

University of North Carolina at Pembroke

Educator Preparation Programs

Initial Licensure Level

2023 CAEP Annual Report

(AY 2021-2022)

Section 4.2 CAEP Accountability Measures



April 2023

UNCP EPP ACCOUNTABILITY MEASURES (AY 2020-21)

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UNCP EPP ACCOUNTABILITY MEASURES (AY 2020-21)

Impact Measures

Measure 1: Completer impact and effectiveness

1. Initial Licensure Level (R.4.1)

Per federal requirements, the State of North Carolina must adopt definitions of effective and highly effective teachers (North Carolina Professional Teaching Standards, 2013):

- A highly effective teacher is one who receives a rating of at least “Accomplished” on each of the Teacher Evaluation Standards 1 – 5 and receives a rating of “Exceeds Expected Growth” on Standard 6 of the Teacher Evaluation Instrument. The End-of-Course assessments, End-of-Grade assessments, Career and Technical Education Post-Assessments, and the Measures of Student Learning provide the student data used to calculate the growth value.
- An effective teacher is one who receives a rating of at least “Proficient” on each of the Teacher Evaluation Standards 1-5 and receives a rating of at least “Meets Expected Growth” on Standard 6 of the Teacher Evaluation Instrument.
- A teacher in need of improvement is one who fails to receive a rating of at least “Proficient” on each of the Teacher Evaluation Standards 1-5 or receives a rating of “Does not Meet Expected Growth” on Standard 6 of the Teacher Evaluation Instrument.

a. Completer impact: PK - 12 Student Growth: NC Education Value-Added Assessment System (EVAAS)

This section includes a summary of AY 2021-22 data collected through the *North Carolina Education Value-Added Assessment System (EVAAS)* for beginning teachers prepared by the University of North Carolina at Pembroke Educator Preparation Program (UNCP EPP). North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 license. Measures of teacher effectiveness in North Carolina public schools are aligned to the North Carolina Professional Teaching Standards. Standard 6, *Teachers Contribute to the Academic Success of Students*, guides the evaluation of teachers according to their students’ growth. A teacher’s rating on the sixth standard is determined by a student growth value as calculated by the statewide growth model for educator effectiveness. The End-of Course assessments, End-of-Grade assessments, Career and Technical Education Post-Assessments, and the Measures of Student Learning provide the student data used to calculate the growth value. The student growth value places a teacher into one of three rating categories:

- Does not meet expected growth: the student growth value for the teacher is lower than

what was expected per the statewide growth model.

- Meets expected growth: the student growth value for the teacher is what was expected per the statewide growth model.
- Exceeds expected growth: the student growth value for the teacher exceeds what was expected per the statewide growth model.

Table 1 summarizes the data collected by the North Carolina Department of Public Instruction (NCDPI). This information is provided to UNCP through the [NCDPI Educator Preparation Program Dashboard](#). It includes the number of graduates from UNCP in their first three years of teaching who achieved a growth rating as measured by the EVAAS. A three-year rolling average of student growth values generates the sixth standard rating used to determine teacher effectiveness. Only student growth values based on the individual students taught by a teacher are used to determine the three-year rolling average for that teacher. Additional information about the EVAAS is available at: [EVAAS](#).

Table 1. Impact of UNCP Completers Under 3 Years of Teaching in PK-12 Student Growth

Student Growth: Teachers Contribute to the Academic Success of Students					
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Meets + Exceeds Expected Growth	Sample Size
Inst. Level (UNCP)	10 (12%)	62 (74%)	12 (14%)	74 (88%)	84
State Level (NC)	544 (19%)	2042 (71%)	286 (10%)	2328 (81%)	2872

Source: NCDPI Educator Preparation Program Dashboard as of April 22, 2023

Results: The results of Student Growth measures in AY 2021-22 varied at the institutional level compared to state level. Data reported ($n = 84$) suggests that teachers prepared by UNCP contributed toward their students' academic success, on average meeting the expected student growth. Furthermore, UNCP's institutional data surpassed state level data collected through EVAAS for meeting and exceeding expected growth. There was an increased sample size from the previous academic year ($n = 40$), which had been impacted by the COVID-19 pandemic.

b. Completer effectiveness: North Carolina Educator Evaluation System (NCEES)

This section includes a summary of AY 2021-22 data collected through the *North Carolina Educator Evaluation System (NCEES)* for beginning teachers prepared by the UNCP EPP. North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds an Initial Professional License or a Residency License. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet the North Carolina Professional Teaching Standards 1-5 as they move from ratings of "Developing" to "Distinguished." New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge.

Information about NCEES may be found at [NCEES](#). Table 2 summarizes the data collected through the [NCDPI Educator Preparation Program Dashboard](#).

