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.
Measure 1b – Completer Impact and Effectiveness

Image 1a. NCEES Results for Traditional Undergraduates (2020-2023)

4.1.B NCEES Data
Measure 1b – Completer Impact and Effectiveness

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

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

<table>
<thead>
<tr>
<th>NCDPI Abbreviation</th>
<th>License Group Description</th>
<th>EPP Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTE</td>
<td>Career and Technical Education</td>
<td>Family and Consumer Sciences</td>
</tr>
<tr>
<td>EC</td>
<td>Special Education</td>
<td>Special Education – GC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Special Education – AC</td>
</tr>
<tr>
<td>ELEM</td>
<td>Elementary Education</td>
<td>Elementary Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Birth-Kindergarten Education</td>
</tr>
<tr>
<td>MID</td>
<td>Middle Grades Education</td>
<td>Middle Grades Education (ELA, Math, Science, History/Social Studies)</td>
</tr>
<tr>
<td>SEC</td>
<td>Secondary Education</td>
<td>English Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>History Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Math Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Science Education</td>
</tr>
<tr>
<td>SPSU</td>
<td>K-12 Special Subjects</td>
<td>Art Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dance Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Foreign Languages and Literatures (Spanish, German, French)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Music Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Physical Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Theater Education</td>
</tr>
</tbody>
</table>
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
**Image 2b. Traditional Undergraduate NCEES Data by Licensure Group – CTE (2022-2023)**

<table>
<thead>
<tr>
<th>BY RATING</th>
<th>ACMP</th>
<th>PROF</th>
<th>DEVIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>NC State</td>
<td>97</td>
<td>75</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BY EVALUATION STANDARD</th>
<th>CLE ENV</th>
<th>CONTENT</th>
<th>LEADER</th>
<th>PEDAGOGY</th>
<th>REFLECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>NC State</td>
<td>92</td>
<td>92</td>
<td>92</td>
<td>92</td>
<td>92</td>
</tr>
</tbody>
</table>

- **Overall:** 83% Candidate ratings of proficient or above in 2021
  - 18.7% from prior year

- **By Year:**
  - Percentages by NCEES year; No NCEES in 2020
  - 99% for 2023

- **By Degree:**
  - UND: 92

- **By EPP Type:**
  - IHE - PUB: 92

- **By License Group:**
  - CTE: 92

- **By Race/Ethnicity:**
  - WHT: 91

<table>
<thead>
<tr>
<th>YEARS TO DISPLAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>From 2022 - 2023</td>
</tr>
</tbody>
</table>

Click any chart to filter the other charts.
Click again to clear.
Measure 1b – Completer Impact and Effectiveness

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

Elementary Education (ELEM)

Image 4a. Traditional Undergraduate NCEES Data by Licensure Group – ELEM (2020-2023)
4.1.B NCEES Data
Image 4c. Alternative Licensure Candidate NCEES Data by Licensure Group – ELEM (2020-2023)
Measure 1b – Completer Impact and Effectiveness

Image 4d. Alternative Licensure Candidate NCEES Data by Licensure Group – ELEM (2022-2023)
Measure 1b – Completer Impact and Effectiveness

Middle Grades Education (MID)

Image 5a. Traditional Undergraduate NCEES Data by Licensure Group – MID (2020-2023)
4.1.B NCEES Data
Image 5c. Alternative Licensure Candidate NCEES Data by Licensure Group – MID (2020-2023)
4.1.B NCEES Data

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)
Image 6c. Alternative Licensure Candidate NCEES Data by Licensure Group – SEC (2020-2023)
K-12 Special Subjects (SPSU)

Image 7a. Traditional Undergraduate NCEES Data by Licensure Group – SPSU (2020-2023)
Image 7b. Traditional Undergraduate NCEES Data by Licensure Group – SPSU (2022-2023)
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)**

#### Teaching Performance

**Ratings on NC Educator Effectiveness System (NCEES) Standards**

**OVERALL**

95%

Candidate ratings proficient or above in 2023

**YEARS TO DISPLAY**

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

From 2022 - 2023

**BY YEAR**

Percentages by NCEES year & type NCEES in 2023

BY DEGREE

BY PATHWAY

BY GENDER

**BY EVALUATION STANDARD**

**4.1.B NCEES Data**

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See the image and detailed data on teaching performance.
### Appendix A: NCEES, NCPTS, and INTASC Alignment

<table>
<thead>
<tr>
<th>NCEES Standard</th>
<th>NCPTS Standard</th>
<th>INTASC Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Std I: Leadership</strong>&lt;br&gt; a. Teachers lead in their classrooms.&lt;br&gt; b. Teachers demonstrate leadership in the school.&lt;br&gt; c. Teachers lead the profession&lt;br&gt; d. Teachers demonstrate high ethical standards</td>
<td><strong>Std II: Classroom Environment</strong>&lt;br&gt; a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.&lt;br&gt; b. Teachers embrace diversity in the school community and the world.&lt;br&gt; c. Teachers treat students as individuals&lt;br&gt; d. Teachers adapt their teaching for the benefit of students with special needs.&lt;br&gt; e. Teachers work collaboratively with the families and significant adults in the lives of their students.</td>
<td><strong>Std 1 Learner Development</strong>&lt;br&gt; <strong>Std 2 Learning Differences</strong>&lt;br&gt; <strong>Std 3 Learning Environment</strong></td>
</tr>
<tr>
<td><strong>Std III: Content Knowledge</strong>&lt;br&gt; a. Teachers align their instruction with the North Carolina Standard Course of Study.&lt;br&gt; b. Teachers know the content appropriate to their teaching specialty.&lt;br&gt; c. Teachers recognize the interconnectedness of content areas/disciplines.&lt;br&gt; d. Teachers make instruction relevant to students.</td>
<td><strong>Std IV: Facilitating Student Learning</strong>&lt;br&gt; a. Teachers plan instruction appropriate for their students.&lt;br&gt; b. Teachers use a variety of instructional methods.&lt;br&gt; c. Teachers integrate and use technology in their instruction.&lt;br&gt; d. Teachers help students develop critical thinking and problem-solving skills.&lt;br&gt; e. Teachers help students work in teams and develop leadership qualities.&lt;br&gt; f. Teachers communicate effectively.&lt;br&gt; g. Teachers use a variety of methods to assess what each student has learned.</td>
<td><strong>Std 1 Learner Development</strong>&lt;br&gt; <strong>Std 2 Learning Differences</strong>&lt;br&gt; <strong>Std 3 Learning Environment</strong>&lt;br&gt; <strong>Std 6 Assessment</strong>&lt;br&gt; <strong>Std 7 Planning for Instruction</strong></td>
</tr>
<tr>
<td><strong>Std V: Reflecting on Practice</strong>&lt;br&gt; a. Teachers analyze student learning.&lt;br&gt; b. Teachers reflect on their professional growth.&lt;br&gt; c. Teachers function effectively in a complex, dynamic environment.</td>
<td></td>
<td><strong>Std 6 Assessment</strong>&lt;br&gt; <strong>Std 7 Planning for Instruction</strong>&lt;br&gt; <strong>Std 8 Instructional Strategies</strong></td>
</tr>
</tbody>
</table>