

NCEES Data Description

The images below display data collected in 2022-23, 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.”

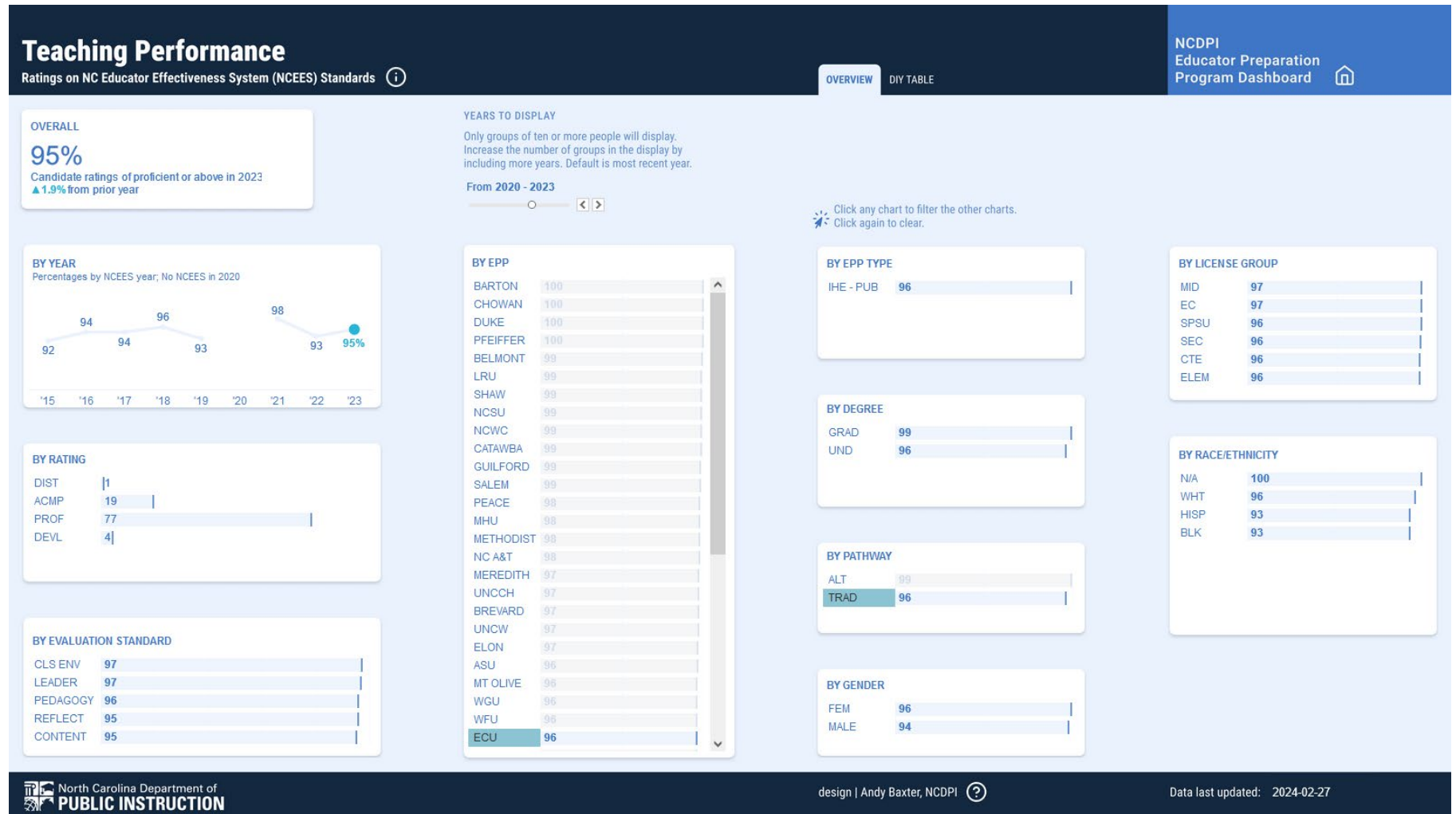
Data Notes:

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

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 2020-21, 2021-22, and 2022-23 academic years, as well as for the 2022-23 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 (2020-2023)



Measure 1b – Completer Impact and Effectiveness

Image 1b. NCEES Results for Traditional Undergraduates (2022-2023)

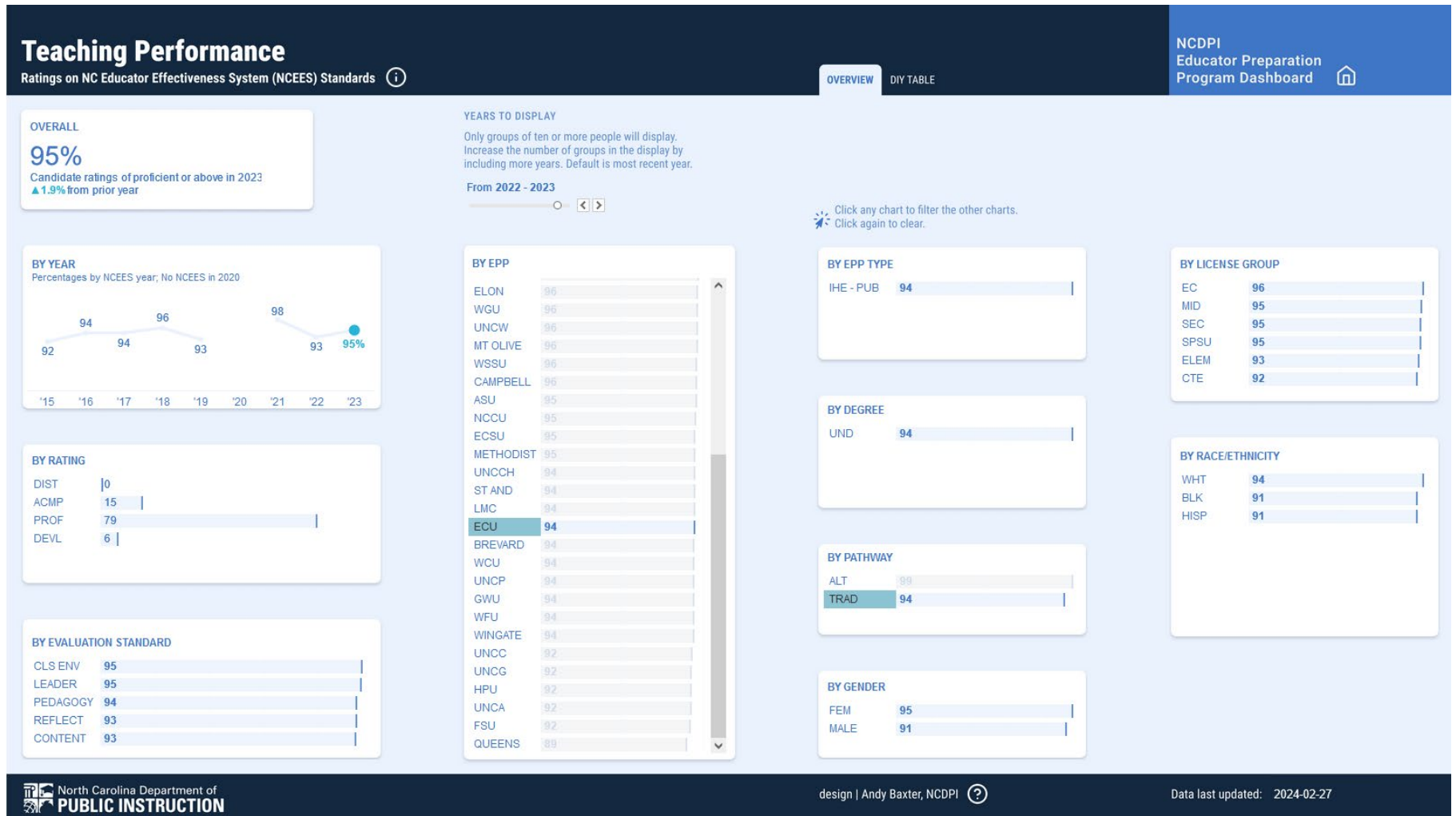


Image 1c. NCEES Results for Alternative Licensure Candidates (2020-2023)

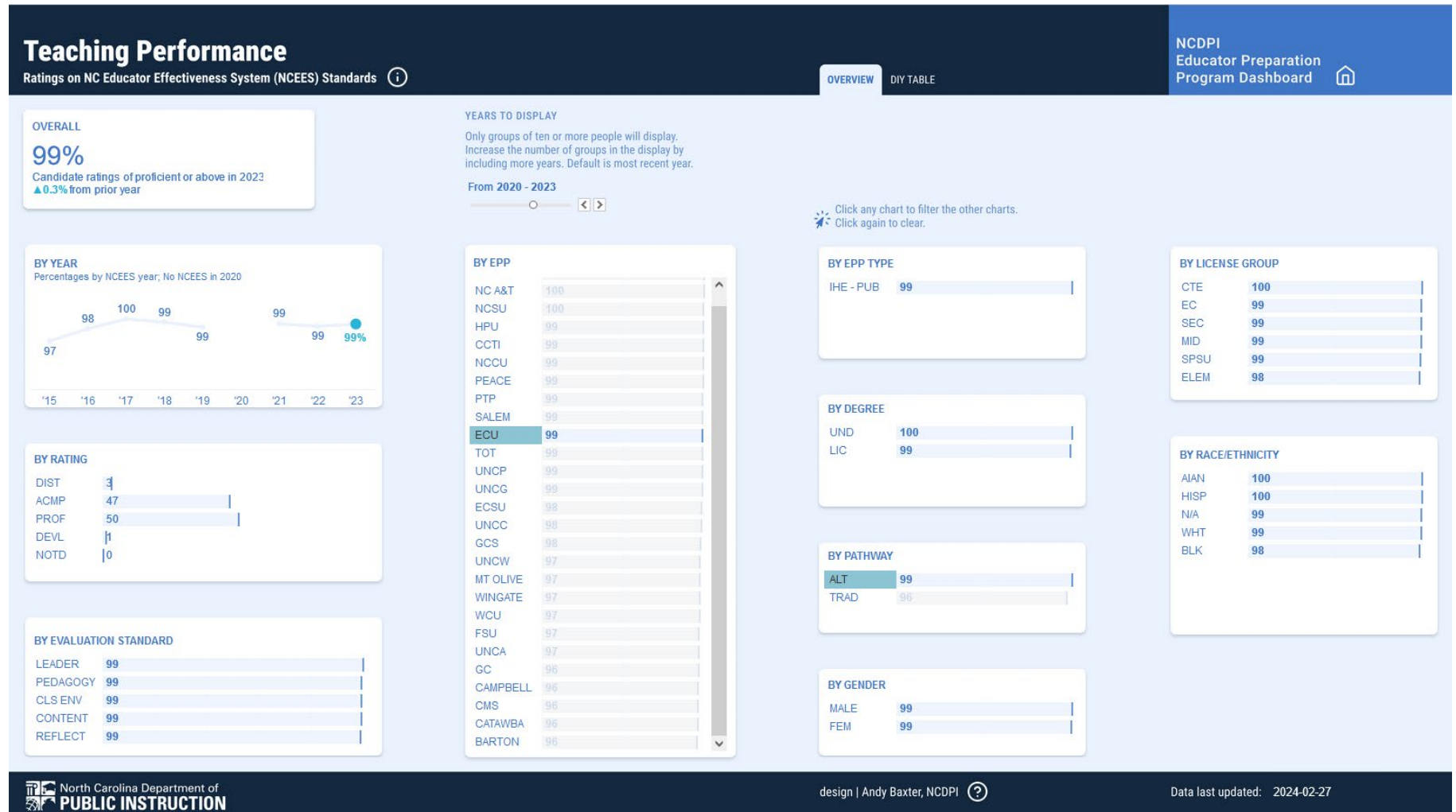
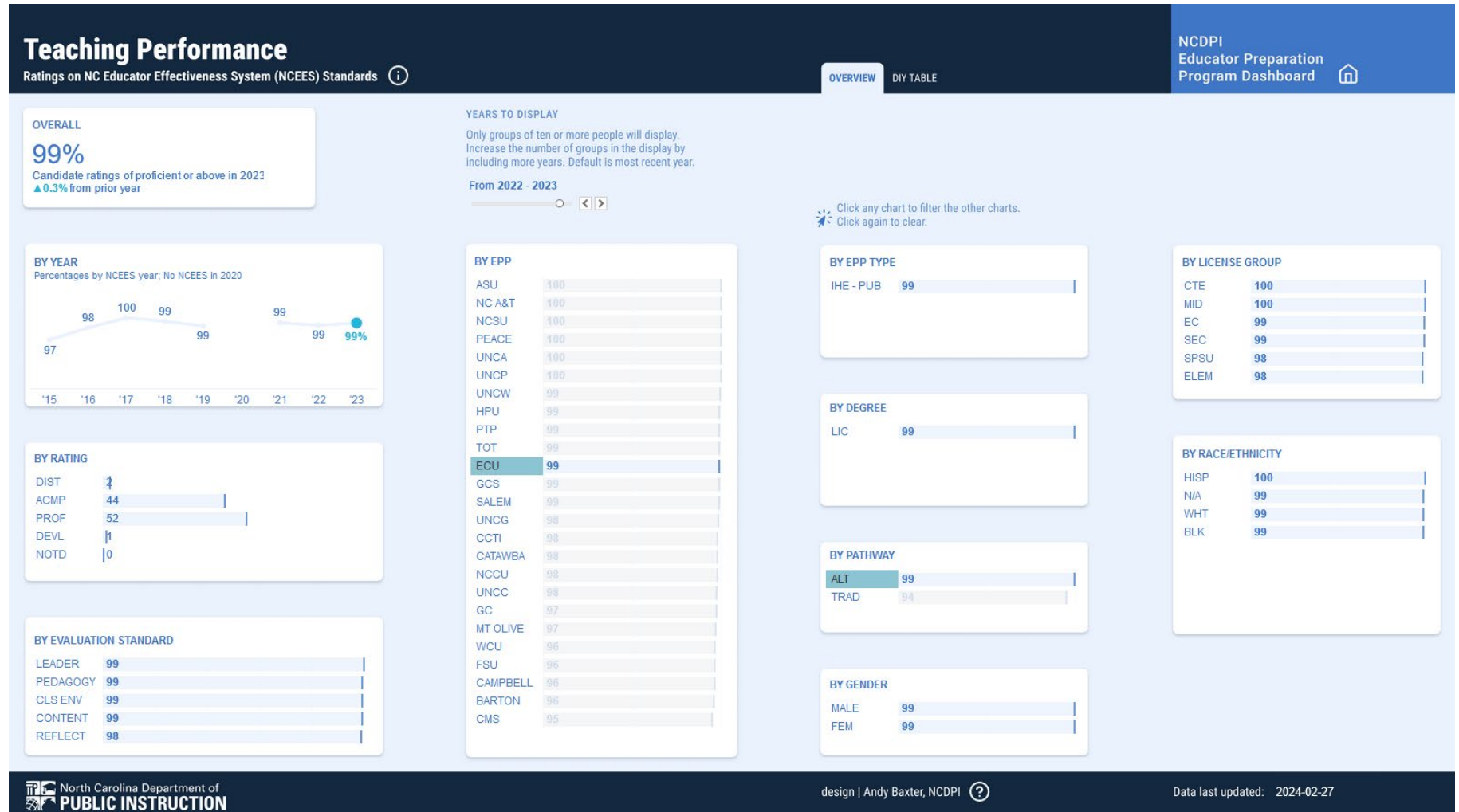


