Measure 1 – Completer Impact and Effectiveness

NCEES Data

Data Description

The images below display data collected in 2021-22, through the North Carolina Educator Evaluation System (NCEES) and Education Value-Added Assessment System (EVAAS), for beginning teachers prepared by ECU, as presented on the EPP Performance Dashboards published by the North Carolina Department of Public Instruction (NCDPI).

North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of "developing" to "distinguished." Effective 2010–2011, at the end of their third year beginning teachers must be rated "proficient" on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License. Student Growth is determined by a value-added measure as calculated by the statewide growth model for educator effectiveness. Possible student growth ratings include "does not meet expected growth", "meets expected growth", and "exceeds expected growth."

Data Notes:

- Sample Size represents the number of teachers that obtained educator effectiveness data during a given school year.
- Due to COVID-19 NC DPI did not collect the Spring 2020 student assessment data that underlies this analysis; therefore, P-12 Impact Data is not available for 2019-20.

Teaching Performance Data for Traditional Undergraduates

The data presented in first section of this document portrays results for the EPP's Traditional Undergraduates in all license groups for the 2020-21 and 2021-22 academic years, as well as for the 2021-22 academic year alone. Results include overall performance ratings and disaggregated ratings for each of the five NCEES Standards: 1. Leadership, 2. Classroom Environment, 3. Content Knowledge, 4. Facilitating Student Learning (Pedagogy), 5. Reflecting on Practice. Alignment of the NCEES Standards with InTASC and NCPTS standards is presented in Appendix A.

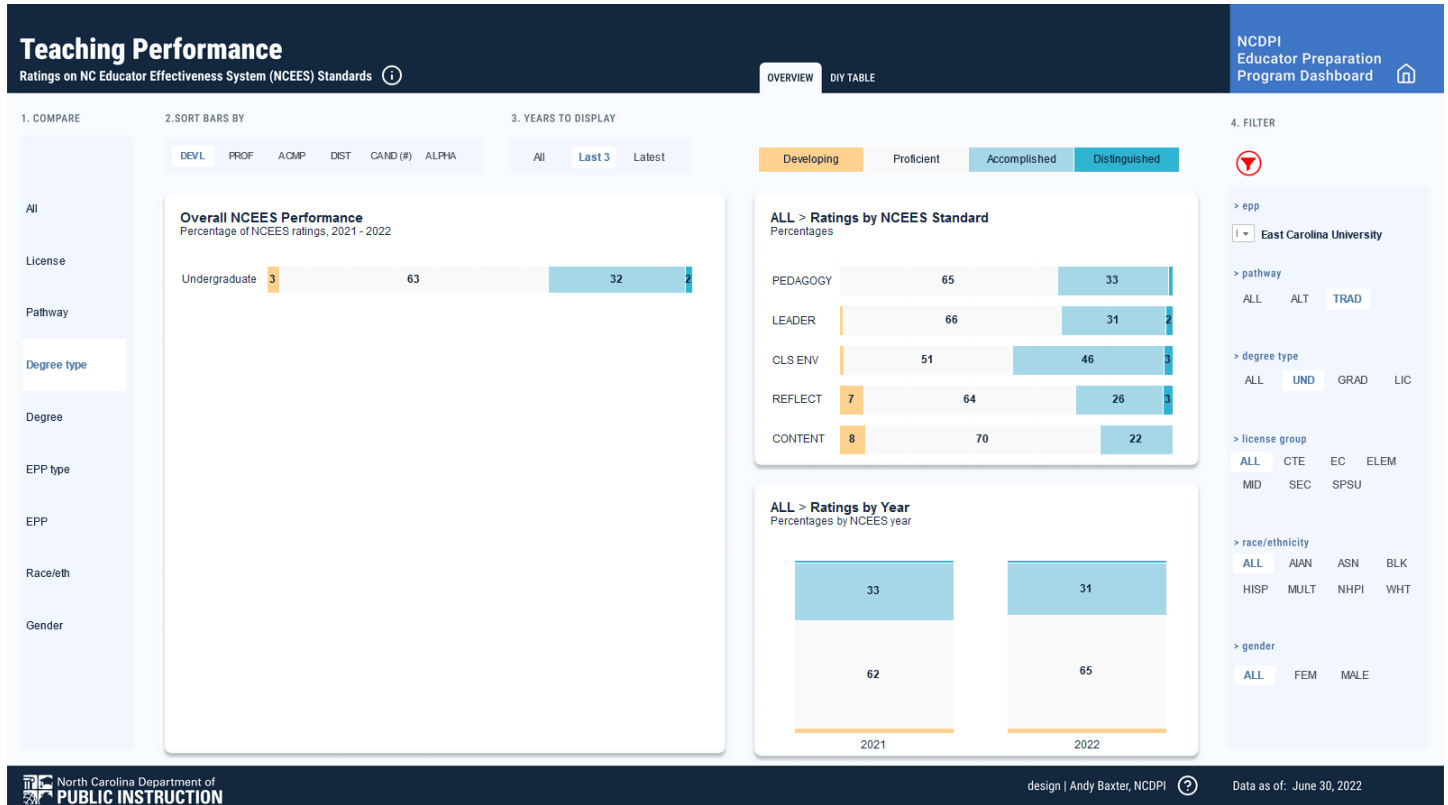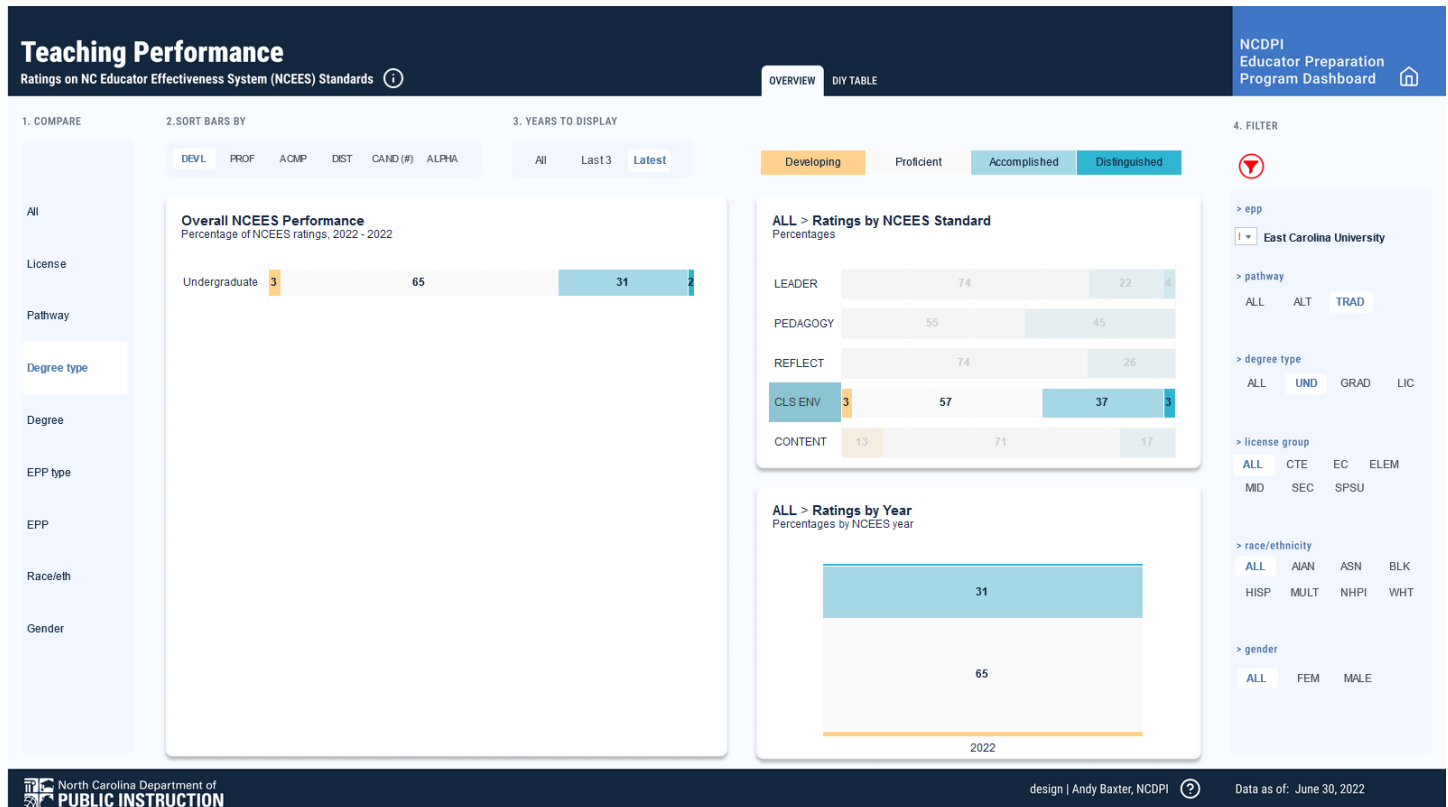*Image 1a. NCEES Results for Traditional Undergraduates (2020-2022)*