Table 2. School Administrators' Ratings of UNCP Completers Under 3 Years of Teaching

Standard One: Teachers Demonstrate Leadership						
	Developing	Proficient	Accomplished	Distinguished	Accomplished + Distinguished	Sample Size
Inst. Level (UNCP)	0	10 (67%)	4 (27%)	1 (7%)	5 (33%)	15
State Level (NC)	14 (4%)	301 (71%)	100 (24%)	6 (2%)	106 (25%)	421
Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students						
Inst. Level (UNCP)	1 (9%)	8 (72%)	2 (18%)	0	2 (18%)	11
State Level (NC)	10 (3%)	229 (62%)	120 (33%)	7 (2%)	127 (35%)	367
Standard Three: Teachers Know the Content They Teach						
Inst. Level (UNCP)	Not reported	Not reported	Not reported	Not reported	Not reported	Not reported
State Level (NC)	26 (7%)	265 (75%)	62 (18%)	0	62 (18%)	353
Standard Four: Teachers Facilitate Learning for Their Students						
Inst. Level (UNCP)	0	12 (60%)	8 (40%)	0	8 (40%)	20
State Level (NC)	17 (4%)	289 (65%)	134 (30%)	5 (1%)	139 (31%)	445
Standard Five: Teachers Reflect on Their Practice						
Inst. Level (UNCP)	0	22 (88%)	3 (12%)	0	3 (12%)	25
State Level (NC)	15 (4%)	271 (73%)	79 (21%)	6 (2%)	85 (23%)	371

Source: NCDPI Educator Preparation Program Dashboard as of April 22, 2023

Results: Similar to teachers prepared in other institutions across the state, most evaluations of UNCP completers in AY 2020-21 showed effectiveness ratings concentrated between “Proficient” and “Accomplished”. UNCP program completers were considered most effective in Standard 4 (Teachers facilitate learning for their students) and less effective in Standard 2 (Teachers establish a respectful environment for a diverse population of students).

Measure 2: Satisfaction of Employers and Stakeholder Involvement

1. Initial Licensure Level (R.4.2)

a. Satisfaction of Employers: *NC Employer Satisfaction (NCES) Survey*

State statute for Educator Preparation Program accountability requires that the NC Department of Public Instruction (NCDPI) reports on employers' perceptions of graduate quality. The most recent state data available to capture employer satisfaction with UNCP EPP completers' preparation is from the 2021-22 NCDPI *Employer Satisfaction Survey* via the [NC Educator Preparation Program Dashboard](#). Each year, employers of first-year teachers in NC receive a survey asking them to assess the teachers on several teaching tasks. The NCES survey includes 35 items that are aligned with the state's professional teaching standards. The items on the survey have remained largely constant, with the exception of an addition of seven literacy-related items beginning in 2021. Table 3 summarizes the NCES data for 33 employer responses who evaluated UNCP EPP completers teaching during AY 2021-22.

Table 3. AY 2021-22 NCES Survey Data

Teaching Practice	NCEES Evaluation Standard	% Comparable, More Effective or Much More Effective (UNCP)	% Comparable, More Effective or Much More Effective (NC)
Aligning instruction with the North Carolina Standard Course of Study	3	97	95
Integrating technology into instruction to enhance learning	4	94	96
Communicating in ways that are clearly understood by students	4	94	93
Using state and/or district mandated assessments to inform instruction	4	94	93

Exhibiting a strong foundation of knowledge in his/her content area(s)	3	91	92
Self-assess and reflect on own practices	5	91	95
Seeking solutions to address students' learning needs in a positive manner	1	91	91
Incorporating instructional materials that reflect a diverse set of student experiences	2	91	92
Leveraging a variety of formal and informal assessments to drive student learning	4	91	91
Maintaining a classroom environment that enables students to learn	2	91	88
Reflecting on practice and identifying areas for improvement	5	88	92
Respecting diversity and multiple perspectives of students	2	88	91
Making instruction relevant to 21st century students	3	88	94
Helping students believe they can do well in school	4	88	94
Serving students from diverse economic backgrounds	4	88	90
Developing students' reading comprehension	3	88	92
Developing students' vocabulary	3	88	93

Using data to guide practice	1	88	90
Demonstrating skill in support of English second language learners	2	88	91
Assessing students' literacy development	3	88	93
Implementing culturally responsive pedagogy in literacy instruction	3	88	92
Developing students' reading fluency	3	88	92
Utilizing a variety of appropriate instructional materials	4	85	93
Investing families and other significant adults in students' learning	2	85	91
Promoting critical thinking in students	4	85	91
Engaging in professional development to address identified improvement needs	5	85	93
Taking an active role in professional learning communities	1	85	90
Facilitating learning through student collaboration in small groups and teams	4	85	90
Making expectations about student behavior clear	4	85	86
Managing disruptive behavior in the classroom	2	82	85

Adapting teaching to benefit students with unique learning needs	2	79	89
Developing students' foundational reading skills	3	76	90
Differentiating literacy instruction to meet the needs of diverse learners	3	76	88
Demonstrating pedagogical competence	3	76	83

Source: NCDPI EPP Dashboard as of April 22, 2023

Results: The 2021-2022 Employer Satisfaction Survey results comparing UNCP first-year teachers to other first-year teachers in North Carolina provides robust comparisons to the field of education, institution preparation, professional competency, and employee effectiveness. The results indicated employers found UNCP program completers to be comparable (71%) or more effective (29%) than other first-year teachers prepared in institutions across the state on 88% of the specified teaching tasks. The results affirm the employers' perception of the high quality of UNCP's Education Preparation Program completers.