Image 1d. NCEES Results for Alternative Licensure Candidates (2022-2023)



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 2020-2023 and for the 2022-2023 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

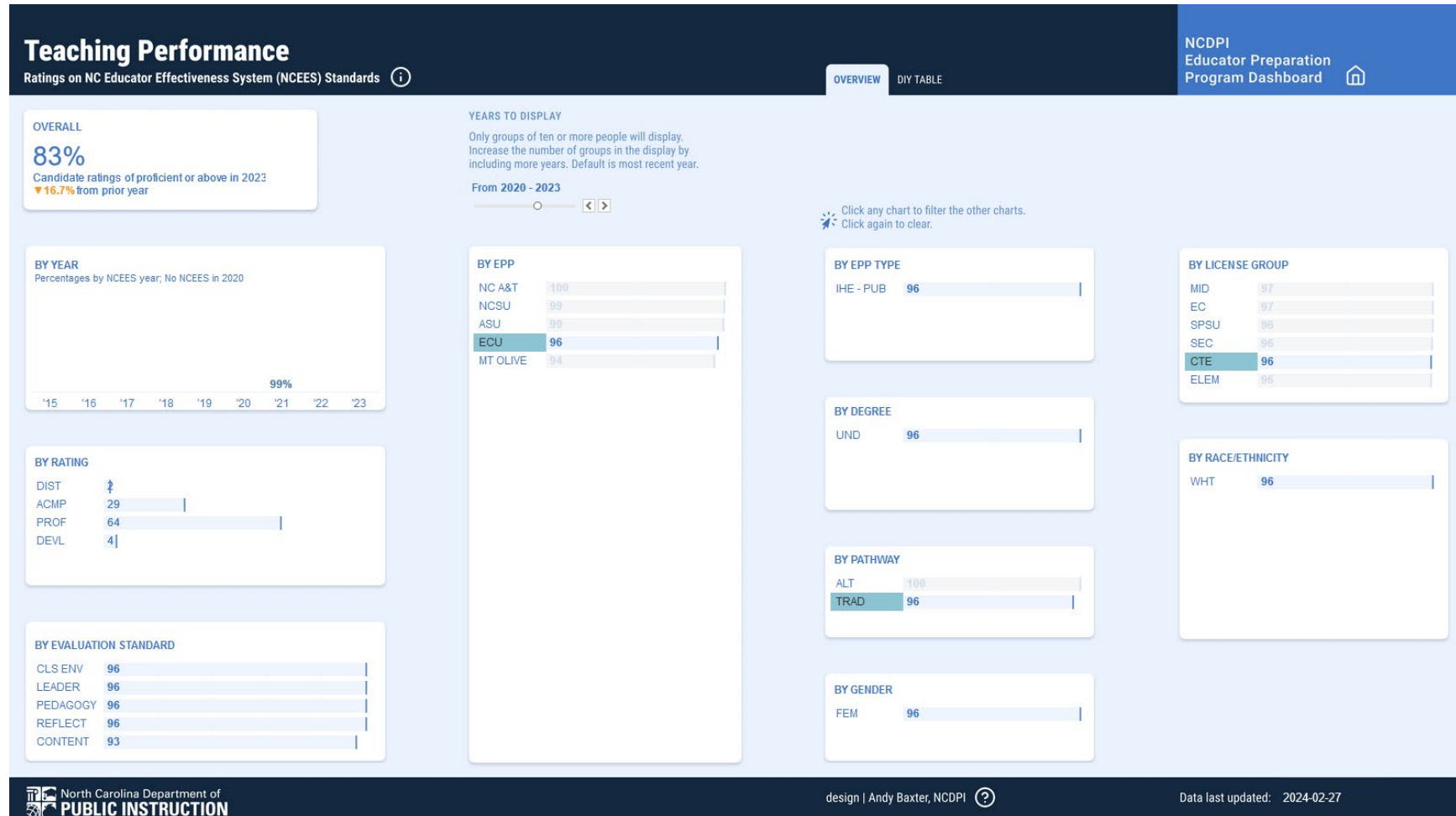
NCDPI Abbreviation	License Group Description	EPP Programs
CTE	Career and Technical Education	Family and Consumer Sciences
EC	Special Education	Special Education – GC Special Education – AC
ELEM	Elementary Education	Elementary Education Birth-Kindergarten Education
MID	Middle Grades Education	Middle Grades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

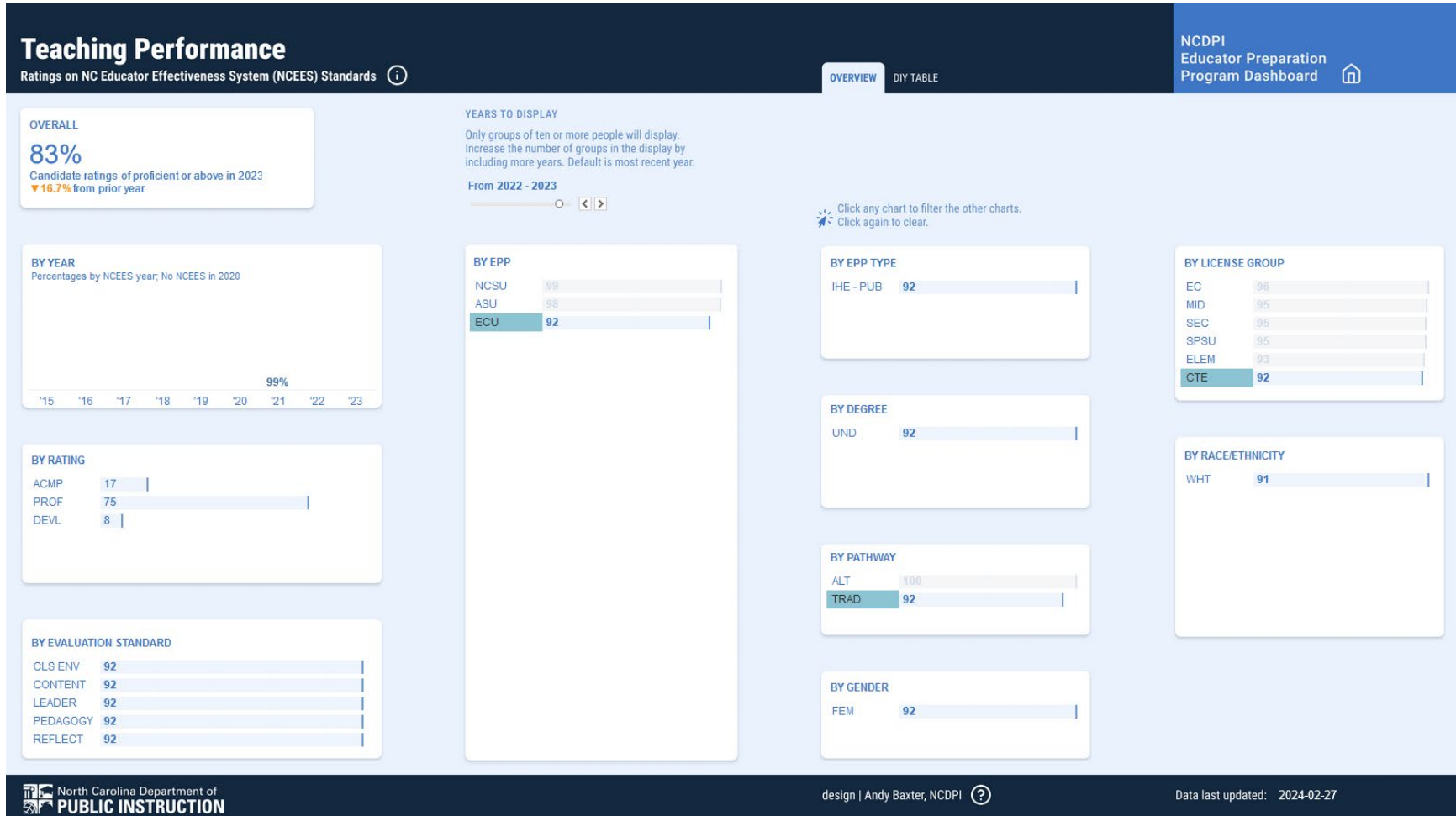
*Due to a low N, NCDPI did not publish 2020-22 or 2021-22 NCEES data for this licensure group.

Image 2a. Traditional Undergraduate NCEES Data by Licensure Group – CTE (2020-2023)



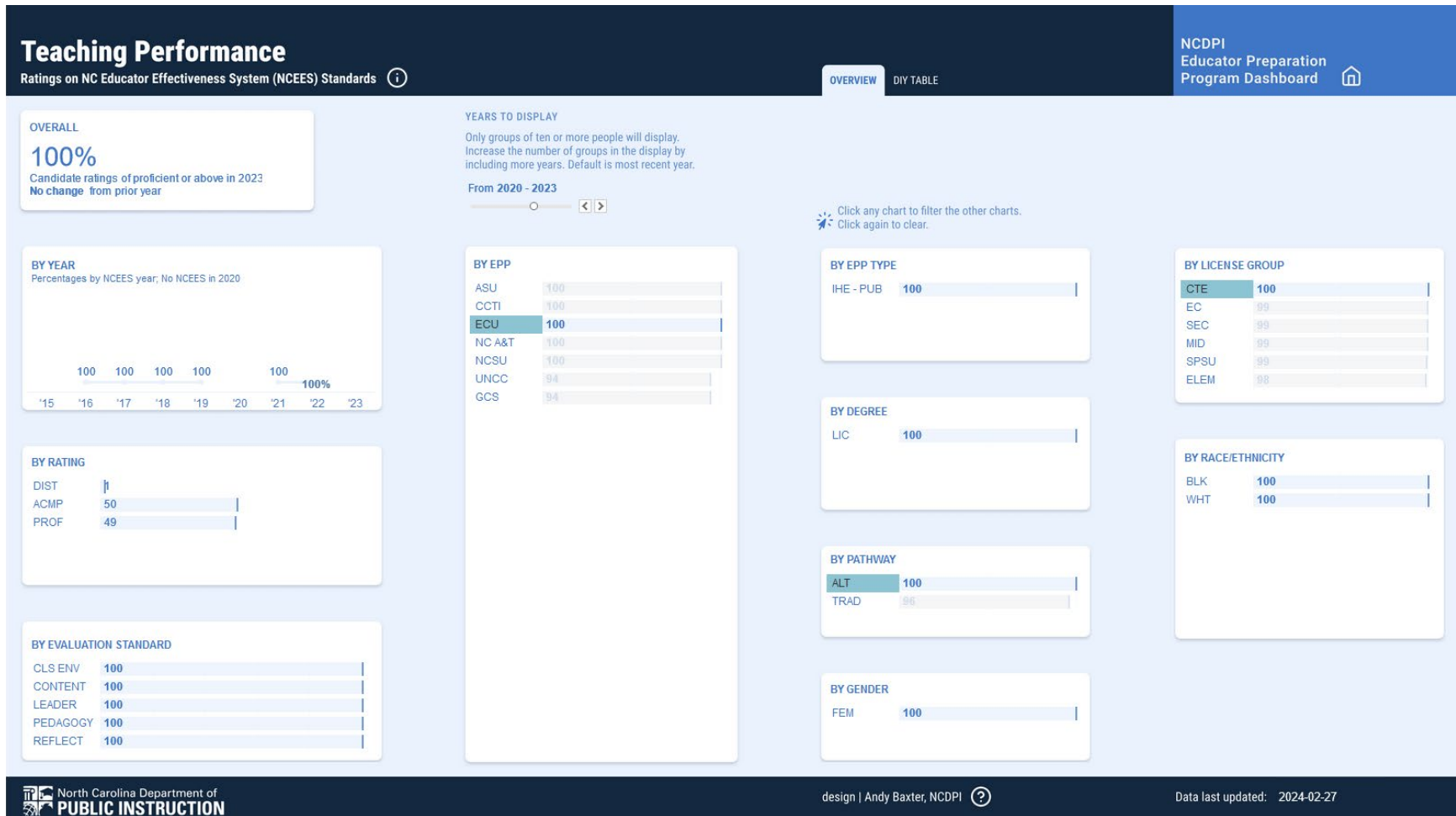
Measure 1b – Completer Impact and Effectiveness

