and nurture relationships with minority campus organizations, participate in both ECU Multicultural Days events. • Sponsor education related events during ECU Heritage and Social Justice months to increase interactions with underrepresented groups on campus.
Continue to bring community colleges and universities together to discuss ways of working more effectively on teacher education goal.
<ul style="list-style-type: none"> • Recruit, prepare, and return highly qualified teachers to rural communities, as part of our 2+2 degree completion program design. Continue to recruit and enroll 7 new cohorts each fall; one in middle school math/science/language arts and one in special education. • Actively seek additional funding from Wells Fargo/Wachovia to assist teacher assistants, military personnel, and other occupations in transitioning to teacher education, degree completion, programs via this rural model. • Work for a seamless transition from high school to work by hosting joint board meetings between our public school network (LCSN) and our community college network (WPE).

Develop a communication plan for the parents of traditional-age students on the benefits of pursuing the teaching profession.

- Refine teacher education Open House sessions each fall/spring; target separate parent session.
- Provide parent specific sessions at ECU NC Teaching Fellows/Maynard Scholars Interview Skills Workshop for prospective fellows/scholars.
- Distribute/update parent materials to encourage discussion w/student about teaching careers.

Use event marketing to give visibility across market segments.

- Continue 3 annual information sessions targeting science, mathematics, and social science majors for the Master of Arts in Teaching (MAT) in Math, Science, and Special Education.
- Host two “So You Want to be a Teacher” sessions each Fall and advertise through ECU’s Weeks of Welcome events and required Freshmen Seminar courses.
- Maintain university-wide calendar of all events where prospective students or their parents are on campus; coordinate events with Fine Arts and A&S college events (e.g. cultural events, math competitions, Science Olympiad, History Day) to reach a wide group of students.
- Target recent graduates of two-year and four-year colleges without teacher ed programs, military bases for people leaving service, and job fairs to recruit mid-career professionals.

Reach middle/high school students early with teacher recruitment initiatives.

- Continue to sponsor AVID, GEAR UP, and Teacher Cadet/FTA events each fall and spring for school partners in university’s rural region.
- Reapply for Future Teachers Academy funding yearly to sponsor a camp each summer.
- Continue to integrate NC Teaching Fellows/Maynard Scholars students with recruitment initiatives aimed at middle and high school students.
- Collect and analyze data from our four established high school Teacher Academy Programs (TAP); consider expansion of model within the LCSN; develop handbooks, marketing and branding materials to enhance recruitment via dual enrollment and transfer pipelines.

Component 2: Pre-Baccalaureate Curriculum Reform

Teacher education curricula in North Carolina have been revised recently in light of the Framework for 21st Century Skills and the Five Standards from the NC Professional Teaching Standards Commission. During 2009-10, these revised program proposals will be reviewed by the NC Department of Public Instruction. Further, the program proposals will be reviewed by various department, college, and university curriculum committees to prepare for implementation in Fall 2010. This extensive process focused exclusively on content. In this TQP project, ECU will conduct an equally extensive and rigorous process focusing on identifying a core set of pedagogical knowledge to complete the reform package. The overarching goal in this reform activity is to **ensure that teacher candidates are well-prepared with a core set of pedagogical**

knowledge that they can link appropriately to subject matter knowledge. Prospective and new teachers will learn how to design, implement, and evaluate curriculum units of study in real classroom settings. Their **ability to understand and use research and data to modify and improve classroom instruction will support the development/demonstration of strong teaching skills.** Woven into this approach will be improved preparation to teach students with disabilities, ELL, and gifted/talented students. Outcomes will align with State content standards.

As part of this process, ECU will examine the most effective approaches for Beginning Reading, ELL, and elementary and middle school math available through the Institute of Education Sciences “What Works Clearinghouse.” Faculty also will study the peer-reviewed Practice Guides on mathematics, reading, and literacy posted on the Clearinghouse website.

Table 5: Project Pre-Baccalaureate Curriculum Reform Activities Overview
Identify all coursework planning teams.
Evaluate instructional strategies; finalize overall instruction/pedagogy, including development of exemplars.
Identify relevant instructional strategies for ELLs (including culturally responsive pedagogy and selections from 28 strategies for SIOP ⁵ 7).
Faculty team develops research-based goals/outcomes for introductory courses in Special Education (SE), Elementary Education (EE), and Middle School Education (MS).
Form work teams of PCS, GCS, and ECU A&S and COE faculty to ensure teachers have access to accurate content modules in high needs subjects; begin model unit development.
Plan Pedagogical Methods courses (ongoing revisions in EE and other programs): assess the course; evaluate the syllabus; assess students engaged in the instruction; recognize that in simulations of single lessons or even multiple lessons, results will be confounded by prior knowledge of learners.
Plan Content Methods courses: Literacy, Math, Science, and Social Science teams finalize overall instruction/pedagogy, including development of exemplars, templates, and assessments.
Implement Intro (2123s), Content Methods, and Pedagogical Methods courses (SE, EE, MS); (Cohort 1 begins Spring 2010; Cohort 2–Spring 2011; Cohort 3–Fall 2011; Cohort 4–Spring 2012; Cohort 5–Fall 2012; Cohort 6–Spring 2013; Cohort 7–Fall 2013; Cohort 8–Spring 2014).
Work teams design model units on high frequency topics (e.g, decimals) in key subject areas (language arts, mathematics, social studies and science); continually refine units and work with

⁵ SIOP (Sheltered Instructional Observation Protocol) was started by Echevarria & Short to assist teachers in improving their adaptations for ELLs.

Table 5: Project Pre-Baccalaureate Curriculum Reform Activities Overview
IT to find/create video snippet exemplars; scale up and across teacher ed programs.
Work teams observe implementation of model lessons/units in student teaching and work with Co-PIs of Clinical Practice to assess impact-Revise or expand units as needed. (Cohort 1: Student Teaching (Senior II Internship) starts Fall 2011; Cohort 2–Fall 2012; Cohort 3–Spring 2013; Cohort 4–Fall 2013; Cohort 5–Spring 2014).
Work Teams collaborate with Co-PIs of Induction to design and implement Induction Program focused on content Cohort 1 starts Spring 2012 (induction program begins after graduation and hiring; Cohort 2–Spring 2013; Cohort 3–Fall 2013; Cohort 4–Spring 2014).
Initiate planning to expand to high school programs in other COE teacher prep areas (e.g., English, math, science).

**Component 3:
Clinical Practice**

ECU has a long-standing commitment to working with regional schools in preparing new teachers. Currently, **teacher candidates are engaged in field experience throughout their preparation and the program culminates with a year-long internship.** During the internship year, students are in classrooms one full day per week during semester one and five full days per week during semester two. In addition, **teacher candidates are placed in one of 564 participating schools** in the LCSN described earlier for field experience/internship. Finally, clinical teachers who work student teachers receive training in Clinical Teacher Training Workshops. Thus, there is a solid foundation already in place upon which to build. TQP funding will allow for systematic and systemic improvements in the clinical practice program component. Funding will support closing the gap that still exists between coursework and field work, and constructing a more coherent set of knowledge/skills around which the program will focus so that teacher candidates are receiving consistent messages from A&S faculty, COE faculty, Clinical Supervisors, and University Supervisors.

Table 6: Project Clinical Practice Activities Overview
Identify Clinical Teacher indicators favorable to high quality teaching based on research; identify University supervisors and Clinical Teachers using indicators.
Develop and refine "Best Use of Interns" Guide for Teacher Candidates/Clinical Teachers.
Design, implement, and assess Clinical Teacher and University Supervisors training.
Develop video snippets, scenarios, commercial materials to infuse in clinical training and coursework.
Practicum/Internship (SE, MS, EE) teams work on developing activities for early field,

Table 6: Project Clinical Practice Activities Overview
practicum and internship experiences with linkages to coursework.
Strategically place ECU interns using indicators established in Spring 2010.
Collect/analyze data on Clinical Teacher Supervision (e.g., impact of clinical teacher training, observation of implementation of strategies, etc.).
Collect/analyze data on ECU juniors regarding the relationship between clinical practices and observation of instructional strategies; and critical analyses of planning, teaching, literacy instruction, universal design in planning provide feedback to PCS and GCS.
Clinical Teacher conferences (follow up to Summer training).
Conduct Wachovia Partnership East planning (part of LCSN) and implement reform coursework for Wachovia Partnerships East Students.
Scale up Clinical Teacher and University Supervisor training to include non-partner schools.

**Component 4:
Induction**

TQP funding will support ECU’s continuing evolution into offering a more systematic, mentor-based teacher induction process based on the research and practices of the New Teacher Center (NTC) model⁶. With support from highly-trained mentors, NTC’s comprehensive induction program is based on a proven assessment system that leads to increased new teacher retention and subsequent greater student achievement in the classroom. NTC’s research has demonstrated that skilled teachers can often offset the disadvantage of a low socioeconomic background. Although ECU’s current NTC-based Beginning Teacher Support Program includes having faculty experts answer questions from recent teacher education graduates via a website on the COE homepage, in recent years faculty have expressed their interest in exploring NTC strategies in-depth to increase support for ECU graduates. In 2007-08, ECU secured a small amount of grant funding to consult with NTC in a short-term effort to collaborate with PCS to make the transition from preservice teacher to student teacher to new teacher more streamlined and effective. While this effort was a strong

⁶ NTC is an independent, non-profit organization formerly affiliated with the University of California, Santa Cruz. Established in 1988, NTC’s research-based professional development program has resulted in long-term new teacher retention rates as high as 95%.

first step, the group was challenged by each organization’s differing timelines, making development of a coherent plan difficult. Today, ECU and PCS are both primed and ready to move forward (see Section 3). With TQP support, **a comprehensive induction program will be incorporated across multiple content areas and linked more thoughtfully and deliberately to the teacher preparation program.** Induction will promote growth and new learning through mentoring, frequent observations, and support systems (Danielson & McGreal, 2000; Huling & Resta, 2001). Grant support will be combined with University dollars to **facilitate faculty participation from both COE and the College of A&S in training and mentoring opportunities.** During the TQP grant period, all new teachers who graduate from ECU (and other new teachers as appropriate) who teach in PCS or GCS will benefit from further development of their teaching skills, including the use of paid mentors, during their first three years of teaching.

