

NCEES Data Description

The images below display data collected in 2023-24, through the North Carolina Educator Evaluation System (NCEES) 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:

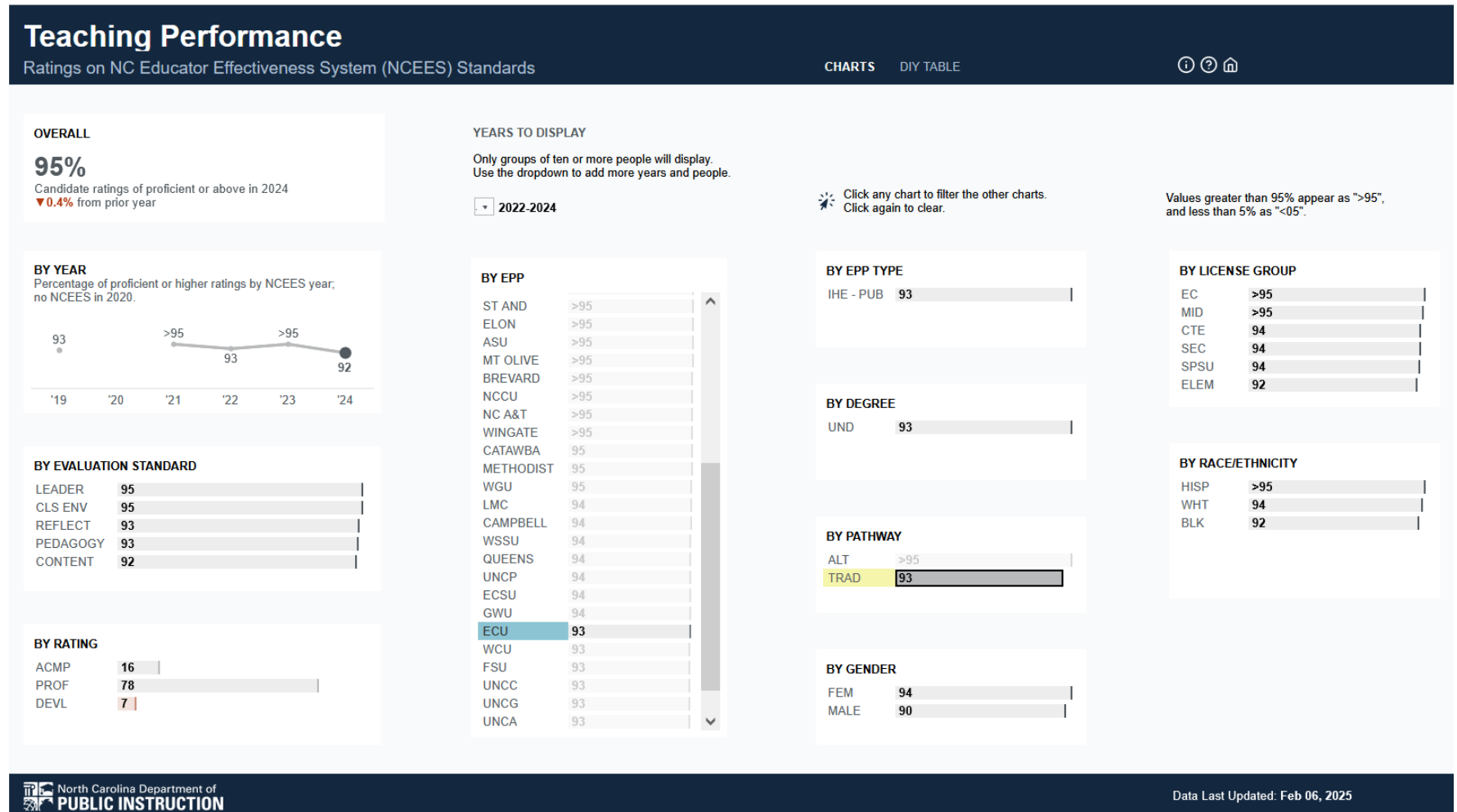
- Sample Size represents the number of teachers that obtained educator effectiveness data during a given school year.

Teaching Performance Data for Traditional Undergraduates and Alternative Licensure Candidates

The data presented in first section of this document portrays results for the EPP’s Traditional Undergraduates and Alternative Licensure Candidates in all license groups for the 2021-22, 2022-23, and 2023-24 academic years, as well as for the 2023-24 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.

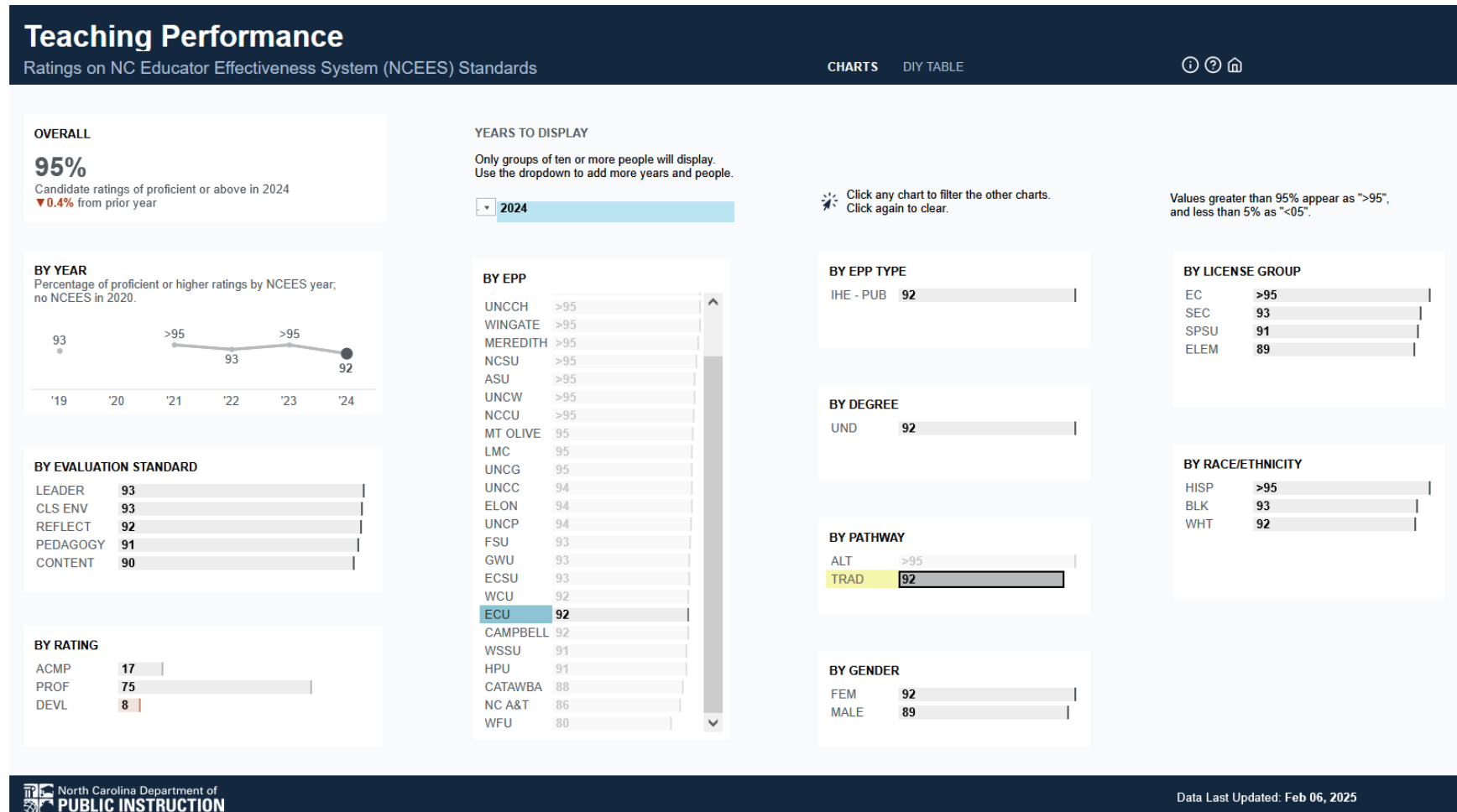
Measure 1b – Completer Impact and Effectiveness

Image 1a. NCEES Results for Traditional Undergraduates (2022-2024)



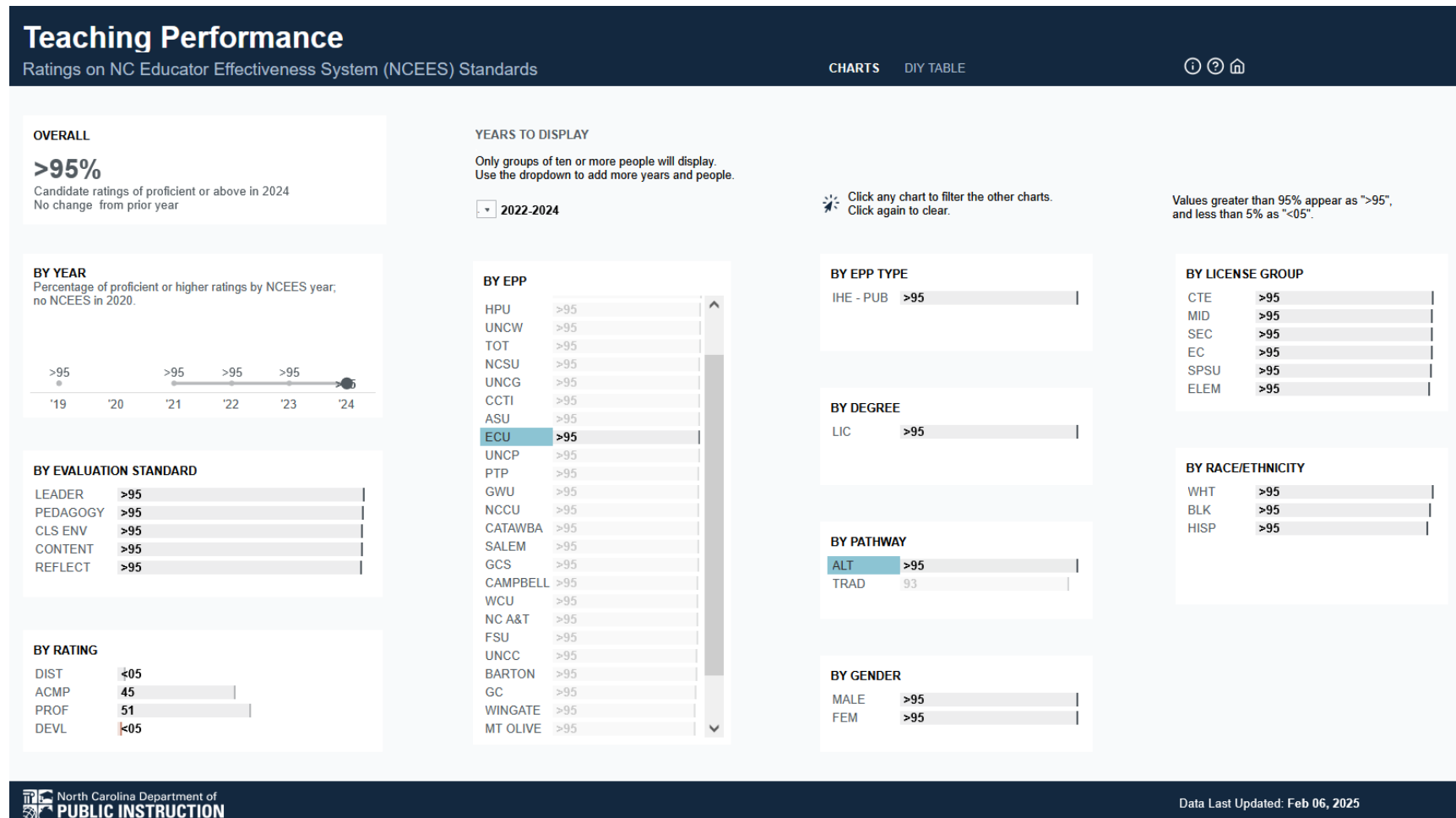
Measure 1b – Completer Impact and Effectiveness

Image 1b. NCEES Results for Traditional Undergraduates (2024)