Image 2b. Traditional Undergraduate NCEES Data by Licensure Group – CTE (2022-2023)



Measure 1b – Completer Impact and Effectiveness

Image 2c. Alternative Licensure Candidate NCEES Data by Licensure Group – CTE (2020-2023)

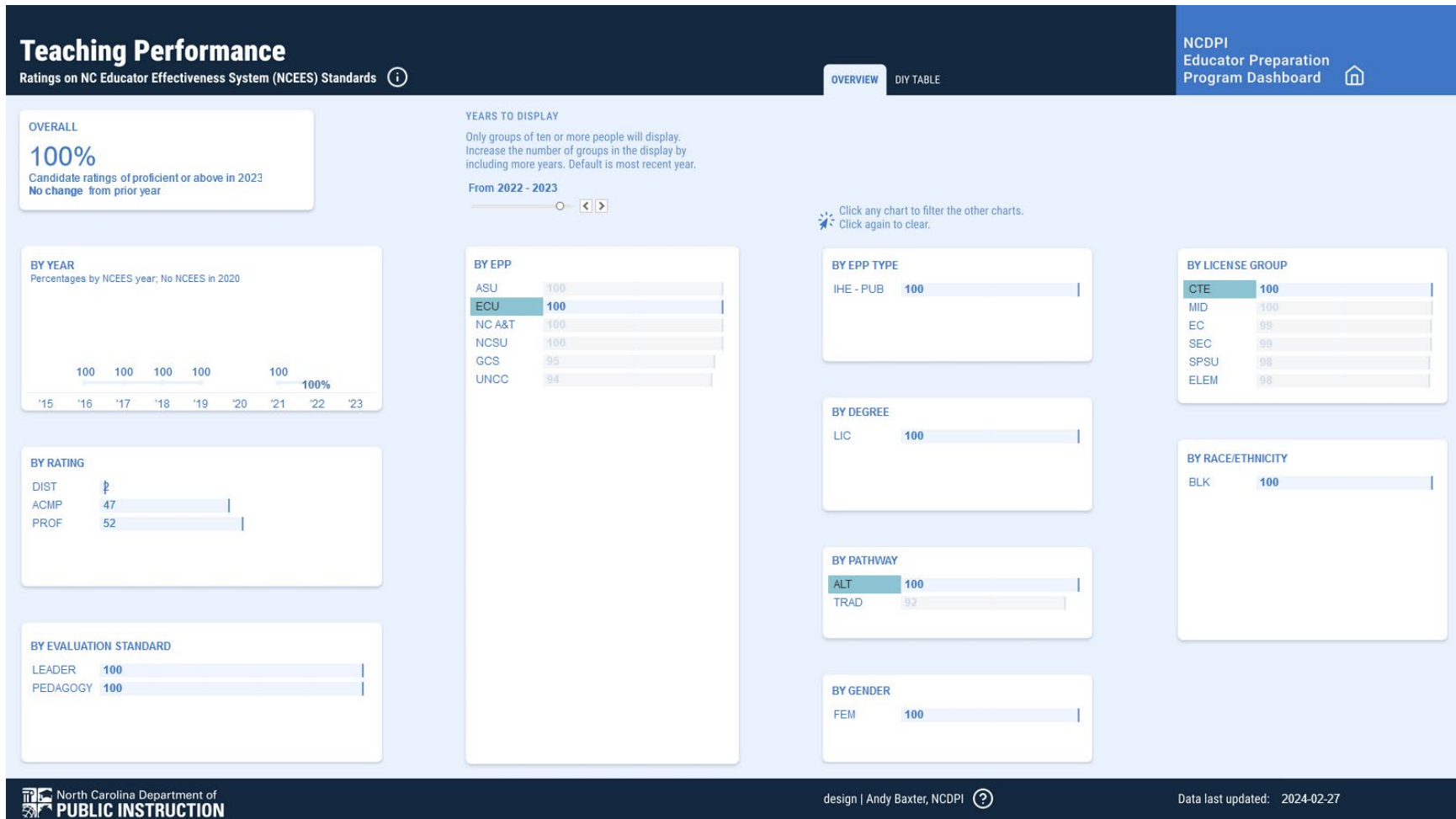


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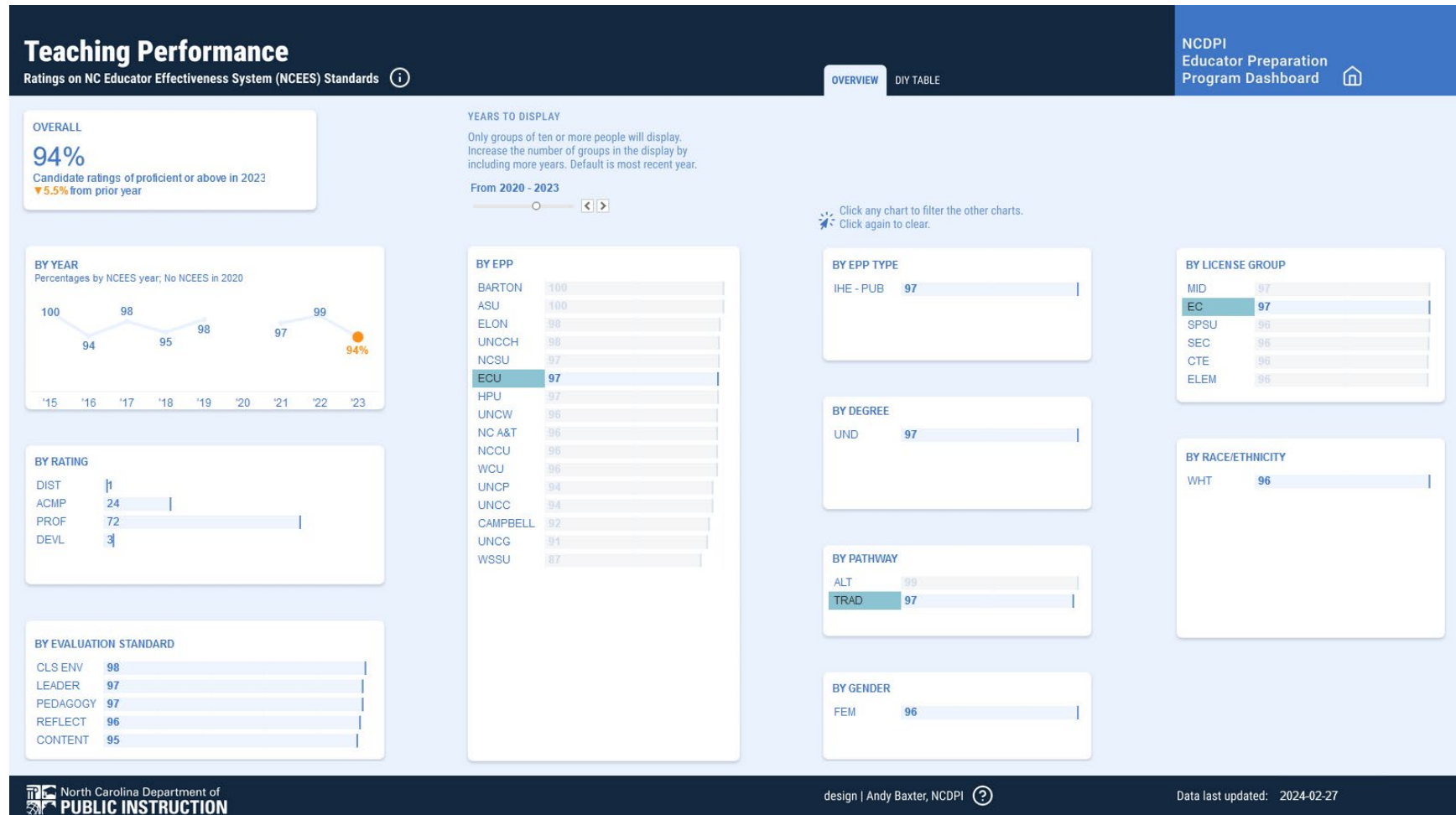
Measure 1b – Completer Impact and Effectiveness

Image 2d. Alternative Licensure Candidate NCEES Data by Licensure Group – CTE (2022-2023)



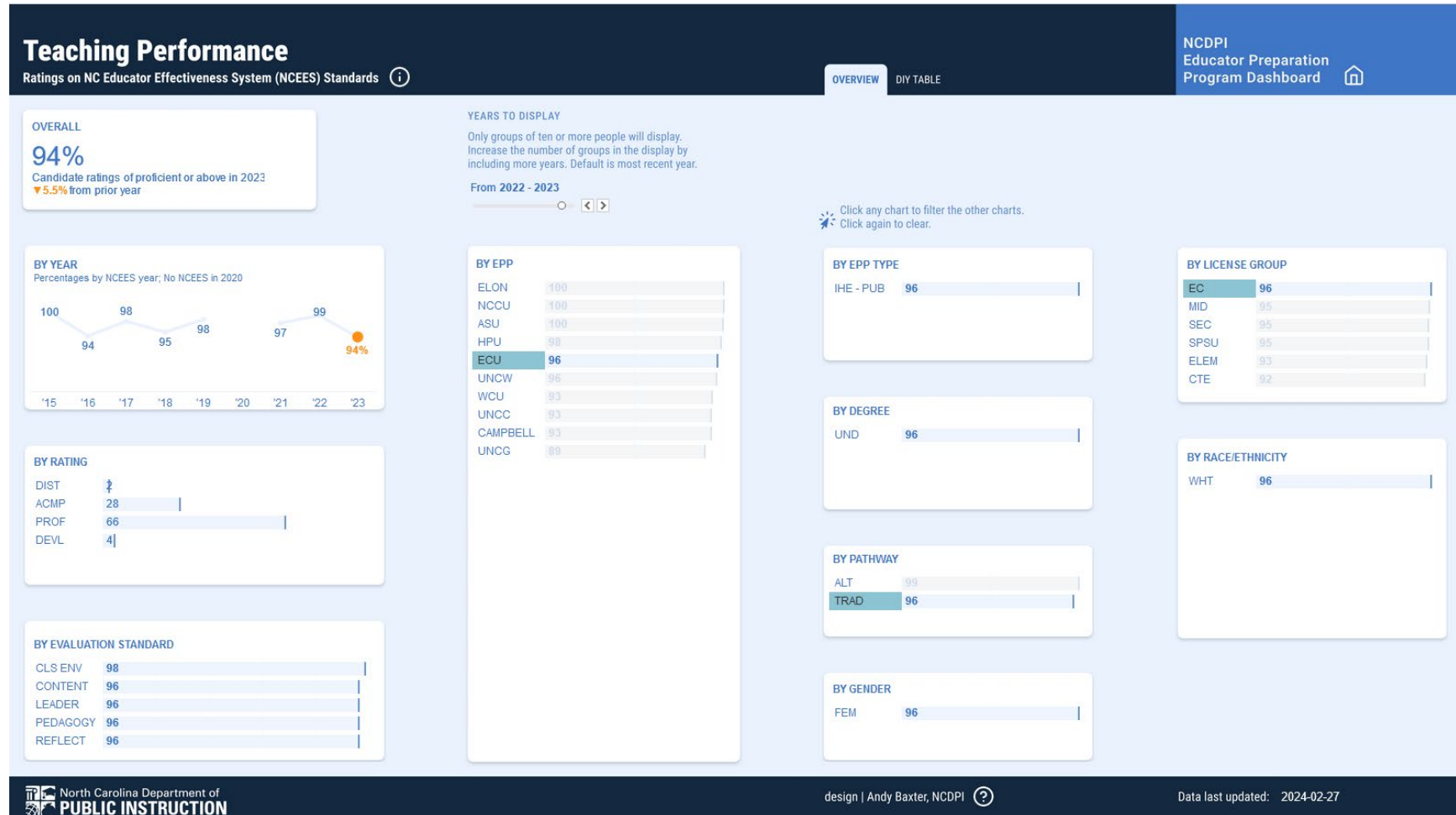
Special Education (EC)

Image 3a. Traditional Undergraduate NCEES Data by Licensure Group – EC (2020-2023)



