

2020-2021

EPP Bachelor Performance Report

Aspire-RTI



North Carolina Department of
PUBLIC INSTRUCTION

Overview of the Institution

Aspire Teacher Prep is an alternative entry residency teacher preparation program approved by NCDPI in 2019 and housed at RTI International. RTI International is an independent nonprofit research institute dedicated to improving the human condition. Aspire Teacher Prep is a solution to alternative teacher preparation co-designed by school district leaders to grow a high-quality teacher pipeline with the goal of raising the bar for teacher preparation, specifically for diverse teachers preparing to teach in high-need areas and in high-need schools.

Currently, Aspire Teacher Prep certifies teachers in all of the following subject areas

- All core subject areas in Middle Grades (Language Arts, Science, Social Studies, and Mathematics)
- All core subject areas for secondary education, including both comprehensive and subject-specific licenses (Anthropology, Biology, Chemistry, Earth Science, Economic,

English, Geography, History, Mathematics, Physics, Political Science, Science–Comprehensive, Social Studies–Comprehensive, Sociology)

- Career and Technical Education (Agricultural Education, Business Education, Family & Consumer Sciences, Marketing Education, Technology Education, and Trade & Industrial Education)

- Exceptional Children (general)

Over the course of 15 months, residency teachers engage in four courses designed to orient, situate, and excel in the teaching profession. Through a careful and equitable selection process designed to identify and recruit teachers who are passionate about educating our North Carolina students, the program provides developmentally appropriate and adequate supports to effectively prepare some of our newest teachers. Providing both flexibility and structure through blended courses and coaching support, intentionally designed field experiences, and ongoing cycles of assessment, the program understands the pressures and challenges faced by residency teachers and ensures that they are connected to a support network throughout the program.

Aspire Teacher Prep aims to improve teacher quality and student learning by focusing on the following outcomes

- Increased diversity of teachers in NC Public Schools
- Improved effectiveness of program completers compared to other alternatively prepared teachers
- Increased retention rates of program completers compared to other alternatively prepared teachers
- Reduced district vacancy rates in high-need schools and subject areas
- Effective partnership with districts, schools, and other residency teacher educator support systems

Special Characteristics

Program Areas and Levels Offered

Aspire Teacher Prep only offers Residency Licenses. Therefore, all of the program areas below are offered for teachers seeking licensure through a Residency program.

English, 9-12

Mathematics, 9-12

Science, 9-12

Earth Science, 9-12

Biology, 9-12

Physics, 9-12

Chemistry, 9-12

Social Studies, 9-12

Political Science, 9-12

Geography, 9-12

History, 9-12

Economics, 9-12

Sociology, 9-12

Anthropology, 9-12

Language Arts Middle Grades

Mathematics Middle Grades

Science Middle Grades

Social Studies Middle Grades

Special Education: General Curriculum, K-12

CTE: Agricultural Education

CTE: Business & Information Technology Education

CTE: Family & Consumer Sciences

CTE: Health Sciences Education

CTE: Marketing Education

CTE: Technology Education

CTE: Trade & Industrial Education

Pathways Offered

Traditional	Lateral Entry	Residency
		X

Brief Description of the unit/institutional efforts to promote SBE priorities.

For the report, briefly describe your current efforts or future plans to the recent legislation provisions below.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students with disabilities.

Each teacher in Residence with Aspire Teacher Prep is prepared to effectively teach students with disabilities by engaging in course work, analysis of data, lesson planning, and field experiences. During course one, teachers learn about the importance of creating inclusive, positive and safe classrooms with a focus on building relationships and understanding the needs, strengths and areas of support for individual students. They are equipped with an understanding of the role of special education in schools and the resources available in their schools to support students with identified disabilities. Additionally, they learn the role that they have in communicating with families of students with identified disabilities with a focus on person-first and inclusive language. During course two, teachers dive deeply into the needs of unique learners and situate their understanding of their students in the history of special education, while learning how to identify and plan for the unique needs of individual students using principles and strategies of Universal Design for Learning. During this course, teachers have assignments and field experiences that require them to actively collaborate with staff serving special populations at their schools to review individual student data, co-plan lessons, and mitigate challenges they face with working with students with disabilities. During course three, teachers begin to leverage technology to meet the needs of students with disabilities, and learn how they can support student learning by creating more accessible learning opportunities with and without the use of technology resources. Lastly, in course four, teachers analyze and assess data related to their students with disabilities and consider equitable instruction between the way they meet the needs of their students with disabilities and those students identified as not having disabilities.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students of limited English proficiency.