Table 7: Project Induction Activities Overview
Assess current induction programs in PCS and GCS and begin induction planning.
Develop new teacher seminars framework, structure and schedule focused on content units that integrate UDL design, literacy, assessment & technology and research-based strategies.
Select and prepare mentor teachers to focus on instruction.
Prepare principals and set up schedule for communication with new teachers.
Implement new teacher seminars at a common time.
Instructional coaches model and facilitate implementation.
Assess program (new teacher seminars, instructional coaches, principal meetings) and refine program based on feedback.
Explore e-mentoring opportunities to supplement face-to-face mentoring.

School Reform. Each project component has been designed in consideration of each partner school districts’ school reform efforts. Initial implementation of long-term strategic planning and implementation by PCS and GCS have resulted in limited improvements in student outcomes, as measured by End of Grade (EOG) assessments. While each will continue to focus on their individually tailored reform plans, they will also collaborate with each other and ECU.

Pitt County. In response to stagnant student achievement scores and low graduation rates (54% overall), the NC Department of Public Instruction (DPI) conducted a two-day monitoring visit of PCS in 2007-08. Evaluators suggested that School Improvement plans be revised to reflect the particularized need of each building and suggested that each school identify achievement by AYP subgroup, determine specific student needs by subgroup, communicate the findings to all stakeholders, and identify instructional goals and teaching strategies needed to improve performance. In 2008-09, Pitt County Schools launched a public school reform initiative that involved principals in each building conducting “walk-throughs” in teachers’ classrooms, looking for evidence of Marzano’s nine teaching skills (2009). Data revealed specific patterns of teacher behavior needing improvement: (1) content objectives for each lesson should be clarified to the students and posted in the classroom; (2) student engagement in learning should be increased; (3) questioning should move beyond facts and details to higher-order thinking and problem solving; and (4) teachers should vary instructional methods/strategies rather than over-rely on didactic and large group instruction, and should integrate instructional technology more.

Greene County. Greene County is a rural, high-poverty, majority-minority district where many parents do not hold a high school diploma. To minimize the impact of high unemployment and low educational attainment rates, in 2001 county educators embarked on a school reform initiative focusing on literacy, comprehensive counseling/college access, and technology integration (providing an Apple laptop to each student and teacher). During a July 2009 planning retreat, ECU faculty worked with administrators, teachers, and other School Improvement Team members to review progress and develop a five-year strategic plan and revised School Improvement Plans to align with the new NC 21st Century goals and current student achievement levels (by AYP subcategory). An Assessment and Evaluation Crosswalk Framework was

developed to guide analysis of formative and summative assessment as they pertain to each of the county’s five 21st Century goals. The Appendix contains a detailed discussion of the goals and an exemplar indicating sub-goals, strategies, desired results, measures, and timelines.

Table 8: Overview of School Reform Activities That Are Built Upon by the TQP Project	
Identify and update a core of research-based instructional and technology strategies that will increase student engagement and promote student learning in content areas, integration of instructional technology, and professional development.	
Develop and maintain Professional Library of Practices including electronic, print, and video resources addressing identified research-based instructional and technology strategies.	
Hire Instructional Coaches for every elementary and middle school to model strategies, support teachers in implementation, and work with principals to secure follow-through and follow-up.	
Hire Technology Facilitators for each school to model strategies and facilitate professional development in the integration of technology in instruction.	
Continue the district-level and principal “walk-throughs” to ensure accountability in implementation of strategies and to identify needs.	
Track student achievement trends by teacher, by school. Use the data collected and disaggregated to inform future work.	
Integrate internship students into the overall school reform initiatives by identifying teachers engaged in reform initiatives as Clinical Teachers and by utilizing Instructional Coaches/ Technology Facilitators to support teacher candidates as well as practicing teachers.	

(iv) Collaboration of appropriate partners for maximizing effectiveness of project services.

The Partnership. Under ECU’s leadership, the TQP Partnership is based on the identification of specific **partners that are most “ripe” to move forward in a synergistic, non-duplicative way that maximizes effectiveness.** Additional details regarding partner readiness/roles are in Sections 3 and 4. ECU certifies that it meets eligibility requirements to serve as the Partner Institution (Appendix A) and will serve as the Partnership fiscal agent.

Table 9: ECU Project Partners and Collaborative Stakeholders	
High-Need LEA	2 total: Greene County Schools; Pitt County Schools
High-Need School or Consortium of High-Need Schools Served by the High-Need LEA	23 total: 14 elementary and 6 middle in Pitt County; 1 primary, 1 elementary, and 1 middle in Greene County (all schools named in Appendix A).
Partner Institution	East Carolina University
School, Dept or Program of Education	ECU College of Education
School or Department of A&S	ECU Thomas Harriot College of Arts and Sciences
Additional Collaborative Stakeholders	Provost’s Council, External Advisory Council (see Section 4 for members)

ECU. **Physically located in Greenville, in the midst of low-income and high-need communities, ECU offers the only public teacher education program within a 90-mile radius.** From modest beginnings as a normal school in 1907, ECU has grown to become an emerging national research university with an enrollment of nearly 28,000 students. ECU offers 104 bachelor's degree programs, two educational specialist degree programs, two certificates of advanced studies programs, 73 master's degree programs, 18 doctoral degree programs, and first-professional degree programs in medicine and dentistry (beginning 2011). This TQP project builds upon the COE's experience successfully administering many related centers, projects, and grants designed to support learning, especially among diverse populations. The following three serve as exemplars: (1) The American Association of Colleges of Teacher Education (AACTE) Best Practice Award in recognition of the Wachovia Partnership East. (2) The Center for Science, Mathematics, and Technology Education, part of the North Carolina Mathematics and Science Education Network (MSEN), focuses on strengthening the quality and increasing the size of the teaching force in mathematics and science. (3) Project ECU LEAP (Leading Exceptional Annual Progress), provides support for licensed, practicing English-as-a-Second-Language (ESL) and content area teachers in rural schools through a combination of on-line coursework and sustained on-site professional development.

Pitt County Schools. PCS, like ECU, is based in rural Greenville. The school system currently serves 23,240 K-12 students in 35 schools (of which 32 are high need) and, as such, is one of the largest employers in Pitt County. The **student population is heavily diverse**, serving 52% African American and 7% Hispanic students. Despite recent efforts, current **low graduation rates** of African Americans (45%) and Hispanics (33%) are troubling and have influenced PCS's decision to become involved in a long-term partnership with ECU.

Greene County Schools. GCS is a small, rural, low-wealth district located 25 miles from ECU. The system consists of four schools and serves approximately 3,250 students in grades PreK-12. The **student population is very diverse**, with approximately 48% African-American and 17% Hispanic students. The current immigration rate indicates that the percentage of Hispanic students will continue to rise. Approximately **25% of students are identified as having special needs**. GCS began a school reform initiative in 2001 in partnership with ECU. The TQP grant will strengthen this alliance and integrate the system-wide reform initiatives (in literacy, technology, counseling, and access) already underway with teacher education reform initiatives to be supported by this grant.

Dissemination. In accordance with application instructions, ECU ensures that **teachers, principals, school superintendents, faculty, and leadership at institutions of higher education located in the geographic areas served by the partnership will be provided information**, including through electronic means, about the activities carried out with funds under the TQP grant. To facilitate information sharing, representatives from other teacher education programs in North Carolina have agreed to serve on the project Advisory Council, providing valuable input that will contribute to the replicability and dissemination of successful project strategies. The internal evaluator will seek to leverage data for other COE faculty members in order to facilitate development and dissemination of their research on many issues pertaining to teacher education. For example, the internal evaluator will share data with the Instructional Technology faculty in order to initiate new research concerning 21st Century skills and the integration of instructional technologies in P-12 classrooms and in virtual schools for middle school and high school students. All teachers will benefit from access to the Professional Library of Practices established in PCS and GCS. Partnership representatives will seek

presentation and publication opportunities to disseminate information through venues such as the American Association of Colleges for Teacher Education (AACTE), the American Educational Research Association (AERA), The Council for Exceptional Children (CEC), the International Reading Association (IRA), the *Journal of Teacher Education*, *Bilingual Research Journal*, *Reading Teacher*, and *Action in Teacher Education*.

2. QUALITY OF THE PROJECT EVALUATION

(i) Performance measures clearly related to outcomes, produce quantitative/qualitative data.

This project's multi-layered evaluation plan includes both formative and summative assessment; internal and external evaluators; and process and product assessment, including observation of teaching and measures of P-12 student achievement. This evaluation plan will document improvements to ECU's teacher education program and the quality of teaching of new teachers through transparency and accountability. **Transparency will be achieved through clear evaluation goals and measurable performance objectives; accountability will be achieved through a three-part evaluation design that describes the extent to which objectives are attained.**

Assessment plans include summative evaluations by external evaluators with a long track record of educational evaluations, and formative evaluations lead by an internal evaluator intimately familiar with project data and connected to all project team leaders and members. As evident throughout our evaluation plan, but especially so in Table 11 in this Evaluation Section, we considered Title II Section 204(a) of the Higher Education Act and GPRA measures in conceptualizing the design, implementation, and evaluation of the proposed project. This evaluation plan constitutes our guide to defensible (data driven) decision-making for improving learning and teaching practice, which are the fundamental goals of this work.