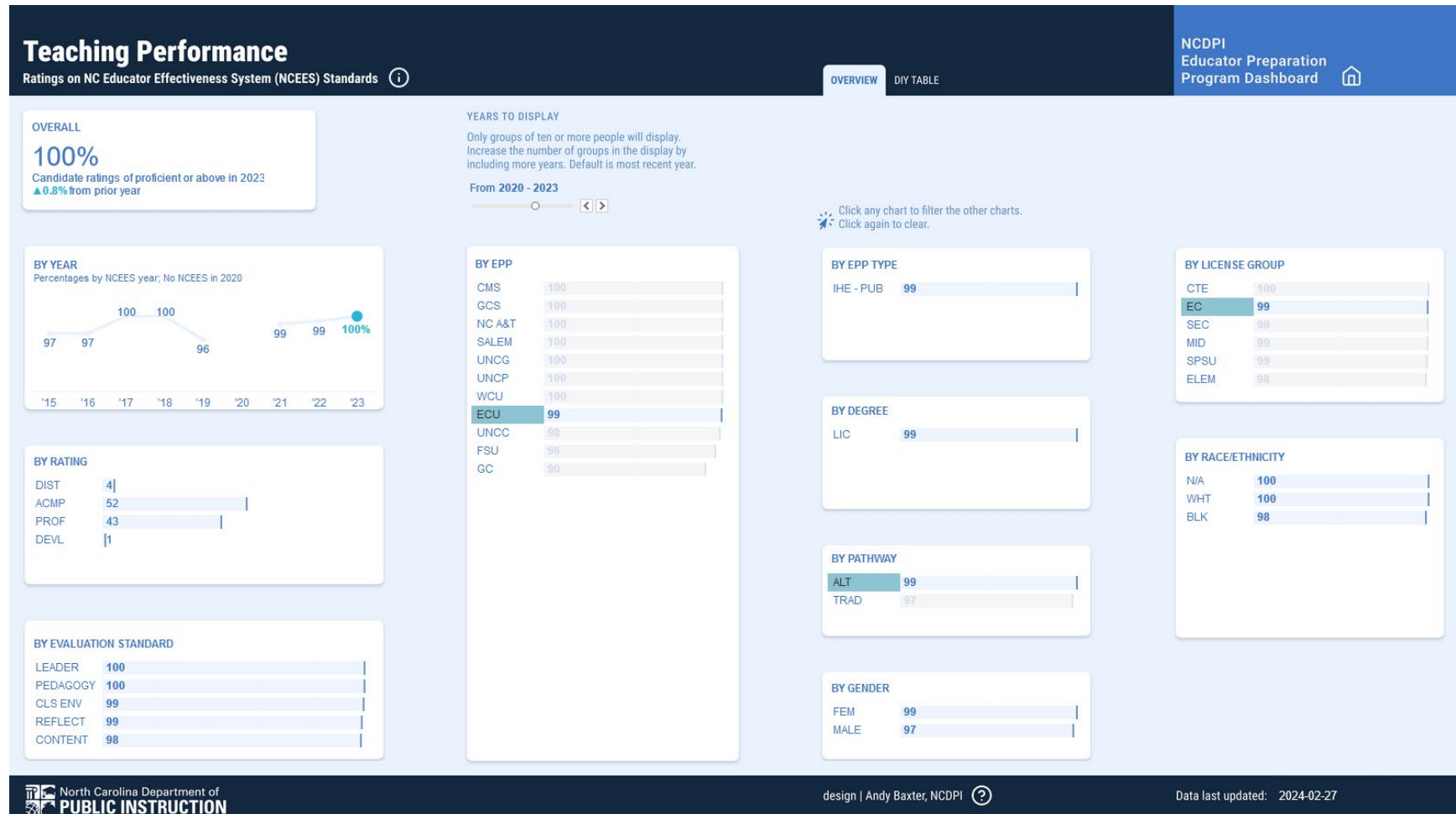
Measure 1b – Completer Impact and Effectiveness

Image 3b. Traditional Undergraduate NCEES Data by Licensure Group – EC (2022-2023)



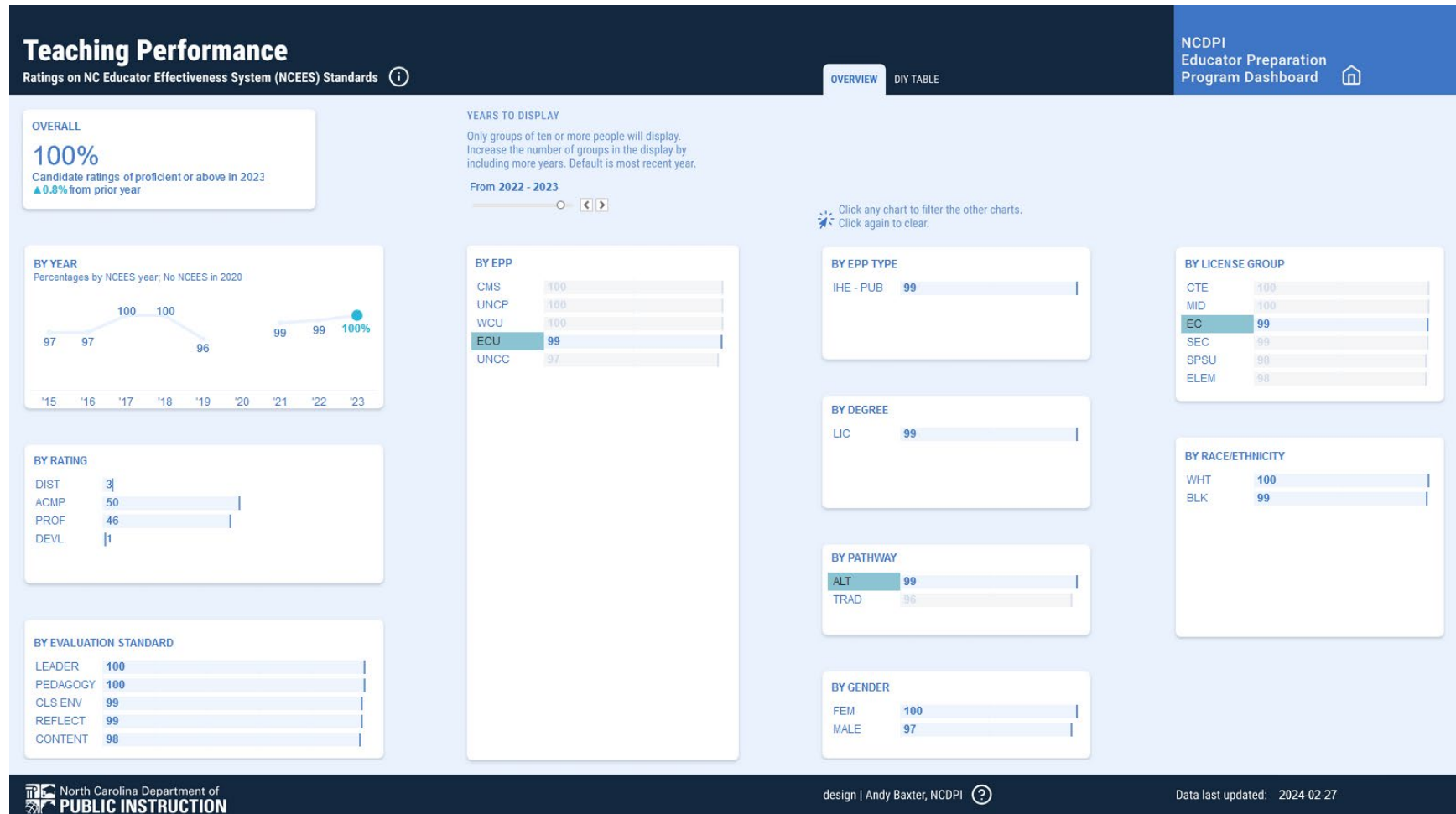
Measure 1b – Completer Impact and Effectiveness

Image 3c. Alternative Licensure Candidate NCEES Data by Licensure Group – EC (2020-2023)



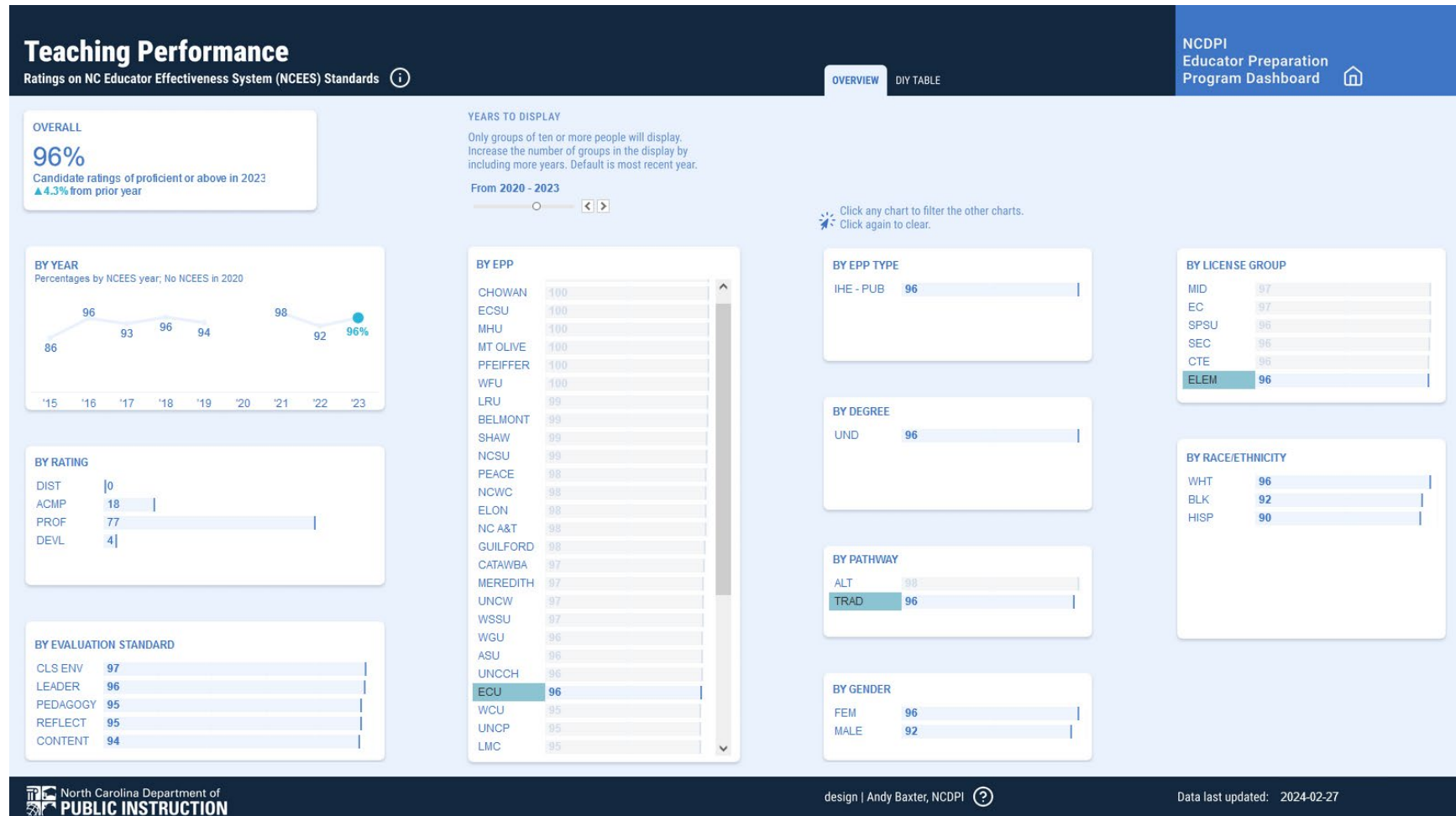
Measure 1b – Completer Impact and Effectiveness

Image 3d. Alternative Licensure Candidate NCEES Data by Licensure Group – EC (2022-2023)



Elementary Education (ELEM)

Image 4a. Traditional Undergraduate NCEES Data by Licensure Group – ELEM (2020-2023)



Measure 1b – Completer Impact and Effectiveness

Image 4b. Traditional Undergraduate NCEES Data by Licensure Group – ELEM (2022-2023)

Teaching Performance
NCDPI Educator Preparation Program Dashboard

Ratings on NC Educator Effectiveness System (NCEES) Standards
OVERVIEW DIY TABLE

OVERALL

96%

Candidate ratings of proficient or above in 2023
▲ 4.3% from prior year

BY YEAR
Percentages by NCEES year; No NCEES in 2020

Year	Percentage
'15	86
'16	96
'17	93
'18	96
'19	94
'20	-
'21	98
'22	92
'23	96%

BY RATING

DIST	0
ACMP	14
PROF	79
DEVL	7

BY EVALUATION STANDARD

CLS ENV	95
LEADER	95
PEDAGOGY	93
REFLECT	93
CONTENT	92

YEARS TO DISPLAY

Only groups of ten or more people will display. Increase the number of groups in the display by including more years. Default is most recent year.

From **2022 - 2023**

Click any chart to filter the other charts. Click again to clear.