Educators are prepared through Aspire Teacher Prep to effectively teach multilingual and students of limited English proficiency using research-based strategies that are supported by What Works Clearinghouse standards and those practices and strategies with strong evidence-bases. These strategies and practices are integrated throughout the educators coursework to align with understanding students needs, preparing to teach, intentionally implementing strategies during instruction, and disaggregating student data to identify opportunities and strategies for reteaching and incorporating interventions via school-level multi-tiered systems of support.

Specifically in regards to reading, Aspire Teacher Prep not only emphasizes the use of authentic and content-specific texts in all subject areas but also provides teachers with explicit instruction in and experience with strategies that support reading skills. We know that when students are able to read fluently, comprehend what they are reading, and engage critically with a variety of texts, they have the opportunity to build their own knowledge across content areas. Therefore, Aspire Teacher Prep provides teachers of all levels with strategies to support content understanding by preparing teachers to support students in reading through strategies that benefit all students.

These strategies will support fluency, comprehension, analysis, and evaluation of texts to ensure that teachers have the tools they need to support all students, including struggling readers and students with limited English proficiency.

Teacher candidates are oriented to the NCDPI Framework for Action on Early Reading: Birth – 12th Grade Literacy Plan and make connections to 1) explicit vocabulary instruction, (2) direct and explicit comprehension strategy instruction, (3) opportunities for extended discussion of text meaning and interpretation, (4) support for student motivation and engagement in literacy learning, (5) intensive and individualized interventions for struggling readers (NCDPI, 2016). Throughout each of the four Aspire Teacher Prep courses, teachers have opportunities to demonstrate how their reading interventions connect back to the NCDPI framework and IES practice guides for students' literacy development. Additionally, Aspire Teacher Prep is intentional about raising teacher's awareness and understanding of the science of reading.

Several of the ways teachers are introduced to reading strategies that are effective for all students in there pathway include strategies that focus on building academic vocabulary through explicit instruction, repetition, and context clues. Residency teachers learn that vocabulary instruction is more than asking students to memorize definitions. Instead, effective vocabulary instruction includes attention to how students use new words in academic contexts and how

students use context clues to derive meaning from unfamiliar words. Teachers will learn to use pre-, during-, and post-reading activities including graphic organizers, annotation activities, and structured discussions to increase processing opportunities for students. During this course, teachers submit lesson plans that show evidence of authentic texts as well as the strategies they use to scaffold student understanding of these texts.

During course two, teachers learn targeted interventions to use with students who need additional support. Targeted interventions may include concept diagrams, unit organizers, visual imagery, QAR, skim and scan, graphic mapping, reading-response journals, test taking strategies, paraphrasing/summarizing, use of mnemonics, reciprocal teaching; and, support for the use of digital resources (e.g. IXL, NewsELA, Rewordify, Smithsonian Tween Tribune, etc.) (McPeak & Trygg, 2007). Teachers also learn how to address the specific needs of their ELL students who are likely to struggle with foundational reading skills and need substantial emphasis on comprehension strategies including listening comprehension and vocabulary (IES, 2014, p. 61). Additionally, teachers are expected to use differentiated strategies to scaffold reading activities for students at all levels of reading proficiency in their classrooms. Teachers submit reflections on how they provided additional scaffolding for struggling readers during their lessons and the impact of the additional scaffolding on student outcomes.

In course three, teachers use classroom data and available assessment information to identify students who demonstrate persistent struggles with reading but also to identify specific aspects of language and literacy development they need to target for each student. Teachers submit profiles of at least 3 students with varying needs (SPED, ELL, and students not identified as SPED who struggle with reading, etc.) who need Tier 2 and Tier 3 targeted interventions. Teachers develop a literacy plan for students according to IES recommendations (IES, 2009). Literacy plans include profiles with specific, data-based descriptions of each student's needs, a literacy plan with targeted strategies and interventions to support each student, and a data plan for tracking interventions and outcomes. Throughout the course, candidates collect and reflect on student work samples that show evidence of impact related to their reading and literacy interventions.