Image 1b. NCEES Results for Traditional Undergraduates (2021-2022)

4.1.B NCEES Data

Teaching Performance Data for Traditional Undergraduates by Licensure Group

The images in this section reflect NCEES data for the EPP's Traditional Undergraduates in specific licensure groups, for both the two-year period from 2020-2022 and for the 2021-2022 academic year alone. The table below provides descriptions of the license group abbreviations used in the NCDPI dashboards and lists ECU's EPP programs that are included in each license group. Data is not provided through the dashboards for subjects with fewer than ten candidates.

Results include overall performance ratings and disaggregated ratings for each of the five NCEES Standards: 1. Leadership, 2. Classroom Environment, 3. Content Knowledge, 4. Facilitating Student Learning (Pedagogy), 5. Reflecting on Practice. Alignment of the NCEES Standards with InTASC and NCPTS standards is presented in Appendix A.

Table 1. NCDPI License Area Descriptions and ECU EPP Program Alignment

NCDPI Abbreviation	License Group Description	EPP Programs
CTE	Career and Technical Education	Birth-Kindergarten Education Family and Consumer Sciences
EC	Special Education	Special Education – GC Special Education – AC
ELEM	Elementary Education	Elementary Education
MID	Middle Grades Education	Middle Grades Education (ELA, Math, Science, History/Social Studies)
SEC	Secondary Education	English Education History Education Math Education Science Education
SPSU	K-12 Special Subjects	Art Education Dance Education Foreign Languages and Literatures (Spanish, German, French) Music Education Physical Education Theater Education

Career and Technical Education (CTE)

*Due to a low N, NCDPI did not publish 2020-22 or 2021-22 NCEES data for this licensure group.

4.1.B NCEES Data

Special Education (EC)

Image 2a. NCEES Data for Traditional Undergraduates by Licensure Group – EC (2020-2022)

