

# University of North Carolina at Pembroke

## Educator Preparation Programs

*Initial Licensure Level*

*2021 CAEP Annual Report*

*(AY 2020-2021)*

### **Section 4.2 CAEP Accountability Measures**



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April 2022

## UNCP EPP ACCOUNTABILITY MEASURES (AY 2020-21)

### Table of Contents

#### Measure 1: Completer Impact and Effectiveness

1. Initial Licensure Level (R4.1)
  - a. Completer impact: [PK - 12 Student Growth: NC Education Value-Added Assessment System \(EVAAS\)](#)
  - b. Completer effectiveness: [North Carolina Educator Evaluation System \(NCEES\)](#)

#### Measure 2: Satisfaction of Employers and Stakeholder Involvement

1. Initial Licensure Level (R4.2)
  - a. Satisfaction of Employers: [NC Employer Satisfaction survey \(NCES\)](#)
2. Initial Licensure Level: EPP Stakeholder involvement (R5.3)
  - a. [MOUs/ Partnerships](#)
  - b. [Advisory Board feedback](#)
  - c. [Council for Educator Preparation Programs \(CEPP\) meetings](#)

#### Measure 3: Candidate Competency at Program Completion

1. Initial Licensure Level (R.3.3)
  - a. [Progression level threshold/criteria for success at completion: Checkpoints](#)
  - b. [Licensure Exam pass rate data: Title II Reports \(Traditional and Alternative Teacher Preparation Programs\)](#)
  - c. [edTPA scores](#)
  - d. [Educator dispositions: Education Disposition Assessment \(EDA\), Dispositions of the Online Learner \(DOL\)](#)
  - e. [Student teaching: Certification of Teaching Capacity \(CTC\) form](#)

#### Measure 4: Ability of Completers to be Hired in Education Positions for Which They Have Been Prepared

1. Initial and Advanced Licensure Levels
  - a. [Employing Districts](#)
  - b. [Job Placement Rates](#)

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## **UNCP EPP ACCOUNTABILITY MEASURES (AY 2020-21)**

### **Measure 1: Completer impact and effectiveness**

#### **1. Initial Licensure Level (R.4.1)**

Per federal requirements, the State of North Carolina must adopt definitions of effective and highly effective teachers (North Carolina Professional Teaching Standards, 2013):

- A highly effective teacher is one who receives a rating of at least “Accomplished” on each of the Teacher Evaluation Standards 1 – 5 and receives a rating of “Exceeds Expected Growth” on Standard 6 of the Teacher Evaluation Instrument. The End-of-Course assessments, End-of-Grade assessments, Career and Technical Education Post-Assessments, and the Measures of Student Learning provide the student data used to calculate the growth value.
- An effective teacher is one who receives a rating of at least “Proficient” on each of the Teacher Evaluation Standards 1-5 and receives a rating of at least “Meets Expected Growth” on Standard 6 of the Teacher Evaluation Instrument.
- A teacher in need of improvement is one who fails to receive a rating of at least “Proficient” on each of the Teacher Evaluation Standards 1-5 or receives a rating of “Does not Meet Expected Growth” on Standard 6 of the Teacher Evaluation Instrument.

#### ***a. Completer impact: PK - 12 Student Growth: NC Education Value-Added Assessment System (EVAAS)***

This section includes a summary of AY 2020-21 data collected through the North Carolina Education Value-Added Assessment System (EVAAS) for beginning teachers prepared by the University of North Carolina at Pembroke Educator Preparation Program (UNCP EPP). North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 license. Measures of teacher effectiveness in North Carolina public schools are aligned to the North Carolina Professional Teaching Standards. Standard 6, *Teachers Contribute to the Academic Success of Students*, guides the evaluation of teachers according to their students’ growth. A teacher’s rating on the sixth standard is determined by a student growth value as calculated by the statewide growth model for educator effectiveness. The End-of Course assessments, End-of-Grade assessments, Career and Technical Education Post-Assessments, and the Measures of Student Learning provide the student data used to calculate the growth value. The student growth value places a teacher into one of three rating categories:

- Does not meet expected growth: the student growth value for the teacher is lower than what was expected per the statewide growth model.
- Meets expected growth: the student growth value for the teacher is what was expected per the statewide growth model.
- Exceeds expected growth: the student growth value for the teacher exceeds what was expected per the statewide growth model.

Table 1 summarizes the data collected by the North Carolina Department of Public Instruction (NCDPI). This information is provided to UNCP on the 2020-21 EPP Bachelor Performance Report. It includes the percent of graduates from UNCP in their first three years of teaching who achieved a growth rating as measured by the EVAAS. A three-year rolling average of student growth values generates the sixth standard rating used to determine teacher effectiveness. Only student growth values based on the individual students taught by a teacher are used to determine the three-year rolling average for that teacher. Additional information about the EVAAS is available at: [EVAAS](#).

Table 1. Impact of UNCP Completers Under 3 Years of Teaching in PK-12 Student Growth

Student Growth: Teachers Contribute to the Academic Success of Students						
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Meets + Exceeds Expected Growth	Sample Size	Missing
Inst. Level (UNCP)	27.03%	67.57%	5.41%	72.98%	37	35
State Level (NC)	13.49%	81.42%	5.09%	86.51%	1238	1169

Source: UNCP EPP Bachelor Performance Report

**Results:** The results of Student Growth measures in AY 2020-21 varied at the institutional level compared to state level. Data reported (72.98%) suggests that teachers prepared by UNCP contributed toward their students' academic success, on average meeting the expected student growth. Furthermore, UNCP's institutional data surpassed state level data collected through EVAAS for exceeding expected growth. The small sample size is related to the impact of the COVID-19 pandemic on school measures.

#### ***b. Completer effectiveness: North Carolina Educator Evaluation System (NCEES)***

This section includes a summary of AY 2020-21 data collected through the North Carolina Educator Evaluation System (NCEES) for beginning teachers prepared by the UNCP EPP. 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 the North Carolina Professional Teaching Standards 1-5 as they move from ratings of "Developing" to "Distinguished." Effective 2020–2021, 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 to be eligible for the Standard Professional 2 License. New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Information about NCEES may be found at [NCEES](#). Table 2 summarizes the data collected through the NC Department of Public Instruction. This information is provided to UNCP on the 2020-21 EPP Bachelor Performance Report found in the UNCP EPP Bachelor Performance Report.