2. Initial Licensure Level: EPP Stakeholder involvement (R.5.3)

a. MOUs/ Partnerships

For the 2021-2022 academic year, 26 MOUs were implemented with local education agencies (LEA) to support field and clinical experiences for EPP students. MOUs are reviewed by the university and each individual LEA to ensure a collaborative agreement was reached regarding the ways in which EPP students would engage in field and clinical work at each LEA. Each individual MOU allowed the EPP to meet the necessary requirements shared by the LEA and to provide a wide range of field and clinical opportunities to EPP students. MOUs are reviewed on an annual basis with each partner and additional MOUs are added as needed based on EPP student requests. Table 4 summarizes the partners that collaborated with the UNCP EPP in AY 2021-22.

Table 4. School partners and community colleges

School Partners	Partner Community Colleges
Anson County Schools	Fayetteville Technical Community College
Beaufort County Schools	Montgomery Community College with Montgomery County Schools

Bladen County Schools	Randolph Community College
Cabarrus County Schools	Richmond Community College
Child Care Centers	Robeson Community College
Classical Charter Partnership	Sandhills Community College
Coastal Preparatory Academy Partnership	Southeastern Community College with Columbus County Schools
Columbus County Schools	Southeastern Community College with Whiteville City Schools
Cumberland County Schools	
Franklin County Schools	
Department of Defense Education Activity (DODEA)	
Hoke County Schools	
Lee County Schools	
Montgomery County Schools	
Moore County Schools	
New Hanover County Schools	
Reaching All Minds Academy	
Rennert Head Start	
Richmond County Schools	
Sampson County Schools	
Southeastern Academy	
St. Tammany Parish Public Schools	
Public Schools of Robeson County	
Wake County Public Schools	
Wayne County Schools	
Whiteville City Schools	

b. Stakeholder Feedback and Collaboration

To ensure frequent and consistent communication and feedback, the UNCP EPP has continued the collaboration with stakeholders from different groups across the region. In the AY 2021-22, we held a collaborative planning session with representatives from the Public Schools of Robeson County (PSRC) and the Robeson Community College in which we shared partnership needs, opportunities and updates. PSRC is our top teacher employer and primary placement site for field experiences. Consequently, members of the university and EPP leadership team also meet regularly with PSRC leadership representatives to discuss a variety of topics in hopes of continuing mutually beneficial support. Collaboration meetings with PSRC have become an integral part of the work done in the EPP and have been crucial to the processes and changes we implement to meet the needs of partners.

The EPP also participates in monthly meetings with Regional Personnel Administrators of North Carolina (PANC) with our public school unit (PSU) partners. Through these meetings, we collaborate with our PSU partners and stay current on licensure update and district needs. We also regularly invite our PSU colleagues to our School of Education meetings. In September 2021, we welcomed Superintendent Legrand from Scotland County Schools and Dr. Robert Locklear from PSRC. Both provided helpful insight on fostering opportunities to continue our partnerships. In November 2021, we welcomed *Cumberland County Schools* Certified Personnel Specialist Ms. Jennifer Rancour; *Hoke County Schools*: Personnel Support Coordinator, Ms. Tuwanda McNeill and *Public Schools of Robeson County* Director of Licensure, Ms. Billie Jo Harris from our PANC associates, to share district needs with the EPP. Furthermore, the EPP Community College Council also met this year to discuss opportunities for collaboration and feedback.

In addition, the EPP held Advisory Board meetings that served to share information as well as discussing important opportunities that are mutually beneficial to the represented groups. Topics discussed included the EPP national accreditation, recruitment activities, teacher assistant pipeline and retention efforts. The SOE leadership presented current initiatives to the Advisory Board and PSU representatives met in summer with the Dean to continue discussions of district needs. Due to a need from a local district, Superintendent Legrand and Dean Floyd met and were able to establish a “Teacher Assistant (TA) to Teacher” pathway in Summer 2021 with 20 candidates enrolled in the Fall 2021 cohort and seven candidates who are expected to complete in Spring 2023. Three candidates that paused their program to complete General Education courses will join the next cohort for methods coursework. Due to attrition and candidate’s various incoming associate degrees, the EPP learned the TAs need to complete their General Education requirements prior to beginning a cohort model and we have implemented this change for the next cohort beginning in August 2022. The Advisory Board continued meeting in 2021-2022 to discuss and plan programming. Input was provided to the Advisory Board by the Fall 2021 NC Teacher of the Year, a former TA. Additionally, input from local community college representatives guided planning for the 2022-2023 cohorts.

AY 2021-22 marked the formation of the SOE Student Advisory Board. The group adopted the following as its mission statement: *The mission of the UNCP School of Education Student Advisory Board is to act as a voice and advocate for the thoughts, ideas, and needs of students while promoting diversity and inclusion under the UNCP School of Education's mission.* The group met four times during the school year and discussed ideas related to recruitment, partnerships and mentorship.

