



TEACHER LEADERS

East Carolina University College of Education
Community of Scholars and Living-Learning Community

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Report for 2021-2022 & 2022-2023 Academic Years
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Truist Center for Leadership

College of Education Report

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1. Needs or Opportunities

While ECU continues to produce the largest number of new teachers in NC, the numbers for undergraduate, traditional teacher preparation continues to decline as well as the ability to recruit and retain minority students in teacher education. According to a story published last summer by WUNC 91.5, North Carolina Public Radio, the UNC System has experienced a 44% decline in spring enrollment in undergraduate education programs between 2010 and 2020 leaving more than 1,800 North Carolina classrooms staffed by non-certified teachers. While many Universities are using the North Carolina Teaching Fellows Scholarship to help fuel growth in Teacher Education, unfortunately ECU is not one of the selected Universities to have this initiative and therefore must provide additional financial and support incentives and programs to better recruit undergraduates into the education field. This decline was evident before the pandemic and when coupled with the increased number of teachers leaving the field each year due to burnout and retirements, we are challenged with finding new incentives and creative opportunities to recruit and retain teacher educators as well as establishing mentoring and support systems to help retain males and students of color. With this purpose in mind, the Education Community of Scholars and Living-Learning Community (ECOS/ELLC) program was created and continues to provide support and opportunities to students in eastern NC and beyond.

2. Defined Aims

The mission of the ECOS/ELLC program is to: empower, envision, engage, and energize teacher leaders through teambuilding, service, and skill building.

The program goals include:

- Increase enrollment in ECU's Educator Preparation Program (EPP).
- Diversify the candidacy admitted to ECU's EPP.
- Increase the retention of candidates in ECU's EPP through student engagement, service work and teacher leadership development.

Funding from the Truist Leadership Center, in combination with other sources, is used to fund leadership-related program activities within the ECOS/ELLC program. The leadership-related program activities are aligned to the following three leadership frameworks: servant leadership, transformational leadership, and situational leadership.

Servant leaders are defined as leaders who share power, put the needs of others first, help individuals develop and optimize performance, are willing to learn from others, and forsake personal advancement and rewards. Servant leaders concentrate on performance planning, day-to-day coaching, and helping people achieve. As teacher leaders, it is crucial that our candidates

understand and appreciate the service leadership framework and how it positively impacts their day-to-day opportunities.

Transformational leadership is a leadership style in which leaders encourage, inspire and motivate others to innovate and create change that will help grow and shape the future success of the group. Transformational leaders inspire and motivate others through trust, giving others the opportunity to be creative and find new solutions to old problems. As students in an EPP, they are encouraged to develop into transformational leaders who can create learning and positive outcomes within their teams in college, in the school system and in their future classrooms.

Situational leaders can adapt their leadership in a way that is most suitable for the group and/or situation considering factors such as the maturity level of the group, the organizational structure and culture, and the goals to be accomplished. As college students and future classroom teachers, it is important for the students to be able to prioritize tasks as well as remain flexible depending upon what each day holds. Situational teacher leaders must have a broad understanding of diverse cultures, better understanding different viewpoints and experiences that play into student's experiences and classroom behaviors. The program is designed to help create teacher leaders who are flexible and can adapt to best meet the needs of the group, their goals, and the circumstances, regardless of what new hurdles they encounter along the way.

The leadership frameworks described above contribute to the leadership development of the teacher education candidates in the program through the following leadership skills of focus:

- Increase ability to understand and empathize with individuals from backgrounds different from their own.
- Enhance communication skills including actively listening and respecting opinions that differ from one's own.
- Effectively manage conflict and increase confidence in handling disagreement.
- Increase self-confidence, allowing participants to feel more comfortable communicating with adults, particularly faculty, parents, and administrators.
- Increase self-awareness of skills and work style preference to be a more effective teacher, leader, and colleague.
- Increase efficacy to pursue leadership opportunities and challenges.
- Embrace feedback and self-reflection techniques to better lead and communicate.

3. Logic Model

College of Education Community of Scholars/Education Living and Learning

Goal: To energize all teacher education students help them positively promote their chosen profession through providing support and opportunities

Leadership Competencies Targeted: envisioning, enabling, empowering and energizing teacher leaders through vision, influence, team building and service (group and individual qualities of transformational, situational, and servant leadership)

Who Participates:	Activities:	Participant Outputs:	Which Will Change Participants <u>In</u> These Ways (short-term):	Which Will Lead To (long-term):
<p>High school students recruited to enter the teacher education field at ECU.</p> <p>College freshmen, sophomores, juniors and seniors.</p> <p>Primarily designed for four year scholars, and first year Education LLC participants.</p>	<p>A four-year program and begins the day students arrive as a freshman through their senior year.</p> <p>Program includes: participating and serving on various leadership seminars and committees, volunteering and participating with service-learning projects for local non-profit organizations, and participating in various enrichment opportunities, to include both in state and out of state travel and observations at different K-12 school systems</p>	<p>40 Freshmen and a minimum of 15 Sophomores, Juniors and Seniors participate in program</p> <p>See charts for # of students participating in different program components.</p> <p>Approximately 2,800 hours of service from group and 30 hours of leadership professional development per candidate.</p> <p>See feedback & pictures from participation experiences</p> <p>Strong mentorship component</p>	<p>Students more aware of their contribution to enriching lives and building a better organization</p> <p>Increased trust and sense of community</p> <p>Greater motivation to innovate and create positive change within the university and future classroom</p> <p>Advancing in group leadership qualities: A learning environment, Disagreement with respect, Division of labor, Shared purpose Collaboration</p> <p>Increases in individual leadership qualities: Authenticity/integrity, Self-knowledge, Empathy/understanding of others, Competence, Commitment</p> <p>Increased self-reflection on their own leadership profile</p> <p>Increased professionalism</p> <p>Better able to speak clearly in formal settings</p>	<p>Increases in recruitment and greater retention of teacher education candidate including BIPOC candidates.</p> <p>Increased number of diversified teacher leaders in K-12 classrooms.</p> <p>A greater understanding of education's place in a greater social context.</p>

4. Activities

Fifteen to twenty-one members of each cohort class are four-year Education scholarship recipients and receive an annual \$6,500 to \$5,000 scholarship during their undergraduate program and the remaining 20-25 participants are teacher education candidates who are not on our year scholarship but are passionate about community, support and teacher leadership. We start recruiting these students as early as freshmen and sophomore year of high school. Candidates in the ECOS/ ELLC program complete approximately 30 hours of additional leadership development training outside of their degree coursework. Additionally, as students matriculate through the program, they transition from a mentee to a mentor. Finally, students are provided a number of cultural opportunities through trips outside of Greenville and service-learning experiences in eastern North Carolina. The program activities described next are a subset of the full program list which address the development of leadership skills.

