

University of North Carolina at Pembroke

Educator Preparation Programs

Advanced Licensure Level

2021 CAEP Annual Report

(AY 2020-2021)

Section 4.2 CAEP Accountability Measures



April 2022

UNCP EPP ACCOUNTABILITY MEASURES (AY 2020-21)

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UNCP EPP ACCOUNTABILITY MEASURES: ADV LICENSURE LEVEL (AY 2020-21)

Measure 1: Completer Impact and Effectiveness

- Not applicable to ADV Level Licensure Level

Measure 2: Satisfaction of Employers and Stakeholder Involvement

1. Advanced Licensure Level (RA.4.1)

a. Satisfaction of Employers: Feedback from Collaboration Meetings

Satisfaction of employers with our advanced level program completers is always a topic discussed in collaboration meetings with stakeholders. In AY 2020-21, the new UNCP Dean of the School of Education and Director of the Educator Preparation Program hosted multiple collaborative meetings with the Sandhills Region Superintendents, charter schools and stakeholder advisory groups. At these meetings, superintendents, principals (who also employ many of our graduates in addition to hosting them for field experiences and internships), mentor teachers, administrators and graduates came together to discuss and offer program recommendations. Data from the NCDPI *Employer Satisfaction Survey* and the EPP Performance Report from the previous year was shared to guide the conversations. Overall, the stakeholders' feedback was favorable as they complimented the preparation of our program completers. This feedback is then shared during unit-wide meetings and used by the EPP programs to inform their respective continuous improvement. To increase participation and improve collection of feedback, the EPP created a digital Feedback Form to use in Fall 2021 and reviewed it with stakeholders. The form was created in Google and included items asking for Alumni and Employer satisfaction with the program completers' preparation.

2. Initial and Advanced Licensure Level: EPP Stakeholder involvement (R5.3, RA5.3)

a. MOUs/ Partnerships

For the 2020-2021 academic year, twelve MOUs were implemented with local education agencies (LEA) to support field and clinical experiences for EPP candidates at the initial and advanced licensure levels. MOUs were developed and reviewed collectively 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 candidates. MOUs are reviewed on an annual basis with each partner and additional MOUs are added as needed based on EPP candidates' requests.

While local education agencies (LEA's) play a critical role in the success of the UNCP EPP, an influx in transfer students brought forth the need to strategically partner with community colleges to support and align the transfer process for incoming students. Throughout 2020-2021, the UNCP EPP met with local community colleges to develop pathways for transfer students completing the Associate in Arts or Associate in Science in Teacher Preparation. Six MOUs were signed by community college partners in the state of NC.

Conversations with community college partners also allowed us to discuss plans of integrating this pipeline earlier in the educational experience. Conversations led to an agreement with Montgomery Community College and Montgomery County Schools in hopes of providing a seamless pathway for aspiring teachers to complete their four-year teaching degree. This three-pronged partnership is designed to increase the recruitment and retention of highly qualified teachers and administrators in Montgomery County through the Montgomery Homegrown Teachers program. This program seeks to recruit Montgomery Community College and Montgomery County School students to enter the teaching profession and complete their licensure through UNCP and return to Montgomery County Schools. Table 1 summarizes the partners that collaborated with the UNCP EPP in AY 2020-21.

Table 1. Partner school districts and community colleges

Partner School Districts	Partner Community Colleges
Bladen County Schools	Fayetteville Technical Community College
Columbus County Schools	Montgomery Community College with Montgomery County Schools
Harnett County Schools	Randolph Community College
Hoke County Schools	Richmond Community College
Island Montessori	Robeson Community College
Lee County Schools	Sandhills Community College
Montgomery County Schools	
New Hanover County Schools	
Reaching All Minds Academy	
Scotland County Schools	
Southeastern Academy	
Whiteville City Schools	

b. Advisory Board Feedback

In an effort to engage with stakeholders and seek employer feedback, one-on-one meetings were held with each individual superintendent in the Sandhills region beginning in Fall 2020. These individual meetings provided substantial insight into employer needs and concerns regarding the teacher pipeline. In total, 14 one-on-one sessions were held with Sandhills region superintendents plus charter school leaders in the region. Feedback from these sessions provided the groundwork for the School of Education's strategic priorities and served as the kickoff for the UNCP School of Education Advisory Board.