As of Fall 2021, we have succeeded in recruiting more male students as well as continuing to diversify our candidates through recruitment and retention. Dean Loury Floyd regularly holds Dean's Round Table virtual events to connect with students and address student needs. Our students continue those connections, stopping by the Dean's office as well as reaching out to the Director of Recruitment and our Student Success Coordinator. We are seeing a trend of recruiting more males into the EPP from 40 admitted to the university in 2019-2020 with an increase to 47 in 2020-2021.

At the program level, advisory groups composed of faculty, candidates, alumni and employers met to provide feedback, exchange ideas and information and share input on proposed changes. Focus groups during advisory meetings served to collect feedback on candidate and completer satisfaction with teacher preparation.

c. Council for Educator Preparation Programs (CEPP) meetings

The Council for Educator Preparation Programs (CEPP) is the governing body of the UNCP EPP unit. As such, members collaborate in subcommittees reviewing program and unit data, proposing curriculum changes, and suggesting procedures that would impact the unit candidates. Membership includes EPP faculty, candidates and P-12 representatives from the region that interact sharing their internal and external stakeholder perspectives. These members have voting rights and are able to express their suggestions for EPP operations as well as data collection. In addition, staff and members of the leadership team participate as non-voting members in ex-officio capacity. AY 2021-22 monthly meetings encompassed important discussions that derived decisions agreed upon and adopted by the CEPP.

Outcome Measures

Measure 3: Candidate competency at program completion

1. Initial Licensure Level (R.3.3)

a. Licensure Exam pass rate data: Title II Reports (Traditional and Alternative Teacher Preparation Programs)

Traditional programs are typically four-year undergraduate programs and often attract individuals who enter college with the goal of becoming a teacher. Traditional programs prepare

candidates with instruction in pedagogy as well as the specific content area they plan to teach. Pass rates indicate the percentage of candidates who passed the assessments taken for an initial teaching license in the field of preparation. Compared to previous academic years, more program completers took the licensure assessments in AY 2021-22. Table 8 compares the pass rates of UNCP's completers with others in similar programs statewide.

Table 8. Traditional Summary Pass Rates as Reported in Title II

Group	UNC Pembroke			Statewide		
	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
All program completers 2021-22	72	44	61%	2399	1868	78%
All program completers 2020-21	61	43	70%	2900	2302	79%
All program completers 2019-20	45	26	58%	2800	2378	85%

Source: ETS 2021-22 Traditional Title II Report

North Carolina requires that candidates pass a content area test for each licensure area, except for Birth-Kindergarten. Teacher candidates in both, traditional and alternative programs, must pass the licensure exams to be certified to teach in the state schools. Traditional programs are typically four-year undergraduate programs and often attract individuals who enter college with the goal of becoming a teacher. Traditional programs prepare candidates with instruction in pedagogy as well as the specific content area they plan to teach. Alternative programs are almost exclusively post-baccalaureate programs that require a bachelor's degree for admission to the program. Table 9 compares the results of UNCP and statewide program completers in traditional programs.

Table 9. Licensure Exam Results for Traditional Program Completers (Undergraduate)

Licensure Exam	Academic Year	Test Code	University of North Carolina at Pembroke			Statewide		
			Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
~Art Content and Analysis	2021-22	5135	3	*	*	30	21	70%
	2020-21		1	*	*	65	51	78%
	2019-20		4	*	*	52	45	87%

Elementary Education: Mathematics CKT	2021-22	7803	*	*	5	*	*	*
	2020-21		1	*	*	75	72	96%
	2019-20		8	*	*	399	389	97%
Elementary Education: Mathematics CKT	2021-22	7813	33	26	79%	948	811	86%
	2020-21		25	23	92%	1215	1092	90%
	2019-20		12	9	75%	624	556	89%
English Language Arts: Content Knowledge	2021-22	5038	1	*	*	88	78	89%
	2020-21		3	*	*	94	85	90%
	2019-20		2	*	*	110	105	95%
General Science Content Knowledge	2021-22	0435	*	*	*	40	36	90%
	2020-21		2	*	*	54	47	87%
	2019-20		2	*	*	49	48	98%
Health and PE	2021-22	5857	5	*	*	58	44	76%
	2020-21		6	*	*	87	72	83%
	2019-20		5	*	*	112	96	84%
Mathematics Content Knowledge	2021-22	5161	*	*	*	38	32	84%
	2020-21		*	*	*	49	35	71%
	2019-20		2	*	*	56	43	77%
Middle School Mathematics	2021-22	5169	*	*	*	23	20	87%
	2020-21		1	*	*	58	52	90%
	2019-20		1	*	*	39	37	95%
Middle School Social Studies	2021-22	5089	1	*	*	47	44	94%
	2020-21		*	*	*	82	75	91%
	2019-20		*	*	*	57	52	91%
~Music Content & Instruction	2021-22	5114	5	*	*	94	51	54%
	2020-21		6	*	*	116	81	70%
	2019-20		*	*	*	130	105	81%