Pirate Pals are implemented throughout the program to give all student's direct experiences and support. The upper-class students serve as mentors to gain leadership experience in serving as a leader and mentor, working on listening and communication skills, developing ways to manage conflict and program planning and implementation skills while the freshmen, also known as mentees, have a mentor or trusted confidant in their major or program that they can contact and rely on for additional assistance and support. Students who participated in the Pirate Pals mentoring program acknowledged that they had improved communication, management, planning, leadership, and interpersonal skills along with increased confidence and motivation. Incoming students attributed their sense of belonging and success somewhat in part to having a peer mentor who was readily available and easily accessible during their first year in the program. We successfully continued our Pirate Pal mentoring program in 2021-2022 and 2022-2023 but will continue to strive to improve our practice of mentoring as we continue to work on the training and engagement of our upper-class mentors. We have noticed an increase in isolation and mental health issues in our students over the last few years and will continue to find support opportunities and programming to assist with this struggle.

Leadership Seminars are integrated throughout our program to introduce the teacher education candidates to leadership skills and concepts that they are not taught in their traditional education preparation program. The leadership topics usually vary from year to year, depending on the climate of K-12 education, current topics and trends in education, and other identified topics from current program alums, but always includes seminars from the NC Teacher of the Year and the NC Principal of the year, as well as a True Colors seminar series. These seminars are designed to help increase student satisfaction and retention, to improve academic performance, promote better decision making and train future teacher leaders by developing the ability to lead with excellence and integrity while building a community of service and support. The True Colors seminar is a self-awareness activity that is implemented to help teacher education candidates better understand themselves and others including their roommates, peers and future students and colleagues. This activity promotes the appreciation of individual differences and enables individuals to become aware of their personality styles as well as recognize the behaviors of others and be able to better analyze groups and situations. Leadership skills gained throughout this experience helped students better understand the personalities and actions of others as well as themselves and build on ways to handle conflict. Thankfully all our seminars and professional

development resumed to on campus and in person presentations for the last two years and we felt that this format increased engagement from the students.

Opportunities to Expand Understanding of Diversity

Although it may seem tangential, expanding our students understanding of different cultures provides better knowledge of how to lead. Many of our program students are from rural areas in Eastern North Carolina and have limited exposure outside of our area. This often creates challenges as they try to relate to students and serve as a leader in the classroom. Through expanded program opportunities, such as the travel and service opportunities listed below, our students experience first hand knowledge of diversity, gaining a better understanding of students lives outside of the classroom in their communities, which are different from the experiences of our students. Additionally, these experiences are strategically selected so that the students can experience effective situations and teaching strategies for diverse cultures. As a result, the students are more informed, comfortable, and effective in leading diverse groups of individuals.

Travel. Throughout the four years in the program, we strategically build enrichment experiences through travel opportunities, in state, out of state, and internationally. The overall goals of the enrichment trips are to give students the opportunity to expand their worldwide views and experiences while cultivating a better understanding and appreciation for others. The trips are instrumental in fostering the sense of community and support amongst the groups. Our traveling had been postponed during the pandemic and we have finally resumed full experiential travel opportunities. Program students from all four cohorts had the opportunity to participate in an overnight trip to New York City in Fall 2022, where 50 participants learned about the history and culture of the city and attended a live Broadway show together. Not only was this a new opportunity for many of our students, but it also gave them the opportunity to network with other teacher education students, outside of their cohort and major. Additionally, our 38 incoming 2022-2023 freshmen participated in an overnight in-state camping retreat in Fall of 2022. We had really been missing this freshman kickoff program event as that first week of arriving to ECU is a crucial time for setting the students up for support and success, so we were ecstatic to resume this overnight retreat. Initially the students are never excited to leave campus and spend the night in cabins, at an overnight retreat, but this program event is always deemed as one of the best experiences and is intentionally designed before classes start to provide a wonderful networking opportunity where the incoming students are forced to meet each other and form connections, as well as participate in numerous team building activities. Lastly, we were thrilled to resume taking our Junior students to the Ron Clark Academy in Atlanta, GA to experience the city and attend the New Teacher Professional Development series at the Ron Clark Academy both Fall 2021 and Fall 2022. We had 31 students participate in Fall 2021, as we allowed the seniors who had missed this experience the prior year to attend with the Juniors and 18 students in Fall 2023. This was a trip of many new opportunities for most of our students, including flying on an airplane. The students left the RCA experience feeling “empowered, motivated, and excited” about getting their very own classrooms. Calli Jon, a recent Special Education graduate described her Ron Clark experience as the highlight of her ECU career (reflection below).

Visiting the Ron Clark Academy (RCA) was a huge highlight of my college career. This experience amplified and affirmed my passion for education. Observing the amazing teachers at RCA and hearing tips and stories shared from co-founders, Ron Clark & Kim Bearden, taught me so much that I will remember and utilize in my own classroom. I even took notes to ensure I wouldn't forget all the great stuff I was told!

To my generous donors, thank you so much for making this trip possible for me! I will never forget the amazing experience I had in Atlanta and at the Ron Clark Academy. I learned so many things that I will be sure to use in my own classroom. One thing I learned that I will never forget was the importance of vulnerability with my future students. By being vulnerable, my students can see that I am human too and that can help strengthen our student-teacher relationships. This trip truly would not have been possible without you—thank you SO MUCH!

Service Work is integrated throughout the program and starts their very first semester on campus concluding with program completion. Engaging students in community service provides the opportunity for students to become active members of their community while equipping them with better understanding and empathy for others. Each candidate participates in a minimum of 125 service hours during their time in the ECOS/ELLC program, with our group completing approximately 3,200 hours of service work in 2021-2022 and 2022-2023. Service projects included canned food drives for ECU's Purple Pantry and the Food Bank of Central and Eastern NC, school supply drives, notes of encouragement and care packages for district educators, K-12 tutoring and working with the ECU Community School.