Goals, Objectives, and Measures. In support of the GPRA-based project goals and objectives described in Section 1, ECU has identified specific measurable performance goals:

Table 10: Project Performance Goals and Measurable Outputs/Outcomes
Goal A. Improve recruitment/retention of underrepresented/underserved groups
<ul style="list-style-type: none"> • Increase the number of underrepresented/underserved students (e.g., males, African Americans, Hispanics/Latinos, rural students) who enter the teacher education program. • Increase the number of program completers, including individuals from underrepresented/underserved groups, by retaining students in the teacher education program until graduation. • Increase the number of individuals, including individuals from underrepresented and underserved groups, retained for at least the first three years of a teacher’s career.
Goal B. Improve teacher quality
<ul style="list-style-type: none"> • Increase the percentage of highly qualified (HQ) teachers hired by the high-need local educational agency (LEA) participating in the eligible partnership. • Increase the percentage of HQ teachers hired by the high-need LEA who are members of underrepresented groups. • Increase the percentage of HQ teachers hired by the high-need LEA who teach high-need academic subject areas (such as reading, mathematics, science, and foreign language, including less commonly taught languages and critical foreign languages). • Increase the percentage of HQ teachers hired by the high-need LEA who teach in high-need areas (including special education, language instruction educational programs for limited English proficient students, and early childhood education). • Increase the percentage of HQ teachers hired by the high-need LEA who teach in high-need schools, disaggregated by the elementary school and secondary school levels. • Increase the percentage of teachers trained to integrate technology effectively into curricula and instruction, including technology consistent with the principles of UDL. • Increase the percentage of teachers trained to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of improving student academic achievement.
Goal C. Improve the achievement of prospective teachers in the ECU Teacher Ed Program
<ul style="list-style-type: none"> • Increase declarative knowledge of prospective teachers, as measured by scores on a new instrument called the Instructional Strategy Test (IST). • Increase procedural knowledge of prospective teachers, as measured by a scoring rubric for assessing quality of lesson planning; and as measured by observations of instructional presentations using the Instructional Strategies Checklist (ISC). • Increase conditional knowledge of prospective teachers, as measured by observations of practice teaching using existing rubrics and the ISC. • Maintain or increase GPA in the Teacher Education program. • Maintain or increase the scaled scores of ECU graduates for state certification or licensure.
Goal D. Improve achievement of new teachers through the Teacher Induction Program
<ul style="list-style-type: none"> • Improve observed teaching of new teachers as assessed by the Teacher Performance Appraisal Instrument (TPAI). • Improve observed teaching of new teachers as assessed by the ISC.

Table 10: Project Performance Goals and Measurable Outputs/Outcomes	
Goal E. Improve the achievement of students taught by new teachers who graduated from the ECU teacher education program	
<ul style="list-style-type: none"> • Increase end of Grade math, reading, and science scores (Grades 3 – 8). • Increase Kindergarten – Grade 2 scores on state and school district tests. 	
Goal F. Improve the achievement of students taught by teachers, in partner districts, with more than 3 years of experience	
<ul style="list-style-type: none"> • Increase end of Grade math, reading, and science scores (Grades 3 – 8). • Increase Kindergarten – Grade 2 scores on state and school district tests. 	

(ii) Methods of evaluation address the requirements of Section 204(a) of the HEA, and

(iii) Evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

HEA Section 204(a) Indicators. Annual reporting on key performance indicators will keep the project focused on outcomes, particularly GPRA and Section 204(a) of the HEA. As detailed in Table 11 below, the data collected will serve as a basis for data analysis and reflection on outcomes (and ultimately attainment of outcomes). In addition to the annual reporting of these descriptive statistics throughout the project, ECU will obtain baseline data for previous years when such data exist. Annual reporting will be the responsibility of the project staff and internal evaluator with support/review from the external evaluator.

Table 11: Data Collection and Evaluation Methods				
Assessment	Law	PR	Data Source	Method/Timeframe
<u>Perf. Measure 1: Graduation.</u> % of completers who attain initial certification/licensure by passing assessments and attain Bachelor’s in 6 yrs.	GPRA	DTE; IE	TEMS	Descriptive statistic based on tallies of program completers and report annually.
<u>Perf. Measure 2: Employment Retention.</u> % of new teachers who stay in the partner high-need LEA 3 years after initial employment.	GPRA; Title II Section 204(a)	ASHR	HRMS	Descriptive statistic based on tallies of teachers; report annually.
<u>Perf. Measure 3: Improved Scores.</u> % of grantees that report improved	GPRA; Title II	DTE; IE	TEMS	Descriptive statistic based on Praxis I

Table 11: Data Collection and Evaluation Methods				
Assessment	Law	PR	Data Source	Method/Timeframe
scaled scores for initial state certification or licensure.	Section 204(a)			and II scores; report annually. ⁷
<u>Efficiency Measure: Employment Retention.</u> The cost of a successful outcome where success is defined as retention in the partner high-need LEA 3 years after initial employment.	GPRA	ASHR IE	HRMS; Grant expenditures	Wages/benefits of all new teachers retained for 3 years + the 3-year cost of induction (calculate cost/outcome).
<u>Short-Term Perf. Measure 1: Persistence.</u> % of participants who did not graduate in the previous reporting period, and who persisted.	GPRA	DTE; IE	TEMS	Descriptive statistic based on enrollment data and report annually.
<u>Short-Term Perf. Measure 2: Employment Retention.</u> % of new teachers who stay in the partner LEA 1 year after initial employment.	GPRA	ASHR	HRMS	Descriptive statistic based on tallies of teachers; report annually.
Achievement for all prospective and new teachers, as measured by the eligible partnership.	Title II Section 204(a)	DTE; IE; ASHR	TEMS; HRMS Standardized test score data on NC state tests, which are delivered electronically to school districts by DPI	Prospective teachers: declarative knowl. assessment (IST); procedural knowl. assessment; model lesson plan assessment (ISC); rubrics; self-assessments; GPA; attainment of state certification or licensure; Teacher Ed Program Survey; faculty surveys/interviews. New teachers: TPAI; ISC; new hire surveys/interviews.
% of highly qualified (HQ) teachers hired by the high-need local educational agency (LEA) participating in the partnership.	Title II Section 204(a)	ASHR	HRMS	Descriptive statistic based on tallies of HQ teachers; report annually.
% of HQ teachers hired by the high-	Title II	ASHR	HRMS	Descriptive statistic

⁷ For ECU students who took the Praxis II in 2007-08, the ELEM pass rate was 99%, compared to the State pass rate of 98%. Being so close to the ceiling, only fractional increases may occur.

Table 11: Data Collection and Evaluation Methods				
Assessment	Law	PR	Data Source	Method/Timeframe
need LEA who are members of underrepresented groups.	Section 204(a)			based on tallies of HQ teachers; report annually.
% of HQ teachers hired by the high-need LEA who teach high-need acad. subjects (e.g., reading, math, science, and foreign language, incl. less commonly taught/critical languages).	Title II Section 204(a)	ASHR	HRMS	Descriptive statistic based on tallies of HQ teachers; report annually.
% of HQ teachers hired by the high-need LEA who teach in high-need areas (including special education, ELL language programs).	Title II Section 204(a)	ASHR	HRMS	Descriptive statistic based on tallies of HQ teachers; report annually.
% of HQ teachers hired by the high-need LEA who teach in high-need schools, disaggregated by the elementary/secondary school levels.	Title II Section 204(a)	ASHR	HRMS	Descriptive statistic based on tallies of HQ teachers; report annually.
% of teachers trained to integrate technology effectively into curricula and instruction, including technology consistent with the principles of UDL.	Title II Section 204(a)		Course Grade in EDTC 4001	Descriptive statistic based on tallies of students earning a grade of B or better; report annually.
% of teachers trained to use technology effectively to collect, manage, and analyze data to improve teaching/learning to improve student academic achievement.	Title II Section 204(a)	TEMS	Course Grade in EDTC 4001	Descriptive statistic based on tallies of students earning a grade of B or better; report annually.
KEY	<ul style="list-style-type: none"> • PR: Person(s) Responsible • DTE: Director of Teacher Education (Dr. Vivian Covington) • IE: Internal Evaluator (Dr. Kenneth Luterbach) • ASHR: Asst Supt of Human Resources (Delilah Jackson at PCS) • TEMS: Teacher Education Management System (electronic records maintained by the College of Education, including Praxis II records, which go back to 2001; graduate exit survey records, which go back to 2001; progress report and portfolio records, which go back to 2002; and dispositions records, which go back to 2004; lastly, records from follow-up surveys of new teachers and their principals go back to 2007 and 2008) • DPI: North Carolina Department of Public Instruction (DPI) • HRMS: Human Resource Management System (LEAs and the DPI use the HRMS to track student and teacher data; historical data for students and teachers are maintained for several years; e.g., school report card data are available for every year from 2001-02) 			

Periodic Assessment Provides Feedback. The comprehensive process for collecting data outputs contributing to outcomes achievement can be categorized into three inter-connected

approaches, each contributing independent and collective value to project evaluation: (1) **regular project reporting on key outcome indicators** - project staff will work with the internal and external evaluators to collect baseline data from multiple sources relative to GPRA and Section 204(a) performance measures; (2) **internal monitoring and formative evaluation** activities - an internal evaluator will collect data needed to make project improvements and regularly review data with the project team in order to continually improve the multiple activities of this project (see also the Management Plan section); and (3) **external, summative evaluation** activities – an external evaluator will provide annual reports of data gathered on Performance Goals C, D, and E, as these represent the most critical components for which third-party objectivity is needed.

Internal/Formative Evaluation for Improvement of Project Activities. The internal evaluator will monitor recruitment and retention efforts by producing annual reports for project staff for Performance Goals A and B. The data source and method of evaluation for each of the Goals are documented in Table 11. In addition to monitoring and reporting these data each year, the internal evaluator will reinforce activities that helped to achieve objectives attained; and will seek to alter activities or replace them with new approaches when objectives are not realized.

In order to help monitor activities, the interval evaluator will draw on formal and extensive training in computer science and practical experience developing electronic database systems in the COE in order to integrate the data collected for this project with existing data in the COE. This integrated approach will permit a more cost-effective, seamless user experience. The internal evaluator will also set triggers in the data management system when milestones are reached and when there is a need to make project improvements. Such data-driven triggers will supplement the internal evaluator's regular review of data with the project team in order to continually improve the multiple activities of this project.

External/Summative Evaluation of the Project Goals and Objectives. External evaluators from the SERVE Center at UNC-G will be engaged to collect data to explore the extent to which improvements in the ECU Teacher Education Program and the Teacher Induction Program in Partnership Schools are realized, focusing particularly on Performance Goals C, D, and E. SERVE was established in 1990 to meet the research, development, and evaluation needs of southeastern states. Funded by the U.S. Department of Education's Institute of Education Sciences, the SERVE Research Education Laboratory (REL) is one of 10 regional organizations providing research-based information and services to all 50 states and territories. These RELs form a nationwide knowledge network, building a bank of information and resources shared nationally and disseminated regionally. The focus for 2006-2011 is on strategies that will help transform education into an "evidence-based" field, including the application of experimental research designs using randomized assignment. SERVE Center staff have conducted a number of rigorous literature reviews including reviews of instruments available for assessing school readiness and more recently, student engagement.