BY EPP

ECSU	100
ELON	100
LRU	100
MHU	100
SHAW	100
NCSU	99
MEREDITH	98
NC A&T	98
PEACE	97
WGU	96
UNCW	96
WSSU	95
ASU	95
UNCP	95
LMC	94
CAMPBELL	94
ECU	93
WCU	93
WINGATE	93
UNCCH	92
NCCU	92
GWU	92
FSU	91
ST AND	91
UNCG	91
UNCC	91

BY EPP TYPE

IHE - PUB	93
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BY DEGREE

UND	93
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BY PATHWAY

ALT	99
TRAD	93

BY LICENSE GROUP

EC	96
MID	95
SEC	95
SPSU	95
ELEM	93
CTE	92

BY RACE/ETHNICITY

WHT	94
HISP	88
BLK	87

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Data last updated: 2024-02-27

Measure 1b – Completer Impact and Effectiveness

Image 4c. Alternative Licensure Candidate NCEES Data by Licensure Group – ELEM (2020-2023)

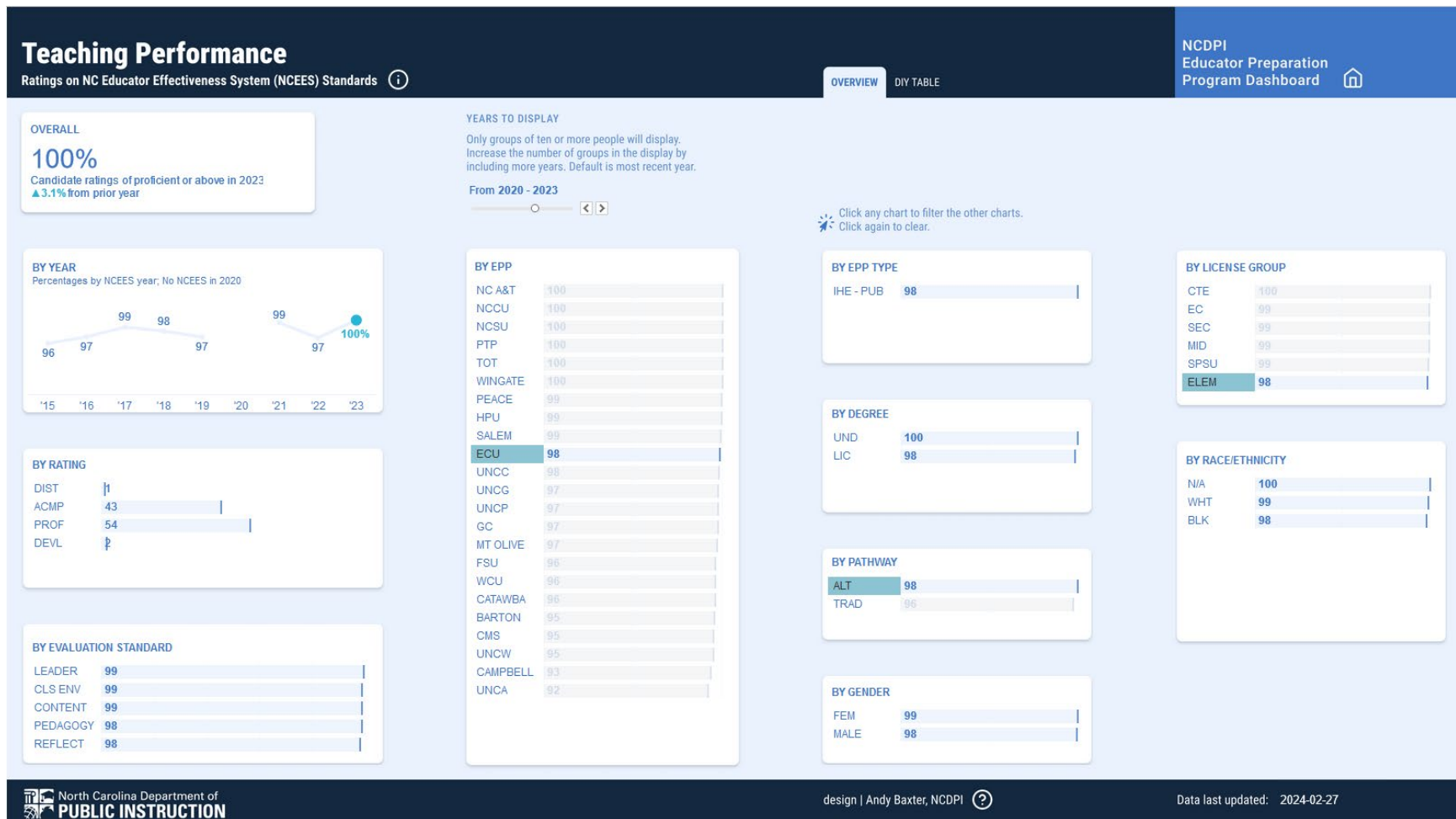
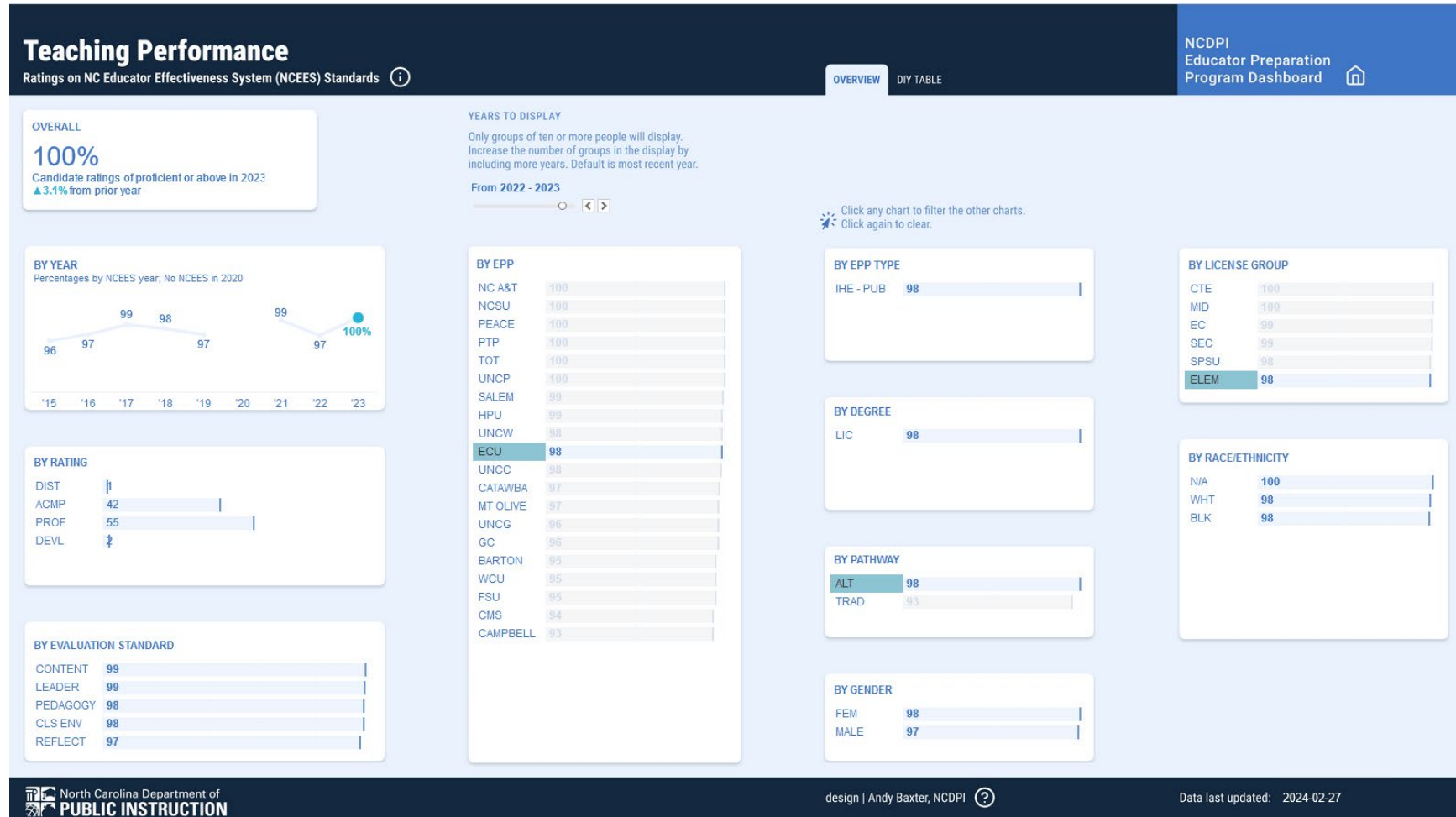
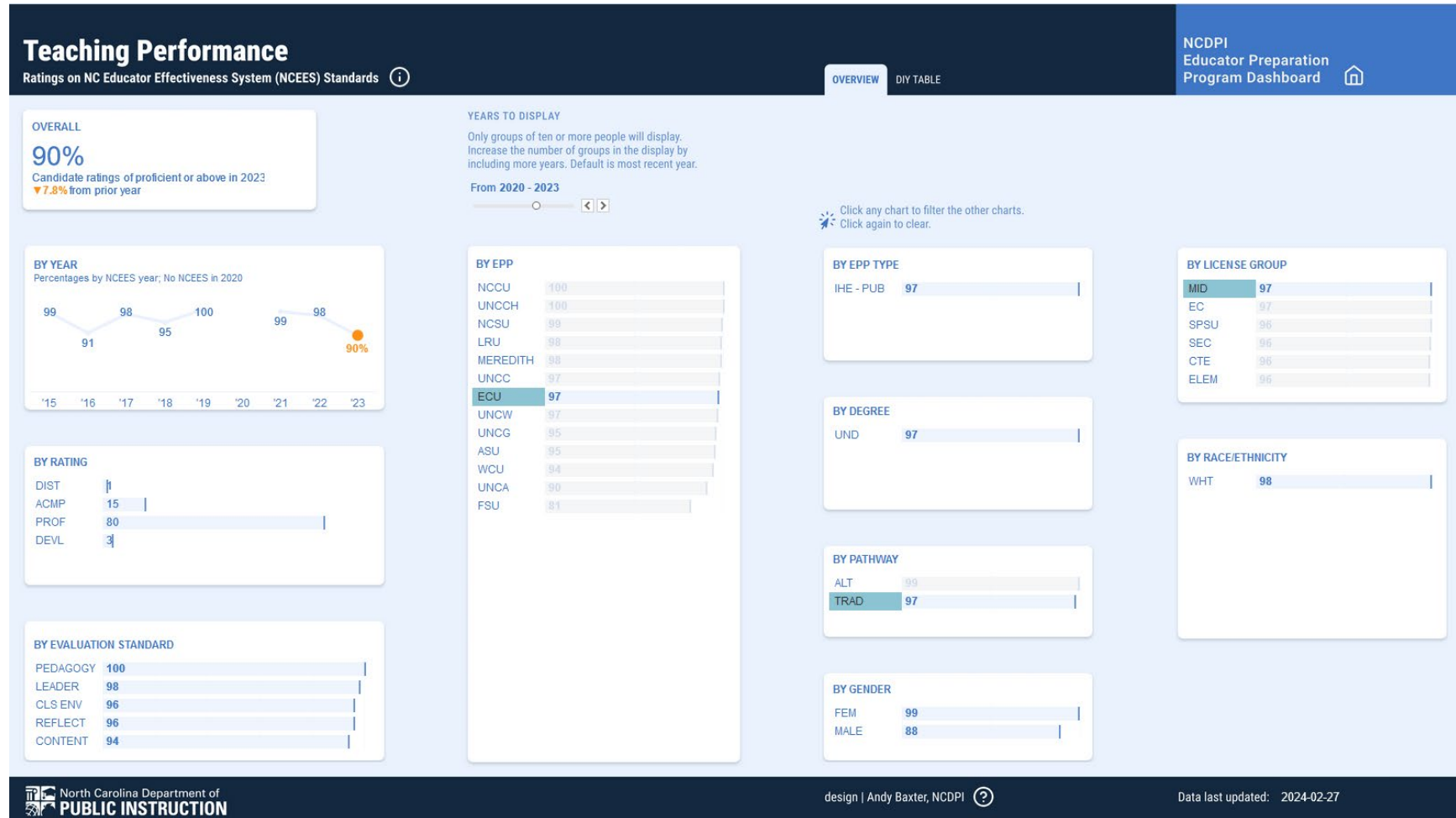


Image 4d. Alternative Licensure Candidate NCEES Data by Licensure Group – ELEM (2022-2023)