5. Implementation Fidelity, Quality, and Outputs

Fidelity. As mentioned previously, we continue to experience some challenges with student engagement and mental health, but unfortunately this seems to be a challenge across campus with most programs. The students would sometimes express that they wanted more whole group activities and while we worked diligently to keep the program students motivated and engaged, it was frustrating that several of the optional programs and events had limited participation and several of the incoming students struggled to stay engaged and to be successful with the Program and the University. While most of our students continued onward with program seminars and service work, freshman programs and events were sometimes postponed or canceled due to the lack of student sign up. The overall outcome of the programs was aligned with the desired impact overall, but the cohesiveness, team aspect, and full support structure was missed by several and we have worked diligently to provide more in-residence mentors for the 23-24 academic year. Nearly all our students were successful and showed satisfaction and growth with the educator preparation program at ECU; however, we did notice a disconnect with our freshmen and sophomores and continued to see some personal and academic struggles with those groups. Fortunately, the few sophomores who experienced academic and personal struggles in 2020-2021 showed great improvement, so we are confident that the continued support and opportunities are beneficial for the students. Overall, all four cohorts continued to use their support systems, resources, and skills to be successful. Our program staff, along with the College of Education advisors worked diligently to assist the students and refer them to additional university support resources as we recognized struggles and hardships.

Quality. Quality was measured through a satisfaction survey via Qualtrics in which quantitative and qualitative data was collected from participants. Of the students surveyed, 91% reported they were extremely satisfied with their participation in the program and if given the opportunity to participate again would definitely do so. While 7% of the students said they would possibly participate in the program again, two of the students reported they would choose not to participate in the program if given the opportunity again as they did not feel that it was a good fit. Participants were asked what two words they would use to describe their experiences in this program and some of the participant comments included:

Connected and Rewarding: *I was connected with peers taking the same classes as me and going through the same things. I was rewarded by having self-appreciation from doing volunteer work and maintaining my gpa.*

Pleasant and Altruistic: *I would say that this is pleasant because everyone I speak to is lovely and I enjoy the interactions I have with my peers and the directors of the program! The term altruistic popped in my mind is because we are very focused on volunteering and making our community a better place to be, which is very important to me, to the program, and to those around us.*

Life Changing and Support: *The support that the ELLC/ECOS has provided me is absolutely life changing. The support from this program truly was "the wind beneath my wings" throughout my time at ECU and encouraged me to set lofty goals and work hard to reach them.*

Enlightening and Meaningful: *My experience has been enlightening because it has shown me that I do belong at ECU and has a teacher. Having peers with the same goals really pushing you to be the best version of yourself. Meaningful was the other word I chose for similar reasons. Every connection I have built in the program so far has meant the world to me. These are lifelong friends, and I can't wait to make many, many more in the program before I graduate.*

Developmental and Encouraging: *I chose the word developmental because I feel as though this program has developed me into a better leader, student, and teacher. I chose encouraging because I always feel supported by the Program faculty and have built strong relationships with my peers.*

The survey results were extremely positive and documented that overall, the students are finding program participation meaningful and enjoyable. The question about program improvement reiterated the students desire for more whole group social activities, more often in the school year, as well as more whole group service projects. While this does pose challenges with the variety of students schedules, we will work with our staff and mentors to plan additional large group social opportunities.

Outputs.

This program impacted 103 ECU teacher education students for 2021-2022 and 108 teacher education students for 2022-2023. This program includes students from freshman year through senior year and graduation. See Table 1.

Table 1. Program Participant Data

21-22 Program Data		
20	Freshmen Scholars	
9	Freshmen ELLC	
TOTAL Freshmen		29
14	Sophomore Scholars	
12	Sophomore ELLC	
TOTAL Sophomores		26
15	Junior Scholars	
12	Junior ELLC	
TOTAL Sophomores		27
16	Senior Scholars	
5	Senior ELLC	
TOTAL Seniors		21
TOTAL in PROGRAM		103
22-23 Program Data		
21	Freshmen Scholars	
16	Freshmen ELLC	
TOTAL Freshmen		37
21	Sophomore Scholars	
4	Sophomore ELLC	
TOTAL Sophomores		25
12	Junior Scholars	
11	Junior ELLC	
TOTAL Sophomores		23
13	Senior Scholars	
10	Senior ELLC	
TOTAL Seniors		23
TOTAL in PROGRAM		108

Students must apply and be accepted into the program and understand that to stay in the program, they must be in good academic and programmatic standing, meaning specific GPA requirements and program participation.

The students work with numerous organizations and non-profit groups including different K-12 school systems, after school programs and organizations and other local groups, making their

impact in service huge and affecting hundreds in our local and surrounding communities (see Appendixes for tables listing student service schedules and participant profile). Students have started new online tutoring and test preparation programs, schoolbook drives, local community drives and more. Additionally, our students have gone into schools and assisted with various clubs and other education organizations to help the P-12 districts with various projects over the years.

6. Evidence of Impact

Faculty and staff within our college, as well as parents of current program students, recognize increases in student confidence and leadership abilities because of this program. We often hear testimonials from parents about the impact the program made on their child and how thankful they are for the experiences. We are frequently contacted by University faculty and other Campus staff about program students and their amazing leadership skills, and their participation in other organizations and roles on campus. Additionally, our students are often sought after for student worker positions because of their maturity, knowledge of education, confidence, and dependability. We recently implemented a new pre/post assessment and incorporated more specific language to evaluate other organization involvement. Nearly 70% of our students are involved in other organizations on campus to include Student Government Association, Greek Life, or other major specific clubs, with many of them in numerous organizations and several holding leadership positions in these organizations. Over 78% of our program participants either agreed or strongly agreed that they were more confident joining and/or participating in other organizations on campus, because of participation in the ECOS/ELLC program.

Impacts During Participation. As mentioned previously, students were surveyed about their experience in the program. Even our students who withdrew from the program or University were complimentary of the program and support system and faulted personal or academic reasons for the change. Nearly 90% of ECOS/ELLC program participants reported being satisfied or highly satisfied with their overall experiences in the program. As a result of involvement in the program students reported an increase in confidence, critical thinking skills, flexibility, resiliency, leadership, and the ability to communicate or professionally have disagreements with others who have a different mindset. Overall professional growth was mentioned repeatedly from participants. See Appendix A.

Additional feedback collected from participants included:

Being in the ELLC helped me grow socially a lot as I was exposed to people with different backgrounds and ideals in close quarters. Knowing that everyone was there for a common purpose helped to unify the group, and I made some of the most lasting friendships through that experience. I am an introverted person, so this opportunity helped to push me out of my comfort zone and encourage me to make myself at home in that new environment.