Physical Ed Content Knowledge	2021-22	5091	1	*	*	2	*	*
	2020-21		*	*	*	2	*	*
	2019-20		*	*	*	3	*	*
SE CK and Mild to Mod Appl	2021-22	5543	3	*	*	112	107	96%
	2020-21		2	*	*	187	181	97%
	2019-20		2	*	*	151	151	100%
Social Studies Content Knowledge	2021-22	0081	2	*	*	116	102	88%
	2020-21		1	*	*	145	131	90%
	2019-20		2	*	*	143	134	94%
Spanish World Language	2021-22	5195	1	*	*	15	9	60%
	2020-21		1	*	*	8	*	*
	2019-20		*	*	*	28	16	57%
Foundations of Reading	2021-22	ESP 0090	30	16	53%	897	634	71%
	2020-21		22	14	64%	1337	1080	81%
	2019-20		20	11	55%	1327	1144	86%

Source: ETS 2021-22 Traditional Title II Report

*Note: In cases where there are less than 10 students taking the statewide assessment or license/certificate, the number passing and pass rate are not reported.

~ Program is SPA accredited

Results: UNCP teacher candidates enrolled in traditional programs completed licensure assessments in 15 subject areas. Two licensure exams, *Elementary Education: CKT Mathematics* and *Foundations of Reading*, were the most frequently attempted tests with passing rates of 79% and 53% respectively. Other subject areas had 10 or less students taking the exams, which were too small for passing scores to be reported. Data for both exams showed a slight decline in passing rates from previous years.

Alternative programs are almost exclusively post-baccalaureate programs that require a bachelor's degree for admission to the program. Alternative programs often attract individuals who already hold a bachelor's degree in a specific content area and may have prior work experience but are seeking to be teachers. Compared to the previous academic year, less program completers took and passed the assessment tests in AY 2021-22. Table 10 compares the pass rates of UNCP's completers with others in similar programs statewide. Table 11 compares the results of UNCP and statewide program completers in alternative programs.

Table 10. Alternative Pass Rates as Reported in Title II

Group	UNC Pembroke			Statewide		
	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
All program completers 2021-2022	26	12	46%	690	544	79%
All program completers 2020-2021	36	20	56%	877	764	87%
All program completers 2019-20	18	15	83%	485	427	88%

Source: ETS 2021-22 Alternate Title II Report

Table 11. Licensure Exam Results for Alternative Program Completers (MAT, Residency, Undergraduate Licensure Only)

Licensure Exam	Academic Year	Test Code	University of North Carolina at Pembroke			Statewide		
			Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
Elementary Ed CKT: Mathematics	2021-22	7803	*	*	*	13	8	62%
	2020-21		4	*	*	38	38	100%
	2019-20		1	*	*	38	35	92%
Elementary Ed CKT: Mathematics	2021-22	7813	17	9	53%	225	163	72%
	2020-21		15	6	40%	228	191	84%
	2019-20		2	*	*	77	54	70%
Health and PE	2021-22	5857	2	*	*	17	14	82%
	2020-21		2	*	*	25	25	100%
	2019-20		1	*	*	18	18	100%
Middle School Science	2021-22		1	*	*	3	*	*
	2020-21		*	*	*	2	*	*
	2019-20		*	*	*	*	*	*
SE CK And Mild to	2021-22	5543	3	*	*	90	83	92%
	2020-21		*	*	*	104	101	97%

Moderate Appl	2019-20		*	*	*	55	54	98%
Social Studies Content Knowledge	2021-22	0081	2	*	*	21	18	86%
	2020-21		6	*	*	34	31	91%
	2019-20		1	*	*	15	15	100%
Foundations of Reading	2021-22	ESP 0090	12	3	25%	224	162	72%
	2020-21		18	12	67%	300	257	86%
	2019-20		4	*	*	151	123	81%
Foundations of Reading	2021-22	ESP 0190	1	*	*	9	*	*
	2020-21		*	*	*	*	*	*
	2019-20		*	*	*	1	*	*
General Curriculum Mathematics	2021-22	ESP 0203	*	*	*	10	8	80%
	2020-21		2	*	*	30	28	93%
	2019-20		1	*	*	31	30	97%

Source: ETS 2021-22 Alternate Title II Report

*Note: In cases where there are less than 10 students taking the statewide assessment or license/certificate, the number passing and pass rate are not reported.

~ Program is SPA accredited

Results: UNCP teacher candidates enrolled in alternative programs completed licensure assessments in 9 subject areas. Two subject area exams, *Elementary Education: CKT Mathematics* and *Foundations of Reading*, were the most frequent with 17 and 12 students with passing rates of 53% and 25% respectively. Other subject areas had 10 or less students taking the exams, which were too small for passing scores to be reported. *Elementary Education: CKT Mathematics* scores showed the highest number of program completers taking and passing the exam.

b. edTPA scores

The *Educative Teacher Performance Assessment* (edTPA) is a performance-based, specific assessment focused on a pre-service teachers' ability to perform three key tasks: planning, instruction and assessment evaluated through 15 rubrics. The state of North Carolina added edTPA as a licensure requirement in 2017. Table 12 summarizes the AY 2021-22 edTPA results for 209 program candidates at the Initial Licensure Level, which reflects an increase from the previous year. Due to a state waiver during the pandemic, there was an increase in candidates admitted to the EPP by AY 2020-21 in undergraduate and MAT programs.