Table 2. School Administrators' Ratings of UNCP Completers Under 3 Years of Teaching

Standard One: Teachers Demonstrate Leadership							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level	0.00%	5.71%	71.43%	22.86%	0.00%	70	2
State Level	0.00%	2.466%	73.79%	22.75%	0.99%	2316	89
Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level	0.00%	7.81%	75.00%	17.19%	0.00%	64	8
State Level	0.00%	2.99%	64.54%	31.25%	1.22%	2208	197
Standard Three: Teachers Know the Content They Teach							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level	0.00%	12.50%	75.00%	12.50%	0.00%	64	8
State Level	0.05%	4.30%	76.77%	18.21%	0.68%	2208	197
Standard Four: Teachers Facilitate Learning for Their Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level	0.00%	11.43%	67.14%	21.43%	0.00%	70	2
State Level	0.04%	4.02%	69.91%	25.26%	0.78%	2316	89
Standard Five: Teachers Reflect on Their Practice							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level	0.00%	10.94%	78.13%	10.94%	0.00%	64	8

State Level	0.00%	3.85%	75.32%	20.20%	.63%	2208	197
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Source: UNCP EPP Bachelor Performance Report

## Results

Similar to teachers prepared in other institutions across the state, most evaluations of UNCP completers in AY 2020-21 showed effectiveness ratings concentrated between “Proficient” and “Accomplished”. UNCP program completers were considered most effective in Standard 5 (Teachers reflect on their practice) and less effective in Standard 4 (Teachers facilitate learning for their students).

## Measure 2: Satisfaction of Employers and Stakeholder Involvement

### 1. Initial Licensure Level (R.4.2)

#### a. Satisfaction of Employers: *NC Employer Satisfaction survey (NCES)*

State statute for Educator Preparation Program accountability requires that the NC Department of Public Instruction (NCDPI) report on employers' perceptions of graduate quality. The most recent state data available to capture employer satisfaction with UNCP EPP completer preparation is from the 2020-21 NCDPI *Employer Satisfaction Survey* via the new [NC Educator Preparation Program Dashboard](#). Each year, employers of first-year teachers in NC receive a survey asking them to assess the teachers on several teaching tasks. The NCES includes 28 items that are aligned with the state's professional teaching standards. Table 3 summarizes the NCES data for employers (91% response rate) who evaluated 62 teachers (former UNCP EPP completers) teaching during AY 2020-21.

Table 3. AY 2020-21 NCES Data

Teaching Practice	NCEES Evaluation Standard	Much less	Less	Comparable	More Eff	Much more Eff	Comparable, More Effective or Much More Effective
Integrating technology into instruction to enhance learning	4	0%	2%	61%	21%	16%	97%
Self-assess and reflect on own practices	5	0%	3%	59%	25%	13%	95%

Helping students believe they can do well in school	4	3%	3%	61%	21%	11%	94%
Taking an active role in professional learning communities	1	0%	5%	66%	21%	8%	94%
Managing disruptive behavior in the classroom	2	0%	5%	57%	28%	10%	94%
Maintaining a classroom environment that enables students to learn	2	3%	3%	52%	26%	16%	94%
Aligning instruction with the North Carolina Standard Course of Study	3	0%	5%	64%	18%	13%	94%
Utilizing a variety of appropriate instructional materials	4	0%	7%	56%	23%	15%	92%
Demonstrating skill in support of English second language learners	2	0%	7%	70%	18%	5%	92%
Incorporating instructional materials that reflect a diverse set of student experiences	2	0%	7%	61%	23%	10%	92%
Exhibiting a strong foundation of knowledge in his/her content area(s)	3	0%	7%	62%	16%	15%	92%
Communicating in ways that are clearly understood by students	4	0%	7%	62%	21%	10%	92%
Facilitating learning through student collaboration in small groups and teams	4	0%	8%	66%	21%	5%	90%
Making instruction relevant to 21st century students	3	0%	8%	57%	23%	11%	90%

Reflecting on practice and identifying areas for improvement	5	0%	8%	59%	21%	11%	90%
Engaging in professional development to address identified improvement needs	5	0%	8%	62%	18%	11%	90%
Making expectations about student behavior clear	4	0%	8%	59%	20%	13%	90%
Seeking solutions to address students' learning needs in a positive manner	1	3%	8%	50%	27%	11%	89%
Adapting teaching to benefit students with unique learning needs	2	0%	10%	57%	26%	7%	89%
Using state and/or district mandated assessments to inform instruction	4	0%	11%	64%	16%	8%	87%
Respecting diversity and multiple perspectives of students	2	3%	10%	56%	19%	11%	87%
Investing families and other significant adults in students' learning	2	3%	10%	58%	24%	5%	87%
Leveraging a variety of formal and informal assessments to drive student learning	4	0%	11%	64%	18%	7%	87%
Using data to guide practice	1	0%	11%	61%	23%	5%	87%
Serving students from diverse economic backgrounds	4	2%	7%	58%	22%	11%	85%
Promoting critical thinking in students	4	0%	13%	59%	21%	7%	85%



Demonstrating pedagogical competence	3	0%	7%	47%	25%	20%	82%
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Source: NC EPP Dashboard

## **Results**

The 2020-2021 Employer Satisfaction Survey results comparing UNCP first-year teachers to other first-year teachers in North Carolina provides robust comparisons to the field of education, institution preparation, professional competency, and employee effectiveness. The results indicated that 91% of the employers' responses for the selected teacher tasks perceived UNCP graduates to be comparable (58%), more effective (22%) or much more effective (11%) relative to other first-year teachers prepared in institutions across the state. The results affirm the value of UNCP's Education Preparation Program.

### **2. Initial Licensure Level: EPP Stakeholder involvement (R.5.3)**

#### ***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 students. 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 students. MOUs are reviewed on an annual basis with each partner and additional MOUs are added as needed based on EPP student 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 with partners 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 4 summarizes the partners that collaborated with the UNCP EPP in AY 2020-21.