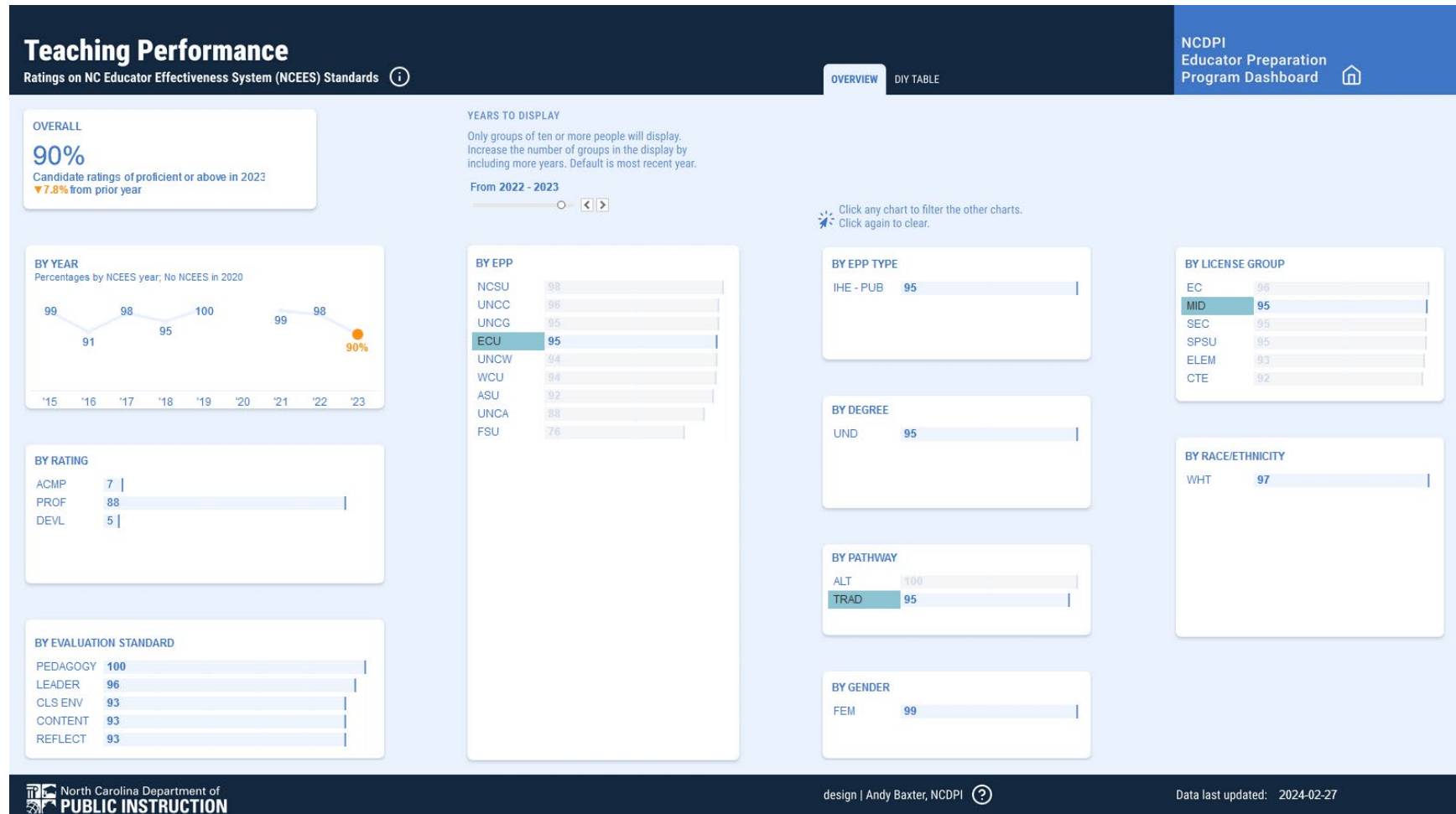
Middle Grades Education (MID)

Image 5a. Traditional Undergraduate NCEES Data by Licensure Group – MID (2020-2023)



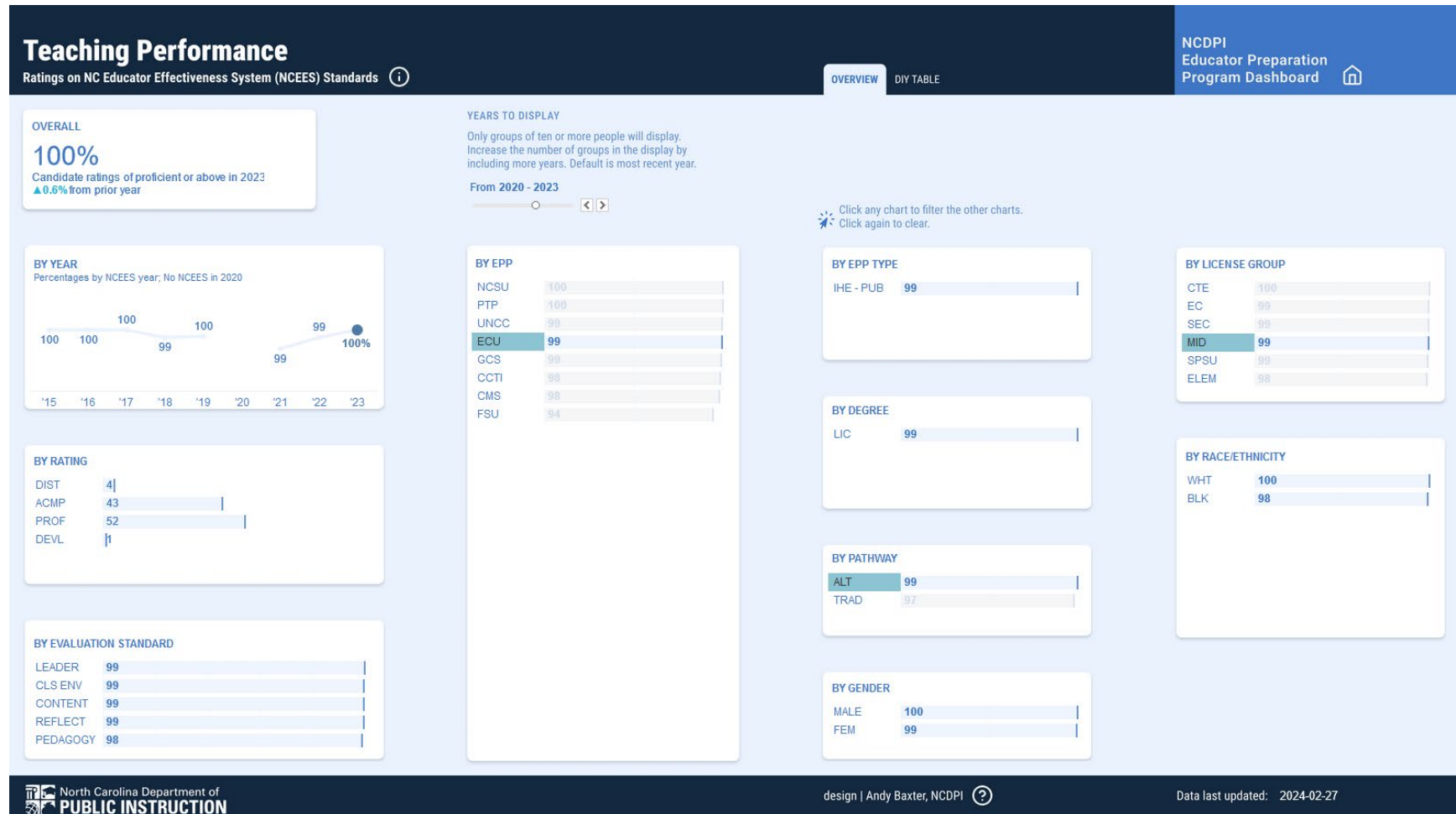
Measure 1b – Completer Impact and Effectiveness

Image 5b. Traditional Undergraduate NCEES Data by Licensure Group – MID (2022-2023)



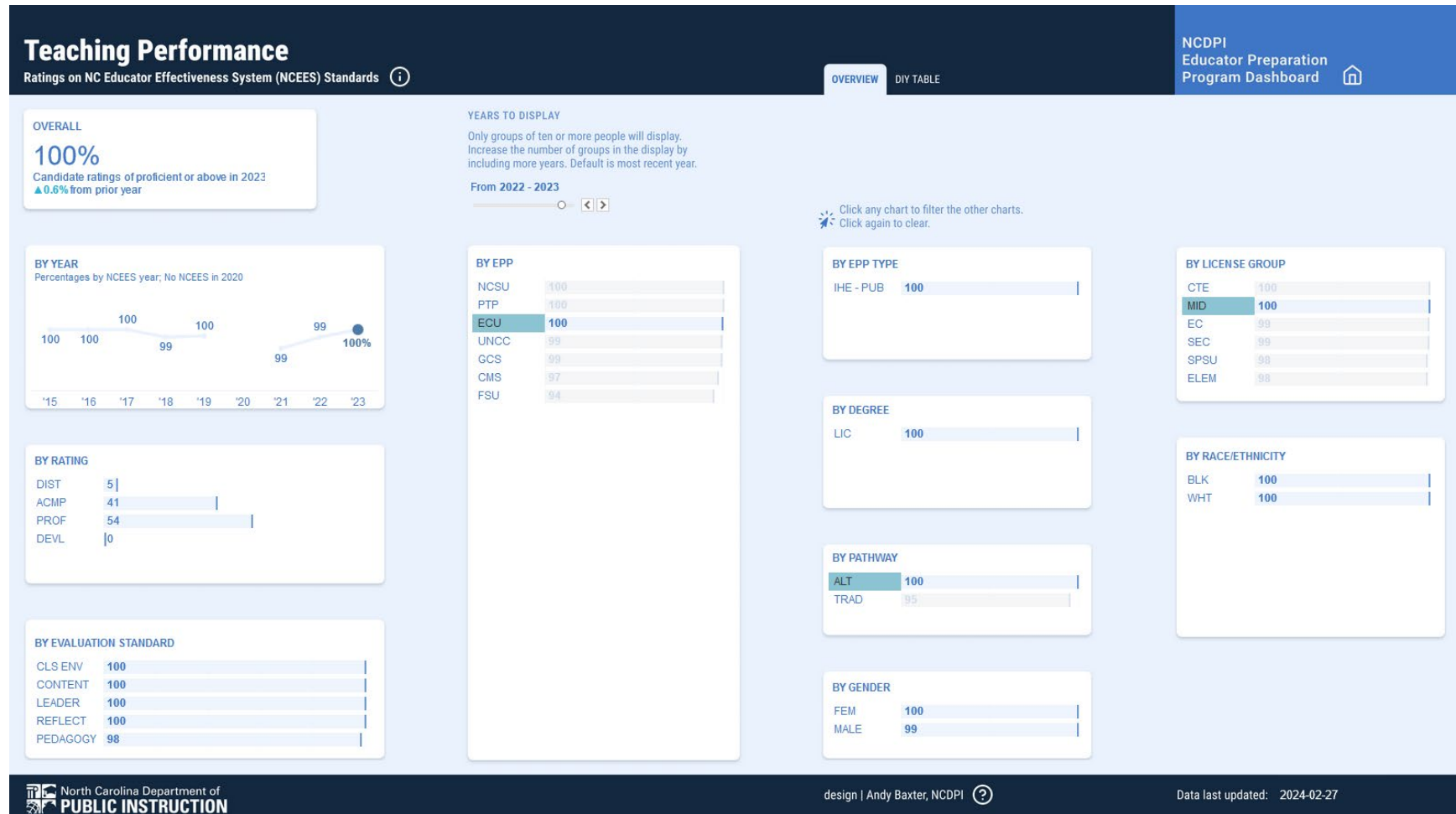
Measure 1b – Completer Impact and Effectiveness

Image 5c. Alternative Licensure Candidate NCEES Data by Licensure Group – MID (2020-2023)



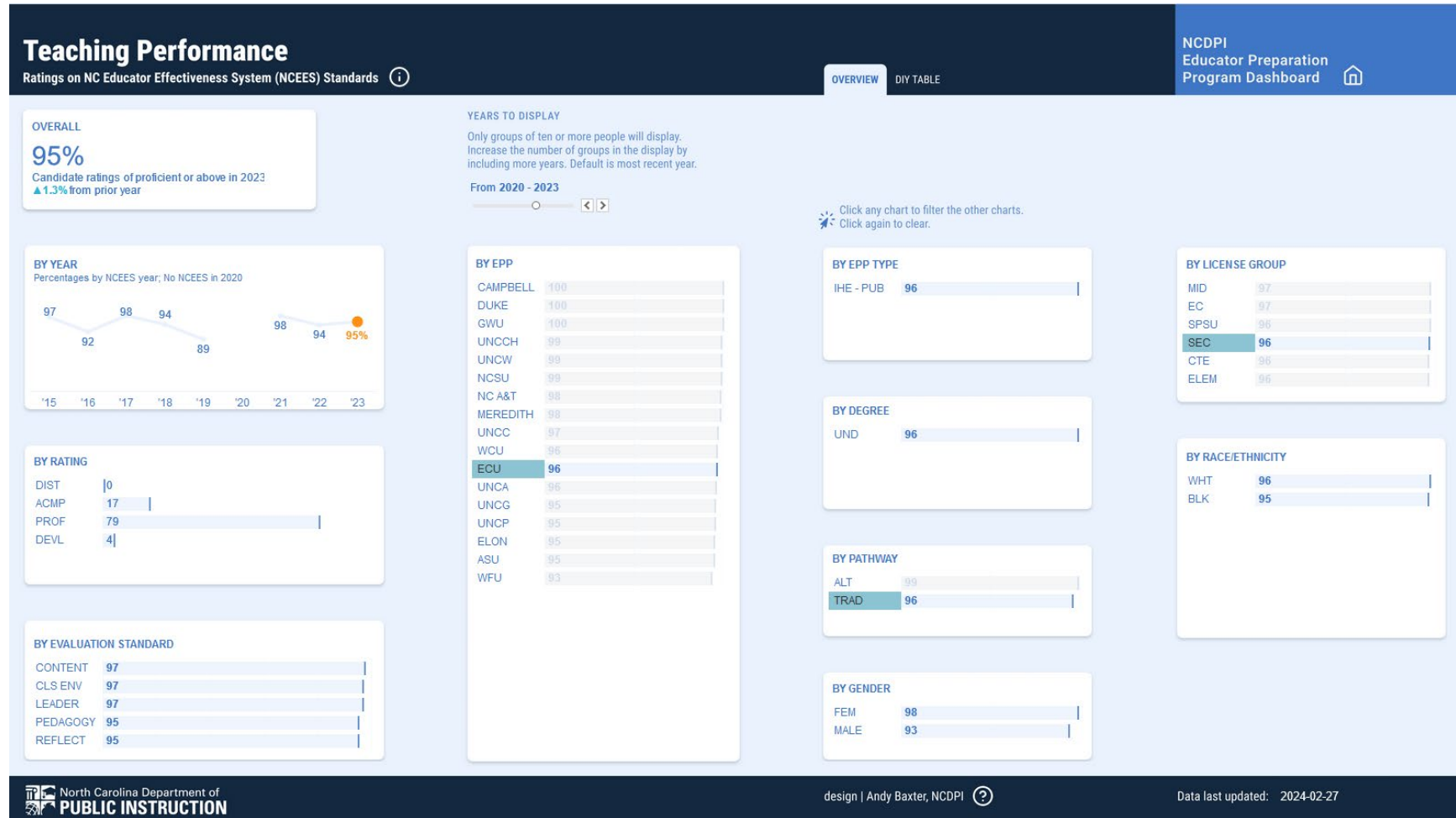
Measure 1b – Completer Impact and Effectiveness

Image 5d. Alternative Licensure Candidate NCEES Data by Licensure Group – MID (2022-2023)



Secondary Education (SEC)

Image 6a. Traditional Undergraduate NCEES Data by Licensure Group – SEC (2020-2023)



Measure 1b – Completer Impact and Effectiveness

Image 6b. Traditional Undergraduate NCEES Data by Licensure Group – SEC (2022-2023)

NCDPI Educator Preparation Program Dashboard

Teaching Performance

Ratings on NC Educator Effectiveness System (NCEES) Standards

OVERVIEW | DIY TABLE

OVERALL

95%

Candidate ratings of proficient or above in 2023
▲ 1.3% from prior year

BY YEAR
Percentages by NCEES year; No NCEES in 2020

YEARS TO DISPLAY

Only groups of ten or more people will display. Increase the number of groups in the display by including more years. Default is most recent year.