Table 12. AY 2021-22 edTPA Results for UNCP Candidates

AY 2021-22 edTPA Data				
UNCP <i>n</i> = 209 Total Score Mean = 42.0			State <i>n</i> = 4112 Total Score Mean = 43.0	
CAEP Standards	edTPA Tasks	edTPA Rubrics	UNCP Mean Score on 5 Point edTPA Scale	State Mean Score on 5 Point edTPA Scale
R1.1, R1.2, R1.3, R3.3	1: Planning	1-Planning for Content Understanding	2.9	3.0
R1.1, R1.2, R1.3, R3.3		2-Planning to Support Varied Learning Needs	2.8	2.9
R1.1, R1.2, R1.3, R3.3		3-Using Knowledge of Students to Inform Instruction	2.9	3.0
R1.1, R1.2, R1.3, R1.4, R3.3		4-Identifying and Supporting Language Demands	2.8	2.9
R1.1, R1.2, R1.3, 1.4, R3.3		5-Planning Assessments to Monitor and Support Learning	2.8	2.8
			Mean = 2.8	Mean = 2.9
R1.1, R1.3, R3.3	2: Instruction	6-Learning Environment	3.0	3.0
R1.1, R1.2, R1.3, R3.3		7- Engaging Students in Learning	2.8	2.9
R1.1, R1.2, R1.3, R3.3		8- Deepening Student Learning	2.7	2.8
R1.1, R1.2, R1.3, R3.3		9- Subject-Specific Pedagogy	2.7	2.8
R1.4, R3.3		10-Analyzing Teaching Effectiveness	2.6	2.7
			Mean = 2.8	Mean = 2.8
R1.3, R3.3	3: Assessment	11- Analysis of Student Learning	2.7	2.8
R1.3, R3.3		12- Providing Feedback to Guide Learning	3.2	3.1
R1.3, R3.3		13- Student Understanding and Use of Feedback	2.6	2.6

R1.1, R1.2, R3.3		14- Analyzing Students' Language Use	2.7	2.8
R1.3, R1.4, R3.3		15- Using Assessment to Inform Instruction	2.8	2.9
			Mean = 2.8	Mean = 2.8

Source: July 2021-June 2022 edTPA EPP and State Performance Summaries

Results: As summarized in Table 12, the average mean score by rubric on the five-point edTPA scale for UNCP was 2.8 for 209 candidates. UNCP mean scores were 3.0 or higher on rubric 6 (Learning Environment), and 12 (Providing Feedback to Guide Learning). Rubric 12 showed the highest mean score of all rubrics with a mean score of 3.2. The lowest mean scores of 2.6 fell on rubrics 10 (Analyzing Teaching Effectiveness) and 13 (Student understanding and use of feedback). Comparatively, the average mean score by rubric on the five-point edTPA scale for the state was also 2.8. Similar to UNCP, Rubric 12 showed the highest mean score of all rubrics for the state with a mean score of 3.1. The state's lowest mean score of 2.6 was evident on rubric 13 (Student Understanding and Use of Feedback).

The three tasks that comprise edTPA include rubrics 1-5 in the Planning Task, rubrics 6-10 in the Instruction Task, and rubrics 11-15 in the Assessment Task. The UNCP 2021-2022 mean scores for each task were 14.1 for Planning, 13.9 for Instruction, and 14.0 for Assessment. The state's mean scores for each task were 14.6 for Planning, 14.2 for Instruction, and 14.2 for Assessment.

Overall, mean scores for UNCP compared to those from the state. The state required overall minimum score was 38 and 80% UNCP candidates received passing scores compared to 84% for the state. Evidence from rubrics demonstrating less than passing (3.0) mean scores revealed the lowest performing areas for UNCP students to be those involving analysis of teaching effectiveness and deepening student learning. UNCP candidates demonstrated proficiency in providing a positive learning environment.

c. Educator dispositions: Education Disposition Assessment (EDA) and Dispositions of the Online Learner (DOL)

AY 2021-22 marked the second year of full implementation of our Disposition Assessment System to consistently assess and support teacher candidate's dispositions, to allow all stakeholders (university instructors and school partners) a process for reporting, and to provide teacher candidates a process for remediation. Two proprietary instruments adopted, *Education Disposition Assessment (EDA)* and *Dispositions of the Online Learner (DOL)*, were utilized unit-wide to measure dispositions of Initial Licensure Level candidates at admission, midpoint and exit of programs demonstrated during in-person classroom experiences as well as online settings. Disposition data was collected in Taskstream by Watermark. Tables 13-17 summarize

the disposition data collected from candidates at the Initial Licensure Level for both instruments.