To ensure frequent and consistent communication and feedback, the UNCP School of Education Advisory Board was developed in spring 2021. The initial meeting held in March 2021 consisted of electing officers, adopting bylaws, engaging in program discussions and feedback as well as providing updates to Board members. Representation from alumni and employers of initial and advanced programs was sought. The Board is led by a local superintendent who is joined by local school administrations and HR representatives who meet three times a year to discuss concerns including local teacher shortage, paraprofessional pipeline, collaborating on district initiatives, as well as recruitment and retention in addition to providing feedback to the EPP.

The Public Schools of Robeson County (PSRC) serves as a key partner for the EPP due not only to the geographical location, but also a data driven approach which acknowledges PSRC as our lead employer as well as our primary placement site for field and clinical experiences. To foster and support this partnership, quarterly collaboration meetings with PSRC began in the summer of 2021. Members of the EPP leadership team, the UNCP Chancellor and Provost and PSRC leadership representatives gathered to discuss a variety of topics in hopes of providing continued support for both partners. During the 2020-2021 academic year, the EPP continued an open and ongoing communication with the district's leadership to foster mutually beneficial partnerships across the district. For example, a key concern for PSRC was the mental health and well-being of K-12 students. To support this effort, grant funding was secured, and Gaggle was purchased to monitor the social-emotional wellbeing of P-12 students. In addition, Mental Health First-Aid Care training was provided for student interns, faculty, and staff at the EPP and the PSRC district. 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.

In addition, the EPP continues to encourage advanced programs to host individual advisory meetings engaging stakeholders in discussions concerning employment satisfaction among other related topics and to develop mutually beneficial partnerships. Two UNCP advanced programs, Elementary Education and Reading, held virtual stakeholder meetings within Fall 2020 and Spring 2021. These discussions continued to identify the need to revise advanced level programs to meet current trends and needs of P-12 students in partner districts. Consequently, programs planned curriculum changes to include improvement of various modalities (virtual instruction) and use of instructional technology, resulting in new courses added to the program. Based on licensure pass rates and edTPA performance, MAT candidates

met with the Program Director to express concerns over coursework and pedagogical preparation alignment. These concerns were examined along with student performance data by faculty for planning curriculum changes to be implemented next year.

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 2020-21 meetings encompassed important decisions agreed upon and adopted by the CEPP, such as the review of EPP Unit-wide Checkpoints, involving multiple discussion sessions that led to consensus pertaining field experiences, coursework, and key measures, for which the stakeholder perspective was critical.

Measure 3: Candidate competency at program completion

1. Advanced Licensure Level (RA.3.4)

a. Progression level threshold/criteria for success at completion: Checkpoints

The EPP reviewed the Advanced Candidate checkpoints for all MA, MAEd and MSA programs. The checkpoints remained the same and were monitored through Taskstream by candidates, faculty, program directors and the EPP. The Graduate School also monitors students through successful course completion. Figures 1 and 2 illustrate how the Checkpoints were prepared to mirror initial program communication and shared with students and faculty. The Advanced programs had 88 completers in 2020-2021 with a cohort GPA of 3.9296 (see Table 19). Program Directors met regularly and upon review of program enrollment, Art Education decided to stop accepting candidates in Spring 2021 and developed Teach Out programs for current candidates. The History department took through changes for the MA in Social Studies Education including two distinct concentrations for History and Social Studies and reducing the degree to 30 hours.