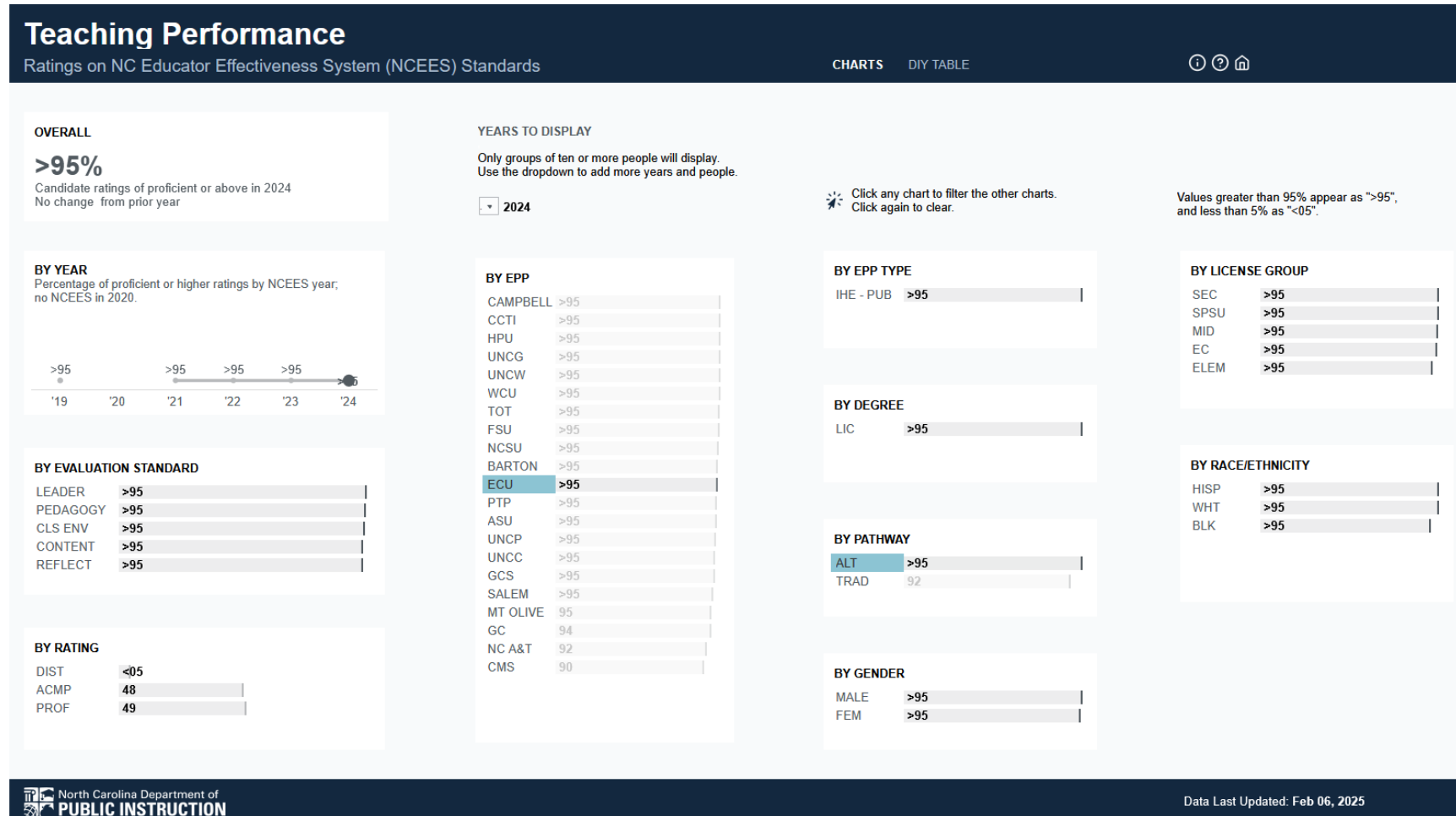
Measure 1b – Completer Impact and Effectiveness

Image 1c. NCEES Results for Alternative Licensure Candidates (2022-2024)



Measure 1b – Completer Impact and Effectiveness

Image 1d. NCEES Results for Alternative Licensure Candidates (2024)



Teaching Performance Data for Traditional Undergraduates and Alternative Licensure Candidates by Licensure Group

The images in this section reflect NCEES data for the EPP’s Traditional Undergraduates and Alternative Licensure Candidates in specific licensure groups, for both the three-year period from 2022-2024 and for the 2023-2024 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

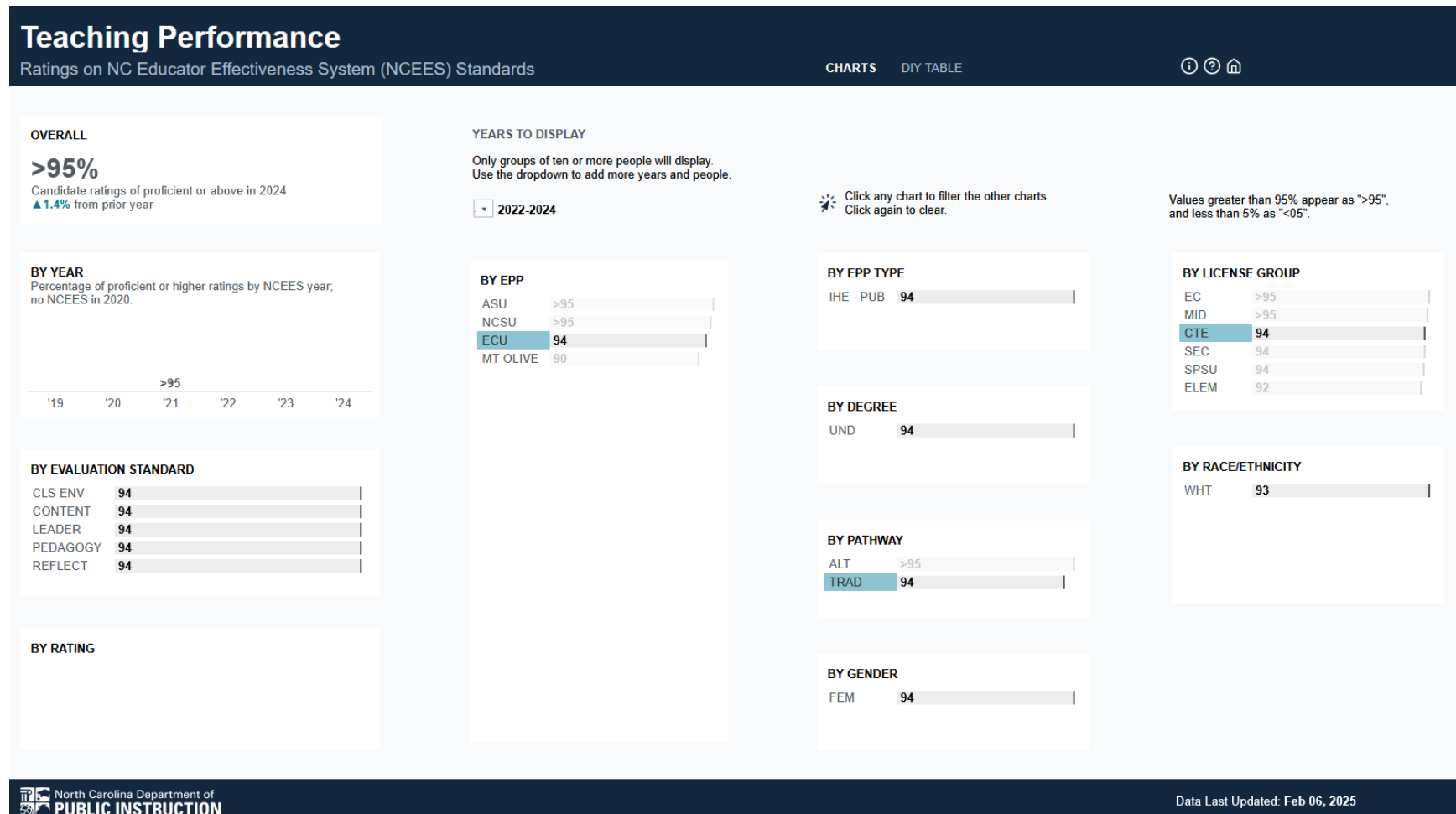
NCDPI Abbreviation	License Group Description	EPP Programs
CTE	Career and Technical Education	Family and Consumer Sciences
EC	Special Education	Special Education – GC Special Education – AC
ELEM	Elementary Education	Elementary Education Birth-Kindergarten Education
MID	Middle Grades Education	Middle Grades 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

Measure 1b – Completer Impact and Effectiveness

Career and Technical Education (CTE)

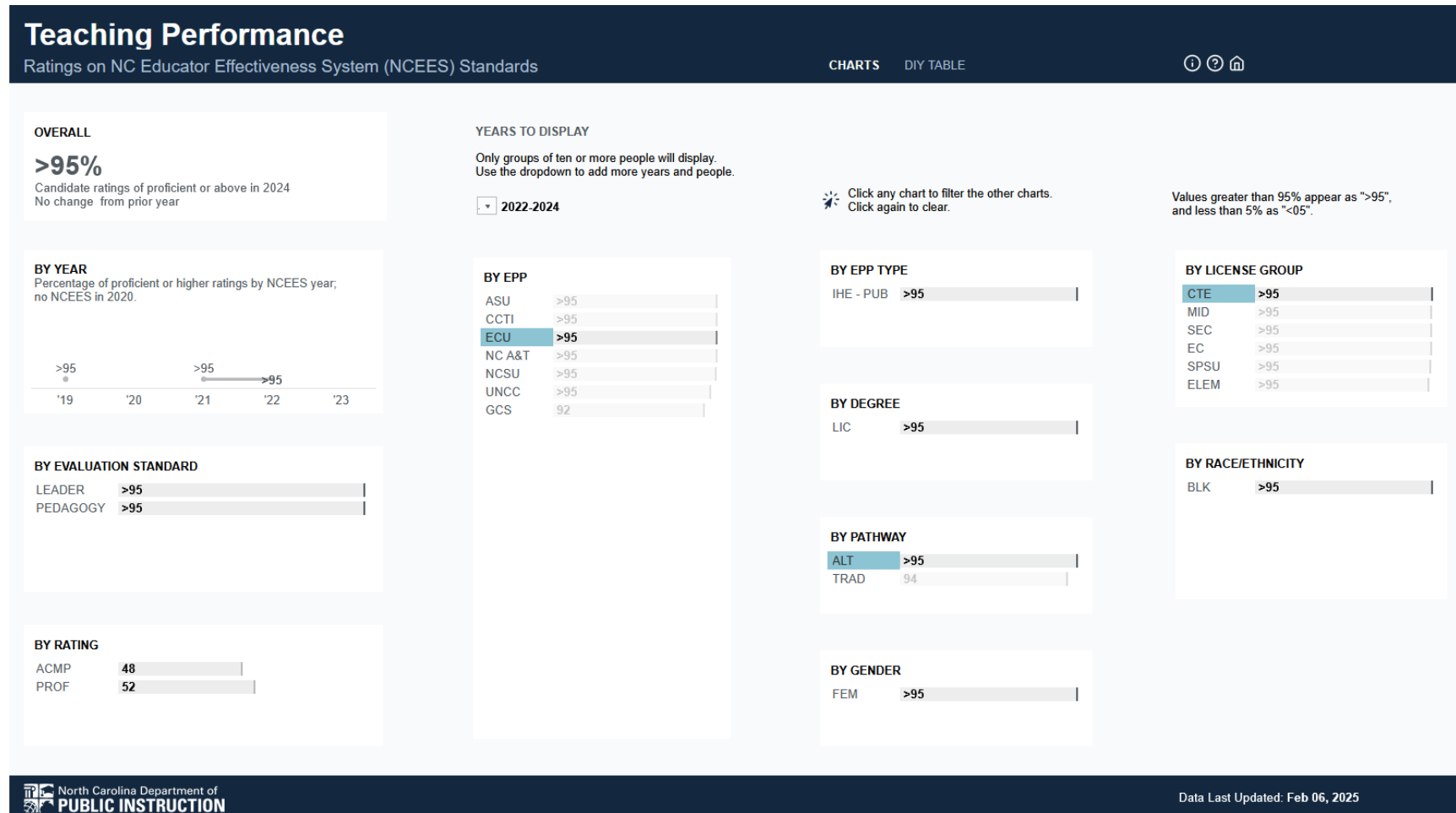
Due to a low N, NCDPI did not publish standalone 2023-2024 NCEES data for ECU Traditional or Alternative program completers in the CTE licensure group.