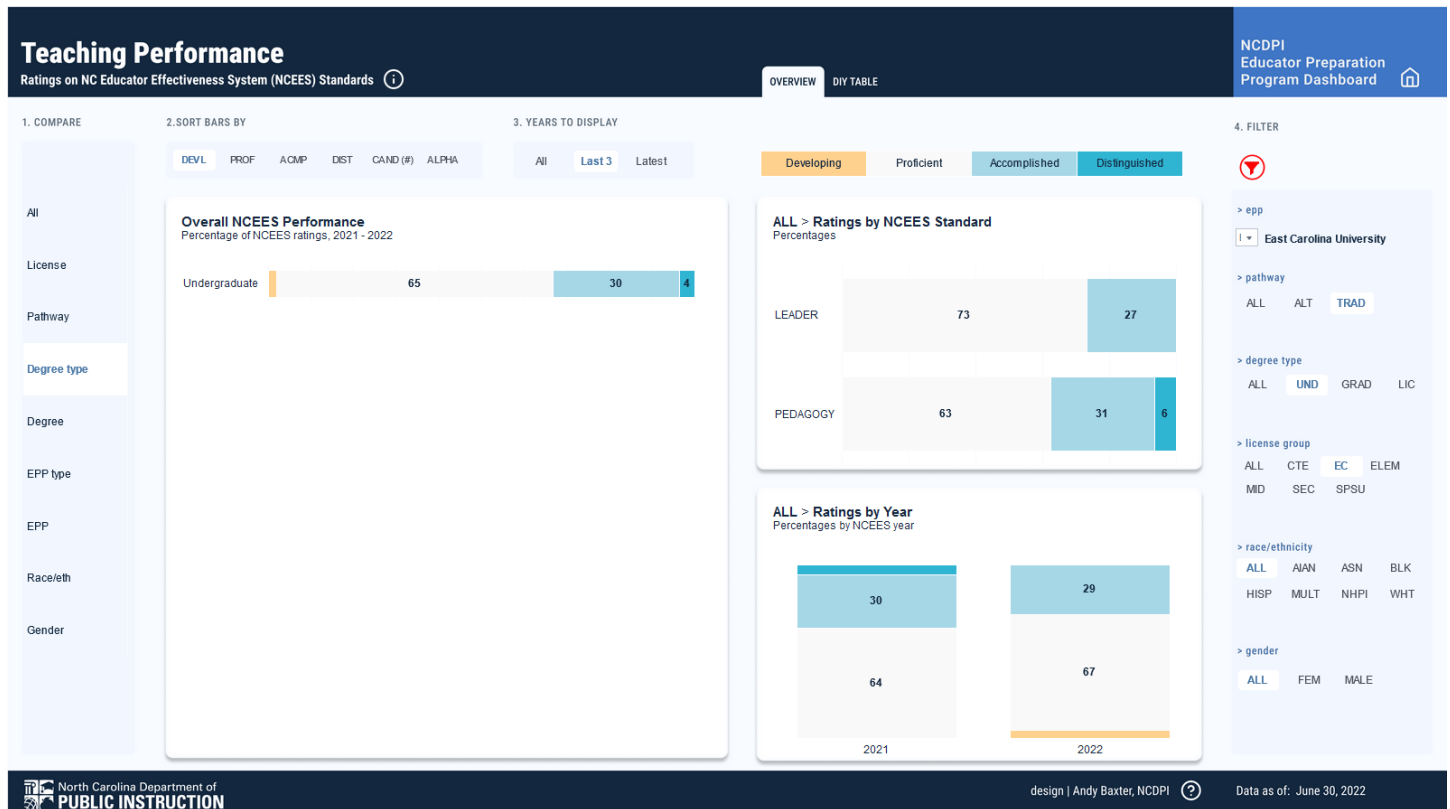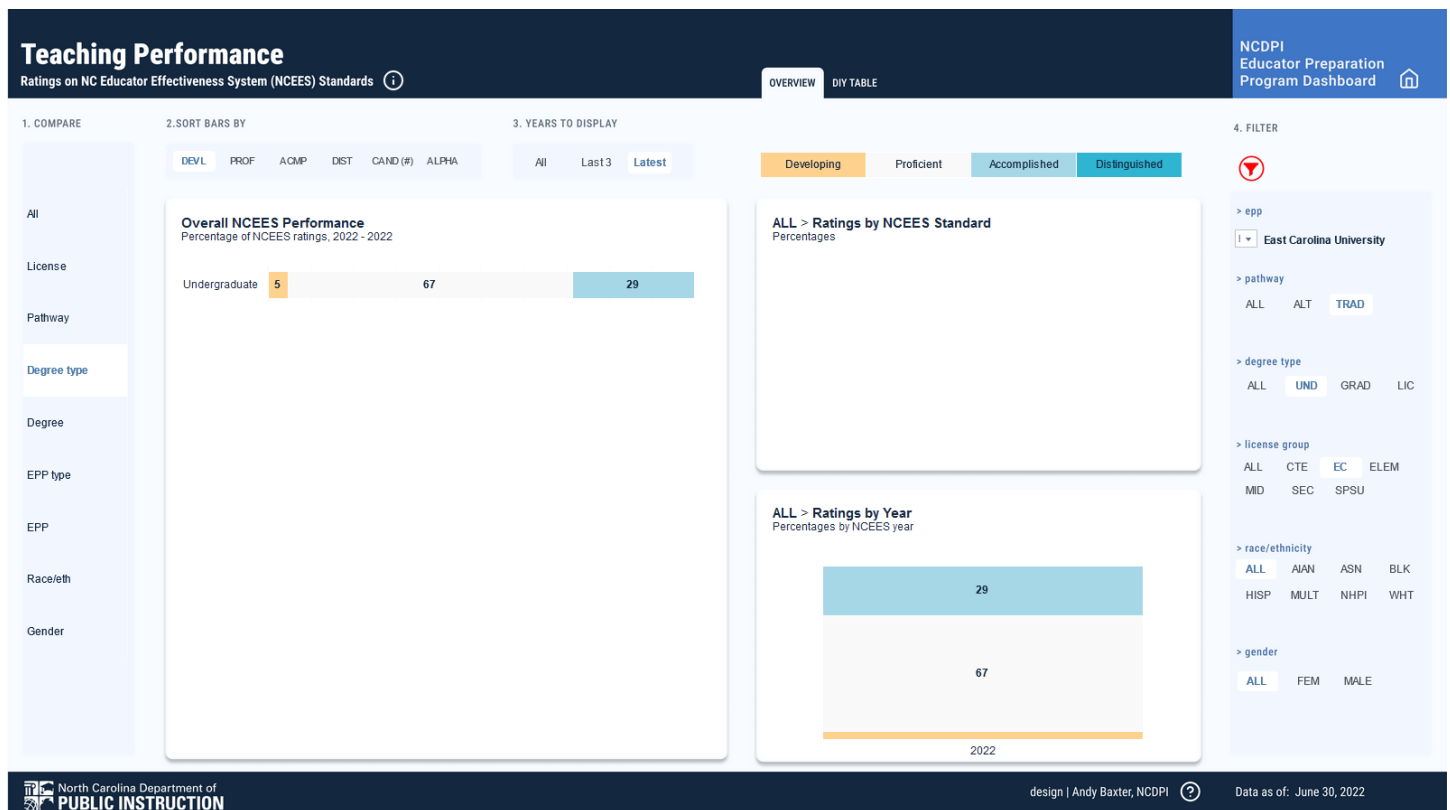*Image 2b. NCEES Data for Traditional Undergraduates by Licensure Group – EC (2021-2022)*