In their final course, teachers use their reflections from course three to identify their own strengths and areas of need. Based on what they did well and what they still need to do for struggling readers and create growth plans, additional specific professional development around literacy development, including reading are identified.

The activities offered by the program that are designed to prepare educators to integrate technology effectively into curricula and instruction, including activities consistent with the principals of the EPP.

In course 2, teachers learn about Universal Design for Learning and how to apply the principles of UDL into their instruction in ways that support the academic achievement of all students. Teachers learn how differentiation, scaffolding and UDL intersect to motivate and provide structures for students to experience success. They then apply their learning to their lesson plans and classroom practice. During their third course teachers explore a variety of software and technology tools that help them to meet the principles of UDL. They are introduced to ISTE and the digital teaching and learning standards of the state and self-assess themselves to set goals for meeting students needs. With these goals in mind, teachers learn techniques and strategies for thinking about and designing lessons where UDL principles are guides to teach students with the technology that they are learning. Teachers examine the barriers created by some technology platforms and ways to work around those barriers that support them in teaching and learning. Teachers practice creating podcasts, looking for websites that are ADA web compliant, and organizing instruction that support student learning such as how to organize Google Drive, use Nearpod, do voice overs, and improve PowerPoint presentations to name a few. In course four, teachers continue to practice and refine their use of technology tools while also integrating tools that support culturally responsive pedagogy, ensuring rigor of instruction, and analyzing data to ensure the technology is supporting student engagement and learning.

The activities offered by the program that are designed to prepare teachers to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic success.

Throughout the programs in Aspire Teacher Prep, teachers are asked to formally collect data on teaching and learning. They keep a folder with this data which include student EVAAS scores, formative assessment and summative assessment data, and teacher and non-teacher made assessments. We also discuss student privacy, how to redact information from assessments, and the importance of looking at data without student information and with student information and the inherent biases that come from analyzing data in a number of ways. Teachers are provided with explicit instructions on ways to analyze data holistically and through the investigation of sub-group performance. They are taught how to build and manipulate excel files in order to examine their data in different ways. Teachers have multiple opportunities to practice asking and answering questions about sample data to build their capacity to analyze their own data. After analyzing this data teachers are asked to reflect on what they found out about teaching and learning from analysis of the data and then consider ways to improve their teaching practice. They critically investigate their practices against concepts that have been covered during their courses. The courses in Aspire Teacher Prep spiral so that they build on one another and each time teachers reflect on their data they realize what they missed in prior analysis and have the opportunity to think about their overall teaching practice as well as immediate course corrections.

Candidates (preparing to teach in elementary schools) are prepared to integrate Arts education across the curriculum.

Not Applicable.

Explain how your program(s) and unit conduct self-study.

The Aspire Teacher Prep program engages in continuous and data-based improvement. Participants are asked to complete surveys about their experience on each course module and feedback is used to guide module and course revisions for subsequent cohorts. Additionally, analysis of student work is used to ensure that outcomes are met by the supports provided and continue to be highly relevant to the teaching conditions of teachers in the program. The course instructor reflects in writing after each module to capture what went well and what can be improved. The instructor and director meet regularly to review student progress, next steps, and revisions to courses. As we solicit feedback from our teachers, we also seek input from other school-based support that teachers' have while they are in our program.

As a competency-based program, we also expect our participants to engage in self-study. Aspire Teacher Prep provides multiple opportunities for participants to engage in self-reflection and self-assessment to guide their continued growth and learning as professionals. Course modules typically begin with an opportunity for candidates to engage in reflection about what they already know about a topic and often ask candidates to identify their own strengths and opportunities for growth to focus their work during the module. Assignments throughout the coursework are not "one and done;" rather, participants are provided with feedback and asked to resubmit when initial assignment submissions do not meet standards. Using feedback provided by the instructor, participants revise and improve their work until standards are met. Support for revisions and improvement is also provided when necessary through coaching conversation calls. During these calls, the instructor asks questions to elicit deeper thinking about course content and application to the candidate's work. Furthermore, course assignments emphasize reflection on implementation in the classroom and candidates are provided "practice weeks" between units to practice tools, strategies, and concepts. Candidates are asked to submit written reflections on lessons and activities, outcomes for students, and what they might do differently or better the next time.

Provide a description of field experiences to occur every semester, including a full semester in a low performing school prior to student teaching.