From **2022 - 2023**

◀ | ▶

Click any chart to filter the other charts. Click again to clear.

BY RATING

ACMP	12
PROF	82
DEVL	5

BY EPP

DUKE	100
GWU	100
UNCW	99
NCSU	98
UNCCH	98
UNCC	96
WCU	95
ECU	95
UNCA	94
UNCG	92
ASU	92
UNCP	92
WFU	90

BY EPP TYPE

IHE - PUB	95
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BY LICENSE GROUP

EC	96
MID	95
SEC	95
SPSU	95
ELEM	83
CTE	92

BY EVALUATION STANDARD

CONTENT	96
LEADER	96
CLS ENV	94
REFLECT	94
PEDAGOGY	93

BY DEGREE

UND	95
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BY RACE/ETHNICITY

WHT	94
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BY PATHWAY

ALT	99
TRAD	95

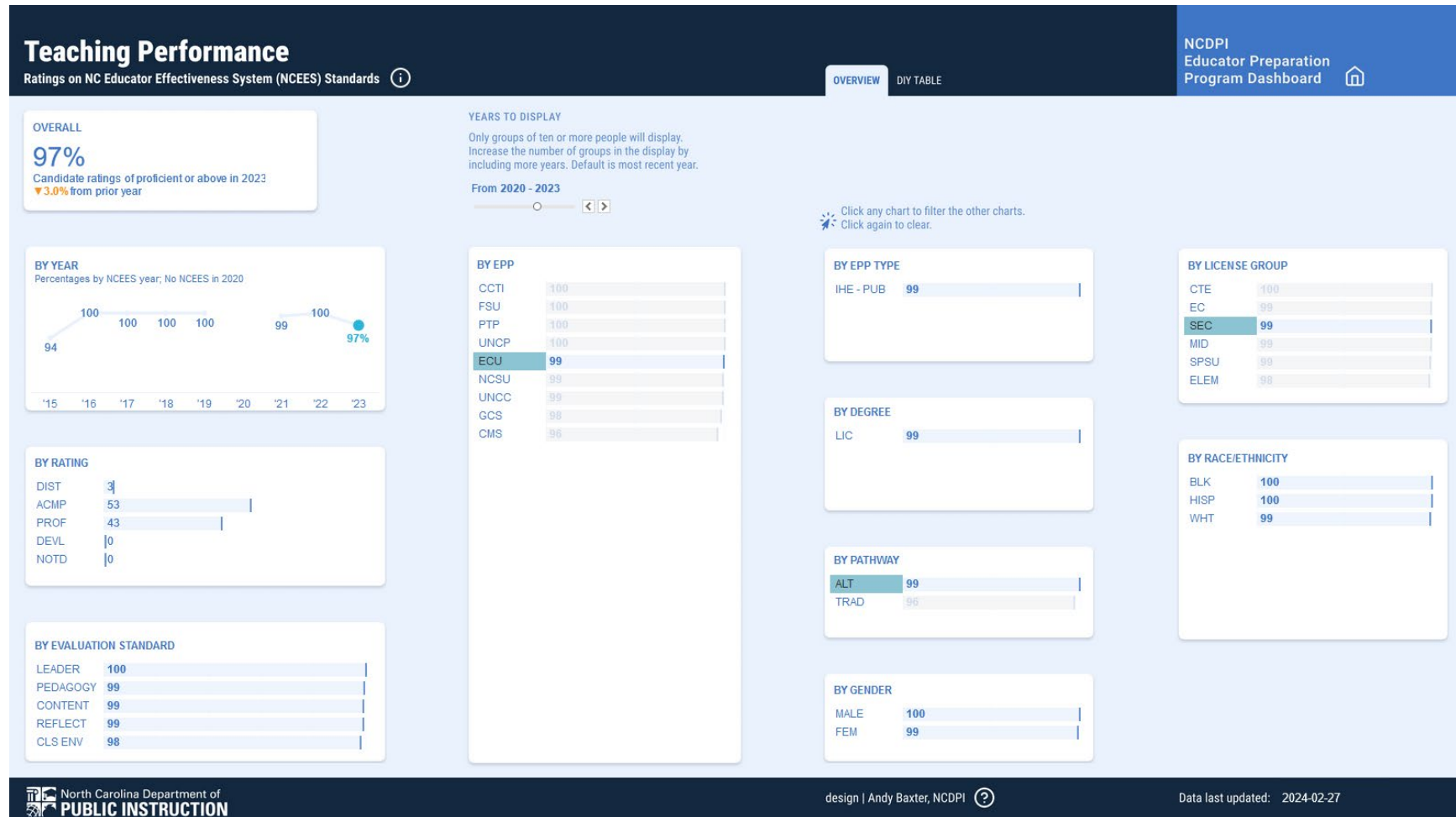
BY GENDER

FEM	98
MALE	88

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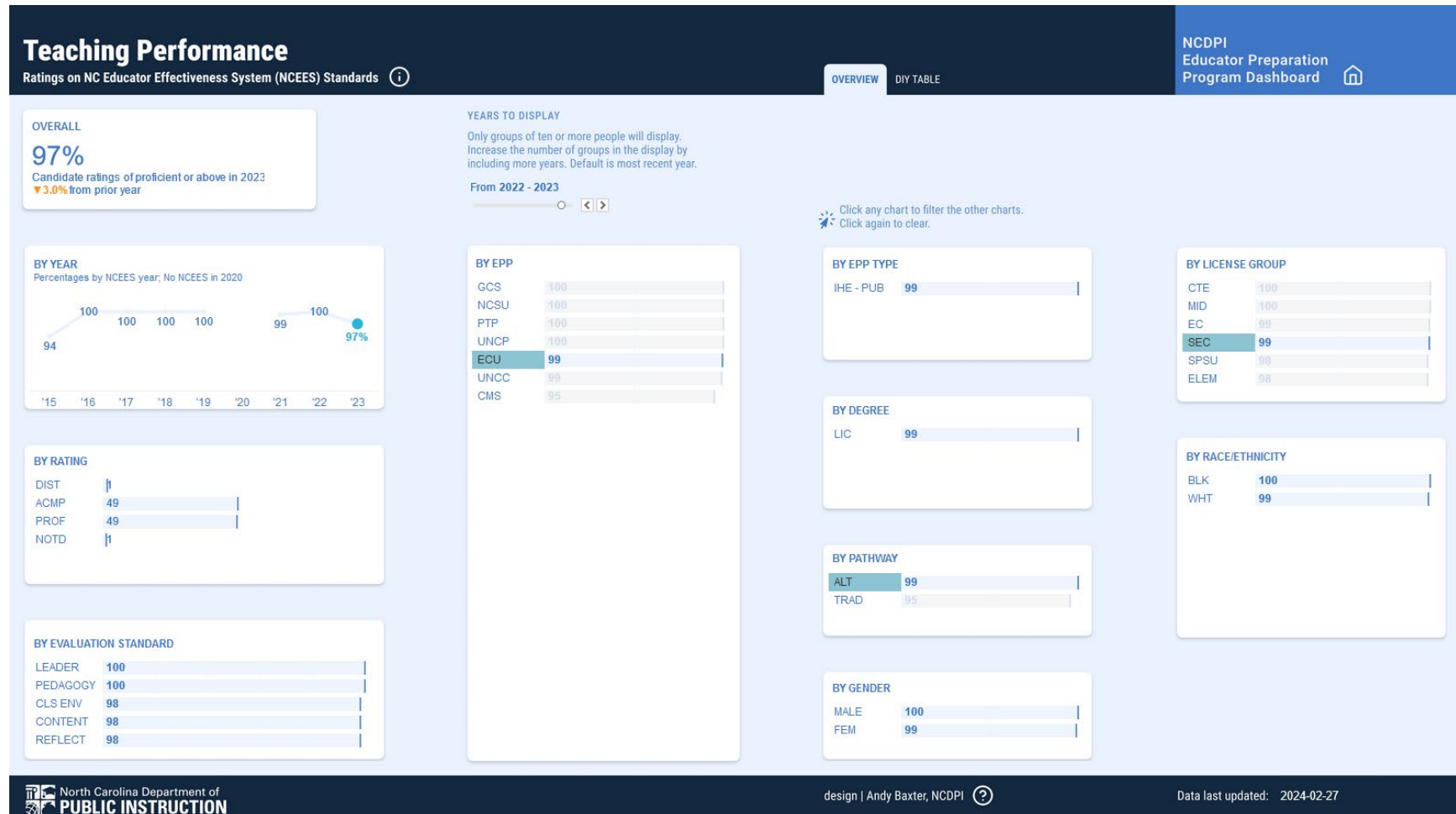
Measure 1b – Completer Impact and Effectiveness

Image 6c. Alternative Licensure Candidate NCEES Data by Licensure Group – SEC (2020-2023)



Measure 1b – Completer Impact and Effectiveness

Image 6d. Alternative Licensure Candidate NCEES Data by Licensure Group – SEC (2022-2023)



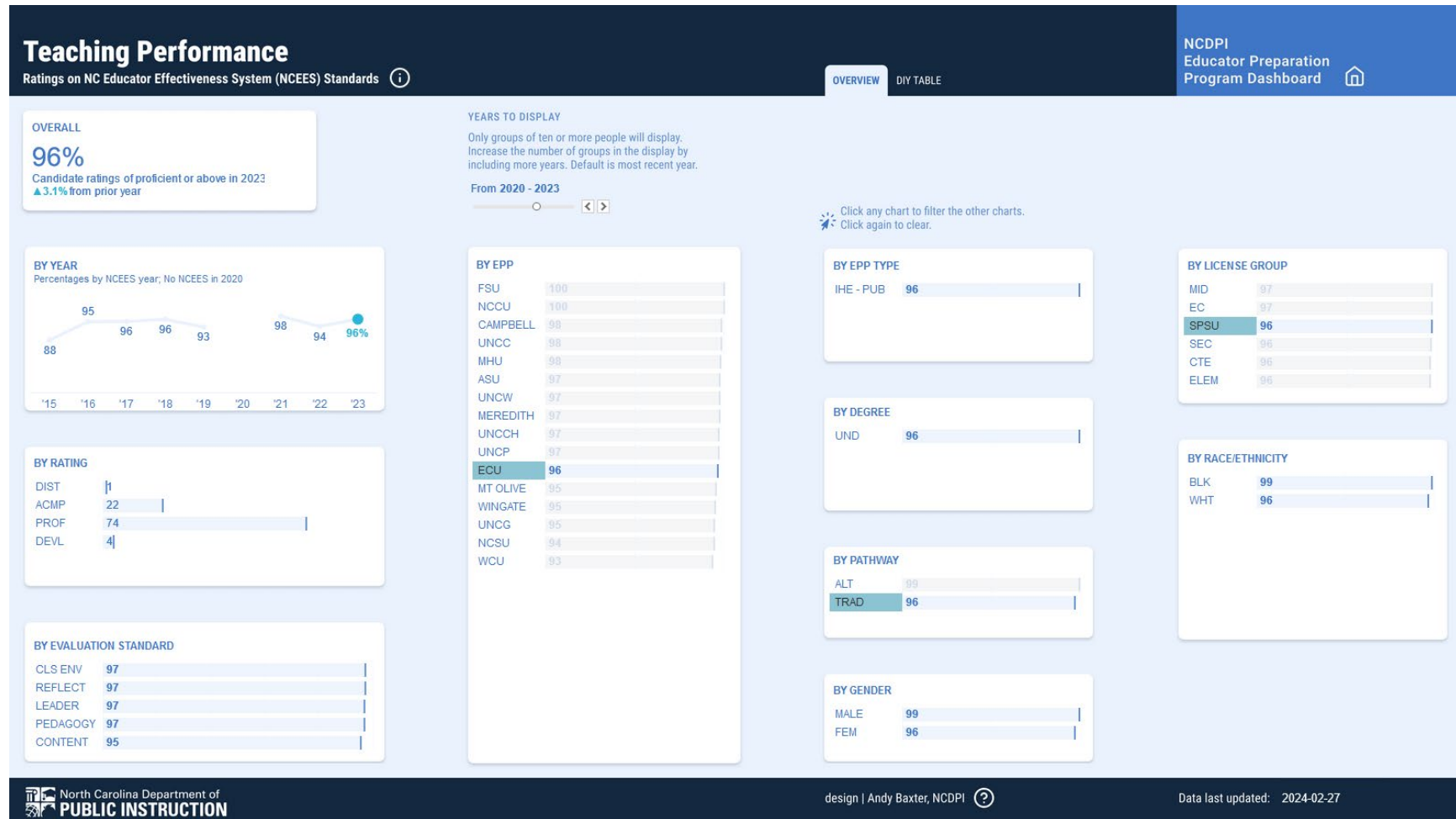
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Data last updated: 2024-02-27