Engaging with educators across a six-state region provides SERVE with a broad view of the education landscape and a deep understanding of the contextual factors that affect teachers' work with students. Many staff members have long histories of conducting program evaluations, which means that tools, approaches, instruments, etc. are readily available to adapt for new projects. SERVE projects relevant to this TQP project are: an ECU NSF-funded project to work with a national cadre of 200 secondary math and science teachers in developing replacement units that included computational science software applications; development of a comprehensive model of teacher evaluation incorporating 22 performance dimensions organized into six categories for the North Carolina DPI (currently in use by over 20 districts in NC); and a

research study to compare and contrast differences in teaching practices between National Board for Professional Teaching Standards teachers and two comparison groups. The following table summarizes the annual processes that will be used to report on each Performance Goal.

Table 12: Project Performance Goals and Measurable Outputs/Outcomes
Goal A. Improve recruitment/retention of underrepresented and underserved groups
Beyond reporting, this data will provide diverse measures of the teacher education program, which pertain to the recruitment and retention of high-need teachers; diversity; and instructional technology. These measures will be important considerations for program improvement.
Goal B. Improve teacher quality
One goal of the reformed teacher education program is to ensure that teaching interns use particular instructional strategies appropriate to the learners and subject matter. The internal evaluator will be responsible for facilitating discussions with project staff and partner school districts relative to reviewing and interpreting data concerning teacher quality. If observation data show that interns are not using appropriate instructional strategies, the project team will use this result to implement changes as part of the formative evaluation process. In light of additional data gathered from the interns, Clinical Teachers (who observe interns on a daily basis), and University Supervisors (who also observe interns), possible remedies will be explored/implemented to redouble efforts. If data reveal that new teachers in the induction program are spending, on average, fewer than five hours/semester with their mentor teacher, the project team will pursue additional information about the cause, as revealed by the new teachers and the mentor teachers. Remedies would then be developed and implemented.
Goal C. Improve achievement of prospective teachers in the ECU Teacher Ed Program
The Instructional Strategies Test (an assessment of declarative knowledge) is completed at the end of introductory classes and requires teacher education students to: (1) describe particular instructional strategies (e.g., reciprocal teaching; cooperative learning; use of advance organizers); (2) identify the types of instructional strategies being used in teaching videos; and (3) distinguish between examples and non-examples of instructional strategy usage given written descriptions of teaching scenarios. Administered each year of the project at the conclusion of introductory classes, the average scores should increase over the five years as the curriculum is improved. Items on this test address literacy, diversity of students (special education, ELL, gifted education), technology use, and assessment.
The scoring rubric for the assessment of procedural knowledge determines the extent to which teacher education students are able to evaluate, improve, or design a lesson plan for a particular instructional scenario. Students must create lesson plans that accommodate possible concerns related to literacy, diversity of students (special education, ELL, gifted), technology use, and assessment. Another mechanism to test procedural knowledge involves teacher education students using a model lesson plan to make an instructional presentation in the classroom of a licensed teacher. The instructional presentation will be assessed using the Instructional Strategies Checklist (ISC), which assesses use of instructional strategies. These assessments will be made by trained faculty and clinical teachers, and scores will be recorded and sent annually to the external evaluator who will report on growth from cohort to cohort over the five years.
Conditional knowledge is used when teacher education students create lesson plans for actual classroom use; teach in a classroom supervised by a licensed teacher; and engage in evaluation,

Table 12: Project Performance Goals and Measurable Outputs/Outcomes
<p>reflection, and revision of instruction. Students in this final phase of teaching practice must, without prompting, pay attention to literacy, diversity of students (special education, ELL, gifted), technology use, and assessment. Multiple measures will be used to assess performance at this final level of teacher preparation. Rubrics to score performance in terms of appropriate use of particular instructional strategies in particular instructional scenarios will be piloted and revised in Year 1 and then used in each subsequent year. Faculty and other supervising teachers will be trained in the use of the rubric and other measures such as the ISC. Scores will be provided to the external evaluator for each year's cohort of students. At this stage of teacher preparation, the teaching interns (student teachers) will complete self-assessments. These subjective measures will not be forwarded to the external evaluator, but rather will serve as an earnest self-assessment, since reflection is exceedingly beneficial to professional development.</p>
<p>Student GPA data will be collected each year and included in the annual report. These data will contribute to overall assessment of the teacher education program.</p>
<p>Data on attainment of state certification/licensure by ECU graduates will be gathered each year. These data constitute an important source of evidence of the utility and viability of the teacher education program. 2009-10 is the baseline year, as students graduating from the program in this year will not have been impacted by the TQP project activities. Beginning in 2012 and 2013, students who graduate will have experienced at least two years of program changes and thus will constitute successive "treatment" cohorts. To the extent that a non-participating group of teacher candidates is available, data can be collected from them as a "comparison" group on some of the above performance measures. Because ECU undergraduates are not randomly assigned to the treatment or baseline/comparison-conditions, TQP changes will not definitively be attributable to documented differences. However, comparison data will be helpful in interpreting the results from the "treatment" (i.e., the reformed teacher education program).</p>
<p>Other data to be collected: (1) Teacher Education Program Survey - the perceptions of graduates themselves in terms of their preparation and readiness to teach and satisfaction with the teacher education program. A Survey has been administered electronically to graduating seniors for 5 years. The external evaluators will review this survey data with project staff and the internal evaluator to determine if items could be added or adapted in order to capture relevant perceptions of graduates so that baseline, treatment, and comparison group perceptions could be compared. External evaluators will supplement survey data with randomly sampled student interviews as needed. (2) The external evaluators will conduct faculty surveys or interviews to add a more qualitative/descriptive dimension to the external evaluation. Among the data collected will be evidence of changes to course materials, syllabi, grading, and expectations.</p>
<p>Goal D. Improve achievement of new teachers through the Teacher Induction Program</p>
<p>The external evaluators will collect data from the partner districts employing ECU new hires. In collaboration with the project staff and internal evaluator, two instruments will be used: (1) the TPAI, is a statewide evaluation instrument used with new teachers and as such reflects expectations for their job performance; (2) the ISC, reflects the instructional strategies focused on by the ECU Teacher Education Program and for which there is an expectation that ECU graduates will demonstrate these in their teaching. Data will be gathered each year of the grant from a sample of the first year ECU teachers in the partner districts. A sample of teachers not participating in the grant's induction program will be identified for use as a comparison group.</p>
<p>Other data of potential usefulness in the external evaluation: Surveys and interviews with the ECU new hires in the partner districts will be used by the external evaluators as needed to</p>

Table 12: Project Performance Goals and Measurable Outputs/Outcomes
<p>provide specific examples of issues and challenges faced. These data will also be useful for gaining insights into how the ECU program or the induction program did or did not prepare the new hires. Further, these data will be useful for reflections on personal growth.</p>
<p>Goal E. Improve achievement of students taught by new teachers who graduated from the ECU teacher education program</p>
<p>Changes to the ECU Teacher Education Program and Teacher Induction Program in the partner districts are intended to lead to improved student achievement results of the graduating teachers once they begin their teaching careers. The methodology for studying the relationship between ECU’s Teacher Education program and the student achievement results obtained by graduates is dependent on the ability to collect accurate data regarding teacher effect on student achievement. One of the more prominent approaches to estimating the impact of teachers on student achievement is value-added models/modeling (VAM), which is a subset of statistical models commonly referred to as growth models. Growth models stand in contrast to status models, in that status models provide a snapshot of a school or subgroup performance (generally measured in proficiency levels) at a specific point in time, while growth models estimate achievement longitudinally. Student growth scores can be averaged by teachers to determine an estimated “teacher effect” on state test scores. ECU currently has access to value-added data for teachers graduating from their teacher education program. The external evaluators will work with the value-added experts that work with these data in North Carolina (i.e., Carolina Institute for Public Policy at UNC Chapel Hill) to determine how best to describe the results for the ECU program as compared to other teacher preparation institutions. In addition, ECU will explore comparing the student achievement results of the treatment group of teachers as they complete their first year of teaching in Year 4 (the first year that graduates of the reformed ECU teacher education program will be employed) to the results obtained by teachers who graduated from the ECU program and went on to teach in the partner districts prior to the beginning of the project.</p>
<p>Goal F. Improve achievement of students taught by teachers, in partner districts, with more than 3 years of experience</p>
<p>Understandably, student achievement is a primary concern of all school districts, and analyses of student achievement scores will be done in conjunction with classroom observation data, which are already collected in PCS. Classroom observations by principals serve to gather data on a variety of teaching skills, including, at PCS, the use of instructional strategies. Consideration of these quantitative and qualitative measures will permit data triangulation, which will serve as a powerful tool for improving teacher quality.</p>

Evaluation Resources. The State of North Carolina, through the Department of Public Instruction, serves as a valuable information resource based on its collection and dissemination of public school data. In addition to the DPI’s own data collection efforts, the state commissions researchers to collect and analyze K-12 student achievement data with respect to teacher education data. Leveraging this work will be of tremendous benefit to this project for multiple reasons. First, the extant data provide initial benchmarks, which will permit comparisons

throughout the duration of the project. In particular, the data identify the learning achievement of the students of the teachers who have recently graduated from our teacher education programs. Those data are critical to measuring the increased achievement of students taught by teachers who have participated in the projects. Second, ECU will also benefit from the experience gained by our colleagues who will engage in that work.

In addition to leveraging State resources, ECU will capitalize on the reform efforts of the partnership schools. In the interest of continual improvement, the Superintendent of PCS has required the collection and analysis of diagnostic student achievement data. The data from those achievement tests provide diagnostic information, which will be used in the development and evaluation of instruction for the students. Similar data will be provided by GCS.

National Evaluation Study and ARRA Reporting. Should TQP grant funds be awarded to ECU, ECU agrees to cooperate with the national evaluation contractor selected by ED to evaluate the TQP program, including responding to data requests by the evaluation contractor regarding program information and program participant information that is permitted to be released under FERPA. Should ECU's award include funds appropriated under the American Recovery and Reinvestment Act (ARRA) of 2009, ECU agrees to accept the additional accountability and transparency reporting requirements associated with ARRA, including the required submission of quarterly reports, as well as the establishment of an accounting process that distinguishes ARRA funds from any other funds received through this program.

3. SIGNIFICANCE

(i) Likelihood that the project will result in system change or improvement.

ECU is taking what is known from research and the professional literature about highly effective teacher education programs, and fashioning a reform plan that is integrally involved

with companion reform plans in partner districts. To effect system change, the reforms must be substantive and widespread and the impact must be assessed both formatively and summatively.