Throughout their coursework Residency teachers engage in experiences within the school setting that provide them with opportunities to observe, practice, and demonstrate knowledge and skill, and reflect on and research their teaching practice, the teaching profession, and student learning. Aspire Teacher Prep field experiences are activities that are in addition to the routine duties of a teacher (e.g.,

participation in content-specific professional learning communities). Candidates have required and optional field experiences that they complete to meet the 12-hour minimum field experience required by the program. Although, many of our Residency candidates work in low performing schools not all of them do. However, we do require our students to engage in field experiences. Field experiences— whether required or optional— culminate in a portfolio artifact and/or written or verbal reflection with mentors, coaches, and/or peers in order to support the teacher in identifying, processing, and applying lessons learned. Example field experiences that teachers engage in are:

- Co-develop a lesson plan with a technology expert (i.e., technology teacher, media resource coordinator)
- Observe and explore student activities (clubs, sports, and other extracurricular events)
- Attend Parent Teacher Organization meeting
- Co-plan with a veteran colleague
- Observe other teachers/classrooms
- Participate in lesson feedback sessions with school colleagues or cohort peers
- Participate in other experiences as determined or approved by mentor or coach

How will student teaching be scheduled to allow for experiences to occur at both the beginning and end of the school year.

Not applicable.

Percent of candidates in the EPP that are first generation college attendees and percent Pell Grant eligible.

0 % of candidates in the EPP that are first generation college attendees

0 % of candidates in the EPP that are Pell Grant eligible

NOTE: Data collected for percent Pell Grant eligible is based on candidate participation in the Free Application for Federal Student Aid (FAFSA). Candidates self-reporting populates the percent first generation college attendees.

In June 2020, the North Carolina State Board of Education adopted recommendations to support the improvement of K-3 reading instruction, which included incorporating the science of reading into educator preparation and licensure. For those EPPs that have programs that focus on literacy instruction, especially for early childhood, elementary,

special education and educational leadership; please broadly share what efforts are being done to meet the requirement. If you do not have one of these programs, please respond with N/A.

N/A

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/and Services to Public Schools

LEAs/Schools with whom the EPP has Formal Collaborative Plans	No Data Provided
Start and End Dates	No Data Provided
Priorities identified in Collaboration with LEAs/Schools	No Data Provided
Number of Participants	No Data Provided
Activities and/or Programs Implemented to Address Priorities	No Data Provided
Summary of the Outcome of the Activities and/or Programs	No Data Provided

II. CHARACTERISTICS OF STUDENTS

A. Number of Students Who Applied to the Educator Prep Program.

Gender	Number
Male	5
Female	16
Gender Neutral	
Gender Not Provided	
Total	21
Race/Ethnicity	Number
African-American	
Am. Indian/ Alaskan Native	
Asian	
Hispanic/Latino	
Native Hawaiian/ Pacific Islander	

White	
Two or More Races	
Race Not Provided	21
Total	21

B. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full-Time						
	Male		Female		Gender Neutral	
Undergraduate	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	0	Total	0	Total	0
Licensure-Only	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	0	Total	0	Total	0
Residency	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	0

	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	1	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	1	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	1	Total	6	Total	0
Part-Time						
	Male		Female		Gender Neutral	
Undergraduate	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	0	Total	0	Total	0
Licensure-Only	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	0	Total	0	Total	0

Residency	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	0	Total	0	Total	0

C. Program Completers and Licensed Completers (reported by EPP).

Program Area	Bachelor Degree		Licensure Only		Residency	
	PC	LC	PC	LC	PC	LC
PC - Completed program but has not applied for or is not able for a license.						
LC-completed program and applied for license.						
Prekindergarten						
Elementary						
Middle Grades						
Secondary						
Special Subjects						
Exceptional Children						
Vocational Ed						
Special Services						
Total						
Comment(s):						

D. 2019-2020 Program Completers, Percentage of 2019-2020 Program Completers Licensed, and Percentage of 2019-2020 Program Completers Employed in 2020-2021.

Bachelor		2019-20 Program Completers	2019-20 Licensed		2019-2020 Completers Employed in 2020-21	
		N	N	%	N	%
Alternative	Institution					
	State	825	686	83.15	689	83.52
Traditional	Institution					
	State	2,307	1,996	86.52	1,531	66.36

N/A – Data Not Available * - Less than five reported

Note: The purpose of this table is to provide information on candidates that become 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: 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.