Table 4. 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. 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 EPP unit 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 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. Initial Licensure Level (R.3.3)

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

In 2020-2021 the EPP reviewed, obtained feedback, and approved both undergraduate and MAT Checkpoints. The Candidate Recruitment, Progression and Support subcommittee presented the revised Initial Checkpoints at the March 2021 Council for Educator Preparation Program (CEPP) meeting (checkpoints and approval votes are summarized in Figures 1-2 and Tables 5-6) and were shared with candidates and faculty through EPP program advising meetings and the Student Handbook (Figure 3). As part of the process, the EPP admissions criteria were evaluated by the subcommittee and approved by the CEPP to reduce the required completed hours, changing EDN 2100 Introduction to Education from 30 to 15 hours effective immediately and the required completed General Education hours from only 9 remaining to 24 completed effective immediately.

Table 5. Revised Undergraduate Checkpoints

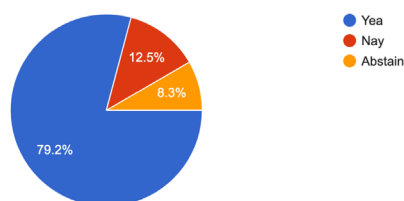
### Undergraduate Initial Licensure Checkpoints

Checkpoint 1	Checkpoint 2	Checkpoint 3	Checkpoint 4
Admission and Early Field Experience	Midpoint Field Experiences	Clinical Practice	Exit
Freshmen/Sophomore	Junior	Senior	Completer
EDN 2100 <b>Field Experience 1 (12 hours)</b> -2 placements EDA  <b>Recommendation: change pre-requisite for EDN 2100 to 15 hours instead of 30</b>	Educational Psychology <b>Field Experience 2 (15 hours)</b> (each program identifies course such as: EDN 3140, 3150, ECE 2030, ELE 2010) Field Experience DISPOSITIONS – 2 evaluations including P-12 partner & instructor	<b>Clinical Practice 1 (40 hours)</b> Methods (each program identifies course) DISPOSITIONS at the end of methods course – 2 evaluations including P-12 partner & instructor <b>Recommendation: take Praxis II/Pearson licensure exam (see assurance below)</b>	Data from Licensure exam scores and pass rates EVAAS EdTPA Employer Surveys Completer Surveys
Admission -Admission Application (in Taskstream) -Test Score Requirement -GPA and hours/courses, B- or better in EDN 2100 checked by Licensure office -DISPOSITIONS – 2 evaluations including program faculty  <b>Recommendation: change General Education requirement to 24 hours completed instead of only 9 remaining</b>	Literacy <b>Field Experience 3 (20 hours)</b> (each program identifies course such as: EDN 3130, ECE 4080, ELE 3060)  Family Involvement and School Improvement assignment <b>SED 3310 *10 hours</b>	<b>Clinical Practice 2 (640 hours)</b> Internship DISPOSITIONS(Midpoint) Observations (6) Evaluations (Midpoint & Final)  Signature Assessments -Assurance Depth of Content Knowledge (Praxis II/Pearson) -Assurance Leadership and Collaboration (each program identifies course) -Assurance Pedagogical and Professional Knowledge (edTPA) -Assurance Student Learning (edTPA)	
Remediation (as needed)	Application to Clinical Practice Remediation (as needed)	Exit Surveys Remediation (as needed)	

Approved at the CEPP March 10, 2021 meeting

Figure 1. CEPP Approval vote March 2021

Approval of Revised Checkpoints for Undergraduate Initial Licensure  
24 responses



Approval of Revised Checkpoints changes impacting Admission to the EPP and introductory courses  
24 responses

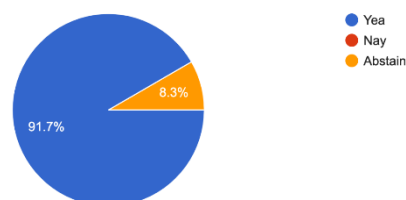


Table 6. Revised MAT Checkpoints

## MAT Initial Licensure Checkpoints

Checkpoint 1	Checkpoint 2	Checkpoint 3	Checkpoint 4
Admission and Early Field Experience	Midpoint Field Experiences	Clinical Practice	Exit
First semester of enrollment EDN 5040 <b>Field Experience 1 (12 hours)</b> -DISPOSITIONS in class	During completion of EDN courses EDN 5450 Introduction to curriculum design <b>Field Experience 2 (15 hours)</b> DISPOSITIONS - 2 evaluations including P-12 partner & instructor	Final two semesters of enrollment <b>Clinical Practice 1 (40 hours)</b> Methods ( <b>each program identifies course</b> ) DISPOSITIONS at the end of methods course - 2 evaluations including P-12 partner & instructor <i>Recommendation: take Praxis II/Pearson licensure exam (see assurance below)</i>	Completer Data from Licensure exam scores and pass rates EVAAS EdTPA Employer Surveys Completer Surveys
Admission to the EPP -Admission Application -GPA checked by Licensure Office -B or better in EDN 5040 -Dispositions - 2 evaluations including program faculty  RL form if applicable	EDN 5120 <b>Field Experience 3 (20 hours)</b>	<b>Clinical Practice 2 (640 hours)</b> Internship DISPOSITIONS (Midpoint) Observations (6) Evaluations (Midpoint & Final)	
	Family Involvement and School Improvement assignment EDN 5120 ( <b>Field Experience 10 hours</b> )	Signature Assessments -Assurance Depth of Content Knowledge ( <i>Praxis II/Pearson</i> ) -Assurance Leadership and Collaboration ( <b>each program identifies course</b> ) -Assurance Pedagogical and Professional Knowledge (edTPA) -Assurance Student Learning (edTPA)	
Remediation (as needed)	Application to Clinical Practice Remediation (as needed)	Exit Surveys Remediation (as needed)	