I loved the opportunities to meet staff members on a deeper level outside of just being another student that passes through. My most favorite activity or experience through the program would be the tour of Beaufort County schools. Getting to tour a school with the lens of becoming a teacher was such a great experience.

This program has given me so many opportunities in the field of education so far and I have a lot of experience under my belt.

Post-participation Impacts. We track our graduates after graduation to see if they obtained a position in the classroom. Our data shows that 96% of all our 2020-2021 graduates were employed in a K-12 classroom teaching position, while several students currently in graduate school. Additionally, many of our students have been recognized throughout their districts for various accolades including Teacher of the Year, New Teacher of the Year, and National Board Certification Recognition.

Impacts of Products Created. We share our service projects and impacts as well as our professional development hours and impacts with the COE faculty and administration and; the Dean's Professional Advisory Board, which consists of 18 members made up of school superintendents, retired educators, College of Education donors, other business professionals, and internal and external donors. We have a program newsletter that is distributed to our faculty and staff, donors and program partners at the end of each semester, which highlights our semester impacts, and we invite students to speak to various boards both internal and external to campus. The feedback from different groups that we share our stories and success with has been extremely positive and has resulted in additional support, both financially and programmatically. The programmatic support has been through seminar presentations and volunteers for events such as symposiums and scholarships interviews and scoring and the financial support has been securing additional funding for programmatic expenses and new COE scholarships.

Institutional Impacts. Over the last several years, we have worked hard on highlighting our program through different publications, social media accounts and meetings. We often showcase our program and students and have them share their experiences firsthand with campus administrators and donors. Fortunately, we have been able to secure additional support and funding for our program through the University and private donors and we have used that program funding to partner with our Truist Leadership funding to help afford the experiences described throughout this report.

Our newest initiative, as a spinoff from the ECOS/ELLC programs, was conducted summer of 2022 when we created and hosted our first Future Teachers Symposium, formerly known as PIRATES and now known as Future Teachers of NC: East Symposium. This pipeline for

intended teacher education high school students was designed to bring students to campus to learn more about ECU and our teacher education program. The College of Education hosted 40 high school students and provided meaningful opportunities for the students to network with our faculty and current program students and assisted them in developing many content lessons. Additionally, we were able to introduce the students to college and explain funding opportunities and scholarship support. Some of our current teacher education ECOS/ELLC program students were hired as workshop facilitators to assist with the workshop and provided training and financial support to serve as mentors throughout the school year. This summer workshop was a tremendous success and hiring the program students was a huge win for the University and the students. The hands-on skills and activities that they assisted with over the last year, as well as the leadership training and support they provided, will benefit them tremendously as new educators. The College was notified about this opportunity in late March of 2022 and was able to effectively host the workshop in Summer of 2022, due to the rich history and many successful program and events of the ECOS/ELLC program. We modeled many of the activities and sessions that we do with our incoming students to the high school attendees and had our current students serve as leaders and program experts. The workshop was extremely well received by faculty assisting with the workshop, student participants and parents. Admissions data showed that ECU had 13 former participants accepted for 2023-2024, with 12 of the students intending on majoring in teacher education. In reflecting on ways to enhance the program, as well as make it sustainable, we brainstormed ways to better support the students and took an idea to University Advancement and the College of Education Professional Advisory Board to create scholarship support for Future Teacher workshop participants. After several conversations and presentations to different groups, one of the College of Education's 2023 Pirate Nation Gives campaign initiatives was for ECU's Future Teachers of NC scholarships where we raised over \$15,000 in student scholarship support. Additionally, we awarded 12 \$500 scholarships to the 12 incoming 2023-2024 COE students who attended the workshop last summer. This financial commitment was a surprise to the participants and verified that we are committed to helping them with access and support.

Late Fall, the UNC System announced another round of funding for Future Teacher workshops and once again we applied and were one of the two institutions selected to host a Summer 2023 workshop. We secured over \$100,000 in additional funding to host for Summer 2023 and are partnering with UNC W and UNC P, as well as other teacher education entities including NCDPI, NCSU, ECSU, and PCC for the Summer 2023 workshops. This summer's workshop will host a two-day workshop for new students and a 2nd workshop for returning students and will include a residential component, allowing students the opportunity to stay in a residence hall overnight, on ECU's campus. We are working with our COE faculty and program students to plan this summer's workshop and have 143 high school students registered to attend. We are hoping to use Truist funding to help support the student staff and mentoring to foster and maintain that ongoing mentoring and support.

Summer 2022 PIRATES Workshop Student Testimonials:

Loved how interactive everything was. Had wonderful conversations about so many education topics. Student teacher to mentor is something I am so excited for.

I really enjoyed this program. I had so much fun and I never thought about coming to ECU but it has changed my mind!!

This was an amazing program. I rate this 100/10. I absolutely recommend.

Keep this program going!!!

I wanted to thank you guys for the opportunity as well as the student leaders, who were so welcoming and fun! Thank you again and I hope to see y'all fall 2023!

I would love a part 2: a residential part. It was amazing!

Thank you for the opportunity to participate in the aspiring teachers program. The experience confirmed my interest in becoming a teacher and attending ECU. I really enjoyed being able to teach and to interact with the simulator. I would love to participate in any future programs that you have. Thank you again for a great experience. Go pirates!"

I loved getting advice on the glow and grow with teaching. I just loved the communication and fellowship all together it was amazing.

I loved how welcoming and inclusive the program was. It was very helpful and I am looking forward to proceed my education at ECU.

I love the friendships I have made through this program. This program also made me so comfortable about choosing ECU as my top pick school.

The mursion technology was incredible and the student teaching was excellent

The thing I enjoyed the most was learning so many new things while being in such a positive atmosphere. I strongly feel that I am even more prepared to be a pirate!

I enjoyed meeting all the people. I also enjoyed the student teaching segment as it helped me prepare for the future.

I enjoyed making new friends who have the same goals as me. It was fun interacting with students of ECU.

See the appendices for samples of mentoring and testimonials.