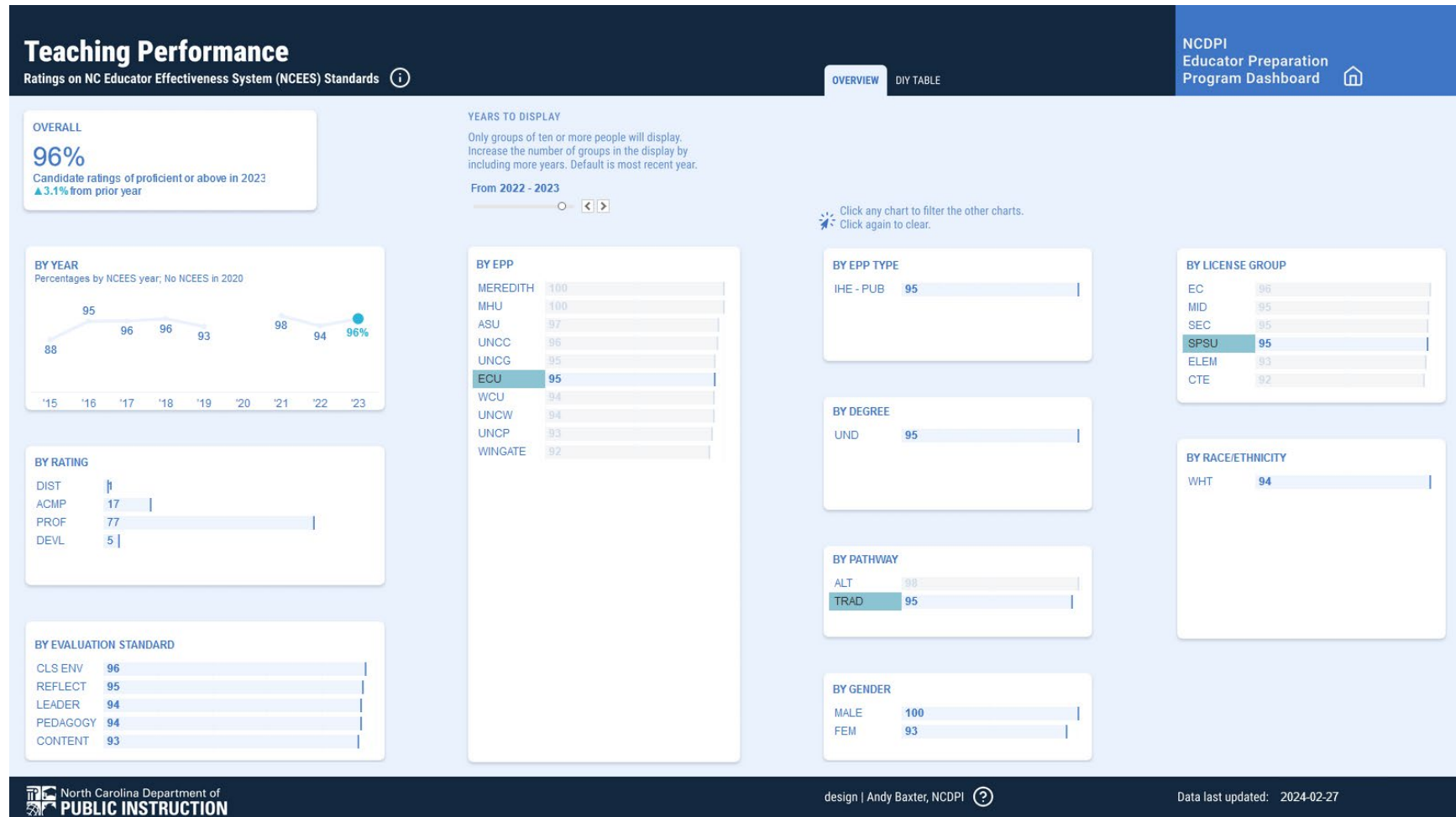
K-12 Special Subjects (SPSU)

Image 7a. Traditional Undergraduate NCEES Data by Licensure Group – SPSU (2020-2023)



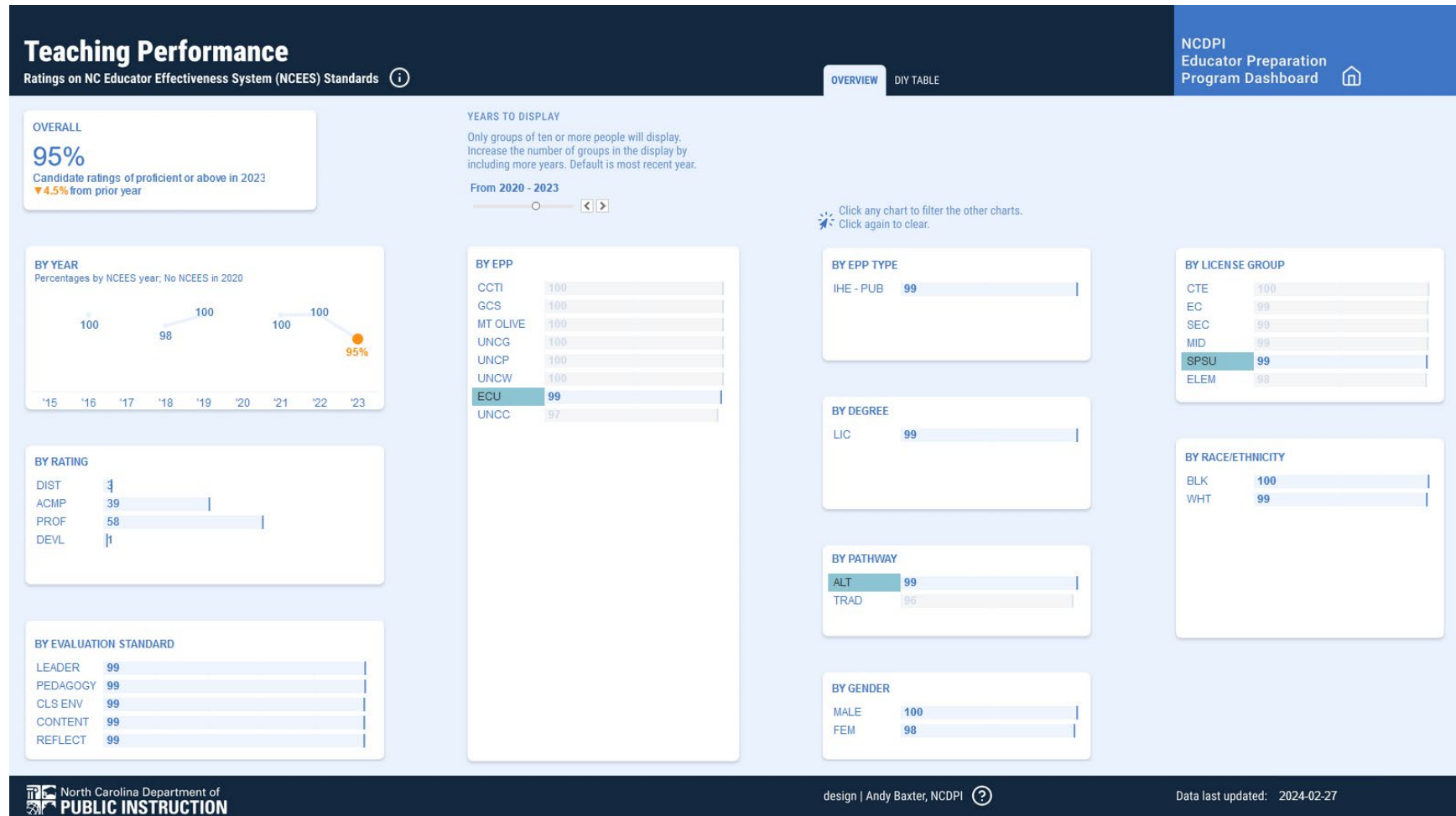
Measure 1b – Completer Impact and Effectiveness

Image 7b. Traditional Undergraduate NCEES Data by Licensure Group – SPSU (2022-2023)



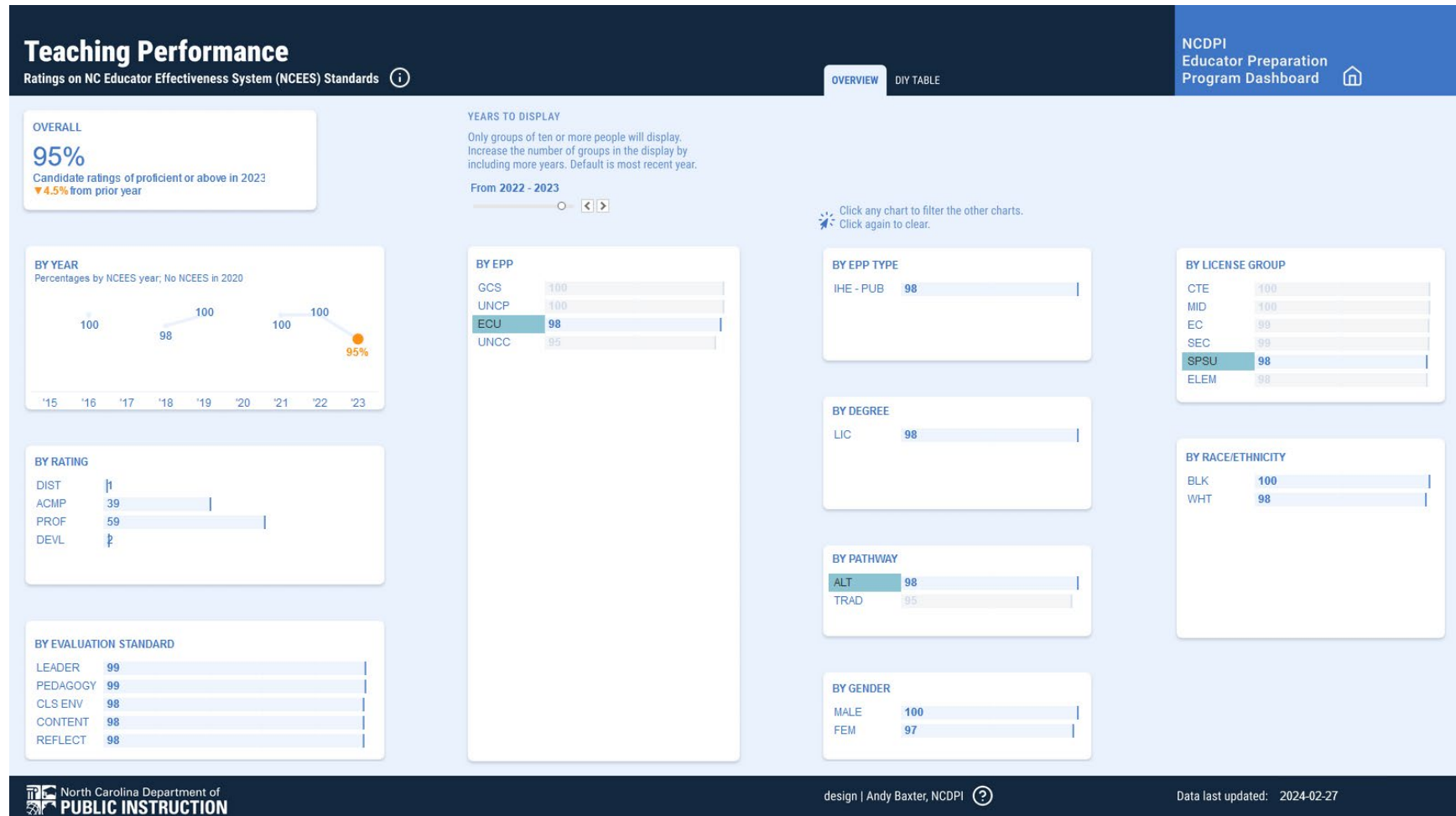
Measure 1b – Completer Impact and Effectiveness

Image 7c. Alternative Licensure Candidate NCEES Data by Licensure Group – SPSU (2020-2023)



Measure 1b – Completer Impact and Effectiveness

Image 7d. Alternative Licensure Candidate NCEES Data by Licensure Group – SPSU (2022-2023)



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 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</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 Std 2 Learning Differences Std 3 Learning Environment Std 9 Professional Learning & Ethical Practice 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 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 Std 2 Learning Differences Std 3 Learning Environment Std 6 Assessment Std 7 Planning for Instruction 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 Std 7 Planning for Instruction Std 8 Instructional Strategies Std 9 Professional Learning & Ethical Practice Std 10 Leadership & Collaboration</p>