4.1.B NCEES Data

Elementary Education (ELEM)

Image 2c. NCEES Data for Traditional Undergraduates by Licensure Group – ELEM (2020-2022)

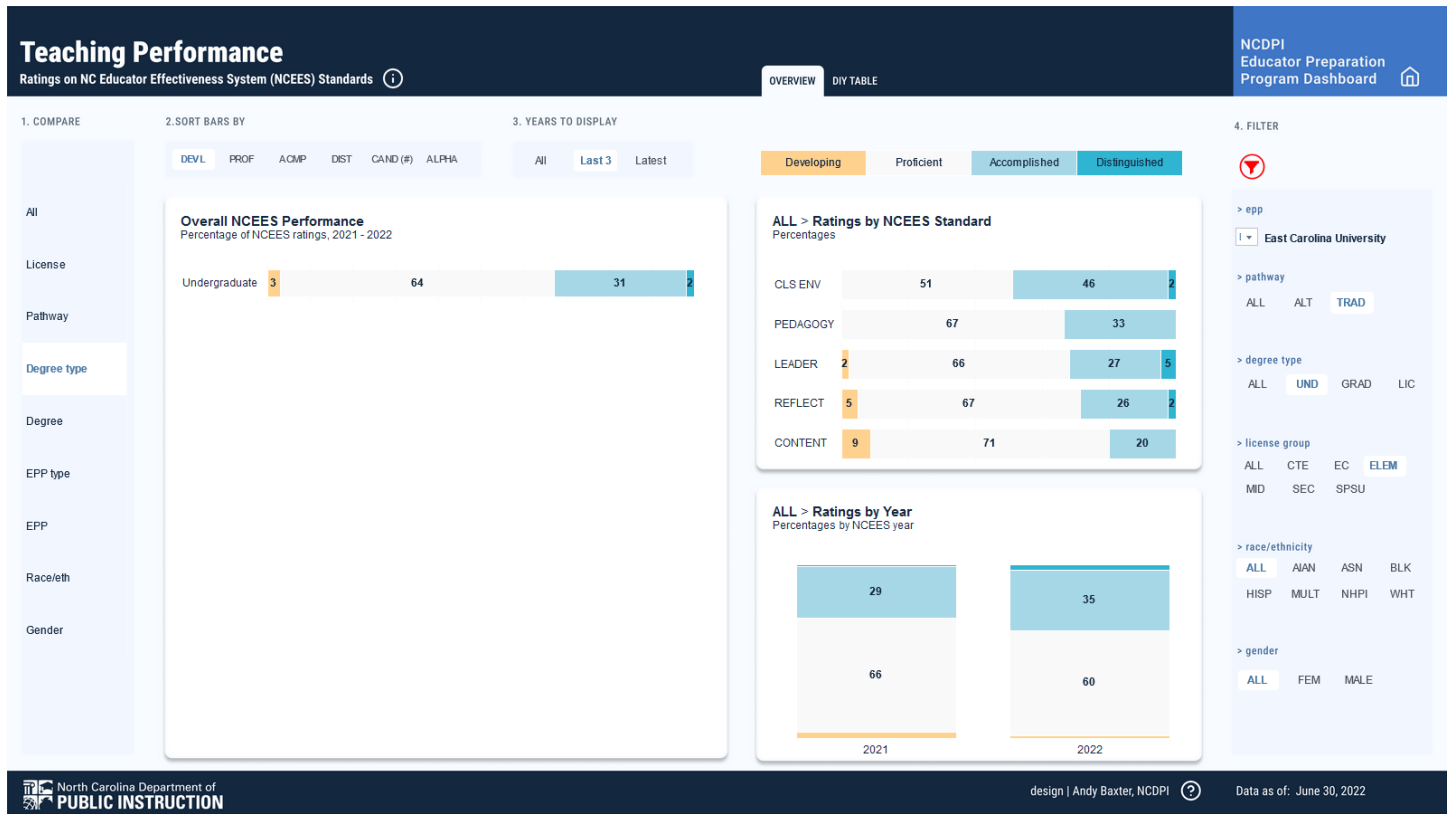