7. Lessons Learned

We have received lots of positive feedback on our program and summer program from current students and parents, faculty and staff, and university and community partners; however, we know there is always work to do and ways to make the program more effective. We continue to focus more heavily on the recruitment and retention of BIPOC (black, indigenous, and people of color). While we worked diligently throughout the last few years to gather reports of minority alumni and develop an initial survey to guide our efforts, we still have quite a bit of work to do. We identified approximately 50-75 possible BIPOC contacts, only about 22% of them completed and submitted the survey. We are now working with the College's Assistant Dean for DEI to increase our recruitment and support for this population. We must continue exploring options to make our service offerings more accommodating to all student's schedules. Mentoring and personal relationships within our program must continue to be intentional and nurtured, especially for our first-year students

Lastly, we recognize that we need to continue working to make our program assessment more effective. Initially, we tried to limit the surveys, as we knew the first-year students were getting bombarded with assessment requests from the First Year Center, Campus Living, etc.; however, we have had a very hard time receiving the data collected from the students from departments outside our college and we have come to the realization that we need to collect our own data. Instead of implementing a survey at the conclusion of the four-year program, we have decided to implement a pre assessment at the beginning of the student's experience, as an incoming freshman, and then a post assessment at the end of each academic year, to better track growth, satisfaction, and retention, as well as collect feedback for the upcoming year. This is an area where we could use additional support and we are exploring the possibility of securing a graduate assistantship to assist with this data collection. After being short staffed and an office of one for the last eight months, we are aware that we need to get more intentional with our assessment tracking, but we are prepared and ready for the challenge. We are being strategic in our program events and working hard to support the students and plan meaningful programs and events. While we still plan to engage in many opportunities, we will work to narrow our goals and objectives again this year and make the program more focused. It continues to be a challenge with limited faculty and staff working with the project, in addition to other responsibilities, but the College has been great with providing additional support as needed, and we will continue to request this additional support. Additionally, we have officially worked to recruit and train identified preservice teacher education ECOS/ELLC students to serve as Truist Leadership Future Teacher Mentors and are excited to work with them in another leadership capacity.

Recruiting and retaining successful candidates is a priority for the EPP as we seek to prepare candidates for the profession and employment in our region. The COE is committed to supporting and retaining diverse candidates, and there is a concentrated effort to develop our candidates through leadership and service opportunities, and to increase candidates' global awareness. To that end, the EPP uses programs like the ECOS and ELLC, and a growing

catalogue of global experience offerings to increase candidate engagement and are able to do so with the support of the Truist Leadership grant as well as other financial gifts from private donors.

Appendix

- A. Student Participant Success Stories**
- B. Email from mentee Calli Jon to a P.I.R.A.T.E.S. summer 2022 program participant (email exchanges continued throughout the school year)**
- C. Social media posts from the parents of a Future Teachers of North Carolina (formerly P.I.R.A.T. E.S) Summer 2022 workshop participant**
- D. Future Teachers of North Caroline (FTNC): Eastern Symposium Summer 2023 Flyer**
- E. FTNC: Eastern Symposium (formerly P.I.R.A.T.E.S) Summer 2022 participant profiles**
- F. ECOS/ELLC Participant profile sample**
- G. 2021-2022 Program Budget**
- H. 2022-2023 Program Budget**



Mathin Ange

A pirate teacher takes his leadership to
new levels

Education Living-Learning Community Member



beginning the journey

After growing up expressing that he would never become a teacher, Mathin Ange enrolled at ECU with a mission and desire to do just that. Mathin came from a small town about 45 minutes from ECU. He describes a sheltered community, which caused him to worry that he would struggle to make friends and branch out after going to college.

new avenues to leadership

When applying for different scholarships and exploring his opportunities, Mathin learned about the Education Living and Learning Community at ECU and felt excited knowing that he would have a community to fall back on while in school. He explains that he had no idea how many opportunities he would have throughout his program experience.

a broadened perspective

Being a future educator comes with negative comments about low pay, bad child behavior, and much more, but the experiences provided by the ELLC reaffirmed to Mathin that teaching was his life purpose. He knew through his interactions in volunteering that he wanted to make a difference through his leadership in the classroom and beyond.

Mathin gained confidence that he could make an impact whether it be standing in the front of the classroom, working one-on-one with a student, or leading his peers and co-workers.

his testimonial

“My leadership skills were strengthened tremendously at ECU within the ELLC because of all of the opportunities we were given to deepen our knowledge of our career field. Being able to volunteer within our community, give back to kids and families and learning about diversity and inclusion within the workforce were some of the many things I think back on that changed the person I was. I am beyond thankful to everyone within the ELLC who helped shape me as a teacher, leader, and individual.”

understanding the change process

Monthly seminars, panels, and volunteering in the community were most influential in Mathin’s leadership development. Participants were able to hear from various members of the teaching community through seminars, including the North Carolina teacher of the year. They also received real world experience through required volunteer and service hours. Each of these instances built the confidence that Mathin would later use in his career.

These experiences through the ELLC helped Mathin gain trust in his decision to teach, and confidence that he would become a leader for students and other teachers alike.

the lasting impacts

Mathin sees the benefits of the leadership skills and confidence he gained through the ELLC on a daily basis. In the classroom and throughout his school, Mathin knows that he is doing what he was made to do.

continuing the journey

Mathin is now in his fifth year as a teacher at Pitt County Schools. **Since the beginning of his career, he has participated in multiple leadership programs and brought his previous leadership experience from the ELLC to new heights.** Currently, Mathin is working on his capstone project for the Teacher Leadership Institute, where he leads other teachers and students in learning a skill. Moving forward, he hopes to share his findings and transfer leadership skills school-wide.



Calli Jon Massengill

A future educator turns her leadership potential into success

Education Living and Learning Community



beginning the journey

Calli Jon began college with the desire to become the best teacher that she could. She anticipated the preparedness that the ECU College of Education is known to equip its students with, and she was thrilled to be accepted to the Education Community of Scholars and have access to the resources it provided.

new avenues to leadership

Calli Jon knew that she would be provided funds to help pay for her education, get to go on trips, and go to seminars throughout her journey in the ELLC, but she had no idea the extent of what the program had to offer and the valuable experiences that she would soon have.

forming potential into action

The Education Living and Learning Community gave Calli Jon the opportunities and support that she needed to spring her potential into action. As a natural go-getter, Calli Jon knew that she wanted to be involved in activities that went beyond surface level to make a change. Throughout her time in the ELLC, Calli Jon gained the skillset to do that.