Figure 1. Advanced Candidate Checkpoints

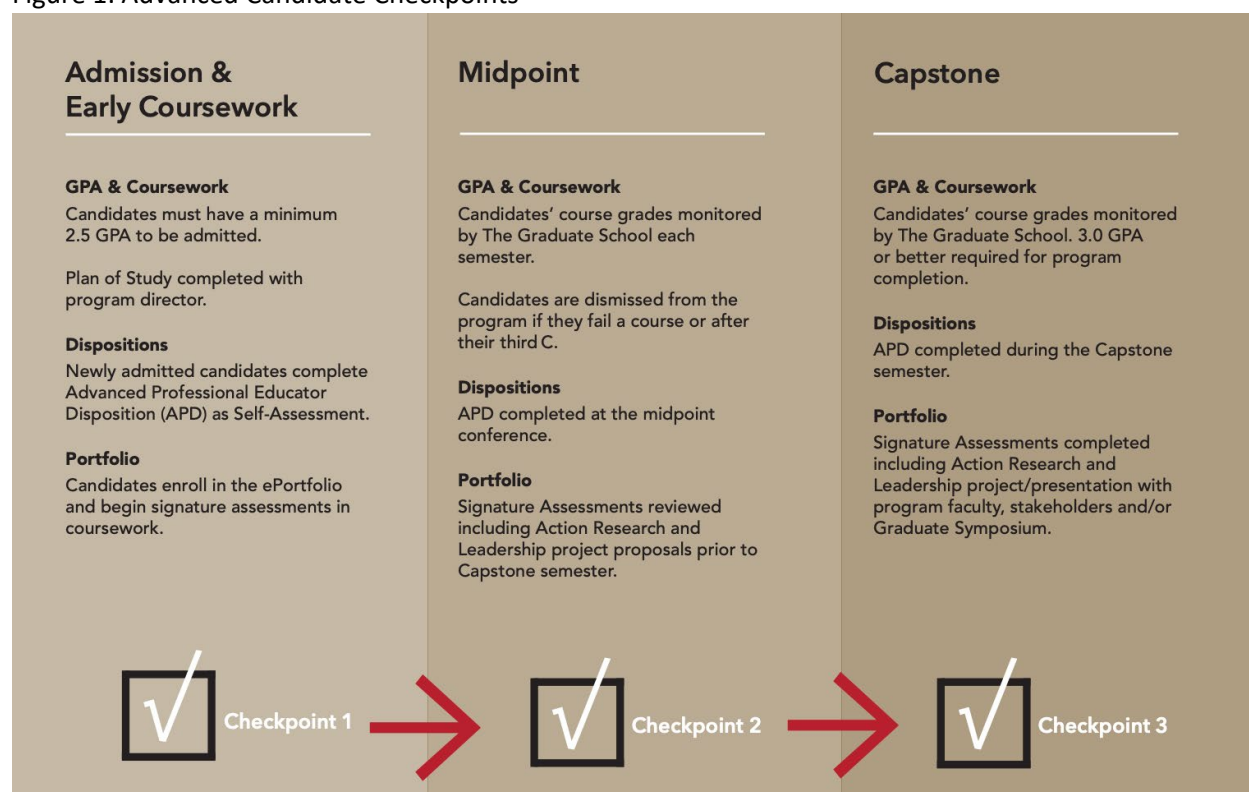


Figure 2. MSA Candidate Checkpoints

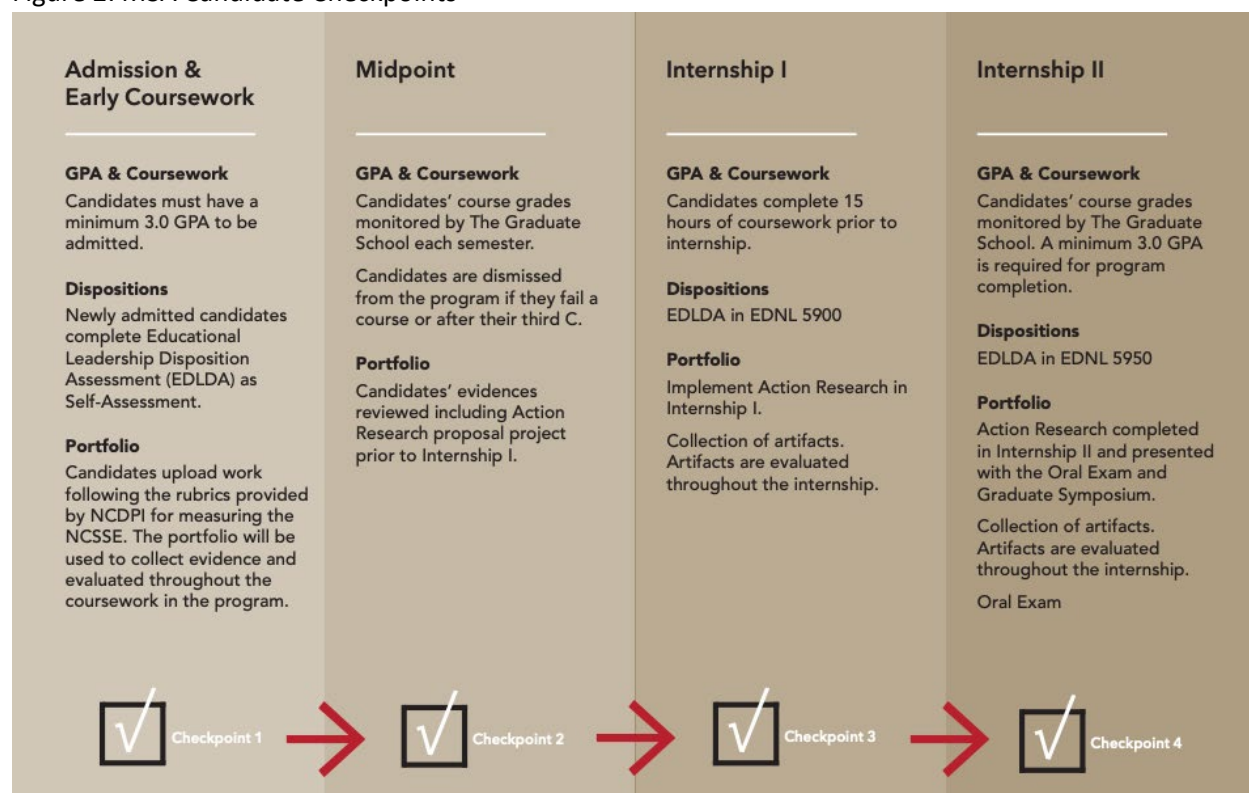


Table 2. Program Completers 2020-2021 and cohort GPA average for cohorts larger than 6

Program	Notes	Number of Completers
MA Art Education K-12	Teach out/No longer accepting	0
MA English Education 9-12		0
MA Health & Physical Education		0
MA Math Education 9-12		1
MA Social Studies 6-9 & 9-12	Program changes in 2021	1
MAEd Elementary K-6		13 (GPA 3.93)
MAEd Middle Grades ELA		0
MAEd Middle Grades Math		1
MAEd Middle Grades Science		0
MAEd Professional School Counseling		23 (GPA 3.78)
MAEd Reading Education		6 (GPA 3.95)
MSA School Administration		38 (GPA 3.95)
MSW Social Work		5
Total ADV candidates		88 (GPA=3.93)

Source: UNCP Office of Institutional Research

*Total GPA was calculated for the EPP unit. GPA for programs with low n is not reported.

b. Licensure Exam pass rate data: School Counseling Licensure Exam

School Counseling students take the National Certification Exam (NCE) and the Praxis II: School Guidance and Counseling exams. The National Board for Certified Counselors (NBCC) determines the NCE passing score of the exam annually based on the national mean. Counseling students have the option of taking this exam for state licensure and national certification during their internship semesters while enrolled at UNCP. Tables 3 and 4 summarize the NCE and Praxis II Pass Rates.

Table 3. School Counseling NCE Pass Rates