The evaluation section lays out the breadth and depth of the planned system change and includes improved: (1) recruitment and retention of prospective teachers—particularly those from underrepresented groups; (2) teacher quality; (3) achievement of prospective teachers; (4) achievement of beginning teachers; and (5) achievement of students taught both by beginning teachers and experienced teachers (those with 3+ years) involved in reform initiatives.

These changes will only be institutionalized if significant percentages of the teacher candidates and public school personnel are involved. **Current COE enrollment figures are shown in Table 13 below to project system impact on the number of teachers prepared.** Given the planning that will be undertaken to implement reforms in secondary education and other K-12 programs (e.g, Exercise Science, Music, Dance) in Years 4-5, by grant’s end, virtually 100% of the teacher education programs at ECU will be impacted.

Table 13: TQP Project Impact on ECU Teacher Education Students

	Elem Ed	Middle School	Special Ed	Total # Impacted	Total # Students	Total % Impacted
ECU COE Students	325	72	72	469	759	62%

Further evidence is the **number of teachers involved in the systemic impact of this project:**

Table 14: TQP Project Impact on Teachers in Partner School Districts

TQP School Partners	# High Need Schools	Total # Schools	# High Need K-8 Schools (TQP focus)	# of Teachers Impacted by Grant	Total # Teachers	% of Teachers Impacted by Grant
Pitt County Schools	32	35	27	1,161	1,641	71%
Greene Co Schools	4	4	3	162	197	82%

While a strong education reform plan and widespread involvement are two critical ingredients of systemic change/impact, another critical component involves the support factors

and conditions and how they align. **The conditions that are currently in place will have a significant influence on facilitating and sustaining comprehensive system change.**

Table 15: Why ECU’s Partnership and Timing are Likely to Produce Success

- **PCS and GCS are both undertaking district-wide reform initiatives.** This means that ECU does not need to convince districts of the importance of the work, and does not need to dangle dollars in front of them to entice them to participate. PCS and GCS are committed to school improvement, as evidenced by their development of improvement plans and their initiation of strategic programs and services. PCS is the district most readily poised to move forward based on the extensive assessments and preliminary work it has conducted. The groundwork has been laid and all principals have spent the last year conducting “walk throughs” with central office staff to launch Phase I of the Reform Initiative—focused squarely on systematic and systemic sub-initiatives that will result in improved student achievement. GCS has earned a national reputation for innovative use of technology to increase student achievement by providing their rural and low-wealth students access to learning experiences beyond their local community and is ready to build on this success.
- **The reform initiatives are being implemented in EVERY school in both districts.** Although not every school in Pitt County is a high need school, but most are (87%). The initiatives that will be collaboratively implemented in the high need schools in Pitt County, and everything that is learned from engaging them throughout the grant period, will have widespread adoption and dissemination. Since all the schools in Greene County are high need schools, initiatives selected for implementation will impact 100% of their schools.
- **Reform initiatives being implemented in both school districts are focused squarely on improving student achievement and reducing student dropout rates.** Both districts are monitoring student achievement and dropout rates closely and are using these data as measures of the effectiveness of their interventions. This provides positive reinforcement for ECU efforts to assess the teaching effectiveness of its graduates using student achievement data.
- **PCS and GCS want and need high quality teachers and, thus, are excited about the opportunity to partner with ECU to improve teacher education, induction and professional development.** These districts, when taken together, place a significant percentage of ECU’s 759 student teachers, and 46% of the teachers they hire are ECU graduates. The partners are already fully engaged in improving teacher education and teaching.
- **Local school district leaders have all been centrally involved in the grant planning and writing phase.** PCS and GCS leadership (e.g., superintendents, associate superintendents for instruction) have participated in grant planning meetings with COE faculty and staff. Their recommendations and suggestions for project design and implementation have enriched the planning process. In addition, they highlighted the preliminary work already accomplished, their planned next steps, and future needs. Through these continuing conversations, the proposal has become an integrated reform model representing the best amalgamation of the partners’ ideas.
- **Both PCS and GCS recognize the limitations of their current induction programs and want to strengthen them.** They are very willing to work collaboratively with ECU personnel to better focus and improve the quality of their current induction programs, to integrate them more systematically into their overall plan for district/school transformation, and to make induction a seamless transition from teacher preparation to teaching.
- **PCS and GCS are enthusiastic about the reforms being planned for teacher education**

Table 15: Why ECU's Partnership and Timing are Likely to Produce Success

and wholeheartedly endorse their involvement in teacher professional development from pre-service through induction and into veteran professionals. They fully recognize the need to enhance coursework and to improve the clinical practice component, to provide more systemic/systematic opportunities to learn pedagogical skills, and to obtain literacy training.

- **The Dean of the Thomas Harriot College of Arts & Sciences, Dr. Alan White, has been and will be a positive force in the success of this grant.** Dean White is a scientist who has published both in scientific journals and in teacher education journals. He is deeply interested in teacher education issues and recognizes its importance both nationally and in rural eastern NC. He is an active member of the Provost's Council, and his leadership on this university-wide committee facilitates encourages collaborative work between A&S faculty, COE faculty, and the public schools. The Deans of Education and A&S have a very good working relationship and, thus, the collaborative work being planned by the TQP Partnership will be fully supported.
- **The COE Dean (Dr. Linda Patriarca), the A&S Dean, the COE Associate Dean, the COE Assistant Dean, and the COE Director of Teacher Education have all been integrally involved in grant planning and writing.** Faculty who will serve as Co-PIs and grant leaders see the commitment, time, and energy that these administrators are investing on a daily basis in designing a well thought-out, thorough, and realistic project. They see the value and high priority that is being placed on this project by those in leadership roles.
- **The Provost's Council on Collaboration for Teacher Education provides a university-level focus on teacher education.** Through its membership of deans across the five colleges/schools hosting teacher education programs, the Council is charged with identifying, exploring, and addressing principles, policies, practices, and programs that will foster enhanced quality for K-16 teacher education for North Carolina and beyond. This policymaking body meets monthly to address issues pertinent to teacher education.
- **The Provost of ECU, Dr. Marilyn Sheerer, is the former Dean of the College of Education and a huge supporter of this grant.** As a well-respected Provost, she has the Chancellor's trust and will be a powerful and positive force in this grant's success. Provost Sheerer serves as the official chair of the Provost's Council on Collaboration for Teacher Education and has agreed to serve as a member of the Advisory Council. She has amassed an extraordinary reputation with outside stakeholders (particularly DPI and UNC-GA) and thus will be a formidable champion of this work to outside constituencies, providing confidence that the project will succeed and be sustained.
- **Dr. Steve Ballard, Chancellor of ECU, has publicly identified high quality teacher preparation as one of the University's top priorities.** ECU is a multi-faceted university offering numerous doctoral programs, hugely successful medical and nursing schools, as well as a new dental school scheduled to open in 2011. Although the Chancellor is very supportive of these schools, he has remained steadfast in his commitment to ensuring the preparation of high quality educators for eastern North Carolina – thus expanding the economic and quality of life potential of this rural, largely low-wealth region for generations to come.

(ii) Extent to which the project builds local capacity to address target population needs, and

(iii) Importance of results, especially improvement in teaching and student achievement.

As mentioned in the previous section, the scope of this project as well as the number and percentages of participants promote the building of local capacity. The TQP grant, with its central foci on improved teaching, learning, and student achievement, is needed to address target population needs. The population needs of both districts are evident when examining some basic demographic data. A study by educational region in NC reveals that nearly 55% of students in the eastern NC region served by ECU, PCS, and GCS qualify for free/reduced lunch. 2007-08 achievement scores also underscore the target K-12 student population needs, particularly for minority and economically disadvantaged students. The percentages of students in the partner school districts who have passed BOTH reading and mathematics on end-of-grade assessments by AYP subcategory is unacceptable compared to state averages.

Table 16: Comparison of Student EOG Achievement					
	White	Black	Hispanic	Econ Disadvantaged	LEP
North Carolina	64.4%	29.5%	34.6%	33.3%	19.8%
Greene Co Schools	51.1%	19.0%	23.2%	23.1%	12.8%
Pitt County Schools	67.3%	25.7%	32.5%	26.0%	16.6%

The school reform initiatives, the induction program, the teacher education reform, and the formative and summative evaluation activities of this TQP project are all designed to positively impact student achievement. Over the five years of the grant, ECU will lead the development and refinement of the framework and evaluation system for assessing the impact of specific teachers on student achievement. The partner districts will have this framework and the longitudinal data accompanying it to guide their future decision-making regarding school reform.

Importance of results, especially improvement in teaching and student achievement.

As mentioned at the beginning of this proposal, ECU is the largest producer of teachers in North Carolina and has been for some time. Although many graduates are placed in eastern NC, many are also placed throughout the state, increasing the magnitude of the project results obtained.

Over the past two years, ECU's teacher education program has been engaged in a revisioning process to enhance the curriculum in order to ensure that public school students are prepared for functioning effectively in the 21st Century. **In this TQP grant project, ECU will focus on Phase 2, the coordination, integration, and alignment of instructional models, methods, and strategies commensurate with learning pertinent in the 21st Century.** In addition, this grant will focus on faculty planning, implementation, and assessment in order to achieve the key project outcomes. The result of this effort will be systemic change that will not only build local capacity in partner districts to provide, improve, expand, and sustain programs and services but that will also address the needs of students in all of eastern North Carolina.

(iv) Support after Federal funding ends, and how capacity building will be achieved.

Resource Assessment and Cost Share. No needs assessment would be complete without an assessment of the resources available to the project. The project budget (as detailed in the ED 524 form) is a cost-effective and reasonable spending plan designed to ensure that adequate resources will be available to support expenditures that are necessary, reasonable, and allocable to successfully carry out the full scope and objectives of the proposed project as described in this narrative. Grant funds will leverage existing resources to the greatest degree possible, and TQP funding will target grant-specific expenses that will not be needed after the grant ends. The project's matching share of the budget represents a significant commitment to successful continuation after Federal funds end. First, total in-kind contributions for all five years will amount to approximately [REDACTED], larger than the required 1:1 match. Second, the in-kind contributions do not represent all of the resources contributed to this project. Examples of others tangible resources that are not represented in the current matching budget include: the cost of one Instructional Coach per building funded by PCS at an average cost of [REDACTED]. (at 25 sites, a

value of [REDACTED] per year or [REDACTED] across the five-year grant period); two days per year of the External Advisory Council members (across the entire grant period), and the time and effort of Deans, Department Chairs, Superintendents, and Principals.