Approved at the CEPP March 10, 2021 meeting

Figure 2. CEPP Approval vote March 2021

Approval of Revised Checkpoints for MAT Initial Licensure  
24 responses

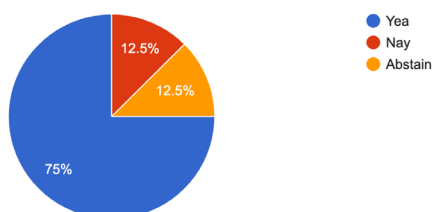
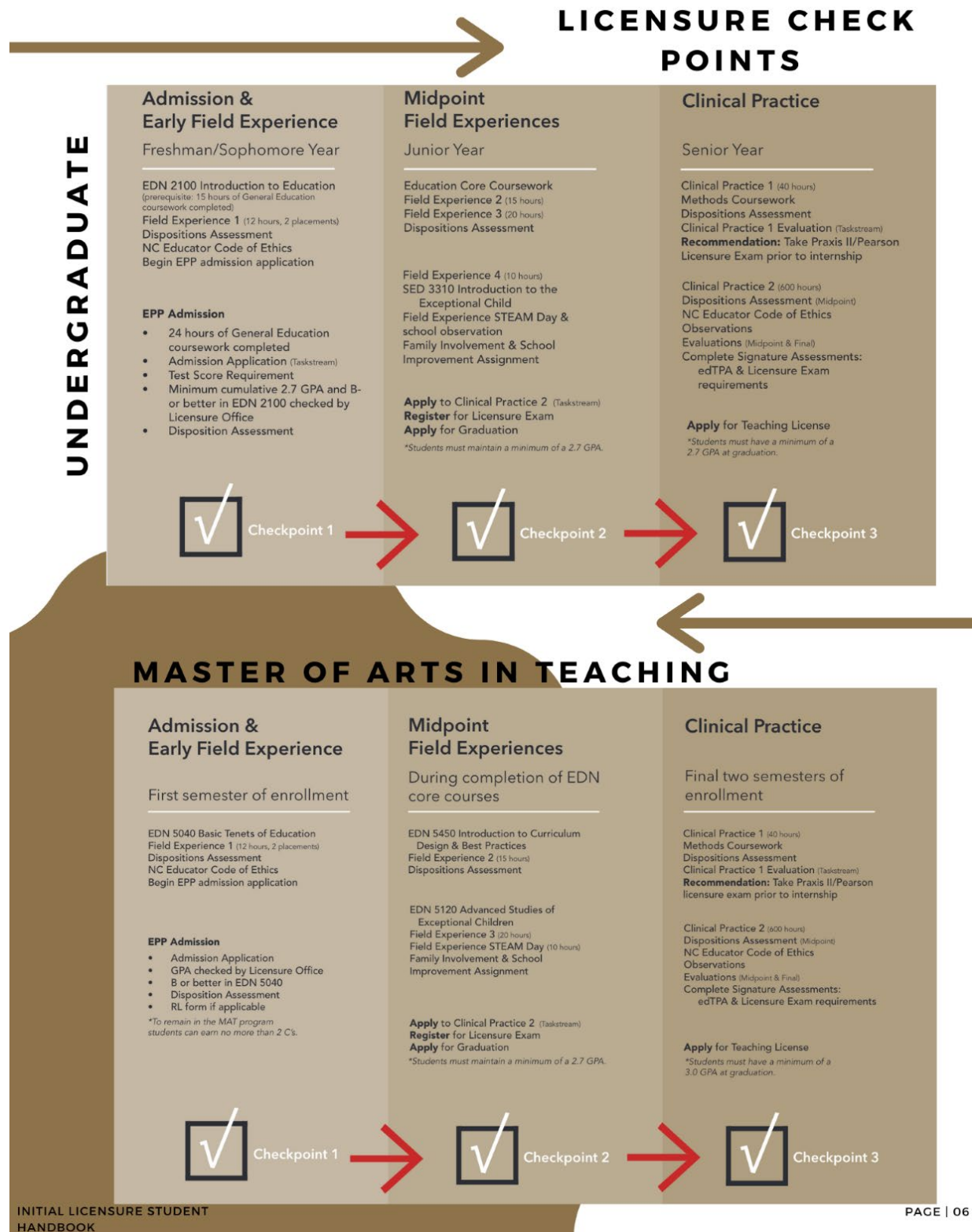


Figure 3. Student Handbook Communication



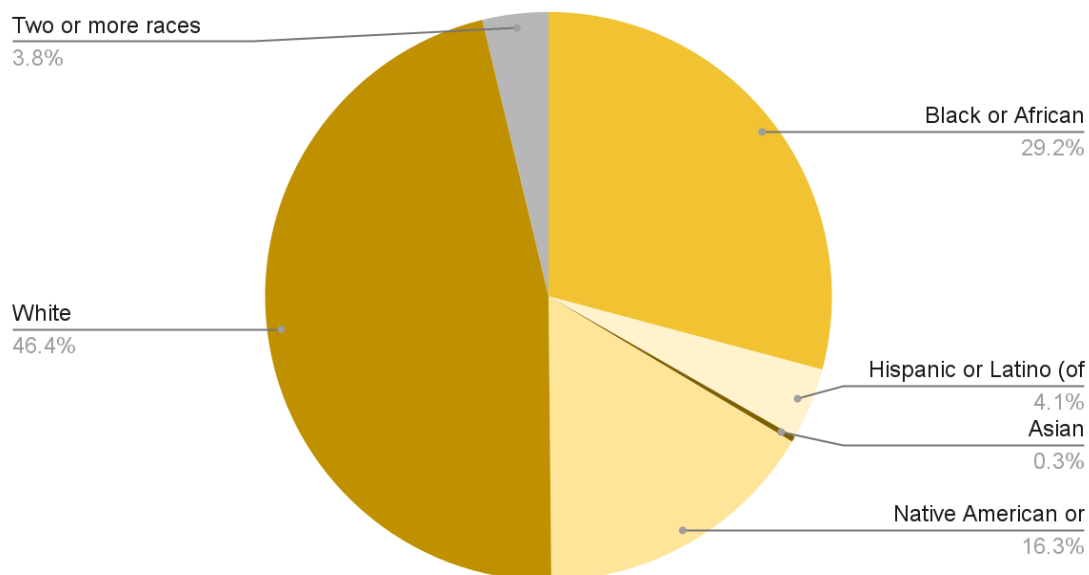


Candidates were admitted with the revised admission criteria and with the Praxis Core waiver through June 30, 2021 (as stipulated by the state). The MAT EPP admission process was revised through the MAT Program Director meetings throughout fall 2020 with the addition of a rubric across all MAT programs to implement uniform admission criteria beginning fall 2021 for program admission and EPP admission after successful completion of the first course, EDN 5040 *Basic Tenets in Education*. The memo was distributed to the campus February 1, 2021 and presented at the CEPP meeting. MAT candidates admitted in 2020-2021 used prior criteria of admission to the EPP at admission to the MAT program. The undergraduate and MAT initial licensure programs admitted 319 candidates in 2020-2021 (Figure 4 and Table 6). The demographics of the EPP align with the demographics of the university.