For a more detailed examination of Program Completer data over time, please visit the NCDPI EPP Dashboard at [EPP Performance | NC DPI](#).

E. Top 10 LEAs employing teachers affiliated with this EPP. Population from which this data is drawn represents teachers employed in NC in 2020-2021.

LEA	Number of Teachers
No Completers Employed	

F. Quality of student teachers admitted to programs during report year.

Measure	Baccalaureate
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MEAN SAT Total	N/A
MEAN SAT Math	N/A
MEAN SAT Verbal	N/A
MEAN ACT Composite	N/A
MEAN ACT Math	N/A
MEAN ACT English	N/A
MEAN CORE Combined	N/A
MEAN CORE Reading	N/A
MEAN CORE Writing	N/A
MEAN CORE Math	N/A
MEAN GPA	3.12
* To protect confidentiality of student records, mean scores based on fewer than five test takers are not printed.	
Comment(s):	

G. Scores of student teachers on professional and content area examinations.

Pass rates are calculated using only program completed candidates employed in North Carolina Public or Charter Schools.

Note: State Board Policy LICN-001 1.20b.1 requires teachers issued an initial license to attempt all content exams in the first year of teaching and successfully pass them before or during their third year of teaching. Given this extended period to complete, pass rates are presented by cohort annually to capture the progression of cohort progress over time. While this provides a more frequent data point on EPP pass rates, it's important to remember that only the fourth year cohort data point provides the final, fixed pass rate.

Cohort	License Area	1st Year		2nd Year		3rd Year		4th Year	
		Test Takers	Pass Rate	Test Takers	Pass Rate	Test Takers	Pass Rate	Test Takers	Pass Rate
Pass Rate Data Not Available									
* To protect confidentiality of student records, pass rates based on fewer than five test takers are not reported									
'4th Year' pass rates are an extension provided by Legislation for 2015-2016 completers to meet testing requirements.									

H. Teacher Education Faculty.

Appointed full-time in professional education	Appointed part-time in professional education, full-time in the EPP	Appointed part-time in professional education, not in the EPP
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		otherwise employed by the EPP
2	0	0

I. Field Supervisors to Students Ratio (including both internship and residencies).

1:3

J. Teacher Effectiveness.

Teacher Effectiveness							
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) and Educator Value-Added Assessment System (EVAAS) for beginning teachers prepared by this Educator Preparation Program. 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 2020-21, 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. New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Student Growth is determined by a value-added measure as calculated by the statewide growth model for Educator Effectiveness. Possible student growth ratings included ‘Does Not Meet Expected Growth’, ‘Meets Expected Growth, and ‘Exceeds Expected Growth’. Additional information about NCEES and EVAAS is available at https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model .</p>							
- Sample Size represents the number of teachers that obtained educator effectiveness data during the 2020-21 school year.							
- Blank cells represent no data available.							
- If the Educator Preparation Program has fewer than five beginning teachers evaluated during the 2020-21 school year, it is reported as N/A.							
<i>Standard One: Teachers Demonstrate Leadership</i>							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	N/A	N/A	N/A	N/A	N/A	N/A	N/A
State Level:	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<i>Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students</i>							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing

Inst Level:	N/A	N/A	N/A	N/A	N/A	N/A	N/A
State Level:	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<i>Standard Three: Teachers Know the Content They Teach</i>							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	N/A	N/A	N/A	N/A	N/A	N/A	N/A
State Level:	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<i>Standard Four: Teachers Facilitate Learning for Their Students</i>							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	N/A	N/A	N/A	N/A	N/A	N/A	N/A
State Level:	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<i>Standard Five: Teachers Reflect on Their Practice</i>							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	N/A	N/A	N/A	N/A	N/A	N/A	N/A
State Level:	N/A	N/A	N/A	N/A	N/A	N/A	N/A

<i>Student Growth: Teachers Contribute to the Success of Students</i>					
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size	Unavailable*
Inst Level:	N/A	N/A	N/A	N/A	N/A
State Level:	N/A	N/A	N/A	N/A	N/A

* 'Unavailable' indicates those program completers for the reported year that are teaching in an area where EVAAS is not collected. Percentages reported in this table are calculated off the sample size and do not include 'unavailable' in the calculation.