Image 2a. Traditional Undergraduate NCEES Data by Licensure Group – CTE (2022-2024)



Measure 1b – Completer Impact and Effectiveness

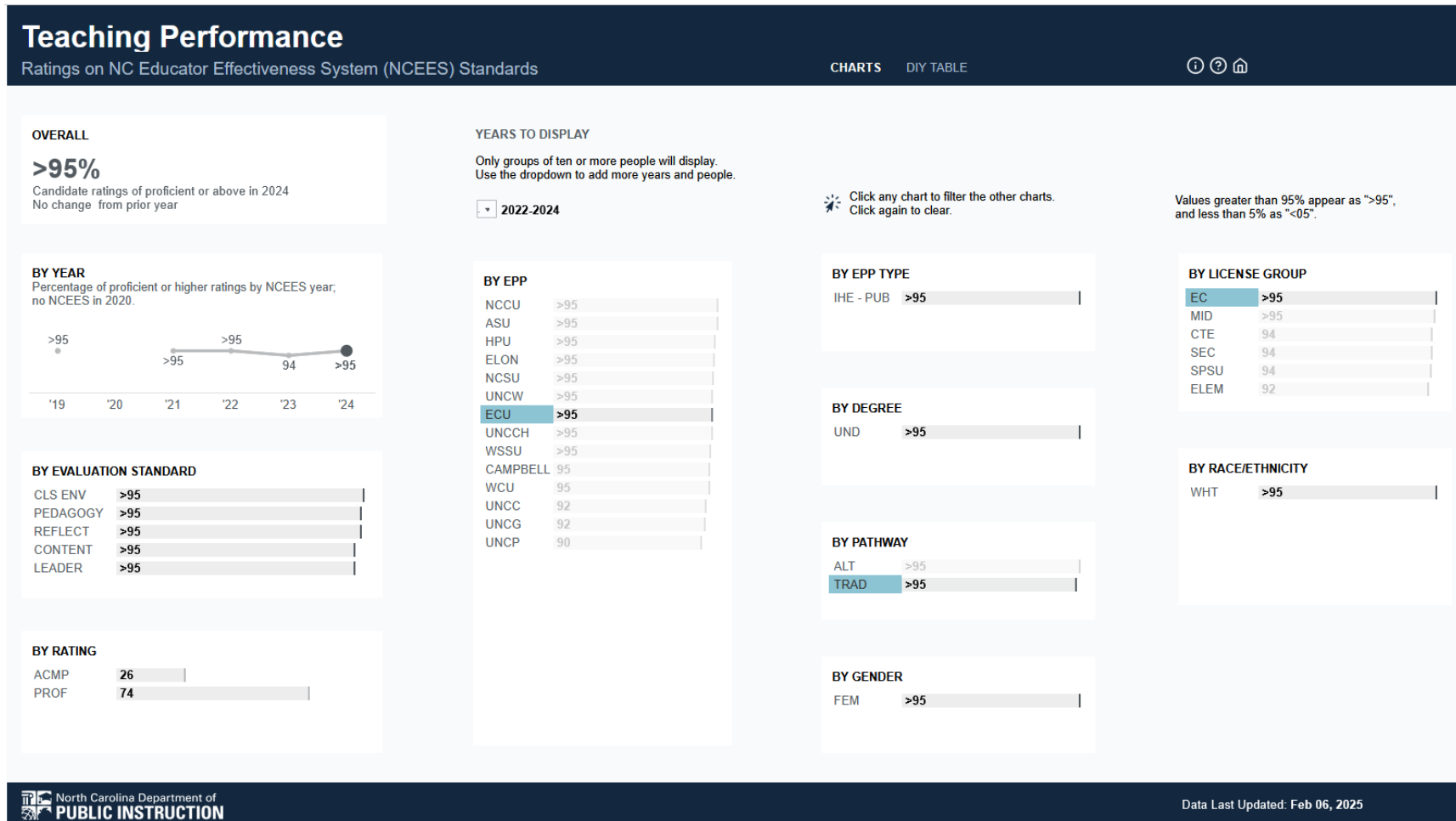
Image 2b. Alternative Licensure Candidate NCEES Data by Licensure Group – CTE (2022-2024)



Measure 1b – Completer Impact and Effectiveness

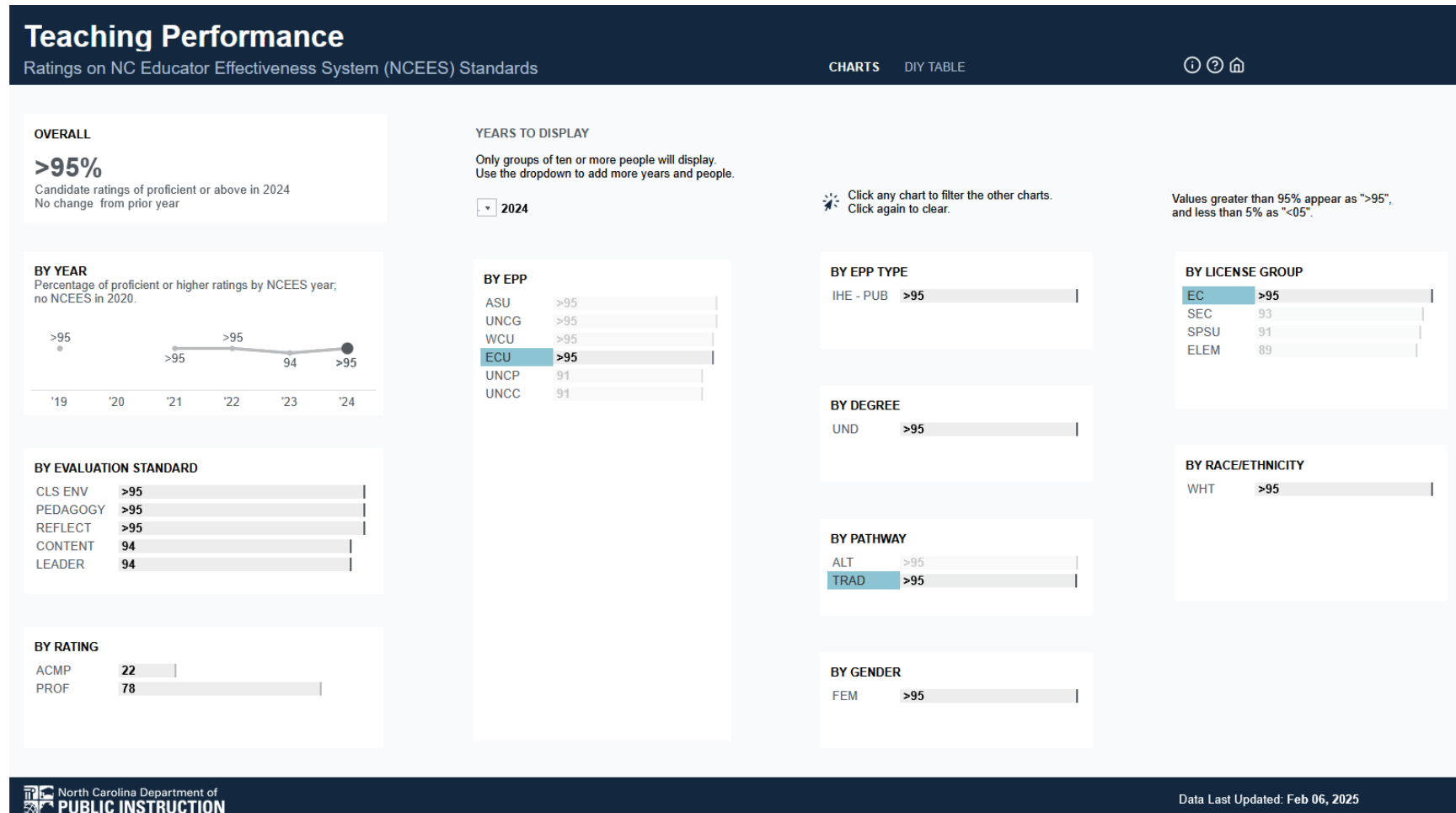
Special Education (EC)

Image 3a. Traditional Undergraduate NCEES Data by Licensure Group – EC (2022-2024)



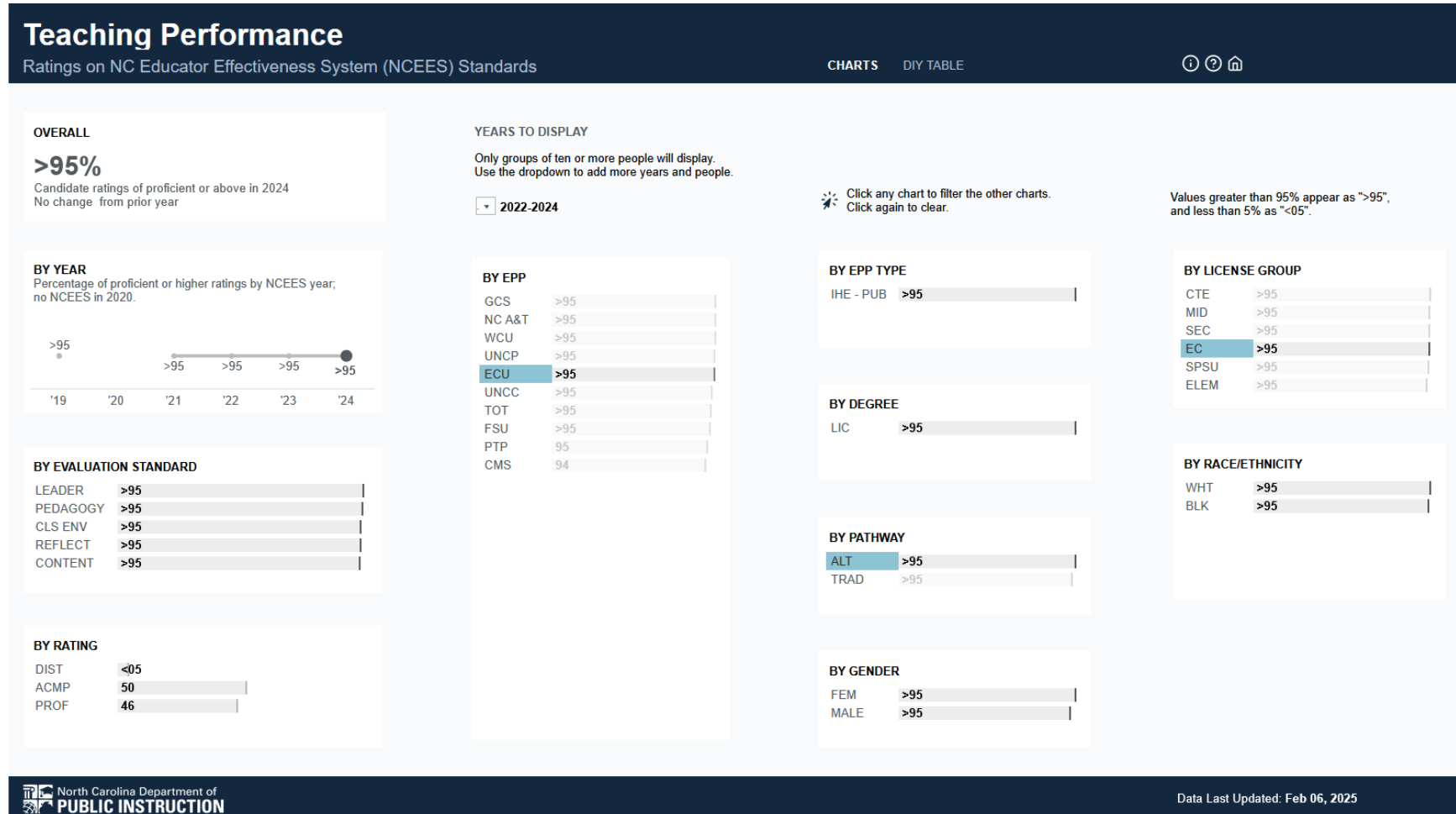
Measure 1b – Completer Impact and Effectiveness

Image 3b. Traditional Undergraduate NCEES Data by Licensure Group – EC (2024)