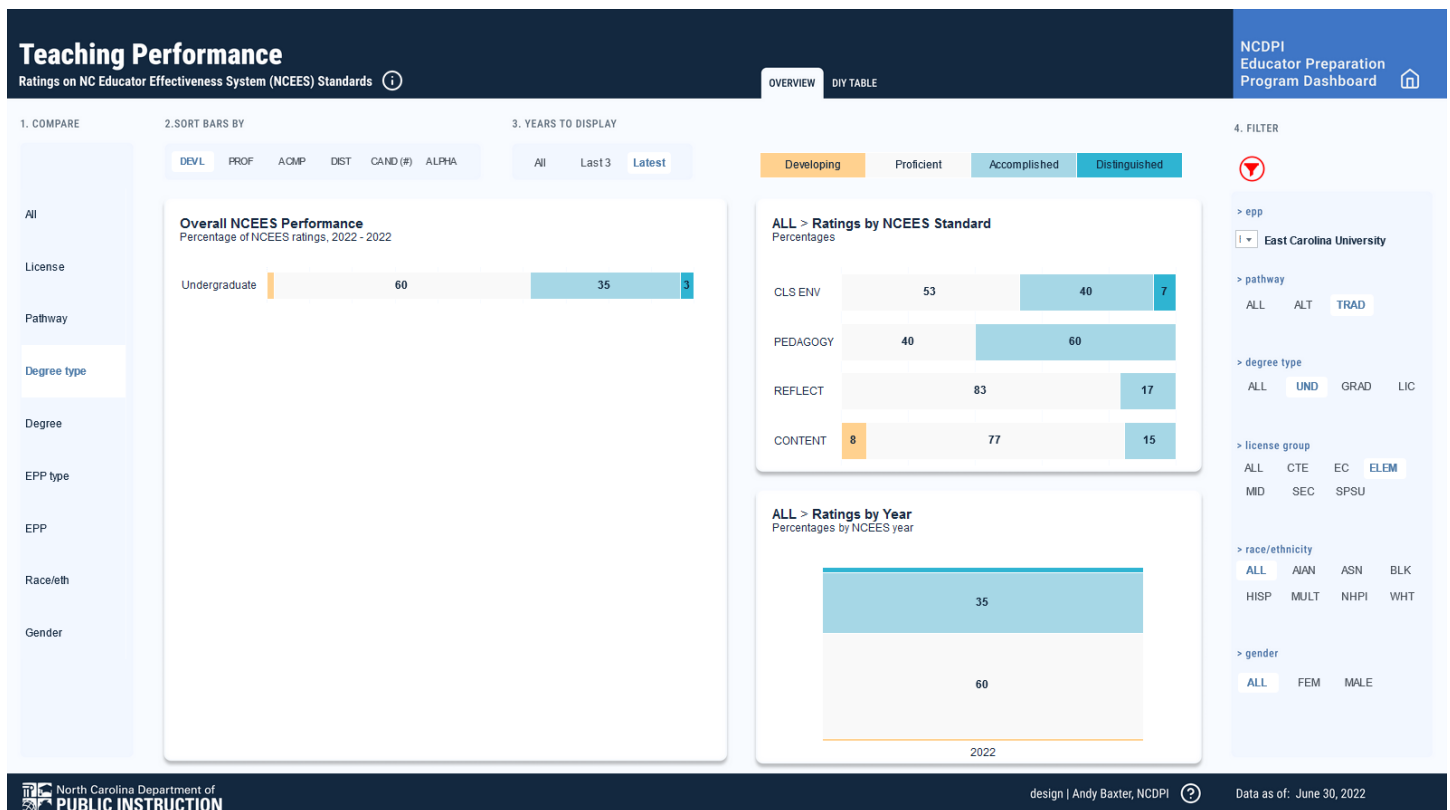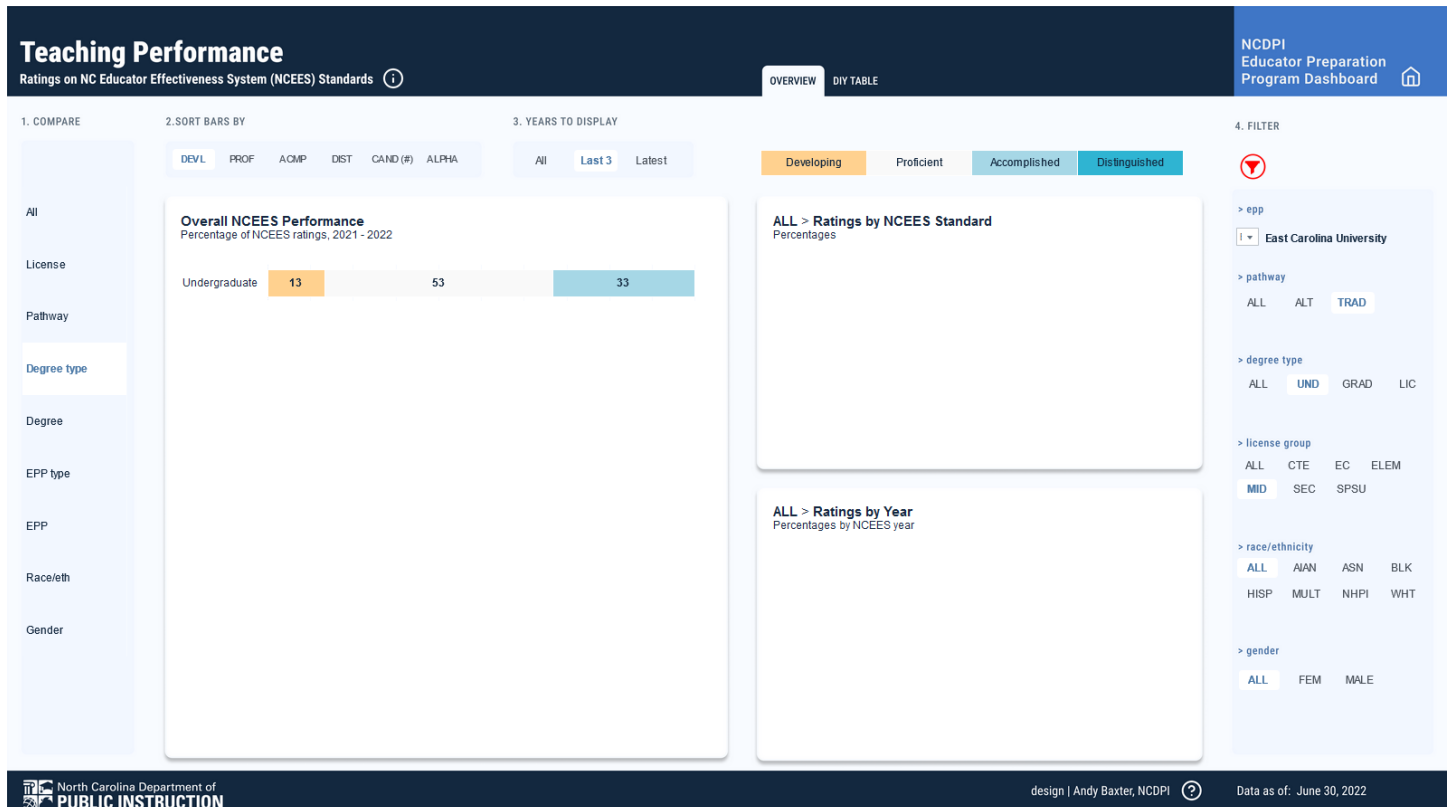*Image 2d. NCEES Data for Traditional Undergraduates by Licensure Group – ELEM (2021-2022)*