Capacity building. Enhanced depth and breadth of collaboration between internal and external partners will bolster the Partnership's capacity to sustain program improvements. Positions are designed to be developmental so that sustainability funds will not be needed after outcomes have been achieved. Non-personnel costs are all designed to support development of the infrastructure needed to support new and enhanced programs and services.

4. QUALITY OF THE MANAGEMENT PLAN

(i) Clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

Principal Investigator. The TQP project will be directed by a PI who will work with 10 Co-PIs who will coordinate the major components of this grant vertically. They will meet together as a leadership team to address both vertical and horizontal coordination.

Dr. Shirley Carraway is a veteran educator with more than 32 years of experience. She received her doctoral degree in Educational Leadership from ECU. Beginning her career before P.L. 94-142 as a teacher of "school-excluded children," she has worked as a Speech, Language Clinician, assistant principal, and principal at both the elementary and secondary levels. She continued her administrative experience as associate superintendent in PCS and was selected as superintendent of the Orange County Schools in 2003. After five years as superintendent, Dr. Carraway retired and began a second career in higher education as the Director of Special Projects in the Division of Academic and Student Affairs at ECU. In this role she is responsible for directing the Chancellor's Leadership Academy for faculty and staff, and for the development of an Early College High School supported by the University. In addition to her work with the

University, she also serves as a consultant with the Appalachia Regional Comprehensive Center, one of 16 regional comprehensive centers and 5 content centers across the nation designed to provide state education agencies with intensive technical assistance to address the No Child Left Behind (NCLB) requirements and meet student achievement goals. Dr. Carraway has been a SACS facilitator, a trainer, a staff developer, and has served on many committees, commissions, and boards that support and promote student achievement. Her experiences at all levels of K-12 leadership, and her present work as a consultant and with the University, result in a unique set of experiences and a distinct perspective pertaining to teacher quality that will be an asset as PI.

Co-Principal Investigators. Supporting the PI and comprising the core leadership team are three program area Co-PIs and seven Co-PIs (note: resumes/CVs located in the Appendix):

Table 17: ECU COE Co-PIs
Co-PI for Elementary Education (Program Area Co-PI)
Dr. Kristen Cuthrell - Asst Professor in the Dept of Curriculum and Instruction, Elementary Program Area. EdD in Innovation and Leadership. Chaired the ECE department at Delaware Technical and Community College (DTCC), Terry Campus. Elected to the board of directors for the Delaware state chapter of the National Assn for the Education of Young Children (President). Classroom experience includes a rural Delaware public school, urban NC public school, and suburban Massachusetts independent day school. Worked with migrant and at-risk students in community centers. Primary research areas are teacher ed, diversity/global ed, assessment.
Co-PI for Special Education (Program Area Co-PI)
Dr. Karen Voytecki - Asst Professor in the Dept of Curriculum and Instruction, Special Ed Program Area. PhD in Curriculum and Instruction with an emphasis on Special Ed. Taught diverse students with disabilities in the K-12 public school setting. Recognized for classroom innovation by The Council for Exceptional Children (CEC) with the prestigious Clarissa Hug International Teacher of the Year award. Currently directs CEC Teacher Education Division. Research interests include postsecondary education/career goals of students with disabilities.
Co-PI for Middle Schools (Program Area Co-PI)
Dr. Jamin Carson - Asst Professor in the Dept of Curriculum and Instruction, Middle Grades Area. PhD in Curriculum/Instruction. Taught 7 th & 9 th grade English/Lang Arts, now teaches courses on adolescent learning and development, instructional methods, and classroom management. Research interests are concept learning and instruction.
Co-PI for Teacher Recruitment
Dr. Diana Lys - Interim Assessment Coordinator. EdD in Curriculum and Instruction. Taught diverse students for 6 years in public middle schools in NC. Led efforts to provide professional development opportunities to in-service teachers and bring public school students to campus as part of outreach efforts in rural schools. Led the Campus-based Teacher Recruitment Plan.

Table 17: ECU COE Co-PIs
<p>Research interests include professional development, teacher induction, and cultural diversity.</p>
Co-PIs for Clinical Practice
<p><u>Dr. Vivian Covington</u> - Director of Teacher Education. EdD in Educational Leadership. Served as the Director of Clinical Partnerships and the Asst Director of Clinical Experiences. Taught 9-12 AP Chemistry, Chemistry, and Physical Science to diverse students in eastern NC; clinical teacher. Northeast Region semifinalist for State Teacher of Year and awarded Pitt County Teacher of the Year. Elected to the State Evaluation Committee, which rules on re-accreditation of teacher education programs. Research interests include university-school partnerships, university-community college partnerships, teacher recruitment, and science education.</p> <p><u>Delilah Harris</u> - Currently PCS Asst Superintendent for Human Resources; Lead Coordinator of Beginning Teachers. School-based leadership at PCS includes serving as Principal of an urban middle school as well as a rural K-8 school, and Asst Principal of a rural elementary school and a science, math, and technology magnet school. Served as the PCS Project TEACH Coordinator, a state-funded minority recruitment project. MEd specializing in Administration and Supervision and a BS in Intermediate Education; currently a doctoral candidate in Educational Leadership.</p> <p><u>Gwen Smith</u> - Served for the past 10 years as the GCS Beginning Teacher Support Coordinator. Was a classroom teacher for 23 years. Serves as a member of the LSCN, working closely with the Clinical Teachers and Clinical Interns. Masters in Middle Grades Education. Is a certified Mentor and has completed Master Mentor Training. Trained as a Clinical Teacher.</p>
Co-PIs for School Reform
<p><u>Worth Forbes</u> - Asso Superintendent of Instruction for PCS. Educator for over 30 years. Served as Director of 9-12 Programs, an assistant principal, and a principal. Holds an EdS in Administration. Honored as the PCS Wachovia Principal of the Year.</p> <p><u>Patricia MacNeill</u> - Asst Superintendent for GCS. Earned EdD; spent 35 years in education and has worked in elementary, middle, and high schools. Current responsibilities include facilitating the district's reform initiatives and supervising all aspects of instructional planning and implementation. Responsible for overseeing the integration of technology into instruction.</p>
Co-PI for Evaluation
<p><u>Dr. Ken Luterbach</u> - Asst Professor in the Dept of Math, Science, and Instructional Technology Education. PhD in Instructional Systems Technology. Taught diverse K-12 students in public and private schools in Canada and taught computer science courses to undergraduate students at the University of Calgary. Teaches instructional design and development courses. Research and development activities include the restructuring of K-12 schools and teacher education programs for 21st Century learners. Developing computer applications for learning and performance, particularly a conversational agent and a web resource identification and classification tool.</p>

The three program area Co-PIs will act as liaisons between the faculty of their respective teaching licensure program areas and the grant leadership team. Working directly with the PI, they will assist with supplying, gathering, and analyzing information provided by the faculty of the teaching licensure program areas. They will also lead their respective areas in the reporting of the data and in the dissemination of the grant results, and provide grant-related program area

updates to the grant leadership team. The reciprocal structure of this leadership team will allow all grant personnel to be kept abreast of pertinent grant developments (i.e., program-specific progress and challenges). Involvement on the grant leadership team will be a venue for ensuring breadth and depth of grant activities between and among all teaching licensure program areas.

As liaisons between the faculty of their respective teaching licensure program areas and the grant leadership team, the program area Co-PIs will act as conduits for sharing relevant information. It is essential to have faculty buy-in in order for the goals of this grant to be accomplished. They will solicit faculty input from those who instruct the courses that are selected as foci for the course planning teams (i.e. all undergraduate teacher education coursework in the elementary, middle school, and special education programs of study).

Table 18: Duties of Program Area Co-PIs
<ul style="list-style-type: none"> • Collaborate with discipline specific coordinator of Phase 1 reform of re-visioning (content re-visioning)...the “what.” Coordinate Phase 2 reform of pedagogical re-visioning (e.g., reform-based instructional strategies)...the “how.” • Orchestrate and coordinate the faculty teams engaged in infusing attention to the core of the research-based pedagogical systematically across the teacher education curriculum. • Facilitate horizontal and vertical coordination across disciplines; embed concepts of UDL to support learning/achievement of <i>all</i> students (e.g., students with disabilities, ELL, gifted).

The other Co-PIs will lead all activities within their respective areas. Additional experts in education and arts & sciences have committed to playing key roles supporting the Co-PIs:

Table 19: Other Experts Committed to TQP Project Key Positions
Literacy Project Activities
<p><u>Dr. Katherine E. Misulis</u> - Asst Chair of the Dept of Curriculum and Instruction and Associate Professor in the Department of Curriculum and Instruction. PhD in Reading Education. Professional experiences include public school work as an elementary classroom teacher, K-6 reading teacher, K-8 reading consultant, K-12 school district reading coordinator, and literacy staff development trainer. Research interests include content area literacy instruction and effective teaching/instructional practices.</p>
Pre-Service Project Activities
<p><u>Dr. Judith J. Smith</u> - Asst Professor in the Dept of Curriculum and Instruction, Elementary Education Program Area. EdD in Educational Leadership. Coordinator of an Even Start Family Literacy Federal Grant Program in the K-12 public school setting. Recognized by The National Board for Professional Teaching Standards (NBPTS) as a National Board Certified Generalist.</p>

Table 19: Other Experts Committed to TQP Project Key Positions

Extensive teaching experience in public schools, specifically in gifted and reading. Research interests include language/literacy, and educational technology/21st Century literacies.

External Evaluators

Dr. Wendy H. McColskey – SERVE Director of Assessment, Accountability, and Standards. Projects have included evaluating diverse learner achievement, conducting research for the National Board for Professional Teaching Standards, evaluating U.S. Dept of Education grant projects, and developing a teacher growth/assessment system. PhD in Ed Research/Evaluation.

Dr. Karla C. Lewis – SERVE Project Manager/Senior Research Specialist. Projects have included facilitating professional development activities on the use of scientifically-based research, dropout prevention efforts, designing/implementing mixed methods K-12 evaluations, professional development of teachers in low-performing high poverty schools in the Southeast, teacher quality and effectiveness and middle school literacy, and developing instruments for use in research and evaluation studies. PhD in Educational Policy Studies.