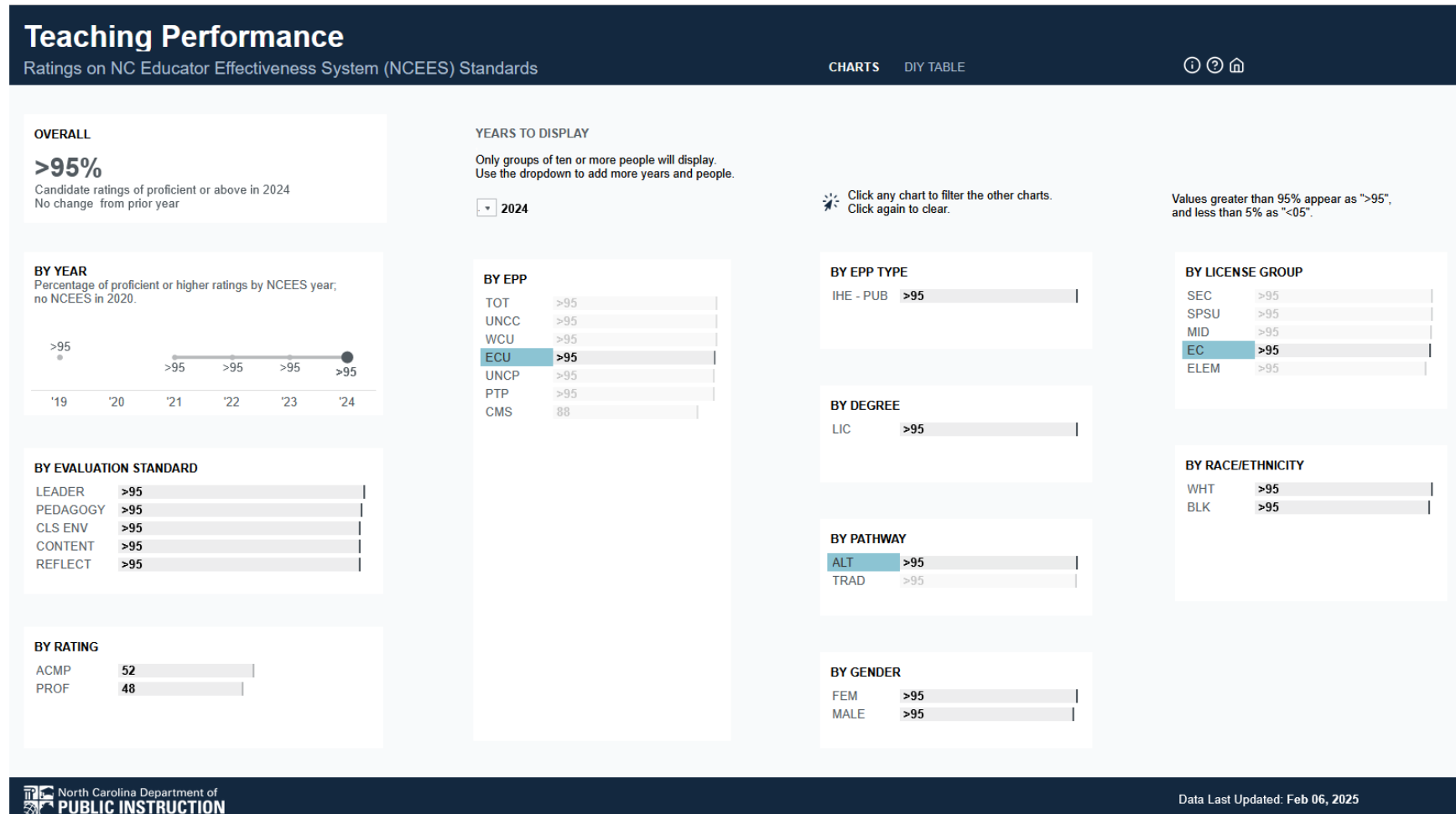
Measure 1b – Completer Impact and Effectiveness

Image 3c. Alternative Licensure Candidate NCEES Data by Licensure Group – EC (2022-2024)



Measure 1b – Completer Impact and Effectiveness

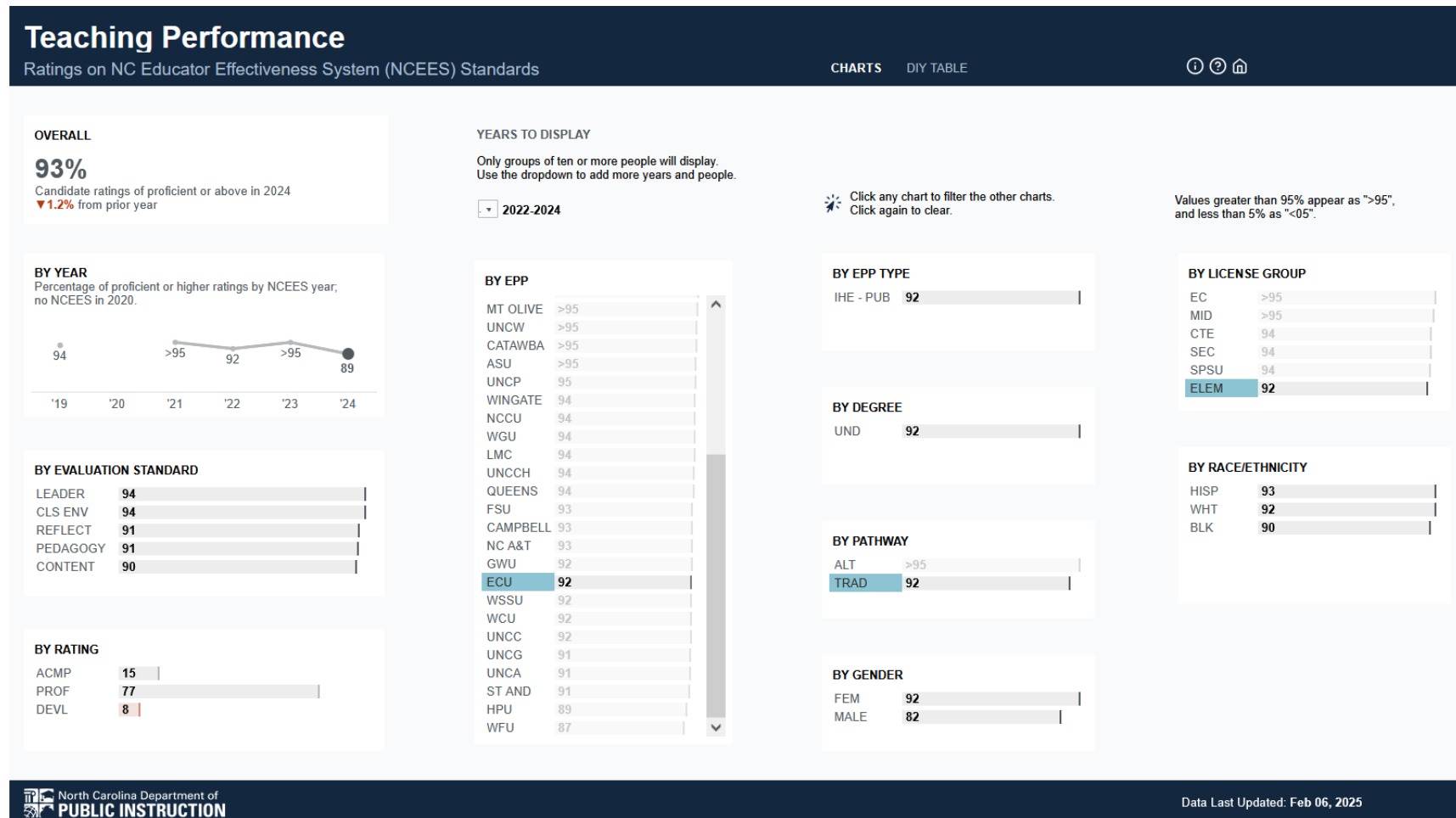
Image 3d. Alternative Licensure Candidate NCEES Data by Licensure Group – EC (2024)



Measure 1b – Completer Impact and Effectiveness

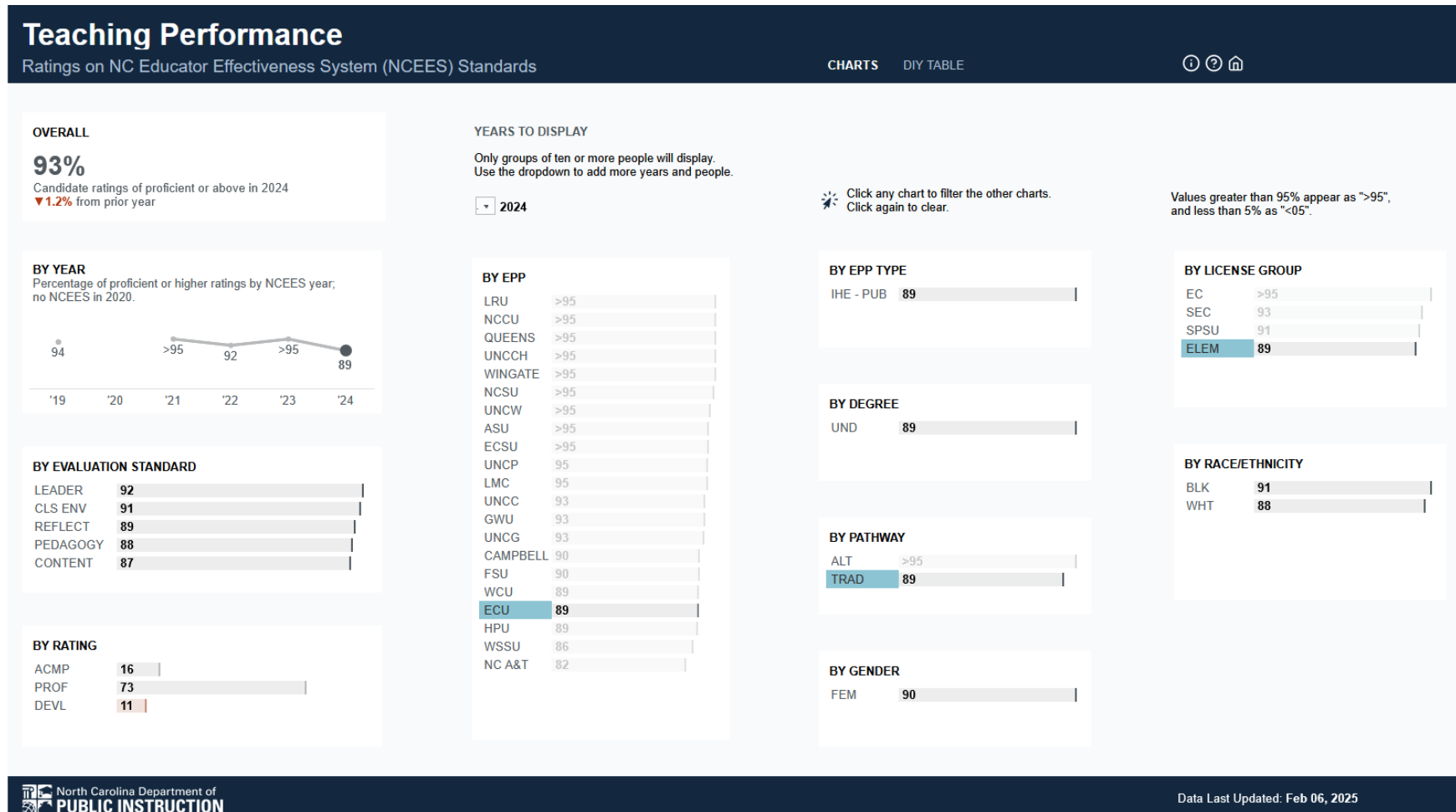
Elementary Education (ELEM)

Image 4a. Traditional Undergraduate NCEES Data by Licensure Group – ELEM (2022-2024)



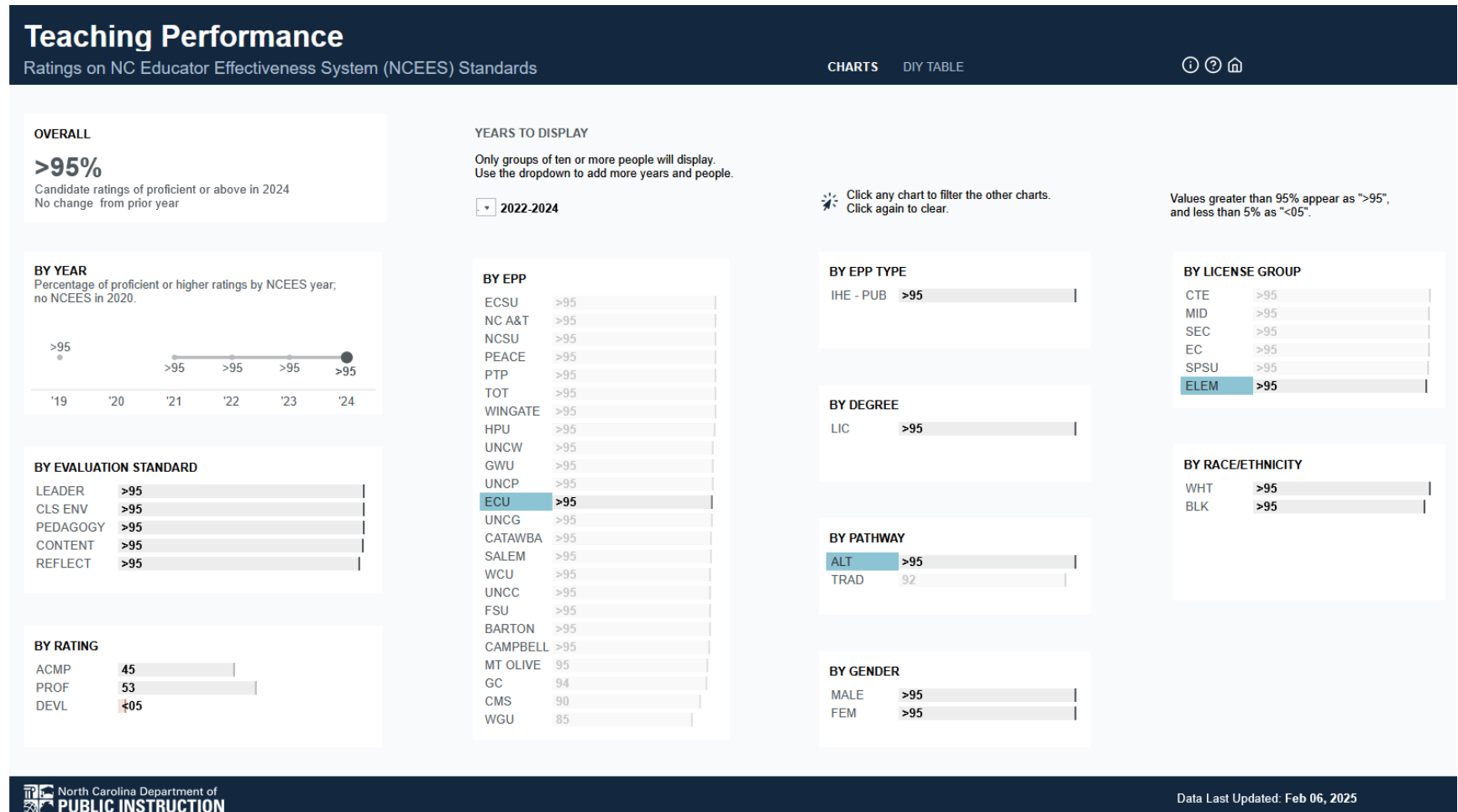
Measure 1b – Completer Impact and Effectiveness