4.1.B NCEES Data

Middle Grades Education (MID)

Image 2e. NCEES Data for Traditional Undergraduates by Licensure Group – MID (2020-2022)

*Due to a low N, NCDPI did not publish 2021-22 NCEES data for this licensure group.

4.1.B NCEES Data

Secondary Education (SEC)

Image 2f. NCEES Data for Traditional Undergraduates by Licensure Group – SEC (2020-2022)

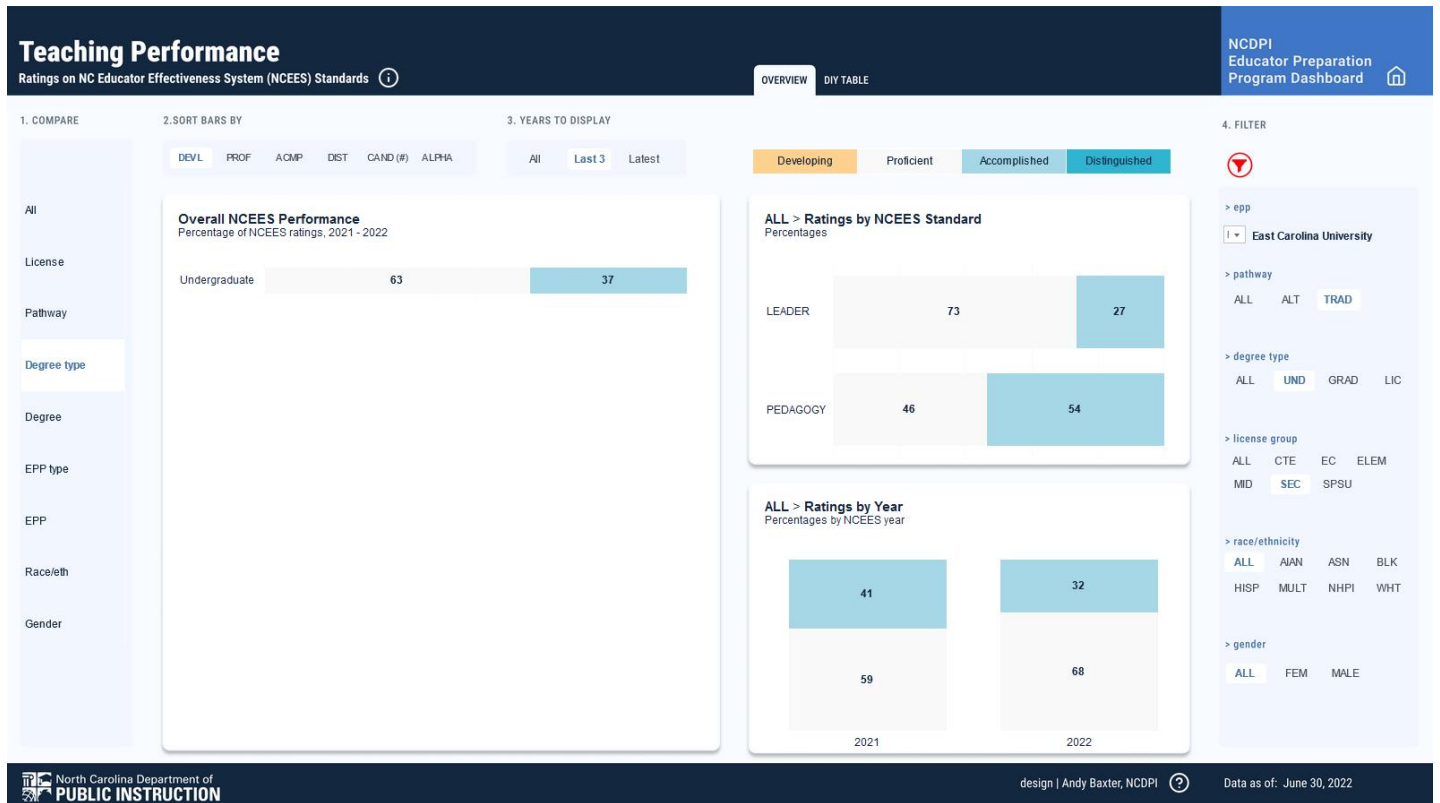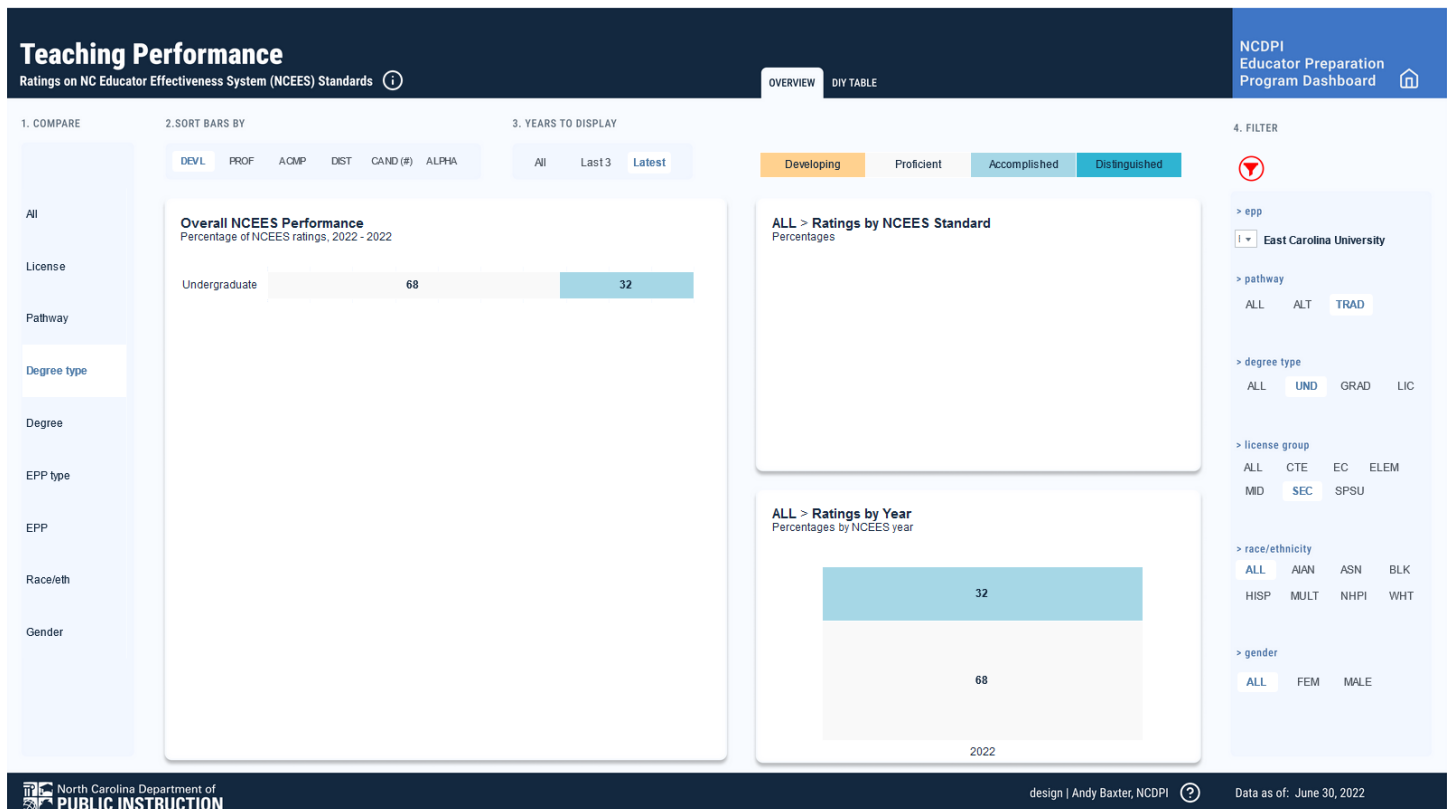*Image 2g. NCEES Data for Traditional Undergraduates by Licensure Group – SEC (2021-2022)*