The undergraduate initial licensure programs completed a total of 63 candidates in 2020-2021 with a cohort GPA of 3.5808. The MAT programs completed a total of 58 candidates across the specializations with a cohort GPA of 3.80. Both are summarized in Table 7.

Figure 4. Admitted Initial Candidate demographics

#### Admitted Initial Candidates 2020-2021



Source: School of Education EPP data

Table 6. Admitted Initial Candidate Demographics

EPP Admissions at the Initial Licensure Level	
# Black or African American	93
# Hispanic or Latino (of any race)	13
# Asian	1
# Native American or Alaska Native	52
# Native Hawaiian and Pacific Islander	0
#White	148
# Nonresident (unduplicated)	0
# Two or more races	12
# Unknown or Not Reported	0
<b>Total Admitted</b>	<b>319</b>

Source: School of Education EPP data

Table 7. Initial Level Program Completers: Graduation Cohorts

Initial Licensure Level Program Areas	Undergraduate (n)	MAT (n)
Art Education	0	1
Elementary Education	32 (GPA=3.70)	44 (GPA=3.82)
English Education Secondary, 9-12	0	1
English Education Middle Grades	0	0
Health & Physical Education	7	4
Math Education Secondary, 9-12	0	0
Math Education Middle Grades	0	0
Music Education	7	0
Science Education Secondary, 9-12	3	1
Science Education Middle Grades	0	0
Social Studies Education Secondary, 9-12	1	7
Social Studies Education Middle Grades	0	0



Social Work	3	0
Special Education	3	0
<b>Total</b>	<b>63 (GPA=3.58)</b>	<b>58 (GPA=3.80)</b>

Source: 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: Title II Reports (Traditional and Alternative Teacher Preparation Programs)**

**Traditional programs** are typically four-year undergraduate programs and often attract individuals who enter college with the goal of becoming a teacher. Traditional programs prepare candidates with instruction in pedagogy as well as the specific content area they plan to teach. Pass rates indicate the percentage of candidates who passed the assessments taken for an initial teaching license in the field of preparation. Compared to the previous academic year, more program completers took and passed the assessment tests in AY 2020-21, moving forward in closing the gap with the comparison statewide pass rate. Table 8 compares the pass rates of UNCP's completers with others in similar programs statewide.

Table 8. Traditional Pass Rates as Reported in Title II

Group	UNC Pembroke			Statewide		
	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
All program completers 2020-21	61	43	70%	2890	2288	79%
All program completers 2019-20	45	25	56%	2797	2327	83%

Source: 2020-21 Traditional Title II Report

North Carolina requires that candidates pass a content area test for each licensure area except for Birth-Kindergarten. Teacher candidates in both, traditional and alternative programs, must pass the licensure exams to be certified to teach in the state schools. Traditional programs are typically four-year undergraduate programs and often attract individuals who enter college with the goal of becoming a teacher. Traditional programs prepare candidates with instruction in pedagogy as well as the specific content area they plan to teach. Alternative programs are almost exclusively post-baccalaureate programs that require a bachelor's degree for admission to the program. Table 9 compares the results of UNCP and statewide program completers in traditional programs.

Table 9. Licensure Exam Results for Traditional Program Completers (Undergraduate)

			University of North Carolina at Pembroke			Statewide		
Licensure Exam	Academic Year	Test Code	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
~Art Content and Analysis	2020-21	5135	1	*	*	63	46	73%
	2019-20		4	*	*	51	43	84%
Elementary Education: Mathematics CKT	2020-21	7803	1	*	*	75	72	96%
	2019-20		8	*	*	404	391	97%
Elementary Education: Mathematics CKT	2020-21	7813	24	21	88%	1119	997	89%
	2019-20		11	7	64%	597	519	87%
English Language Arts: Content Knowledge	2020-21	5038	3	*	*	89	82	92%
	2019-20		2	*	*	109	101	93%
General Science Content Knowledge	2020-21	0435	2	*	*	52	47	90%
	2019-20		2	*	*	47	46	98%
Health and PE	2020-21	5857	6	*	*	83	70	84%
	2019-20		5	*	*	110	92	94%
Mathematics Content Knowledge	2020-21	5161	*	*	*	49	34	69%
	2019-20		2	*	*	56	41	73%
Middle School Mathematics	2020-21	5169	1	*	*	56	50	89%
	2019-20		1	*	*	39	37	95%
~Music Content & Instruction	2020-21	5114	5	*	*	105	73	70%
	2019-20		*	*	*	124	97	78%
Se Ck And Mild to Mod Appl	2020-21	5543	2	*	*	167	159	95%
	2019-20		2	*	*	150	149	99%

Social Studies Content Knowledge	2020-21	0081	1	*	*	135	118	87%
	2019-20		2	*	*	140	127	91%
Spanish World Language	2020-21	5195	1	*	*	7	*	*
	2019-20		*	*	*	*	*	*
Foundations of Reading	2020-21	ESP 0090	20	12	60%	1246	981	79%
	2019-20		19	10	53%	1315	1102	84%

*\*Note: In cases where there are less than 10 students taking the statewide assessment or license/certificate, the number passing and pass rate are not reported.*

*~ Program is SPA accredited*

**Results:** UNCP teacher candidates enrolled in traditional programs completed statewide assessments in 13 subject areas of the Praxis II exam. Two licensure exams, Elementary Education: CKT Mathematics and Foundations of Reading, were the most frequent with 24 and 20 students respectively. Other subject areas had 5 or less students taking the exams, which were too small for passing scores to be reported. Elementary Education: CKT Mathematics data showed the highest number of program completers taking and passing the exam. Overall, the number of program completers associated with UNCP who took and passed their subject area exam increased compared to the previous year, for an institutional pass rate increase of 16%. The small sample size is related to the impact of the COVID-19 pandemic on testing opportunities and requirements.