Calli Jon describes improvements in her confidence level, open-mindedness, and public speaking skills. She used these skills to write and present pieces of legislation to the Student Government, making the changes she knew she had the potential to.

her testimonial

“The support, the opportunities, the seminars, everything that this program provides all wraps together to help us become the most prepared educators and future leaders that we can. I appreciate that the College of Education has the Living and Learning Community to show how much it values future teachers and future leaders by giving us these opportunities that we wouldn’t have had otherwise. Without this program, everything would have been different.”

understanding the change process

Some of the most influential moments in Calli Jon’s leadership journey occurred when working alongside her peers in teambuilding exercises. During high school, she recalls, there is little to no collaboration in leadership roles so students are making decisions without input from others. “Being around other leaders in the program, I learned okay, I can take ideas from him, ideas from her, and we can blend it together to make the best opportunity or solution possible,” she says.

Alongside teambuilding exercises, Calli Jon took inspiration from meeting the North Carolina teacher and principal of the year after learning about their leadership journeys.

the lasting impacts

Calli Jon contributes much of her success to the ELLC and the mentors who supported and encouraged her throughout her college career. “I don’t think I would be nearly as involved or would have had the opportunities that I do if I were not in this program,” she explains.

continuing the journey

Moving forward, Calli Jon will go on to instill her leadership skills in her own students in the classroom. Within the next few years, she plans to take her leadership to new levels by pursuing her Masters in School Administration and hopes to become the principal of a school.



Cameron Pettigrew

A former ECU student gains the skills to thrive as a first-year teacher

Education Living and Learning Community Participant



beginning the journey

Cameron Pettigrew grew up in Rocky Mount, North Carolina. Going into college, she knew that she wanted to find a community of people with similar interests who she could grow with throughout her four years. She had a goal to maintain good grades and stay level through the tough transition from high school to college.

new avenues to leadership

Cameron heard about the living and learning community through an iTeach event held at ECU during her senior year of high school. She applied for the program after the iTeach event and continued to hear good things about it through friends of hers who had also participated in the LLC. Cameron knew that that this was a great opportunity to find the community she was looking for coming into ECU.

a broadened perspective

Making sure that everyone's voice is heard is something that Cameron is very passionate about. She explains that everyone should have a say in things whether they are outspoken or someone who prefers to stay more behind the scenes.

While she can sometimes be a shy person too, she does not mind stepping up and speaking out for the people who are too shy or nervous to do it themselves. "Everybody's voice matters," she says.

her testimonial

Being a member of the ELLC was very beneficial for me. I observed my mentors, program directors, and advisors display excellent leadership skills that inspired me to grow in leadership myself. I saw them successfully gather the attention of a room or group of people, and lead them in activities, challenges, or meetings in a positive and engaging way. They showed me how to meet challenges with excitement rather than fear or anxiety and push through no matter what. I learned through their actions and leadership skills that making others feel welcome and included should always be a priority, so that no one goes unheard. I'm truly thankful to have been able to gain these skills from such an incredible program.

understanding the change process

The volunteer events through the ELLC stood out to Cameron as being the most valuable to her. She enjoyed participating in the school supply drive, Thanksgiving food drives, toy drives, and volunteering at local nonprofits. She knew that everything collected would be going to kids and families that would truly benefit from them. Cameron explains that she was grateful for the opportunity to share her love for the community through these events and learned valuable lessons.

the lasting impacts

Cameron says that she has gotten much better at talking to people and has grown in her leadership skills as a whole through volunteering with the ELLC. "I was challenged to do things early on that I did not anticipate, so I had to learn how to be professional and put myself out there," she explains.

She also was able to find the community that she was looking for in the beginning of her journey, saying that she formed relationships with people she never expected to, and still has those connections today.

continuing the journey

Cameron is now back home in Nash County living out her dream of being a teacher. She is in her first year in a first-grade classroom. While it can be challenging, she loves what she does and hopes to continue to grow in her leadership skills throughout her career.



Tiffany Robertson

A future special education teacher pushes herself to grow and change her vision for her career

College of Education Living and Learning Community



beginning the journey

Tiffany Robertson did not want to have any regrets when she started at ECU. She had wanted to be a teacher since she was in the 7th grade and realized participating in the College of Education's Living and Learning Community (LLC) was an opportunity she did not want to miss.

new avenues to leadership

After moving into the LLC her freshman year, Tiffany jumped on the chance that would allow her to grow by applying to be a freshman representative for the community. She planned on giving back to the community by organizing a street cleanup and working with individuals with disabilities.

a broadened perspective

Tiffany believes the LLC's opportunities helped her become a better educator and person. **While visiting the Clark Academy through the LLC, she discovered that a teacher "doesn't have to be someone that stands in front and lectures."** She grew alongside fellow educational leaders who weren't afraid to step up and take on roles. She was challenged to put her best foot forward.

Tiffany was surrounded by excellent future educators and leaders who wanted similar things and helped her work harder for her certificates and aim for chances to grow.

her testimonial

"I think that I grew more as a person than I ever would have without the LLC. I grew in my confidence in myself, in my confidence as a teacher, and my ability to communicate and work with others."

understanding the change process

Tiffany grew in her ability to push herself throughout her time in the LLC. **She sought a dual certification in special education and elementary education, something she never expected to do**, so she could seek more opportunities for herself after graduation. If she had not been a part of the LLC and had connections with others seeking elementary education degrees, she would not have pushed herself to that higher level of achievement.

Tiffany feels that being a part of this program set her up to be a successful teacher and have realistic expectations for how her classroom is going to run this year. In her internships and class visits, she saw that brain breaks and time to get energy out were more important for her future students than a beautiful classroom.