ECU Arts & Sciences Faculty

Dr. Terri L. Woods - Asso Professor in Dept of Geological Sciences. PhD in Marine Sciences. Advisor to ECU’s Dept. of Science and Math Education on revision of curriculum; Teacher Link Program fellow; Center for Inquiry-based Learning to enhance inquiry-based instruction.

Dr. Donald Parkerson - Professor of History/Distinguished Professor of Teaching Professor. PhD and author of numerous works on the history and practice of teaching in the US. Researcher/practitioner in the theory/practice of history education at university and K-12 levels.

Dr. Heather Ries - Asso Professor in the Dept of Mathematics. PhD in Mathematics. Co-PI on a state grant to promote math content knowledge for Beaufort County teachers. Instructor for the Federally-funded North Carolina Project to Improve Math and Science (NCPIMS).

Dr. Derek Alderman - Asso Professor of Geography. PhD in Human Geography. Award-winning research on race, civil rights. Author of over 50 edited book chapters/journal articles, including 6 on pedagogy/teacher education. Co-coordinator of the NC Geographic Alliance, which partners university professors with K-12 teachers to enhance geographic education.

Dr. Karen Mulcahy - Teaching Asst Professor in the Dept of Geography. PhD in Earth and Environmental Sciences. 15 years experience teaching a variety of graduate and undergraduate courses in the area of GIS and introductory geography. Participated in Collegiate Learning Assessment training: incorporates authentic learning in courses.

Dr. Andrew Morehead - Asso Professor in the Dept of Chemistry. PhD in Organic Chemistry. Co-PI on pending NSF applications to create History and Philosophy of Science modules for use in K-12 education, as well as a GK-12 grant designed to bring together high school educators in Pitt and Martin counties with ECU graduate students in Chemistry, Biology, Physics, Geology, and Math. Co-PI in ReachUp enrichment program for minority middle schools students.

Traditionally, A&S faculty possess a level of expertise in a given field that when delivered in the classroom can often ignore the broad domain of the discipline that is needed by future teachers (Brabeck, 2006). The Carnegie model encourages experts in content (A&S faculty) and experts in how to teach the content (Education faculty) to work collaboratively to

help prepare teachers in both areas. ECU has obtained the enthusiastic commitment of a strong team of A&S faculty who are not only discipline experts, but also have previously demonstrated belief in the value of elementary and secondary education.

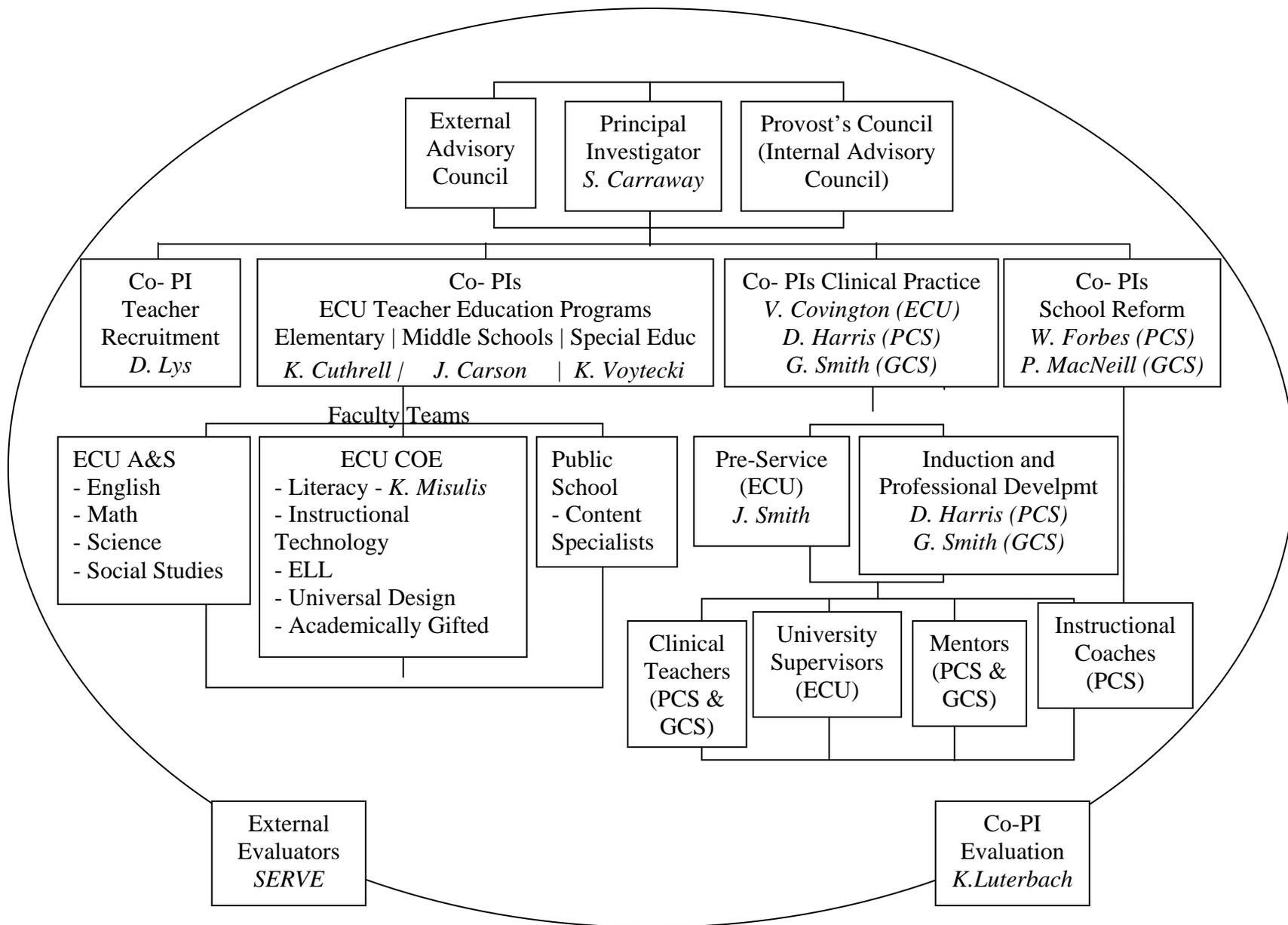
Course compatibility teams. Teams of faculty will be formed to ensure that all courses are aligned and linked with consistent, effective, research-based pedagogical overlays (i.e. strategies, templates, and phases of instruction). The internally consistent pedagogical overlay will be derived from the results of a collaborative effort between ECU and PCS. Initially, course compatibility teams will be divided into four broad, theme-based categories: introductory courses (i.e. early experiences), methods courses (e.g., pedagogy, class management, assessment, and technology), content methods (i.e. the teaching of literacy, language arts, mathematics, science, and social studies), and clinical experiences (i.e. practicums and internships). Upon completion of the course alignment and revisions within each course compatibility team's overall theme, cross-hatching will occur. To promote synthesis within/between all courses in the student's program of study, further analysis will be conducted so that all teaching licensure program areas possess internal consistency/continuity within and among mandatory courses. Cross-hatching will ensure that the following components remain integral throughout all course strands: literacy, assessment, field experience, and instructional technology.

Evaluators. The internal and external evaluation processes described extensively in Section 2 will ensure that feedback and continuous improvement in the operation of the proposed project is on the front burner throughout the grant period. **Timeline and responsibilities for the Evaluation component of this project are detailed in Section 2.**

Advisory Councils. As described in Section 1, the TQP project builds upon previously established and maintained partnerships with both internal and external constituencies.

Appropriately, guidance/support will be provided by both an internal and an external Advisory Council. The Provost’s Council on Collaboration for Teacher Education will serve as the Internal Advisory Council. Established in 2005-06 as a result of ECU’s invited participation in Carnegie’s TNE initiative, the Council adopted the belief that teacher education is the responsibility of the institution, not just the COE. The Provost and Deans of both the College of Education and the College of A&S formed the Provost’s Council to facilitate campus-wide support/advocacy for teacher education and to foster collaboration on curriculum development, grant procurement, policies, and recruitment. The External Advisory Council will include the PI and the COE and A&S deans (Drs. Carraway, Patriarca, and White), joined by influential leaders representing business, higher education, government, foundation, and professional organizations:

Table 20: TQP External Advisory Council Members (confirmed)
<ul style="list-style-type: none"> • <i>Ms. Alisa Chapman</i>, Asso VP for Acad Affairs and University-School Programs, UNC-GA • <i>Mr. Phil Hodges</i>, President and Founder, Metrics Inc., Greenville, NC • <i>Ms. Marian N. McLawhorn</i>, Representative, North Carolina House of Representatives • <i>Mr. Bill McNeal</i>, Exec Director, NC Association of School Administrators (NC-ASA) • <i>Dr. Sylvia Mason</i>, Dean, School of Education and Psychology, Elizabeth City State University, Elizabeth City, NC • <i>Dr. Marilyn Sheerer</i>, Provost and Senior Vice Chancellor for Academic and Student Affairs, East Carolina University, Greenville, NC • <i>Mr. Mark Sorrells</i>, Senior Vice President, Golden Leaf Foundation, Rocky Mount, NC • <i>Ms. Sherry Strickland</i>, President, North Carolina Association of Educators • <i>Dr. Karen Wetherill</i>, Interim Dean, Watson School of Education, UNC-Wilmington • Teacher Candidate Representative (to be named after award)



The following tables detail annual project activities and staff responsibilities based on the activities described previously in Section 1:

Table 20: Summary of Project Activities, Timeframes, and Responsibilities									
Activity		Responsibility	Proj Yr						
RECRUITMENT	Develop an Enrollment Management Information System.	EPT; CPR; COE AC; DTE	1	2	3	4	5		
	Implement special efforts to recruit minorities into the teaching profession.	EPT; AL; OPD&SO; CRP	1	2	3	4	5		
	Bring community colleges and universities together to work more effectively on teacher education goal.	WPEC; DTE; CRP	1	2	3	4	5		
	Develop a communication plan for parents on the benefits of pursuing the teaching profession.	EPT; CRP; ACD	1	2	3	4	5		
	Use event marketing to give visibility to teacher education programs across market segments.	EMT; AD; CRP; OPD&SO	1	2	3	4	5		
	Reach middle and high school students early.	OPD&SO	1	2	3	4	5		
CURRICULUM REFORM	Identify all coursework planning teams.	CP-EL,MS,SE; A&S	1						
	Evaluate instructional strategies; finalize overall instruction/pedagogy, including development of exemplars. Identify relevant instructional strategies for ELLs (including culturally responsive pedagogy and selections from 28 strategies for SIOP 7). Develop research-based goals/outcomes for introductory courses in Special Education (SE), Elementary Education (EE), and Middle School Ed (MS). Form work teams of PCS, GCS, and ECU A&S and COE faculty to ensure teachers have access to accurate content modules in high needs subjects; begin model unit development.	CP-EL,MS, SE; A&S; COE; PSCS; COE-LIT; COE-UDL; COE-ELL	1						
	Plan Pedagogical Methods courses: assess course and evaluate syllabus; assess student engagement. Plan Content Methods courses: finalize overall instruction/pedagogy, including development of exemplars, templates, and assessments.	CP-EL,MS,SE; A&S; COE; PSCS; COE-UDL; COE-ELL; COE-LIT	1	2					
	Implement Intro (2123s) courses (SE, EE, MS) and Methods courses for previous semester's 2123s.	COE		2	3	4	5		
	Implement Pedagogical Methods courses.	COE			3	4	5		
	Design/refine model units on high frequency topics in key subjects (language arts, science, social studies, math); work with IT to find/create video snippet exemplars; scale up/across teacher ed programs.	CP-EL,MS,SE; A&S; COE; PSCS; COE-UDL; COE-ELL; COE-LIT; ITC		2	3	4			
	Observe implementation of model units in student teaching (Senior II Internship); work with CPCPs to assess impact; revise/expand units as needed.	A&S; PCS; COE; ITC; CPE			3	4	5		
	Collaborate with CPIs to design and implement program focused on content. Induction program begins	CP-EL,MS,SE; A&S; COE; PSCS; COE-				4	5		

Table 20: Summary of Project Activities, Timeframes, and Responsibilities						
Activity		Responsibility	Proj Yr			
	after graduation and hiring.	UDL; COE-ELL; COE-LIT; ITC; CPI				
	Initiate planning to expand to high school programs in other COE teacher prep areas (English, Math & Science, etc.).	CP-EL,MS,SE; A&S; COE; PSCS; COE-UDL; COE-ELL; COE-LIT; ITC			4	5
CLINICAL PRACTICE	Identify CT indicators favorable to high quality teaching based on research.	CPCP; PSC; CP-EL,MS,SE; CT	1			
	Identify US and CTs using indicators.	CPCP; PSC; CP-EL,MS,SE; US		2	3	4 5
	Develop "Best Use of Interns" Guide for Teacher Candidates/CTs.	CPCP; PSC; CT		2		
	Design CT and US training.	CPCP; PSC; CP-EL,MS, SE; COE; A&S; PSCS; US; CT		2		
	Implement CT and US training. Strategically place ECU interns using indicators established in Spring 2010. CT conferences (follow up to Summer training).	CPCP; PSC; US; CT		2	3	4 5
	Refine CT and US training based on Outcomes.	CPCP; PSC; CP-EL,MS,SE; COE; A&S; PSCS; US; CT			3	4 5
	Refine "Best Use of Interns" guide.	CPCP; PSC			3	4 5
	Develop video snippets, scenarios, commercial materials to infuse in clinical training and coursework.	ITC	1	2	3	4
	Practicum/Internship (SE, MS, Elem) teams work on developing activities for early field, practicum and internship experiences with linkages to coursework.	CP-EL,MS,SE, COE; A&S; CPCP; PSC		2	3	
	Collect/analyze data on CT supervision, data on ECU juniors showing relationship between clinical practices and observation of instruction; provide feedback.	CPCP; PSC;CPE; CT			3	4 5
	Conduct Wachovia Partnership East planning (part of LCSN) to expand program implementation.	CPCP; PSC; CP-EL,MS,SE ; WPEC			3	
	Implement Reform Coursework for Wachovia Partnerships East Students.	COE; PSCS; WPEC				4 5
	Scale up CT/US training to include non-partner schools.	CPCP (COE only)				5
	INDUCTION	Assess current induction programs in PCS and GCS.	A&S; COE; PSCS; CPCP		2	
Begin induction program planning.		A&S; COE; PSCS; CPCP		2	3	
Develop new teacher seminars framework focused on content units that integrate UDL, literacy, assessment, and technology and research-based strategies.		A&S; COE; PSCS; CPCP			3	
Select and prepare mentor teachers to focus on		A&S; COE; PSCS;			3	4 5

Table 20: Summary of Project Activities, Timeframes, and Responsibilities									
Activity		Responsibility	Proj Yr						
	instruction.	CPCP; IC							
	Prepare principals and set up schedule for communication with new teachers.	CPCP				3	4	5	
	Implement new teacher seminars at a common time.	A&S; COE; PSCS; CPCP; IC					4	5	
	Instructional coaches model and facilitate implementation.	IC					4	5	
	Assess program: new teacher seminars, instructional coaches, principal meetings.	CPE; CPCP; IC					4	5	
	Refine induction program based on feedback.	A&S; COE; PSCS; CPCP							5
	Explore e-mentoring to supplement face-to-face.	CPCP							5
SCHOOL REFORM	Identify/update instructional/technology strategies that increase engagement, promote content area learning, technology integration, professional development.	CPSR; P; COE; A&S	1	2	3	4	5		
	Develop/maintain Professional Library of Practices (electronic, print, and video resources addressing research-based instructional/technology strategies).	CPSR; COE; A&S	1	2	3	4	5		
	Hire elementary and middle ICs to model strategies, support teachers, work with principals.	CPSR (PCS only); P (PCS only); IC	1	2	3	4	5		
	Hire TFs for each school to model strategies and facilitate integration of technology.	CPSR (GCS only); TF; P (GCS only)	1	2	3	4	5		
	Continue the district-level and principal “walk-throughs” to ensure accountability.	P; CPSR; COE	1	2	3	4	5		
	Track student achievement trends by teacher, by school. Use the data collected and disaggregated to inform future work.	CPSR; P; SIT-PCS,GCS; COE, ADC, PC	1	2	3	4	5		
	Integrate interns into school reform initiatives by identifying teachers as CTs and by utilizing ICs/TFs to support teacher candidates and practicing teachers.	CPSR; IC; TF; CPCP	1	2	3	4	5		
Key:		<ul style="list-style-type: none"> • A&S Arts and Sciences Faculty: ECU • AC Assessment Coordinator • ACD Advising Center Director • AD Associate Dean, Arts and Sciences • ADC Advisory Council (External) • AL Admissions Liaison • COE College of Education Faculty: ECU • COE-ELL Coord, English Lang Learners • COE-LIT Coordinator Literacy Training • COE-UDL Coordinator Universal Design • CP-EL,MS,SE Co-PIs: Curriculum Reform-Elem. MS and SE • CT Clinical Teachers (PCS, GCS) • DAC Director of Advising Center • DTE Director of Teacher Education • EMT Enrollment Management Team • EPT Enrollment Planning Team • IC Instructional Coaches (PCS) • MT-PS Mentor Teachers-Public Schools • OPD&SO Office of Professional Development & Student Outreach • P Principals (PCS, GCS) • PI Principal Investigator • PC Provost’s Council (Internal) • PSC ECU Pre-Service Coordinator 							

Table 20: Summary of Project Activities, Timeframes, and Responsibilities		
Activity	Responsibility	Proj Yr
<ul style="list-style-type: none"> • CPCP Co-PIs: Clinical Practice(COE, PCS, GCS) • CPCP Co-PI Clinical Practice • CPE Co-PI Evaluation • CPI Co-PI Induction • CPR Co-PI Recruitment • CPSR Co PIs-School Reform (PCS,GCS) • CRP Coordinator of Recruitment Plan 	<ul style="list-style-type: none"> • PSCS Public School Content Specialists • RPC Recruitment Plan Coordinator • SIT School Improvement Teams • TF Technology Facilitators (GCS) • US University Supervisors: ECU • WPEC Wachovia Partnership East Coordinators 	

(ii) Procedures for ensuring feedback and continuous improvement in the project operation.

Following President Obama’s lead in acknowledging the importance of accountability and transparency, **the sharing of information and the seeking of feedback will occur at each project phase and will be used for continuous improvement.** The PI will ensure that there is continuous cycle of independent feedback from the Advisory Councils and the Evaluators, and that this feedback is used to improve the project as needed. To ensure that stakeholders have an opportunity to provide input, faculty and student surveys will be conducted periodically to provide feedback on project activities and improvements. When any feedback from students, faculty or project staff or any data on project progress indicates a lack of effectiveness in service delivery or achieving specific outcomes, the Principal Investigator will lead faculty and staff in a thorough analysis of the situation, with the assistance from the Evaluators as needed.

The Advisory Councils will be responsible for project oversight and act as a conduit of communication, advocate of change, and source of advice by: routinely reviewing fiscal and programmatic reports submitted by the PI; communicating with campus constituencies about project progress; volunteering to promote various components of the project; discussing the progress of each project component with staff; reviewing data collection and analysis, assessing progress, recommending changes based on formative evaluations, and analyzing summative evaluation. The Advisory Councils will recommend ways to improve the project, assuring that the project goals

and components are consistent with ECU mission and goals, and supporting the institutionalization of new practices and improvements resulting from the project. Progress reports will be completed by the PI on a monthly basis, reflecting progress toward objectives as stated in the approved grant proposal, plus address any unanticipated barriers to progress and possible solutions. Piloting of new practices and formative evaluation issues (such as collection of baseline data) will also be included in the monthly reports. The programmatic and fiscal information in the monthly reports will be used to generate a quarterly report that will be distributed to appropriate administrators and to the Advisory Councils. Federal reporting requirements will include a synthesis of quarterly reports and data collected.

(iii) Ensuring high-quality products and services from the proposed project.

The primary mechanism for ensuring high quality programs and services lies in the roots of the design itself, which depends heavily upon a formative evaluation process (see Section 2). Project quality is ensured through the extensive pre-award and post-award involvement of ECU's excellent Education and A&S faculty and administrators; faculty support is especially critical to driving systemic change. Faculty welcome the opportunity to obtain TQP resources to increase the University's capacity to scale up many of the promising ideas and practices that they have struggled to implement on a smaller scale without adequate financial support. The continuous monitoring of student and stakeholder outcomes will require a variety of assessment instruments, including intake and exit surveys, pre-tests, and interviews/surveys using satisfaction scales, as well as a more effective utilization of ECU's existing student tracking system (see Section 2).