**Alternative programs** are almost exclusively post-baccalaureate programs that require a bachelor's degree for admission to the program. Alternative programs often attract individuals who already hold a bachelor's degree in a specific content area and may have prior work experience but are seeking to be teachers. Compared to the previous academic year, more program completers took and passed the assessment tests in AY 2020-21. Table 10 compares the pass rates of UNCP's completers with others in similar programs statewide. Table 11 compares the results of UNCP and statewide program completers in alternative programs.

Table 10. Alternative Pass Rates as Reported in Title II

Group	UNC Pembroke			Statewide		
	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
All program completers 2020-2021	35	23	66%	851	744	87%
All program completers 2019-20	18	15	83%	480	419	87%

Source: 2020-21 Alternate Title II Report

Table 11. Licensure Exam Results for Alternative Program Completers (MAT, Residency, Undergraduate Licensure Only)

			University of North Carolina at Pembroke			Statewide		
Licensure Exam	Academic Year	Test Code	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
~Art Content and Analysis	2020-21	5135	1	*	*	22	22	100%
	2019-20		3	*	*	18	16	83%
Elementary Ed CKT: Mathematics	2020-21	7803	4	*	*	38	38	100%
	2019-20		1	*	*	38	35	92%
Elementary Ed CKT: Mathematics	2020-21	7813	12	6	50%	216	185	86%
	2019-20		2	*	*	67	50	75%
Health and PE	2020-21	5857	2	*	*	25	25	100%
	2019-20		1	*	*	18	18	100%
Mathematics Content Knowledge	2020-21	5161	2	*	*	24	11	46%
	2019-20		*	*	*	12	10	83%
Princ. Learning and Teaching 7-12	2020-21	5624	1	*	*	63	62	98%
	2019-20		1	*	*	58	58	100%
Se Ck And Mild to Moderate Appl	2020-21	5543	5	*	*	199	156	78%
	2019-20		*	*	*	99	97	98%
Social Studies Content Knowledge	2020-21	0081	6	*	*	33	30	91%
	2019-20		1	*	*	15	15	100%
Foundations of Reading	2020-21	ESP 0090	17	12	71%	288	251	87%
	2019-20		4	*	*	142	115	81%

General Curriculum Mathematics	2020-21	ESP 0203	2			30	28	93%
	2019-20		1	*	*	32	30	94%

*Note: In cases where there are less than 10 students taking the statewide assessment or license/certificate, the number passing and pass rate are not reported. ~ Program is SPA accredited*

**Results:** UNCP teacher candidates enrolled in alternative programs completed statewide assessments in 10 subject areas of the Praxis II exam. Two subject areas, Elementary Education: CKT Mathematics and Foundations of Reading, were the most frequent with 12 and 17 students respectively. Other subject areas had 5 or less students taking the exams, which were too small for passing scores to be reported. Foundations of Reading data showed the highest number of program completers taking and passing the exam. Overall, the number of program completers associated with UNCP who took and passed their subject area exam increased compared to the previous year. The small sample size is related to the impact of the COVID-19 pandemic on testing opportunities and requirements.

### c. edTPA scores

The edTPA is a performance-based, specific assessment focused on a pre-service teachers' ability to perform three key tasks: planning, instruction and assessment evaluated through 15 rubrics. The state of North Carolina added edTPA as a licensure requirement in 2017. Table 12 summarizes the AY 2020-21 edTPA results for 98 program candidates at the Initial Licensure Level.

Table 12. AY 2020-21 edTPA Results for UNCP Candidates

AY 2020-21 edTPA Data				
UNCP <i>n</i> = 98    Total Score Mean = 42.3			State <i>n</i> = 3858    Total Score Mean = 43.0	
CAEP Standards	edTPA Tasks	edTPA Rubrics	UNCP Mean Score on 5 Point edTPA Scale	State Mean Score on 5 Point edTPA Scale
R1.1, R1.2, R1.3, R3.3	1: Planning	1-Planning for Content Understanding	3.0	3.0
R1.1, R1.2, R1.3, R3.3		2-Planning to Support Varied Learning Needs	2.7	2.8
R1.1, R1.2, R1.3, R3.3		3-Using Knowledge of Students to Inform Instruction	2.9	3.0
R1.1, R1.2, R1.3, R1.4, R3.3		4-Identifying and Supporting Language Demands	2.7	2.8

R1.1, R1.2, R1.3, 1.4, R3.3		5-Planning Assessments to Monitor and Support Learning	2.8	2.8
			Mean = 14.1	Mean = 14.4
R1.1, R1.3, R3.3	2: Instruction	6-Learning Environment	3.0	3.0
R1.1, R1.2, R1.3, R3.3		7- Engaging Students in Learning	2.8	2.9
R1.1, R1.2, R1.3, R3.3		8- Deepening Student Learning	2.7	2.8
R1.1, R1.2, R1.3, R3.3		9- Subject-Specific Pedagogy	2.8	2.8
R1.4, R3.3		10-Analyzing Teaching Effectiveness	2.5	2.7
			Mean = 13.7	Mean = 14.2
R1.3, R3.3	3: Assessment	11- Analysis of Student Learning	2.7	2.8
R1.3, R3.3		12- Providing Feedback to Guide Learning	3.4	3.3
R1.3, R3.3		13- Student Understanding and Use of Feedback	2.8	2.7
R1.1, R1.2, R3.3		14- Analyzing Students' Language Use	2.7	2.7
R1.3, R1.4, R3.3		15- Using Assessment to Inform Instruction	2.8	2.9
			Mean = 14.4	Mean = 14.3
<b>Average Mean Score by Rubric</b>			<b>2.8</b>	<b>2.9</b>

Source: July 2020-June 2021 edTPA EPP and State Performance Summaries

**Results:** As depicted in Table 12, the average mean score by rubric on the five-point edTPA scale for UNCP was 2.8. UNCP mean scores were 3.0 or higher on rubrics 1 (Planning for Content Understanding), 6 (Learning Environment), and 12 (Providing Feedback to Guide Learning). Rubric 12 showed the highest mean score of all rubrics with a mean score of 3.4. The lowest mean score of 2.5 fell on rubric 10 (Analyzing Teaching Effectiveness).