NCE Pass Rates					
Semester	Pass Rate	Number of Candidates Tested	Number of Candidates Passed	UNCP Mean	National Mean
Spring 2021	80%	5	4	101.00	110.32
Fall 2020	87%	15	13	110.2	105.72
Spring 2020	75%	12	9	COVID	COVID
Fall 2019	85%	13	11	102.30	108.43
Overall 2020-21	85%	20	17		
Overall 2019-20	80%	25	20		

Source: National Board for Certified Counselors Report

Table 4. School Counseling Praxis II Pass Rates

Praxis II (5421) Pass Rate				
Semester	Pass Rate	# of Candidates Tested	# of Candidates Passed	UNCP Score Range (NC Qualifying Score = 156)
Overall 2020 – 21	90%	20	18	149-184
Overall 2019 – 20	71%	9	7	151-169

Source: Counselor Preparation Comprehensive Examination Report

Results

The UNCP Professional School Counseling program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). For 2020-2021, 17 of 20 test takers (85%) passed the NCE, and the UNCP mean was above the national mean in fall of 2020 but below the national mean in spring of 2021. For the 2020-2021 academic year, 18 of 20 (90%) passed the Praxis II licensure exam.

d. Educator dispositions: Educational Leadership Disposition Assessment (EDLDA)

Following a faculty training period, the *Educational Leadership Disposition Assessment* was piloted in the spring semester with MSA Advanced Level candidates as part of the UNCP EPP Disposition Assessment System. Disposition data was collected in Taskstream by Watermark. Table 5 summarizes the pilot disposition data collected from MSA candidates at the Advanced Licensure Level.