Image 4b. Traditional Undergraduate NCEES Data by Licensure Group – ELEM (2024)



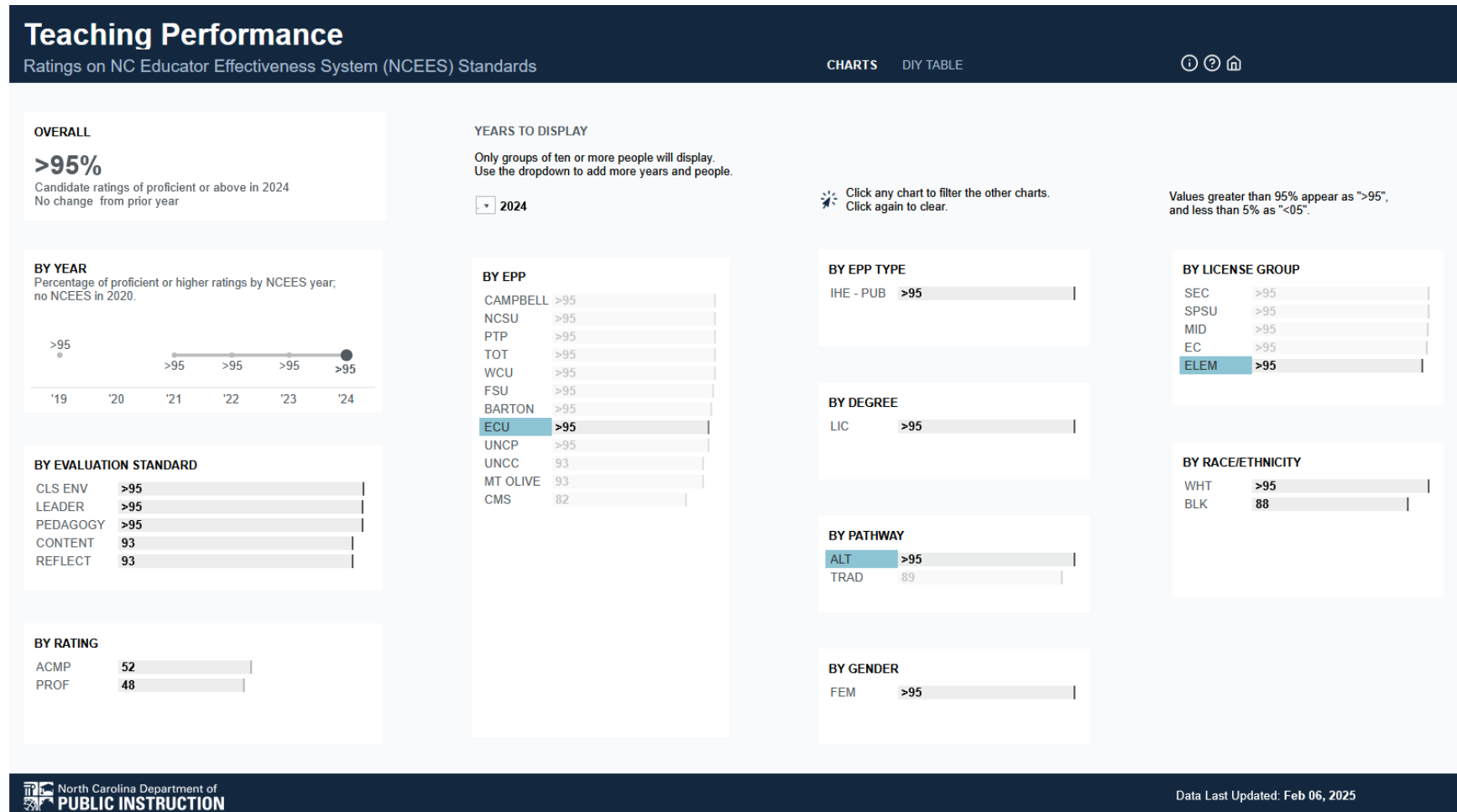
Measure 1b – Completer Impact and Effectiveness

Image 4c. Alternative Licensure Candidate NCEES Data by Licensure Group – ELEM (2022-2024)



Measure 1b – Completer Impact and Effectiveness

Image 4d. Alternative Licensure Candidate NCEES Data by Licensure Group – ELEM (2024)

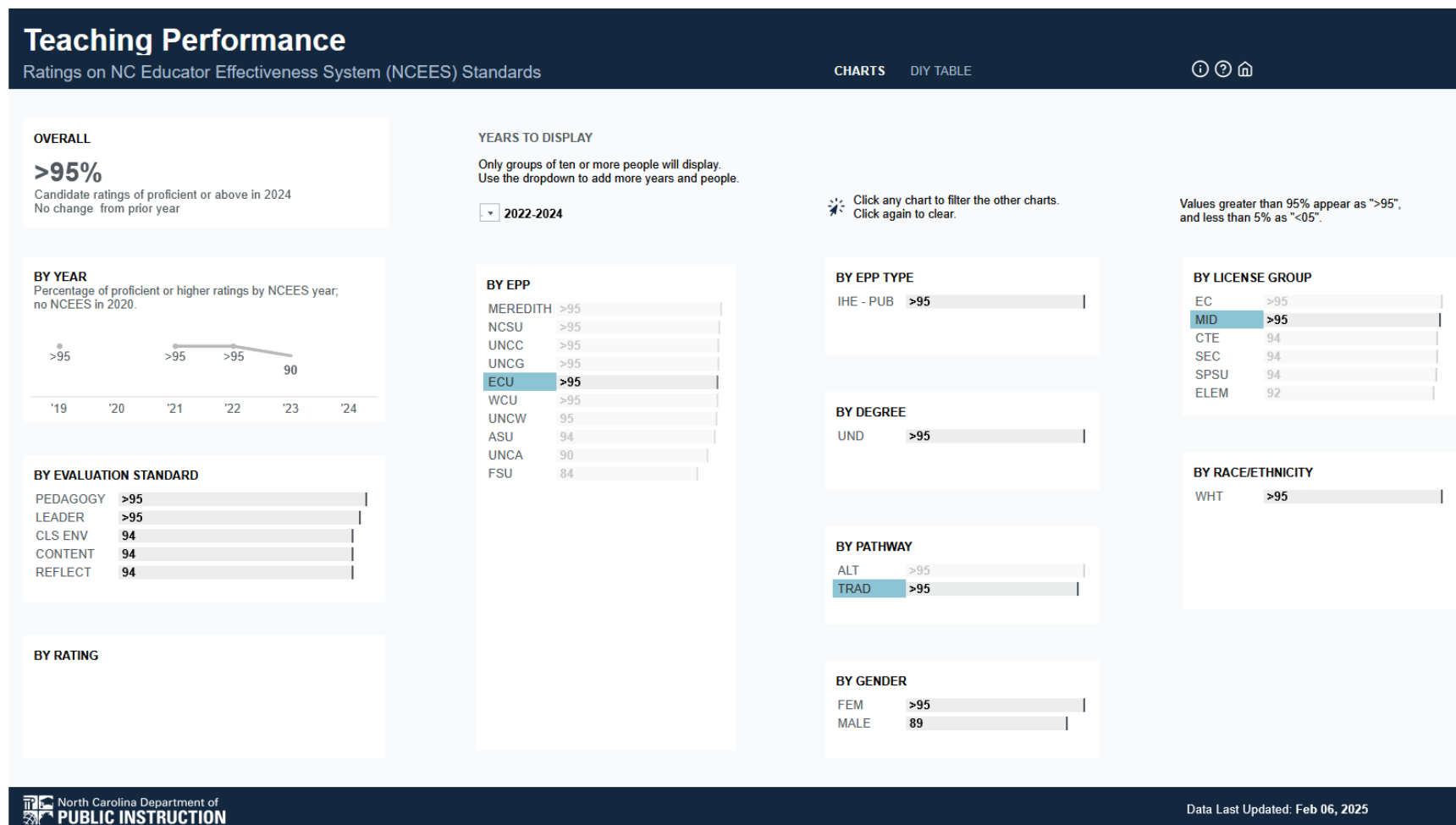


Measure 1b – Completer Impact and Effectiveness

Middle Grades Education (MID)

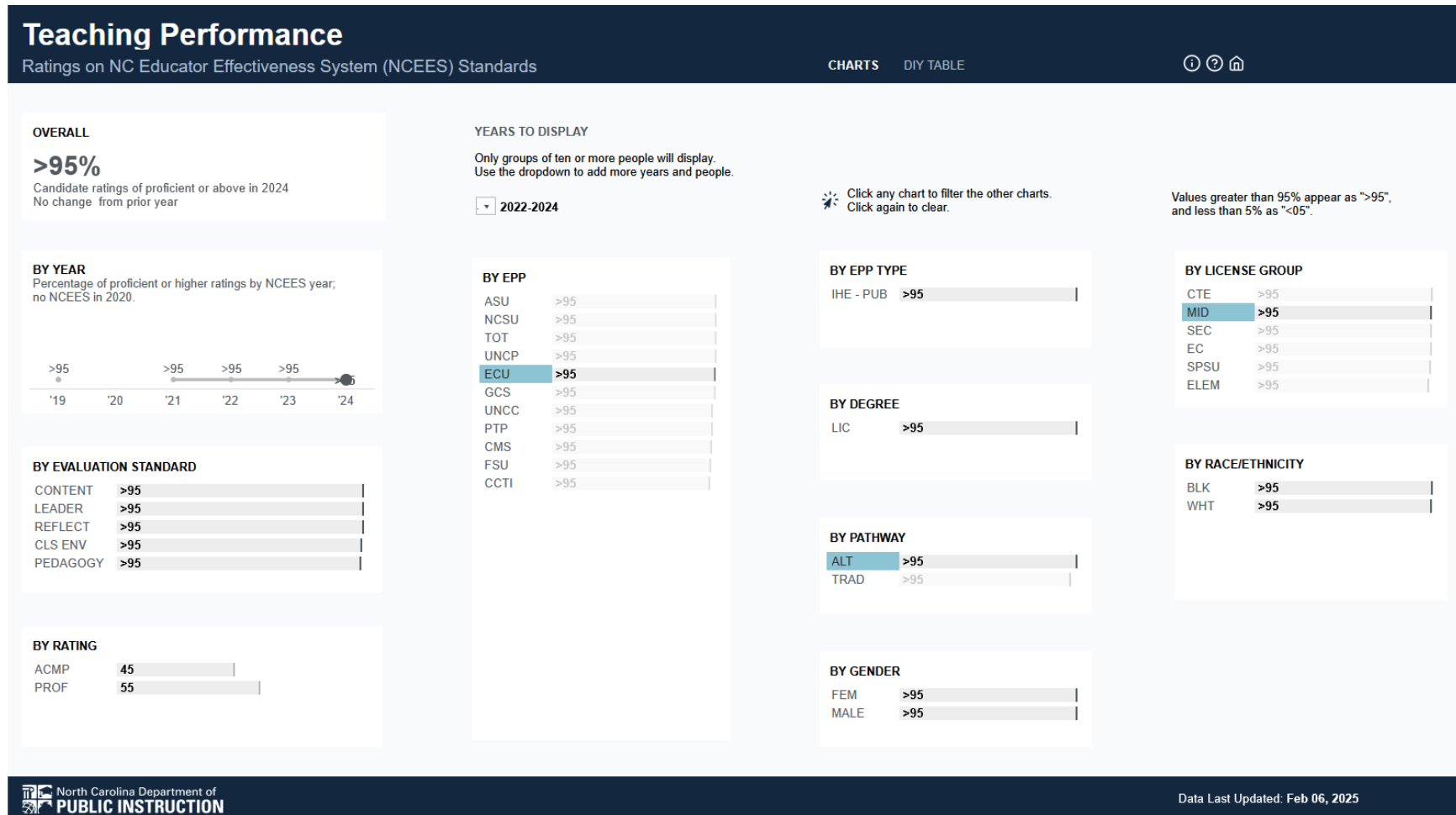
Due to a low N, NCDPI did not publish standalone 2023-2024 NCEES data for ECU Traditional or Alternative program completers in the MID licensure group.