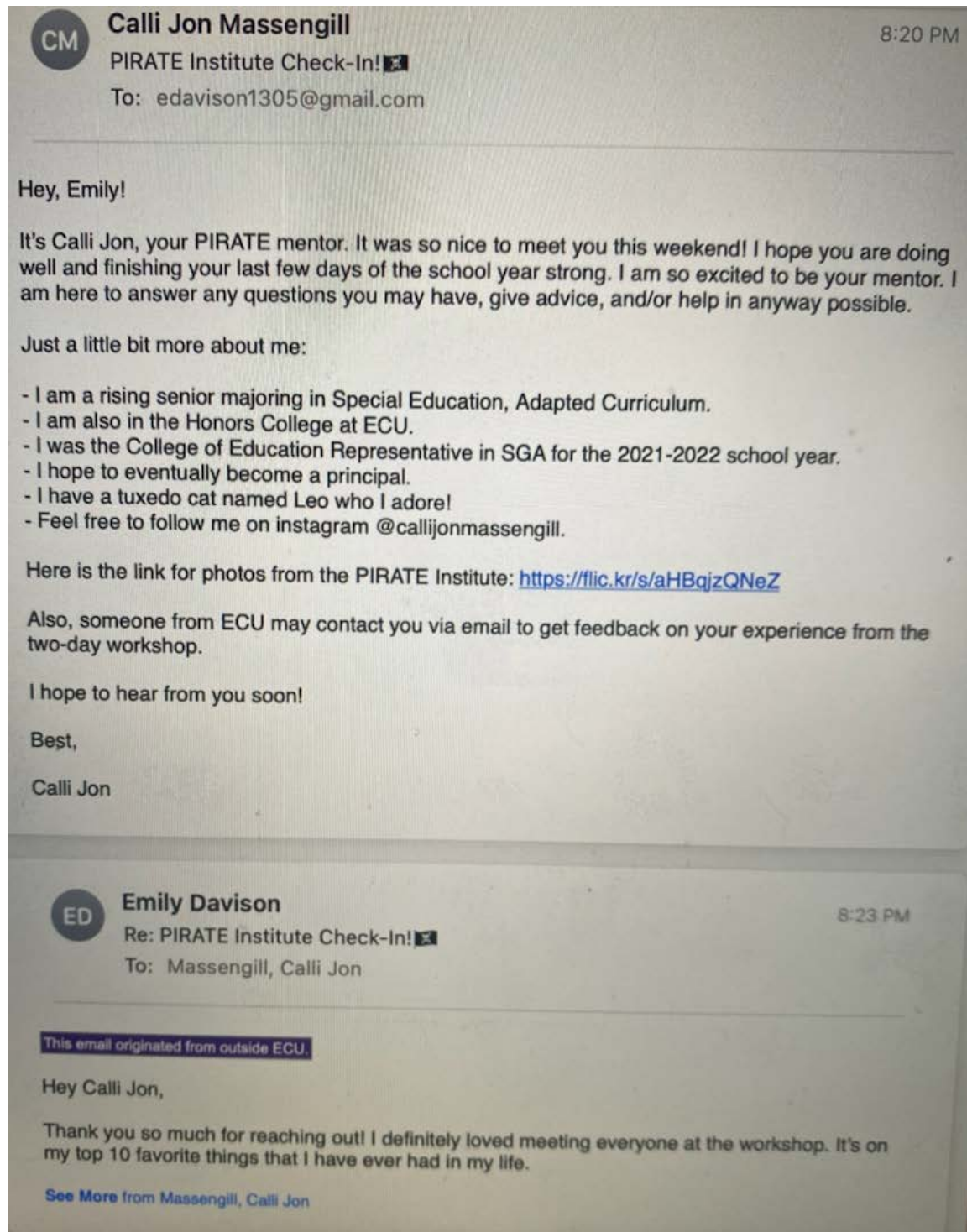
the lasting impacts

The College of Education's LLC allowed Tiffany to get out of her comfort zone and handle more responsibilities. As a teacher, you are often taking on more and more responsibilities the longer you teach, and she believes she can handle those because of the increasing responsibilities the LLC gave her over 4 years.

continuing the journey

Tiffany has started this year as a special education teacher in Farmville, NC. She plans to add more collaboration and inclusivity to the school for her students with disabilities.

Appendix B: Email from Mentee Calli Jon to a P.I.R.A.T.E.S Summer 2022 Program Participant



Appendix C: Social Media Posts from the Parents of a Future Teachers of North Carolina (formerly P.I.R.A.T. E.S) Summer 2022 Workshop Participant

Kyleigh Anderson at East Carolina University.
 1h · Greenville · 🧑🏻‍🦱

Since Kyleigh was 3 years old she has said she wanted to be a teacher. Over the past 2 days she has had the opportunity to participate in the ECU College of Education aspiring teachers program. Not only did she love every minute of her experience, she was given the most likely to become a leader award. @kyleigh__anderson keep chasing your dream 💕 I have no doubt you will be an amazing elementary school teacher one day and impact the lives of so many children.



5:03 📶 🔋

Brent Anderson is with Kyleigh Anderson at Rivers Building. ⋮ ✕
 58m · Greenville · 🧑🏻‍🦱

For as long as I can remember, this girl has wanted two things; to be an ECU Pirate and to be a teacher. This weekend, Kyleigh was selected to participate in the inaugural ECU Pirate Institute for Aspiring Rural Teacher Educators program. This program provided her a taste of both college life and how it is to be a teacher. She did extremely well and was awarded with the "Most Likely to be a Leader" award. Proud of my Future Teacher!

The large photo shows Kyleigh Anderson sitting on a yellow and purple cow sculpture. She is wearing a white t-shirt with "ECU" on it, black pants, and a purple lanyard. She is holding a certificate that says "Most Likely to be a Leader". The background shows a brick building and a blue sky with white clouds.

Home Marketplace Groups Pages Notifications Menu

Appendix D: Future Teachers of North Carolina (FTNC): Eastern Symposium Summer 2023 Flyer

Picture Yourself as a Teacher!

Future Teachers of NC: Eastern Symposium

When: June 14-15 & June 20-21, 2023
Where: East Carolina University

FREE Two-Day Program!

- Explore a career in education.
- Experience college life.
- Participate in creative, engaging activities.
- Interact with current education students and faculty.
- Lodging and meals provided!



Eligibility Requirements

- Rising or current high school junior or senior in NC
- Minimum 2.5 unweighted GPA
- Completed application and one letter of recommendation from a teacher, school counselor, coach, or mentor
- **Students of color and male students are encouraged to apply.**

Applications due by
3:00pm 4/24/2023
Scan code to apply!