Comparatively, the average mean score by rubric on the five-point edTPA scale for the state was 2.9. Similar to UNCP, Rubric 12 showed the highest mean score of all rubrics for the state with a mean score of 3.3. The lowest mean score of 2.7 was evident on rubrics 10 (Analyzing Teaching Effectiveness), 13 (Student Understanding and Use of Feedback) and 14 (Analyzing

Students' Language Use).

The three tasks that comprise edTPA include rubrics 1-5 in the Planning Task, rubrics 6-10 in the Instruction Task, and rubrics 11-15 in the Assessment Task. The UNCP 2019-2020 mean scores for each task were 14.1 for Planning, 13.7 for Instruction, and 14.4 for Assessment. The state's 2020-2021 mean scores for each task were 14.8 for Planning, 14.2 for Instruction, and 14.3 for Assessment.

Overall, mean scores for UNCP compared to those from the state. While the state means were slightly higher for the Planning and Instruction rubrics, UNCP means were slightly higher for Assessment. The state required overall minimum score was 38 and 80 UNCP candidates received passing scores. Evidence from rubrics demonstrating less than passing (3.0) mean scores revealed the lowest performing areas for UNCP students to be those involving analysis of teaching effectiveness and deepening student learning. UNCP students demonstrated proficiency in providing feedback and helping students to understand the use of feedback.

***d. Educator dispositions: Education Disposition Assessment (EDA) and Dispositions of the Online Learner (DOL)***

AY 2020-21 marked the full implementation of our Disposition Assessment System to consistently assess and support teacher candidate's dispositions, to allow all stakeholders (university instructors and school partners) a process for reporting, and to provide teacher candidates a process for remediation. The proprietary instruments adopted, *Education Disposition Assessment* (EDA) and *Dispositions of the Online Learner* (DOL), were utilized unit-wide to measure dispositions of Initial Licensure Level candidates at admission, midpoint and exit of programs demonstrated during in-person classroom experiences as well as online settings. Following a training period, the DOL began implementation in the spring semester. Disposition data was collected in Taskstream by Watermark. Tables 13-17 summarize the disposition data collected from candidates at the Initial Licensure Level for both instruments.

Table 13. UNCP EPP disposition data: EDA (Undergraduate)

Evaluations across checkpoints (n= 117)	Final Score (Max=2)	Demonstrates Effective Oral Communication Skills	Demonstrates Effective Written Communication Skills	Demonstrates professionalism	Demonstrates a positive and enthusiastic attitude	Demonstrates preparedness in teaching and learning	Exhibits an appreciation of and value for cultural and academic diversity	Collaborates effectively with stakeholders	Demonstrates self-regulated learner behaviors/takes initiative	Exhibits social and emotional intelligence
Eval 1	1.63	1.73	1.78	1.77	1.78	1.52	1.45	1.61	1.35	1.70
Eval 2	1.73	1.69	1.76	1.76	1.76	1.76	1.69	1.71	1.65	1.81
Eval 3	1.63	1.60	1.66	1.68	1.64	1.55	1.51	1.71	1.54	1.78

Source: Taskstream

Table 14. UNCP EPP disposition data: EDA (MAT)

Evaluations across checkpoints 5 (n=12)	Final Score (Max=2)	Demonstrates Effective Oral Communication Skills	Demonstrates Effective Written Communication Skills	Demonstrates professionalism	Demonstrates a positive and enthusiastic attitude	Demonstrates preparedness in teaching and learning	Exhibits an appreciation of and value for cultural and academic diversity	Collaborates effectively with stakeholders	Demonstrates self-regulated learner behaviors/takes initiative	Exhibits social and emotional intelligence
Eval 1	1.51	1.40	1.40	1.60	1.60	1.60	1.60	1.60	1.20	1.60
Eval 2	1.51	1.40	1.40	1.60	1.60	1.60	1.60	1.60	1.20	1.60
Eval 3	1.55	1.59	1.60	1.57	1.59	1.63	1.55	1.52	1.33	1.53
Eval 4	1.85	1.88	1.91	1.88	1.89	1.91	1.90	1.88	1.48	1.96
Eval 5	1.96	1.94	1.94	1.98	1.98	1.96	1.94	1.98	1.89	1.98

Source: Taskstream



Table 15. UNCP EPP disposition data: DOL (Undergraduate)

Evaluations across checkpoints (n=23)	Final Score Max = 2	Digital Citizen	Self-Regulated	Tech Confidence	Self-Starter and Active Learner	Resilience	Openness	Self-Motivated Learner	Advocator for Self
Eval 1	1.60	1.64	1.55	1.59	1.59	1.64	1.57	1.64	1.59
Eval 2	1.64	1.71	1.71	1.64	1.71	1.64	1.57	1.64	1.50

Source: Taskstream

Table 16. UNCP EPP disposition data: DOL (MAT)

Evaluations across checkpoints (n=25)	Final Score Max = 2	Digital Citizen	Self-Regulated	Tech Confidence	Self-Starter and Active Learner	Resilience	Openness	Self-Motivated Learner	Advocator for Self
Eval 1	1.91	1.92	1.92	1.88	1.88	1.92	1.92	1.92	1.92

Source: Taskstream

Table 17. UNCP EPP disposition data: DOL (Residency)

Evaluations across checkpoints (n=5)	Final Score: Max = 2	Digital Citizen	Self-Regulated	Tech Confidence	Self-Starter and Active Learner	Resilience	Openness	Self-Motivated Learner	Advocator for Self
Eval 1	1.81	2.00	1.75	1.75	1.75	1.75	2.00	1.75	1.75

Source: Taskstream

**Results:** Overall, UNCP EPP candidates at the Initial Licensure Level demonstrated an improvement in educator dispositions across evaluations throughout the Checkpoints for all groups. Unit-wide EDA data shows an increase in the mean final scores from 1.63 to 1.92. Data for the DOL showed a modest improvement from the first to the second evaluation with the Undergraduate candidates. Given that the instrument was recently adopted, DOL data for the MAT and Residency candidates was not available.

***e. Student teaching: Certification of Teaching Capacity (CTC) form***

The North Carolina Teacher Candidate Evaluation uses the *LEA/IHE Certification of Teaching Capacity (CTC)* form. Rubric criteria 1, 2, and 4 align with undergraduate initial license candidates' ability to apply critical concepts and principles of learner development (InTASC Standard 1), apply critical concepts and principles of learning differences (InTASC Standard 2), and create safe and supportive learning environments (InTASC Standard 3). Ratings are based on a four-level scale where standards not met include a score of 1 (Emergent Candidate) or a score of 2 (Developing Candidate) and standards met include a score of 3 (Proficient Candidate) or a score of 4 (Accomplished Candidate). Tables 18 and 19 summarize the results by licensure area.