Table 13. UNCP EPP disposition data: EDA (Undergraduate)

Evaluations across checkpoints	Final Score Max = 2	Oral Communication	Written Communication	Professionalism	Positive Attitude	Preparedness	Appreciation for cultural and academic diversity	Collaborates with stakeholders	Self-regulated learner behaviors	Social and Emotional Intelligence
Eval 1 (n=63)	1.75	1.84	1.79	1.68	1.76	1.70	1.70	1.83	1.62	1.79
Eval 2 (n=45)	1.81	1.83	1.86	1.74	1.89	1.82	1.81	1.84	1.71	1.82
Eval 3 (n=48)	1.86	1.89	1.81	1.89	1.87	1.81	1.87	1.83	1.85	1.91
Eval 4 (n=55)	1.65	1.82	1.87	1.84	1.84	1.36	1.31	1.49	1.38	1.91
Eval 5 (n=69)	1.96	2.00	1.99	2.00	1.96	1.91	1.94	1.94	1.94	1.99

Source: UNCP Data Notebooks as of April 27, 2023

Table 14. UNCP EPP disposition data: EDA (MAT)

Evaluations across checkpoints	Final Score Max = 2	Oral Communication	Written Communication	Professionalism	Positive Attitude	Preparedness	Appreciation for cultural and academic diversity	Collaborates with stakeholders	Self-regulated learner behaviors	Social and Emotional Intelligence
Eval 1 (n=130)	1.67	1.69	1.66	1.74	1.84	1.73	1.50	1.32	1.61	1.83
Eval 2 (n=93)	1.66	1.52	1.55	1.85	1.86	1.70	1.73	1.38	1.46	1.82

Eval 3 (n=66)	1.89	1.97	1.91	1.89	1.97	1.95	1.82	1.94	1.68	1.74
Eval 4 (n=87)	1.82	1.93	1.92	1.94	1.97	1.94	1.93	1.76	1.30	1.61
Eval 5 (n=105)	1.99	1.99	1.99	2.00	1.99	1.99	2.00	2.00	1.98	2.00

Source: UNCP Data Notebooks as of April 27, 2023

Table XX. UNCP EPP disposition data: EDA (Residency)

Evaluations across checkpoints	Final Score Max = 2	Oral Communication	Written Communication	Professionalism	Positive Attitude	Preparedness	Appreciation for cultural and academic diversity	Collaborates with stakeholders	Self-regulated learner behaviors	Social and Emotional Intelligence
Eval 1 (n=12)	1.58	1.33	1.25	1.92	1.83	1.83	1.17	1.17	1.83	1.83
Eval 2 (n=4)	1.70	1.75	1.75	1.75	1.75	1.75	1.75	1.75	1.25	1.75
Eval 3 (n=6)	1.83	1.83	1.83	1.83	1.83	1.83	1.83	1.83	1.83	1.83
Eval 4 (n=10)	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00
Eval 5 (n=10)	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00

Source: UNCP Data Notebooks as of April 27, 2023

Table 15. UNCP EPP disposition data: DOL (Undergraduate)

Evaluations across checkpoints	Final Score Max = 2	Digital Citizen	Self-Regulated	Tech Confidence	Self-Start and Active Learner	Resilience	Openness	Self-Motivated Learner	Advocator for Self
Eval 1 (n=61)	1.84	1.87	1.75	1.84	1.82	1.85	1.89	1.85	1.89

Eval 4 (n=8)	1.99	2.00	2.00	1.88	2.00	2.00	2.00	2.00	2.00
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Source: UNCP Data Notebooks as of April 27, 2023

Results: Overall, UNCP EPP candidates at the Initial Licensure Level demonstrated an improvement in educator dispositions across evaluations throughout the Checkpoints for all groups. Unit-wide EDA and DOL data shows an increase in the mean final scores from the first to the last evaluations. Evaluation 3 of DOL for Residency candidates has no data due to low overall student count and transfer courses that do not require evaluation.

The EPP transitioned away from Taskstream as a data management system in Spring 2022 as we developed the Brave Educator Dashboard, launched in April 2022, in collaboration with a team from North Carolina State University. Program faculty can easily access data in the Dashboard at any time and scores are updated monthly or by semester, including *Praxis Core*, *Praxis II*, *Pearson Reading* and *Praxis Math CKT* data. The dashboard helps programs to track the progress of all candidates throughout matriculation in EPP courses across checkpoints. It continues to be fine-tuned to address the specific needs of our EPP.

d. Candidate Preservice Assessment of Student Teaching (CPAST)

Prior to Fall 2021, the *Teacher Candidate Evaluation* Rubric was used to assess candidates in their student teaching semester. To continuously improve the process of monitoring and evaluating initial candidates' knowledge of the learner and learning during internship, an observation workgroup reviewed data and explored alternative observation tools for reliability in 2019 - 2020. Out of five tools, the *Candidate Preservice Assessment of Student Teaching* (CPAST), a valid and reliable formative and summative proprietary assessment, was chosen because of direct rubric alignment to InTASC standards and usability. The form has two subscales: Pedagogy (13 rows) and Dispositions (8 rows). Each of the 21 rows contains detailed descriptors of observable, measurable behaviors to guide scoring decisions. The CPAST is formatted on a 3-point scale, where a score of "0" indicates does not meet expectations, a score of "1" indicates emerging, a score of "2" indicates meets expectations, and a score of "3" indicates exceeds expectations

In fall 2021, faculty volunteered to pilot the CPAST at the midpoint and final points of Clinical Practice 2. Candidates participated in the pilot of CPAST in the Fall 2021 semester including eight undergraduate and four MAT programs. Based on the pilot data, instrument validity and reliability and pilot procedures, the CEPP voted to adopt the CPAST as a unit for the Spring 2022 semester. Table 18 summarizes the scores of EPP candidates in AY 2021-22.