4.1.B NCEES Data

K-12 Special Subjects (SPSU)

Image 2h. NCEES Data for Traditional Undergraduates by Licensure Group – SPSU (2020-2022)

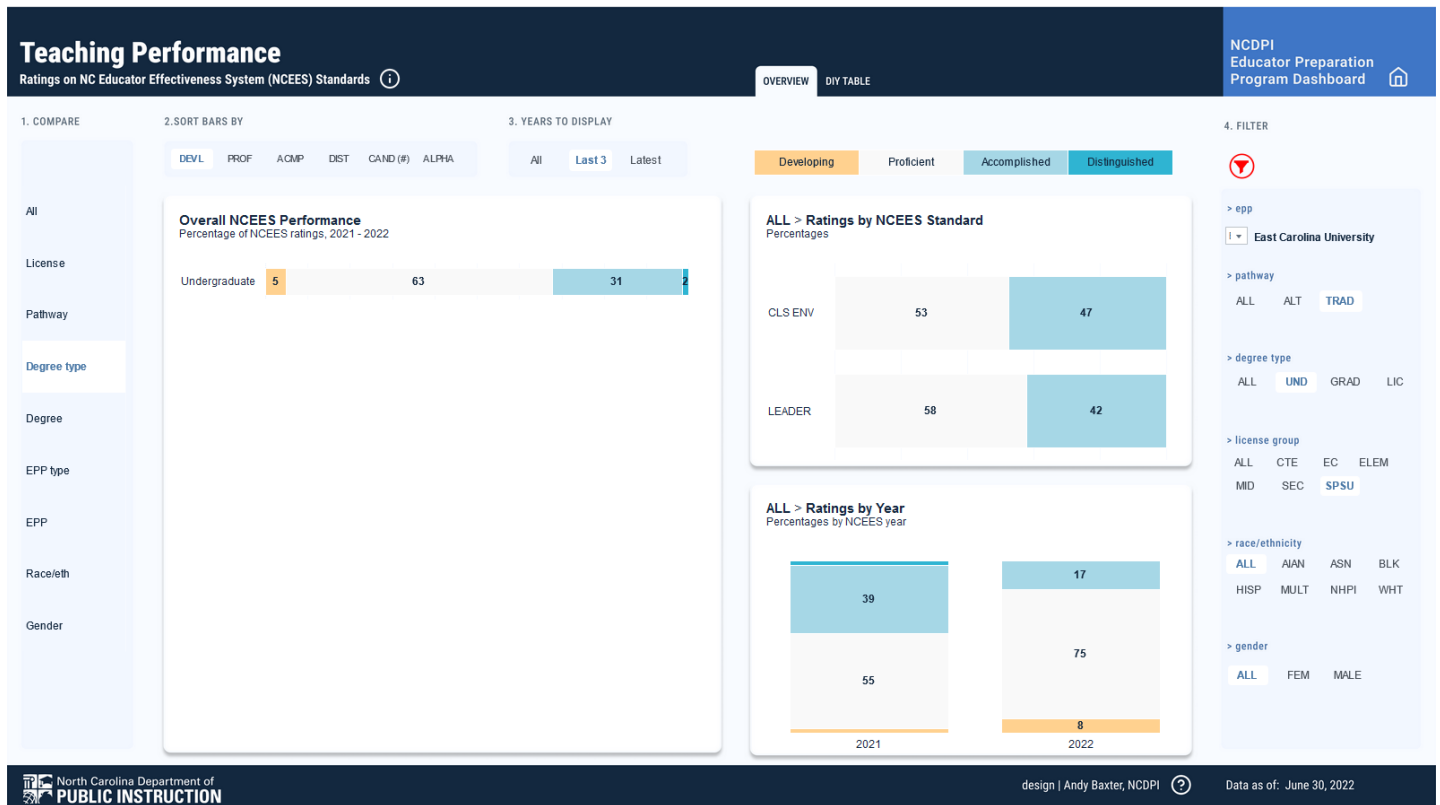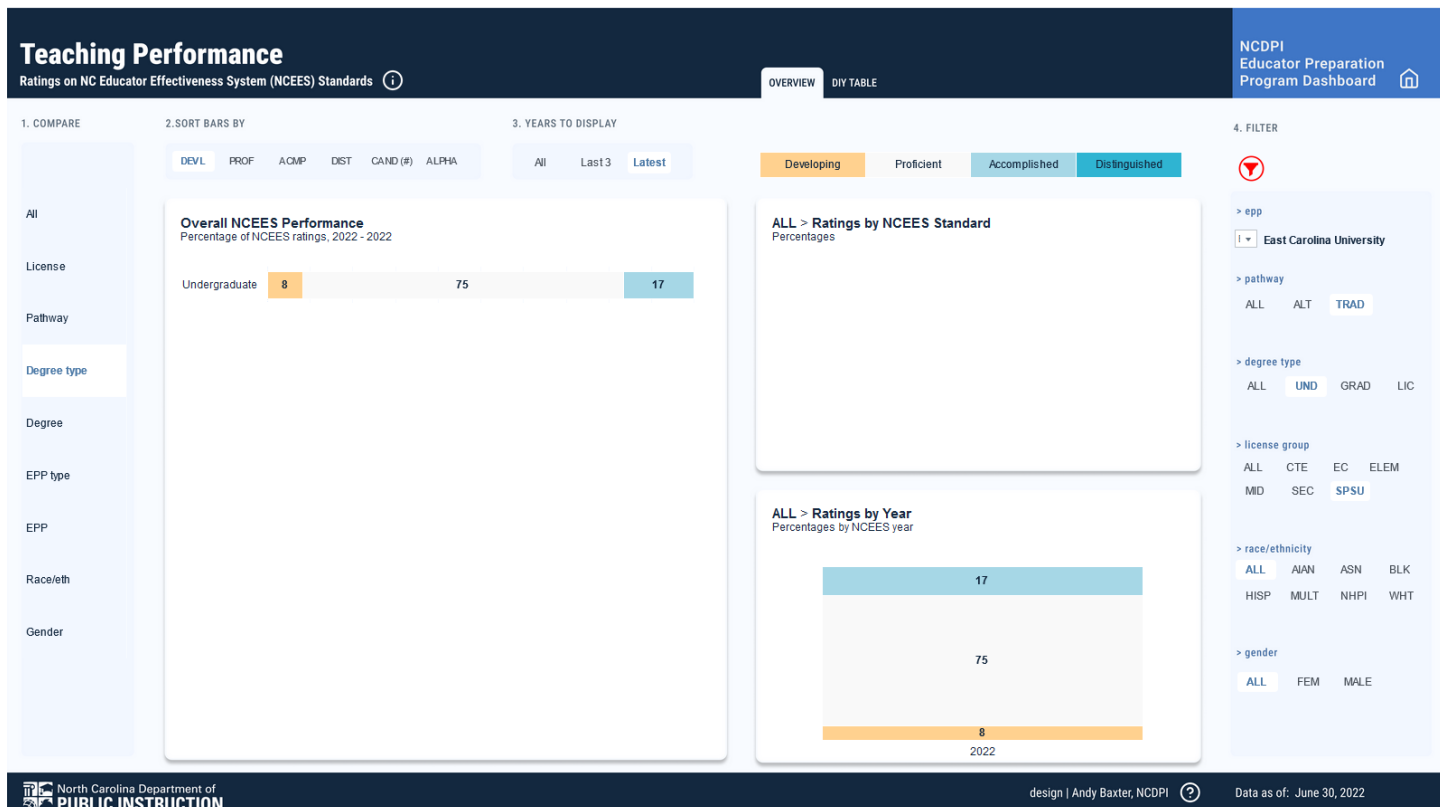*Image 2i. NCEES Data for Traditional Undergraduates by Licensure Group – SPSU (2021-2022)*