Image 5a. Traditional Undergraduate NCEES Data by Licensure Group – MID (2022-2024)



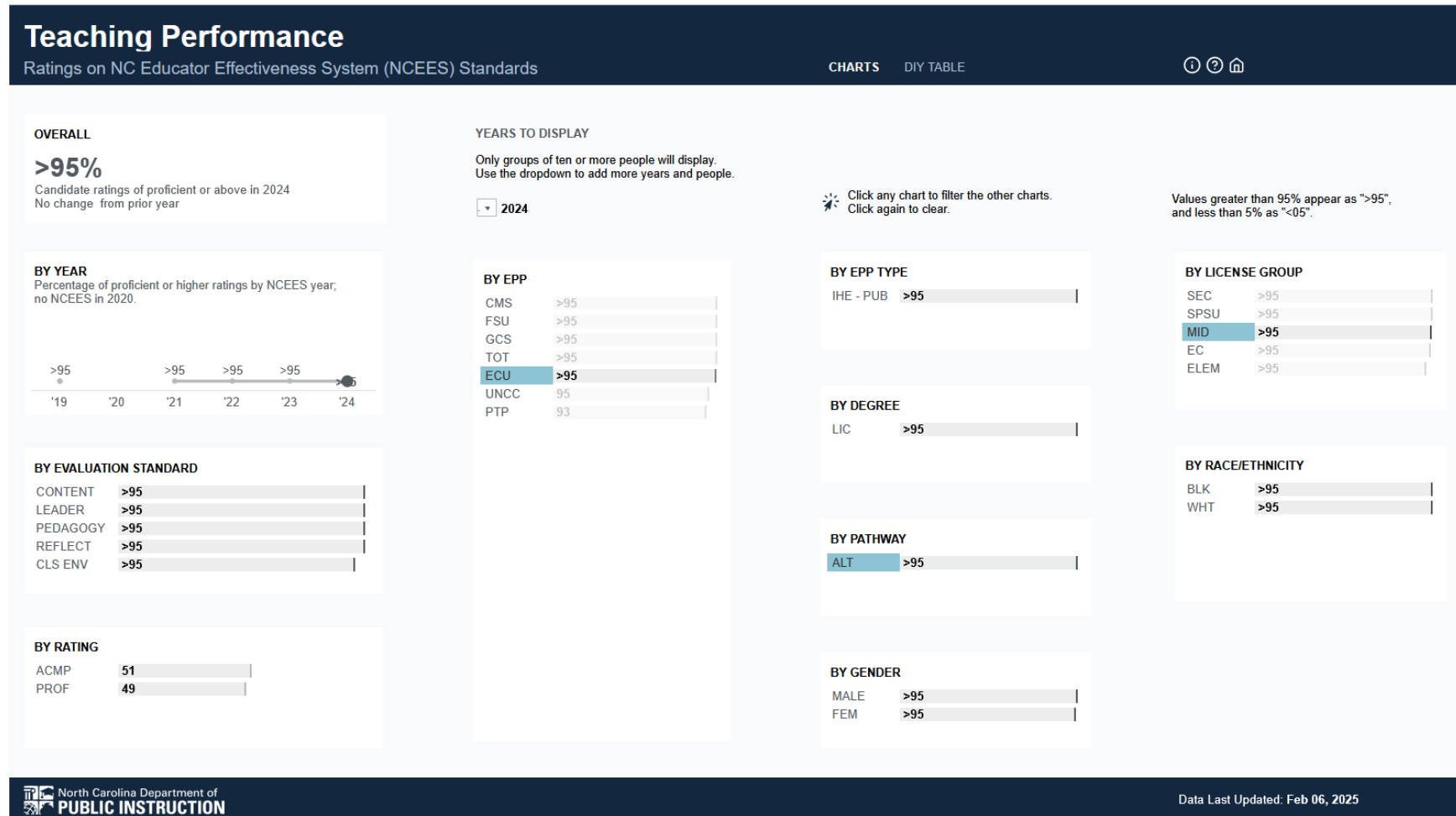
Measure 1b – Completer Impact and Effectiveness

Image 5b. Alternative Licensure Candidate NCEES Data by Licensure Group – MID (2022-2024)



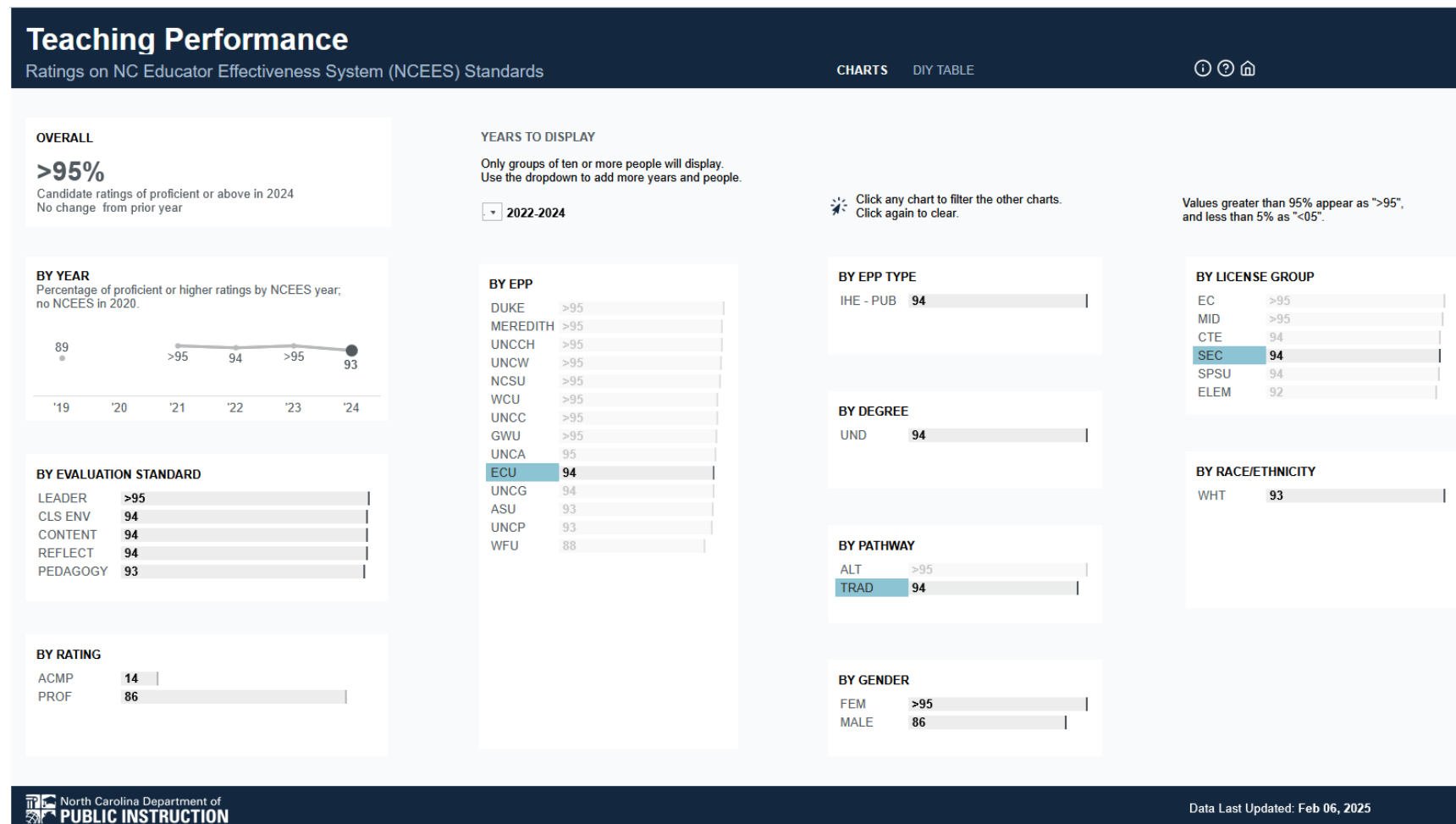
Measure 1b – Completer Impact and Effectiveness

Image 5c. Alternative Licensure Candidate NCEES Data by Licensure Group – MID (2024)



Secondary Education (SEC)

Image 6a. Traditional Undergraduate NCEES Data by Licensure Group – SEC (2022-2024)