Table 18. CCAST evaluations by Program Pathway in Fall 2021 and Spring 2022

Program Pathway	Term	Checkpoint 3/ Clinical Practice 2	Learner Development (InTASC St 1) Average Score	Learning Differences (InTASC St 2) Average Score	Safe & Supportive Learning Environments (InTASC St 3) Average Score	n
Undergraduate	Fall 2021	Midpoint	2.08	2.00	1.92	26
		Final	2.73	2.77	2.60	22
	Spring 2022	Midpoint	2.00	2.15	1.95	41
		Final	2.53	2.60	2.43	40
MAT	Fall 2021	Midpoint	2.50	2.62	2.38	26
		Final	2.77	2.81	2.70	26
	Spring 2022	Midpoint	2.50	2.64	2.32	22
		Final	2.82	2.86	2.82	22
Total	Fall 2021	Midpoint	2.29	2.31	2.15	52
		Final	2.75	2.79	2.65	48
	Spring 2022	Midpoint	2.17	2.32	2.08	63
		Final	2.63	2.69	2.57	62

Source: UNCP Data Notebooks as of April 26, 2023

Results: The results in Table 18 were combined across pathways to protect the confidentiality of candidates in low-number programs. CCAST rubric items D, I, M, & R are aligned with CAEP Standard 1.1 and measure candidates' ability to apply critical concepts and principles of learner development (InTASC Standard 1), learning differences (InTASC Standard 2), and creating safe and supportive learning environments (InTASC Standard 3) to work effectively with diverse P-12 students and their families. Overall, the UNCP EPP candidates at the initial licensure level demonstrated improvement from midpoint to final evaluations across rubrics. Recognizing and addressing learning differences in students demonstrated to be the strongest indicator for UNCP candidates.

Measure 4: Ability of completers to be hired

1. Initial and Advanced Licensure Levels

a. Employing Districts

Table 19 includes a list of the top 10 LEAs employing EPP program completers affiliated with UNCP. Population from which this data is drawn represents teachers employed in North Carolina public and charter schools in AY 2021-2022. Of the top 10 LEAs employing teachers affiliated with UNCP, the Public Schools of Robeson County (PSRC) remains as the one employing the most. UNCP is located within the PSRC region and numerous students conduct field and clinical experiences in their schools.

Table 19. Top 10 LEAs employing UNCP program completers

Local Education Agency (Public School Unit)	Total Number of Teachers
Public Schools of Robeson County	981
Cumberland County Schools	508
Richmond County Schools	210
Scotland County Schools	192
Moore County Schools	151
Columbus County Schools	140
Hoke County Schools	134
Bladen County Schools	125
Whiteville County Schools	69
Charlotte-Mecklenburg Schools	57

Source: NCDPI Employment Tracking Data as of April 26, 2023

b. Job Placement Rates

Table 20 provides information on candidates that became employed within one year of their program completion to meet reporting obligations in law. To calculate the number of graduates of the EPP employed, the following definitions are applied:

- Completers: represents all candidates that completed either a traditional or alternative route in 2020-2021.
- Licensed: number of completers in 2019-2020 (either traditional or alternative) that earned either an Initial Professional License or Continuing Professional License.
- Employed: completers in 2020-2021 (either traditional or alternative) that were employed as a teacher of record in a North Carolina Public or Charter School between the 2020-2021 and 2021-2022 school year.

Table 20. Program Completers Employed

Pathway	2020-21 Program Completers	2021-2021 Licensed Program Completers	2020-21 Program Completers Employed in 2021-22	
	n	%	n	%
Alternative	58	100%	28	48.28%
Traditional	60	100%	25	41.67%

*Sources: UNCP Office of Institutional Research - Internal Argos Report as of April 27th, 2023;
NCDPI Employment Tracking Data as of April 26th, 2023*

Results:

This table was calculated by cross-referencing an internal report of AY 2020-2021 graduates with an NCDPI Employment Data Tracking file downloaded from the NCDPI secured portal in April, 2023.

Of the number of teachers who completed an initial licensure program at UNCP in AY 2020-21, 100% obtained their professional license. Almost half of alternative program completers (48%) (i.e., MAT) were reported as employed in a North Carolina public school compared to 42% of traditional program completers (i.e., undergraduate). Due to school district needs, we observe that some individuals who have completed a degree were hired but had not necessarily graduated from an EPP program. In addition, Birth-Kindergarten program completers are also hired in private childcare centers and charter schools, consequently, not reflecting employment in NC public schools.