Table 5. UNCP EPP disposition data: EDLDA (MSA)

Evals (n=37)	Final Score Max = 2	Confiden ce	Determin ation/Per severance	Vision	Driven to Learn	Conflict Resolution	Embraces Diversity and Equity	Relations hip Skills	High Expectati ons for All	Positive Attitude	Effective Commun ication	Integrity	Creates a Positive Culture	Possesses Profession al Beliefs Commitm ent, and Work Ethic
	1.84	1.64	1.93	1.57	1.93	1.57	1.86	1.86	1.86	2.00	1.79	2.00	1.93	1.93

Source: Taskstream

Results: The first set of evaluations using the EDLDA showed that MSA candidates had low scores in the areas of Vision and Conflict Resolution while excelled in demonstrating a Positive Attitude and Integrity. The MSA program will continue to collect data using the EDLDA to establish their candidates' progress across Checkpoints.

Measure 4: Ability of completers to be hired

1. Initial and Advanced Licensure Levels

a. Employing Districts

Table 6 includes a list of the top 10 LEAs employing teachers affiliated with UNCP. Population from which this data is drawn represents teachers employed in North Carolina public and charter schools in AY 2020-2021. Of the top 10 LEAs employing teachers affiliated with UNCP, the Public Schools of Robeson County (PSRC) remains as the one employing the most. Coincidentally, UNCP is located within the PSRC region and numerous students conduct field and clinical experiences in their schools.

Table 6. Top 10 LEAs employing teachers affiliated with UNCP

Local Education Agency (Public School Unit)	Total Number of Teachers
Public Schools of Robeson County	922
Cumberland County Schools	460
Scotland County Schools	207
Richmond County Schools	168
Hoke County Schools	140
Moore County Schools	128
Columbus County Schools	126
Wake County Schools	114
Bladen County Schools	110
Charlotte-Mecklenburg Schools	79

Source: UNCP EPP Bachelor Performance Report

b. Job Placement Rates

Table 7 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 2019-2020.
- Licensed: number of completers in 2019-2020 (either traditional or alternative) that earned either an IPL or CPL.
- Employed: completers in 2019-2020 (either traditional or alternative) that were employed as a teacher of record in a North Carolina Public or Charter School between the 2019-2020 and 2020-2021 school year.

Of the number of teachers who completed an initial licensure program at UNCP in AY 2019-20, 74% were employed by an NC LEA in AY 2020-21 and 94% obtained their professional license. For a more detailed examination of Program Completer data over time, please visit the NCDPI EPP Dashboard at [EPP Performance | NC DPI](#).

Table 7. Program Completers Employed

Bachelor		2019-20 Program Completers	2019-20 Licensed		2019-2020 Completers Employed in 2020-21	
		N	N	%	N	%
Alternative	Institution	18	18	100%	10	55.56%
	State	825	686	83.15%	689	83.52%
Traditional	Institution	59	54	91.53%	47	79.66%
	State	2,307	1,996	86.52%	1,531	66.36%

UNCP EPP Bachelor Performance Report

In addition, the NCDPI provides a report including the number of students at the Advanced Licensure level who completed graduate programs at UNCP and applied for licensure. Table 8 summarizes the results by program area.

Table 8. Graduate Program Completers and Licensed Completers

Program Area	Graduate		Graduate Licensure Only	
	PC	LC	PC	LC
Elementary	34	23	0	0
Master's in School Administration	21	15	5	1
Middle Grades	1	0	0	0
Secondary	8	4	0	0
Special Subjects	9	2	0	0
Special Services	18	12	2	0
Total	91	56	7	1

Source: UNCP EPP Graduate Performance Report

Note:

PC - Completed program but has not applied for or is not able for a license.

LC - Completed program and applied for license.