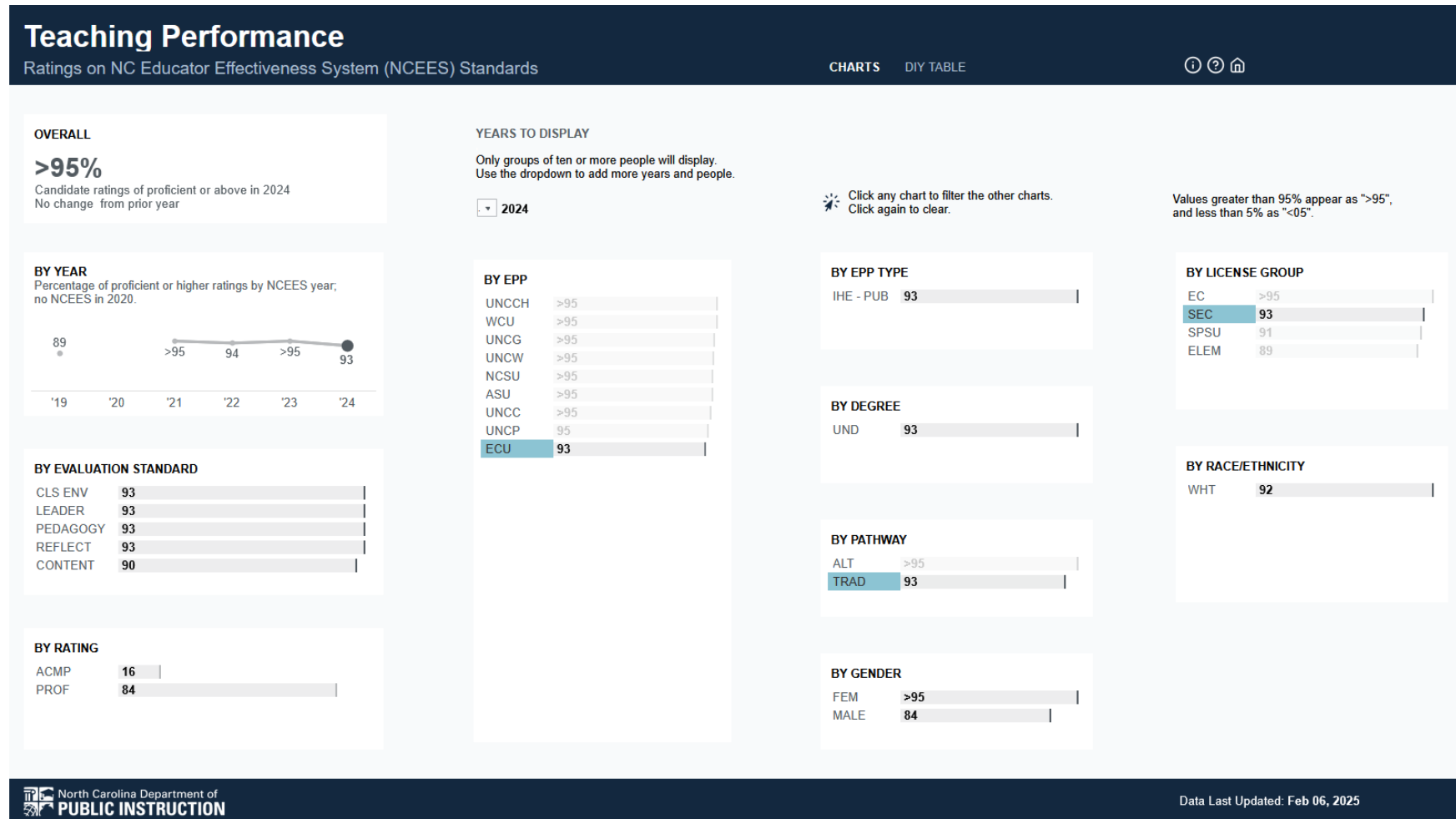


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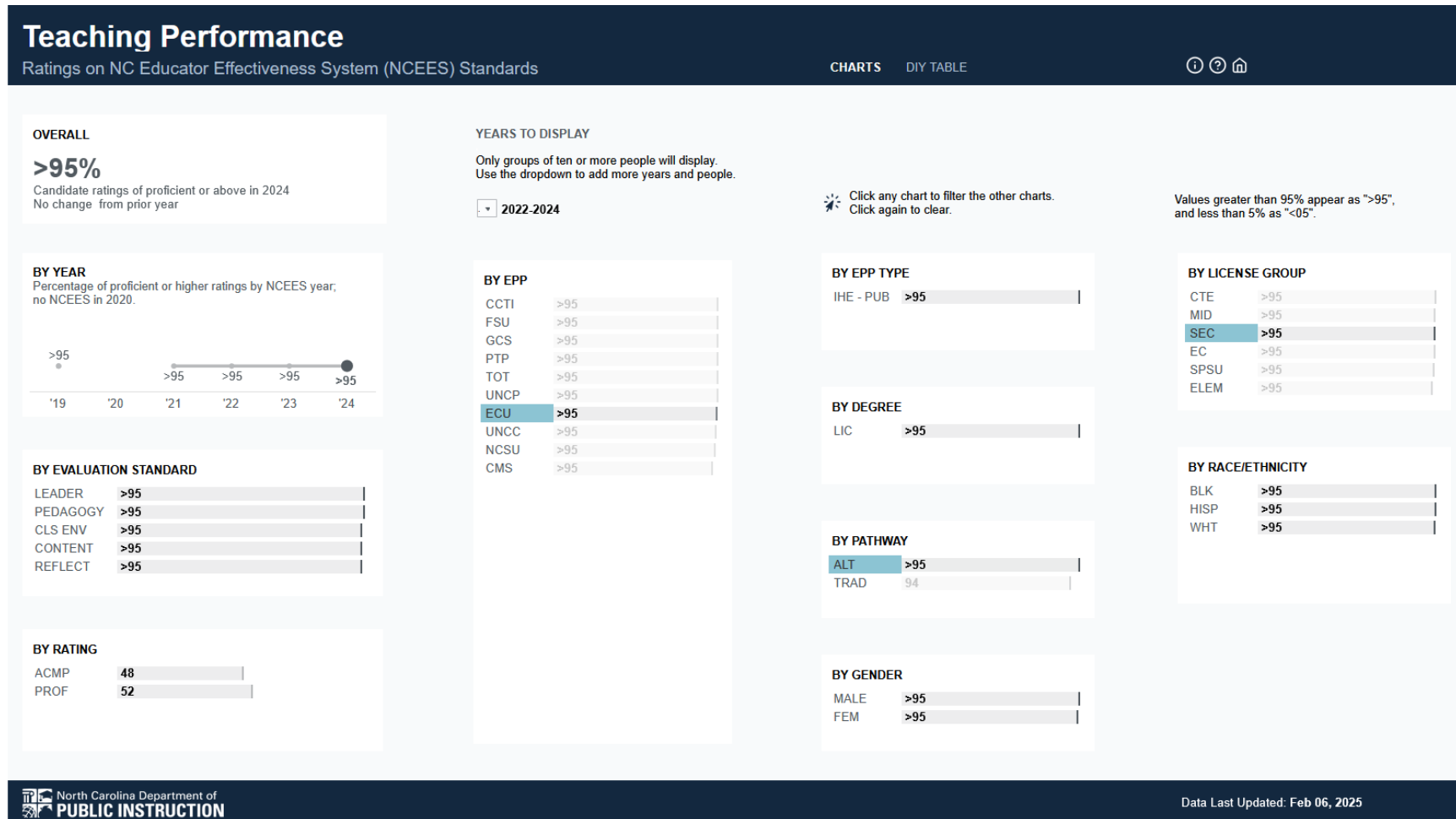
Measure 1b – Completer Impact and Effectiveness

Image 6b. Traditional Undergraduate NCEES Data by Licensure Group – SEC (2024)



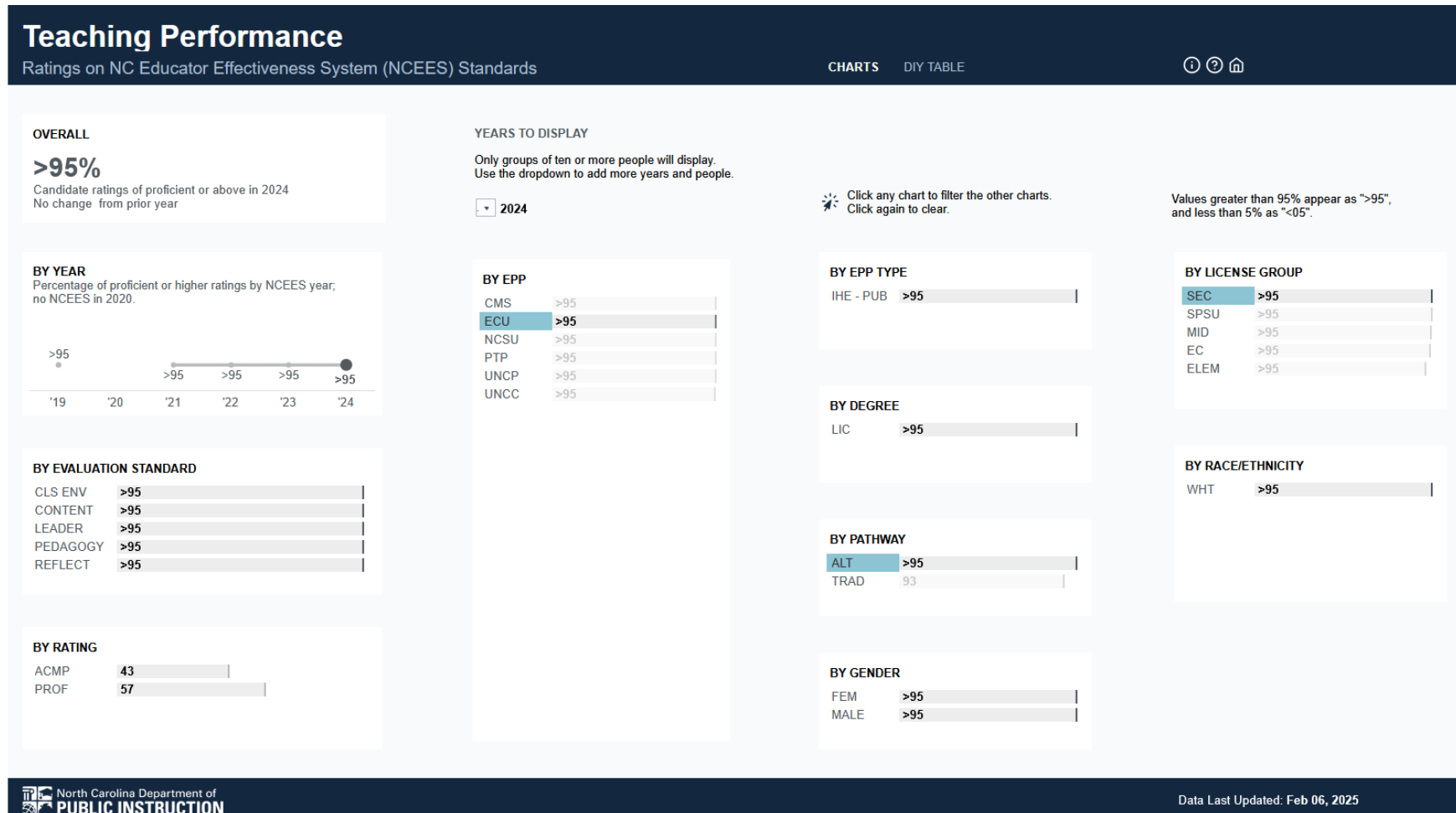
Measure 1b – Completer Impact and Effectiveness

Image 6c. Alternative Licensure Candidate NCEES Data by Licensure Group – SEC (2022-2024)



Measure 1b – Completer Impact and Effectiveness

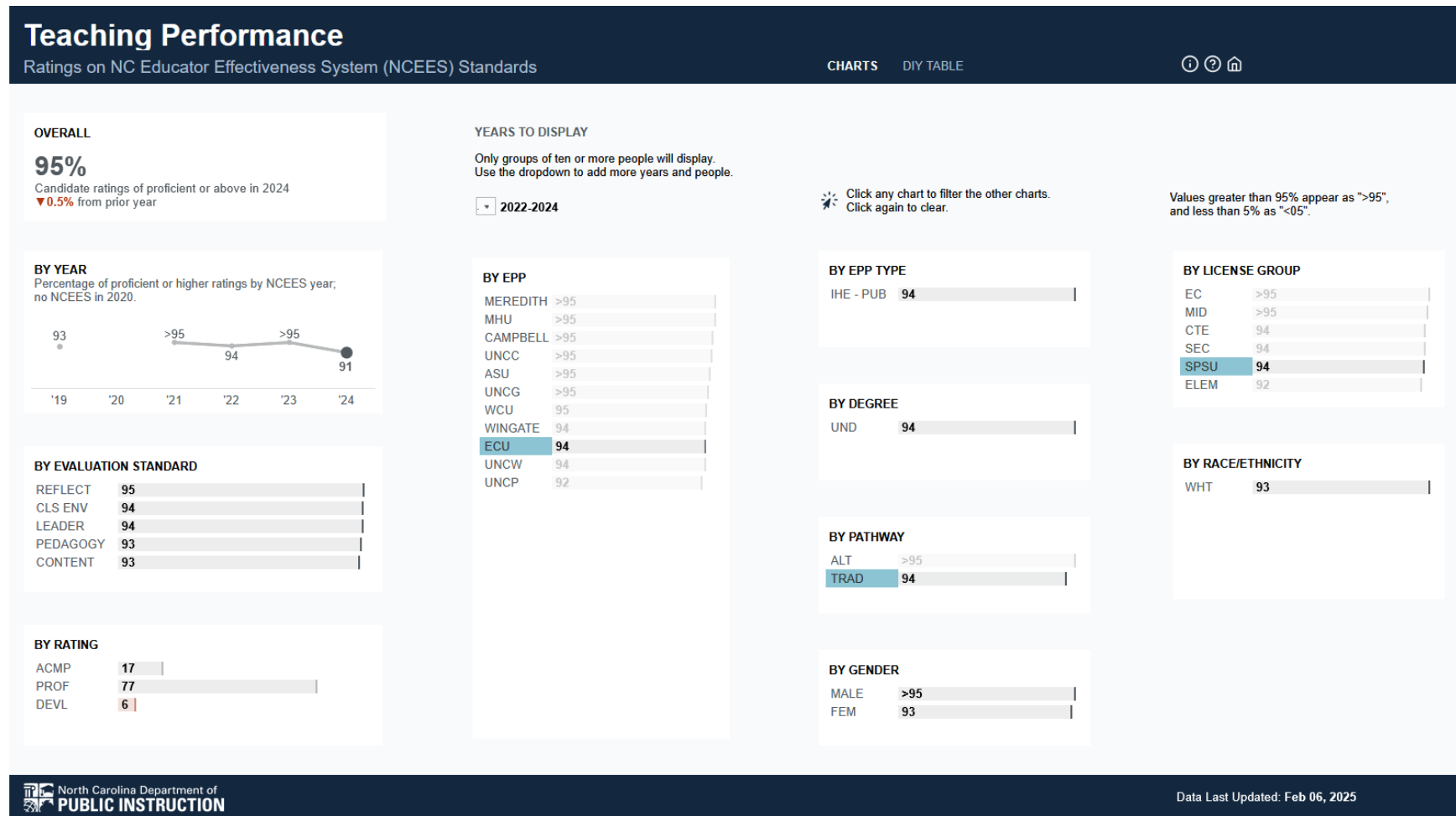
Image 6d. Alternative Licensure Candidate NCEES Data by Licensure Group – SEC (2024)