Program details and registration at:
encfutureteachers.ecu.edu



Appendix E: FTNC: Eastern Symposium (formerly P.I.R.A.T.E.S) Summer 2022 Participant Profiles

Pirate Institute for Rural Aspiring Teacher Educators

May Cohort



June Cohort



Pirate Institute for Rural Aspiring Teacher Educators Demographics

May Cohort (23 Completers)

17 Females; 6 Males

Classifications

- 3 Rising Sophomores
- 4 Rising Juniors
- 16 Rising Seniors

Grade Levels Students Expressed an Interest in Teaching

- 8 Interested in teaching BK-5th grades
- 2 Interested in teaching Middle Grades
- 13 Interested in teaching Secondary Ed

Race & Ethnicity

- African American/Black: 4
- American Indian: 1
- Asian: 1
- Caucasian: 10
- Hispanic/Latino: 3
- Multiracial: 4

June Cohort (17 Completers)

16 Females; 1 Male

Classifications

- 3 Rising Sophomores
- 6 Rising Juniors
- 8 Rising Seniors

Grade Levels Students Expressed an Interest in Teaching

- 10 Interested in teaching BK-5th Grades
- 3 Interested in teaching Middle Grades
- 4 Interested in teaching Secondary Ed

Race & Ethnicity

- African American/Black: 2
- Caucasian: 15



Pirate Institute for Rural Aspiring Teacher Educators Demographics

May Cohort School Counties Represented	May Cohort Home Cities Represented	May Cohort Majors of Interest	June Cohort School Counties Represented	June Cohort Home Cities Represented	June Cohort Majors of Interest
Carteret	Ahoskie	Art Education	Beaufort	Charlotte	Agricultural Education
Craven: 2	Ayden	BK Education	Craven	Chinquapin	BK Education: 4
Gates	Broadway: 2	Elementary Education: 6	Currituck	Chocowinity	Elementary Education: 6
Harnett	Cameron	English Education	Duplin	Greenville: 3	English Education: 2
Johnston	Dudley	History Education: 3	Edgecombe	Jacksonville: 3	Middle Grades Education
Lee	Garner	Language Education	Greene	Macclesfield	Science Education
Lenoir	Grantsboro	Mathematics Education: 2	Johnston	Moyock	Special Education: 2
Moore	Greenville: 6	Middle Grades Education	Jones	New Bern	
Pamlico	Mount Olive: 2	Music Education: 3	Mecklenburg	Princeton	
Person: 2	New Bern: 2	Physical Education	Onslow: 4	Raleigh	
Pitt: 8	Roxboro: 2	Science Education: 2	Pitt: 3	Sneads Ferry	
Perquimans	Smyrna	Special Education	Wake	Trenton	
Warren	Tarboro			Walstonburg	
	Tyner				

PARTICIPANT PROFILE:

Teacher Education Majors at ECU. "Scholars" Trust Leadership Future Teacher Mentors

Personal Information



High schools.
Scholarship and support network.
Areas of teachers educ.
Scholars→High academic perf.
ELLC and varied performance.



Demographics

Primarily females.
>20% male
10-15% = other race.
17-22 Fresh to Senior UG.
Caucasian majority.
Family backgrounds varies.
First gen. education background.



Personal Characteristics

Confidence fairly high.
Teacher education.
Fairly resilient until trouble.
Highly motivated.
Organized.
*Varies by classification.

Why did they join?



Support network.
Opportunities.
Scholarship \$.



How are they different?

Applied to be engaged
"part of group".
Overachievers. Very type A.



What assets do they bring?

High expectation and desire to achieve.

Level of leadership dev.?

What needs do they have?

How do they most benefit?



Participated in leadership role in high school (clubs, jobs etc.).
Many can't define or identify leadership.



-Need to be engaged and recognized.
-Need to feel important.
-Need to see similarity in others.



Given recognition and opportunities to lead seminars.
Professional development.
Travel enrichment.

Appendix G: 2021-2022 TRUIST ECOS/ELLC Budget

Expenditure Date	Expense Description	Amount of Expenditure
July 2021	20 Ron Clark Academy Tickets Juniors and Seniors Fall 2021	\$7000
August 2021	Sophomore Ropes Course North Rec Crossing: Team Building	\$270
October 2021	Transportation to Atlanta, GA for Ron Clark Academy ½ ECU Charter	\$2659.13
October 2021	Fall ELLC Event Supplies and Materials for Programming	\$94.82
November 2021	6 Mentor Stipends (Fall 2021)	\$750
January 2022	6 Mentor Stipends (Spring 2022)	\$750
March 2022	Teacher Leadership Seminar: NC Assistant Principal of the Year PD for all 4 cohorts	\$375.50
March 2022	Senior Banquet Deposit	\$718.50
March 2022	Colonial Williamsburg Tour: Sophomore Spring Experiential Travel	\$1039.00
April 2022	Transportation to Colonial Williamsburg for Sophomore Trip. ECU Transit	\$1602.60
TOTAL		\$15,259.55

Appendix H: 2022-2023 TRUIST ECOS/ELLC Budget

Expenditure Date	Expense Description	Amount of Expenditure
August 2022	Transportation to Atlanta. GA to Ron Clarke Academy Professional Development Juniors Fall 2022	\$2740.96
August 2022	Student Leadership Team Luncheon and Training/Professional Development Activity	\$338.33
August 2022	Freshman Retreat at Camp Dixie Supplies, Food, Reflection Meeting	\$372.32
September 2022	Atlanta, GA Expenses for Experiential Travel Sightseeing, Entry Fees, Dinner, Shuttle in ATL to get to RCA and to hotel: 13 participants	\$1650.34
November 2022	Hotel for Atlanta, GA for Ron Clark Academy Experiential Travel Opportunity: 3 Rooms	\$797.88
September October 2022	Experiential Travel to NYC Cultural and Educational Experiences 9/11 Museum Statue of Liberty and Ellis Island Broadway Show Hotel	\$7235.05
October 2022	Transportation ECU Charter to NYC	\$3432.34
November 2022	Teacher Leadership Seminar: NC Teacher of the Year PD for all 4 cohorts	\$284.00
February 2023	Programming Expenses for Spring LLC Programs	\$89.62
March 2023	ECU Leadership Registration with Center for Leadership and Civic Engagement (Moran)	\$25.00
Total		\$16,965.84

**2023-2024 Truist Leadership Center: Education Community of Scholars
and Living-Learning Community Budget**

Expenditure	Amount of Expenditure	Description
Truist Leadership Mentor Stipend	\$8,000	\$1,000 annually per mentor (x 8 students)
RCA Professional Development Costs	\$3,500	Partial Payment: Shuttle to RDU and RCA, RCA ticket
Teacher Leadership Seminars	\$700	NC Teacher of the Year, NC Principal of the Year \$350 per seminar
ECOS/ELLC Programming Expenses for Truist Mentors	\$200	In Hall Mentoring Programs
Networking Retreat and Team Building Expenses	\$600	Partial Payment: Camp Dixie, North Campus Rec, supplies for team building activities and program meeting
Cultural Experience Whole Group Cohort	\$1,900	Partial Payment: Cultural Experiences in NYC, transportation, live Broadway Show
CLCE Leadership Registrations	\$100	Students registering to participate on Alternative Break or Faculty Sponsored Presentation/Conferences

Submitted by D. Manning August

\$15,000