4.1.B NCEES Data

Appendix A: NCEES, NCPTS, and INTASC Alignment

NCEES, NCPTS, and INTASC Standard Alignment		
NCEES Standard	**NCPTS Standard**	**INTASC Standard**

Std I: Leadership	Std I: Teachers Demonstrate Leadership
	  a. Teachers lead in their classrooms.
	  b. Teachers demonstrate leadership in the school.
	  c. Teachers lead the profession
	  d. Teachers demonstrate high ethical standards
		Std 1 Learner Development
		Std 2 Learning Differences
		Std 3 Learning Environment
		Std 6 Assessment
		Std 7 Planning for Instruction
		Std 8 Instructional Strategies
		Std 9 Professional Learning & Ethical Practice
		Std 10 Leadership & Collaboration

Std II: Classroom Environment	Std II: Teachers Establish a Respectful Environment for a Diverse Population of Students
	  a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.
	  b. Teachers embrace diversity in the school community and the world.
	  c. Teachers treat students as individuals
	  d. Teachers adapt their teaching for the benefit of students with special needs.
	  e. Teachers work collaboratively with the families and significant adults in the lives of their students.
		Std 1 Learner Development
		Std 2 Learning Differences
		Std 3 Learning Environment
		Std 9 Professional Learning & Ethical Practice
		Std 10 Leadership & Collaboration

Std III: Content Knowledge	Std III: Teachers Know the Content They Teach
	  a. Teachers align their instruction with the North Carolina Standard Course of Study.
	  b. Teachers know the content appropriate to their teaching specialty.
	  c. Teachers recognize the interconnectedness of content areas/disciplines.
	  d. Teachers make instruction relevant to students.
		Std 4: Content Knowledge
		Std 5: Application of Content Knowledge

Std IV: Facilitating Student Learning	Std IV: Teachers Facilitate Learning for Their Students
	  a. Teachers know the way in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.
	  b. Teachers plan instruction appropriate for their students.
	  c. Teachers use a variety of instructional methods.
	  d. Teachers integrate and use technology in their instruction.
	  e. Teachers help students develop critical thinking and problem-solving skills.
	  f. Teachers help students work in teams and develop leadership qualities.
	  g. Teachers communicate effectively.
	  h. Teachers use a variety of methods to assess what each student has learned.
		Std 1 Learner Development
		Std 2 Learning Differences
		Std 3 Learning Environment
		Std 6 Assessment
		Std 7 Planning for Instruction
		Std 8 Instructional Strategies

Std V: Reflecting on Practice	Std V: Teachers Reflect on Their Practice
	  a. Teachers analyze student learning.
	  b. Teachers link professional growth to their professional goals.
	  c. Teachers function effectively in a complex, dynamic environment.
		Std 6 Assessment
		Std 7 Planning for Instruction
		Std 8 Instructional Strategies
		Std 9 Professional Learning & Ethical Practice
		Std 10 Leadership & Collaboration

4.1.B NCEES Data