Measure 1b – Completer Impact and Effectiveness

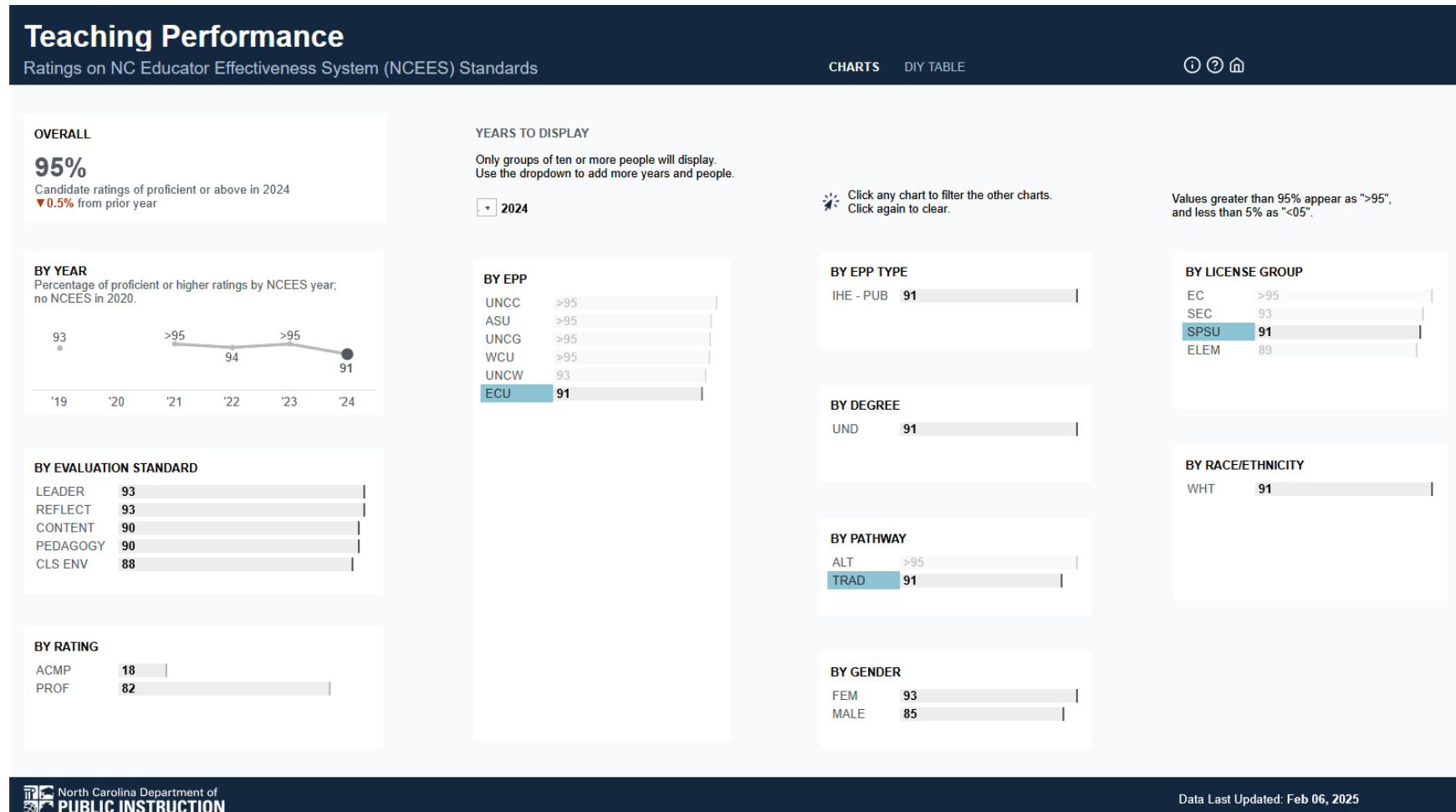
K-12 Special Subjects (SPSU)

Image 7a. Traditional Undergraduate NCEES Data by Licensure Group – SPSU (2022-2024)



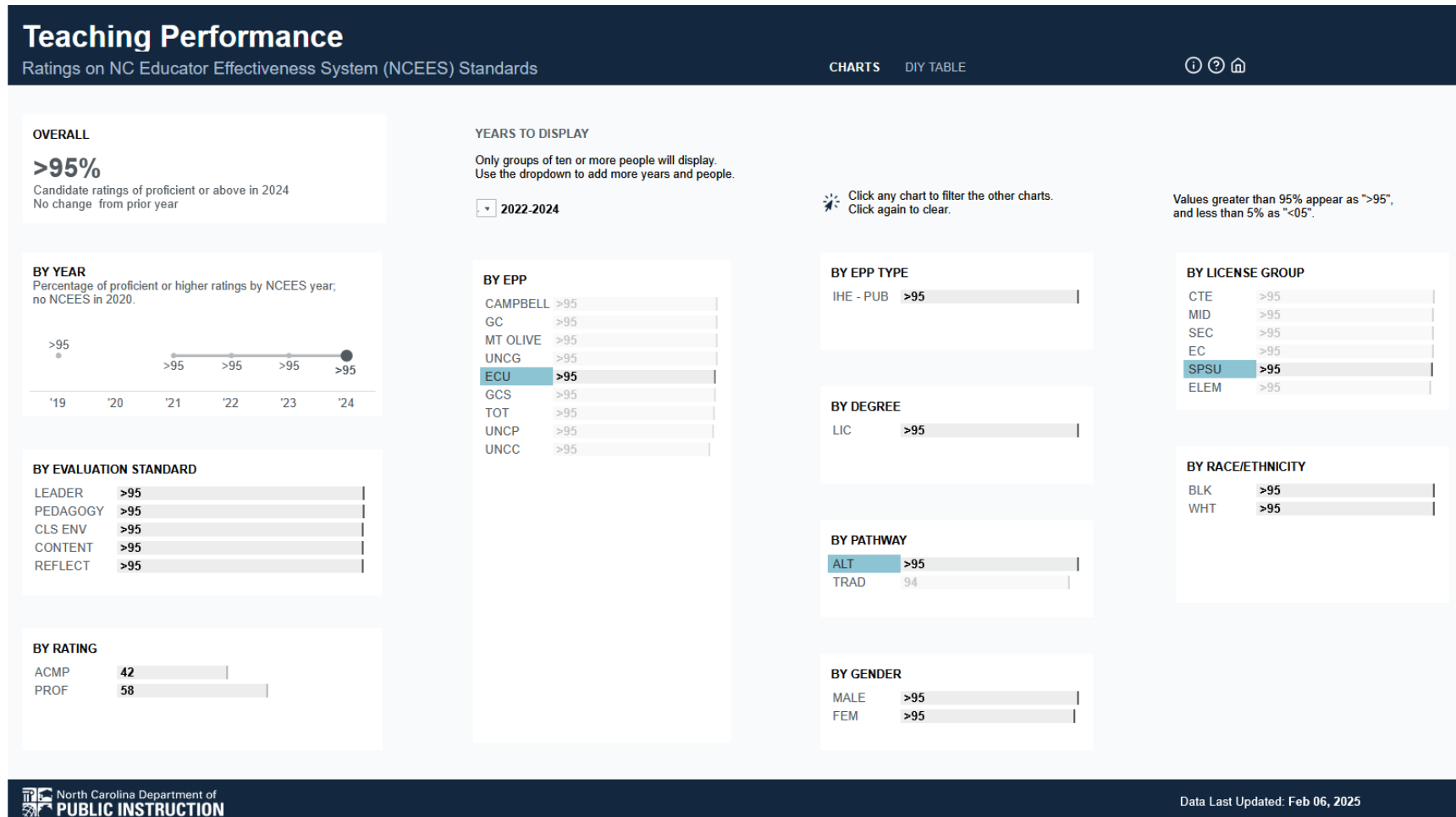
Measure 1b – Completer Impact and Effectiveness

Image 7b. Traditional Undergraduate NCEES Data by Licensure Group – SPSU (2024)



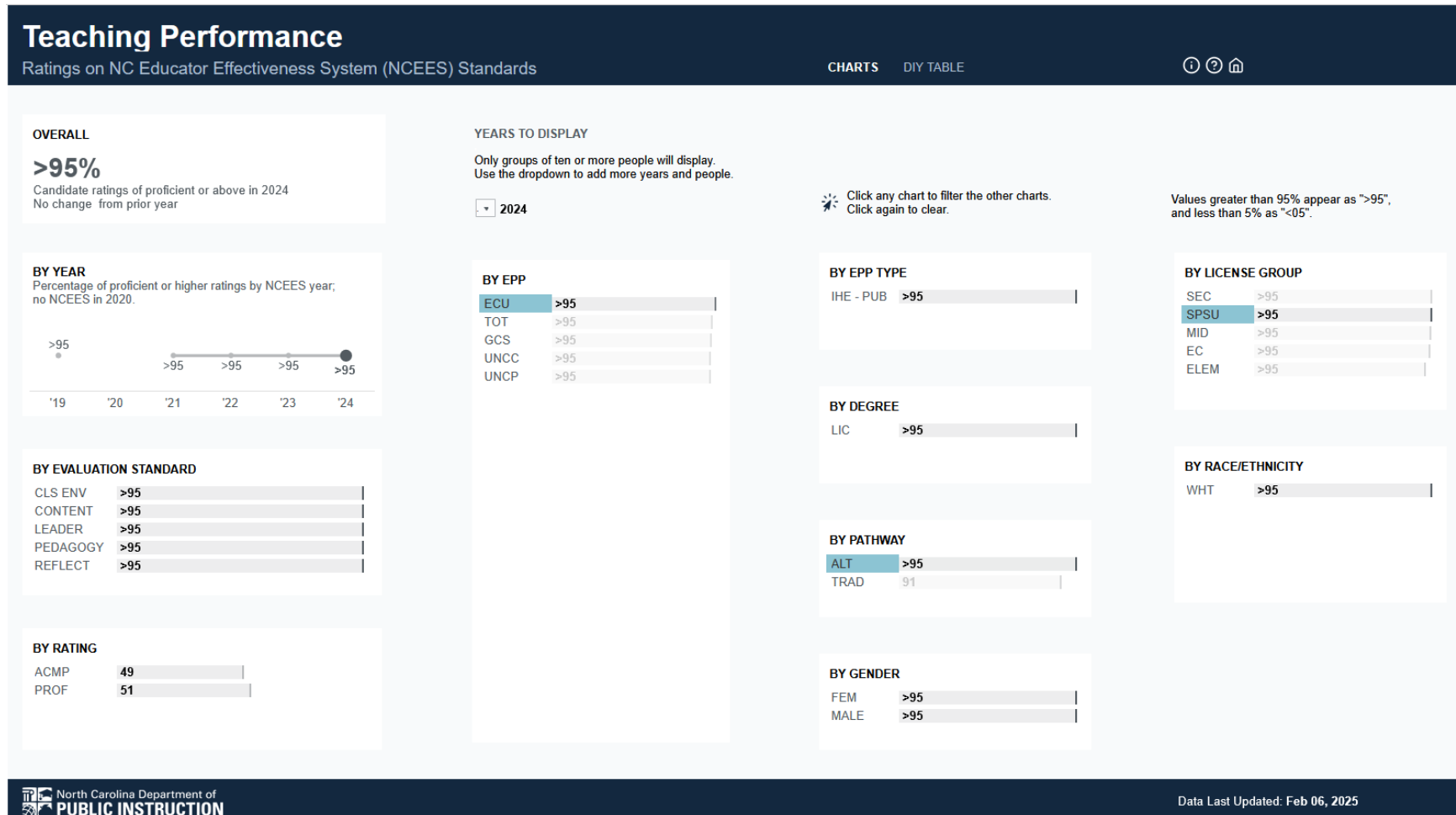
Measure 1b – Completer Impact and Effectiveness

Image 7c. Alternative Licensure Candidate NCEES Data by Licensure Group – SPSU (2022-2024)



Measure 1b – Completer Impact and Effectiveness

Image 7d. Alternative Licensure Candidate NCEES Data by Licensure Group – SPSU (2024)



Appendix A: NCEES, NCPTS, and INTASC Alignment

NCEES, NCPTS, and INTASC Standard Alignment		
NCEES Standard	NCPTS Standard	INTASC Standard
Std I: Leadership	<p>Std I: Teachers Demonstrate Leadership</p> <ul style="list-style-type: none"> a. Teachers lead in their classrooms. b. Teachers demonstrate leadership in the school. c. Teachers lead the profession d. Teachers demonstrate high ethical standards 	<p>Std 1 Learner Development</p> <p>Std 2 Learning Differences</p> <p>Std 3 Learning Environment</p> <p>Std 6 Assessment</p> <p>Std 7 Planning for Instruction</p> <p>Std 8 Instructional Strategies</p> <p>Std 9 Professional Learning & Ethical Practice</p> <p>Std 10 Leadership & Collaboration</p>
Std II: Classroom Environment	<p>Std II: Teachers Establish a Respectful Environment for a Diverse Population of Students</p> <ul style="list-style-type: none"> 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. 	<p>Std 1 Learner Development</p> <p>Std 2 Learning Differences</p> <p>Std 3 Learning Environment</p> <p>Std 9 Professional Learning & Ethical Practice</p> <p>Std 10 Leadership & Collaboration</p>
Std III: Content Knowledge	<p>Std III: Teachers Know the Content They Teach</p> <ul style="list-style-type: none"> 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. 	<p>Std 4: Content Knowledge</p> <p>Std 5: Application of Content Knowledge</p>
Std IV: Facilitating Student Learning	<p>Std IV: Teachers Facilitate Learning for Their Students</p> <ul style="list-style-type: none"> 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. 	<p>Std 1 Learner Development</p> <p>Std 2 Learning Differences</p> <p>Std 3 Learning Environment</p> <p>Std 6 Assessment</p> <p>Std 7 Planning for Instruction</p> <p>Std 8 Instructional Strategies</p>
Std V: Reflecting on Practice	<p>Std V: Teachers Reflect on Their Practice</p> <ul style="list-style-type: none"> a. Teachers analyze student learning. b. Teachers link professional growth to their professional goals. c. Teachers function effectively in a complex, dynamic environment. 	<p>Std 6 Assessment</p> <p>Std 7 Planning for Instruction</p> <p>Std 8 Instructional Strategies</p> <p>Std 9 Professional Learning & Ethical Practice</p> <p>Std 10 Leadership & Collaboration</p>