Table 18. Analysis by Licensure Area (Undergraduate) Fall 2020 and Spring 2021

Licensure Area	Term	Checkpoint 3 Clinical Practice 2	Learner Development (Rubric 1 Criteria) Average Score	Learning Differences (Rubric 2 Criteria) Average Score	Safe & Supportive Learning Environment (Rubric 4 Criteria) Average Score	Total Number Candidates
Birth- Kindergarten*	Fall 2020	Midpoint	2.80	2.60	2.41	3
		Final	3.00	3.00	3.00	
	Spring 2021	Midpoint	3.20	2.90	2.75	2
		Final	3.80	3.50	3.56	
Elementary Education	Fall 2020	Midpoint	2.81	2.77	2.69	16
		Final	3.56	3.55	3.48	
	Spring 2021	Midpoint	2.98	2.91	2.87	16
		Final	3.38	3.35	3.53	
Health/Physical Education*	Fall 2020	Midpoint	2.50	2.40	2.75	2
		Final	3.3	3.2	3.25	
	Spring 2021	Midpoint	2.68	2.88	2.87	5
		Final	3.44	3.32	3.5	
Mathematics Education Middle Grades Concentration (6-9)*	Spring 2021	Midpoint	3.20	3.40	3.50	1
		Final	4.00	3.80	3.77	
Science Education Middle Grades Concentration (6-9)*	Fall 2020	Midpoint	2.20	2.00	2.25	1
		Final	3.20	3.00	3.40	
	Spring 2021	Midpoint	3.40	3.60	3.62	1
		Final	4.00	4.00	4.00	
Science Education Secondary Concentration (9-12)*	Fall 2020	Midpoint	2.20	2.80	2.62	1
		Final	3.40	3.40	3.75	
	Spring 2021	Midpoint	3.00	2.60	3.00	1
		Final	3.80	3.80	3.87	

<b>Social Studies Education Secondary Concentration (9-12)*</b>	Fall 2020	Midpoint	3.40	2.80	3.12	1
		Final	3.80	3.60	3.75	
	Spring 2021	Midpoint	2.00	2.20	2.12	1
		Final	3.00	3.00	3.00	
<b>Spanish Education*</b>	Fall 2020	Midpoint	3.50	3.80	3.25	1
		Final	3.40	3.80	3.56	
	Spring 2021	Midpoint	3.20	3.20	3.37	1
		Final	*	*	*	
<b>Special Education*</b>	Fall 2020	Midpoint	2.90	2.80	2.93	2
		Final	3.50	3.30	3.12	
	Spring 2021	Midpoint	3.00	3.00	3.00	1
		Final	3.80	3.60	3.75	
<b>Not-identified *</b>	Fall 2020	Midpoint	3.20	2.60	2.62	1
		Final	3.80	3.40	3.62	
<b>Total</b>	Fall 2020	Midpoint	2.83	2.73	2.73	28
		Final	3.44	3.36	3.42	
	Spring 2021	Midpoint	2.99	2.99	3.04	31
		Final	3.63	3.53	3.60	

\*Group contained less than 5 students; *n* is too low for significant analysis

Table 19. Analysis by Licensure Area (MAT) Fall 2020 and Spring 2021

<b>Licensure Area</b>	<b>Term</b>	<b>Checkpoint 3 Clinical Practice 2</b>	<b>Learner Development (Rubric 1 Criteria) Average Score</b>	<b>Learning Differences (Rubric 2 Criteria) Average Score</b>	<b>Safe &amp; Supportive Learning Environment (Rubric 4 Criteria) Average Score</b>	<b>Total Number Candidates</b>
<b>Elementary Education</b>	Fall 2020	Midpoint	3.03	2.93	2.91	19
		Final	3.28	3.31	3.25	
	Spring 2021	Midpoint	3.29	3.30	3.19	19
		Final	3.47	3.63	3.57	18
<b>English Education Secondary Concentration (9-12)*</b>	Spring 2021	Midpoint	3.00	3.00	3.00	1
		Final	3.00	3.00	3.00	
<b>Health/Physical Education*</b>	Fall 2020	Midpoint	2.53	2.66	2.70	3
		Final	3.40	3.53	3.58	
	Spring 2021	Midpoint	2.70	2.50	3.00	2
		Final	3.40	3.30	3.50	
<b>Science Education Secondary Concentration (9-12)*</b>	Fall 2020	Midpoint	3.60	3.40	3.25	1
		Final	4.0	3.4	3.00	
	Spring 2021	Midpoint	4.00	4.00	4.00	1
		Final	*	*	*	0
<b>Social Studies Education Secondary Concentration</b>	Fall 2020	Midpoint	3.30	3.20	3.12	2
		Final	3.90	3.70	3.68	
	Spring 2021	Midpoint	2.73	2.53	2.54	3
		Final	3.53	3.40	3.45	

(9-12)*						
Total	Fall 2020	Midpoint	3.11	3.04	2.99	25
		Final	3.54	3.39	3.62	
	Spring 2021	Midpoint	3.09	3.05	2.93	30
		Final	3.43	3.41	3.46	28

\*Group contained less than 5 students; *n* is too low for significant analysis

**Results:** Overall, UNCP EPP candidates at the Initial Licensure Level demonstrated an improvement from midpoint to final evaluations across all licensure areas of the EPP unit programs. For continuous improvement and more rigorous evaluation, a UNCP EPP faculty group reviewed and explored an alternative instrument in consultation with sister institutions and interest groups.

## Measure 4: Ability of completers to be hired

### 1. Initial and Advanced Licensure Levels

#### a. Employing Districts

Table 20 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 20. 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

Local Education Agency (Public School Unit)	Total Number of Teachers
Wake County Schools	114
Bladen County Schools	110
Charlotte-Mecklenburg Schools	79

Source: UNCP EPP Bachelor Performance Report

### **b. Job Placement Rates**

Table 21 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 21. 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