

# 2020-2021

## EPP Bachelor Performance Report

### East Carolina University

---



North Carolina Department of  
**PUBLIC INSTRUCTION**

#### Overview of the Institution

East Carolina University (ECU), a public, four-year university established in 1907, is located in Greenville, North Carolina. ECU has 11 colleges/schools/institutes, 10 of which are degree-granting. Serving a largely rural population in the coastal region of the state, ECU is one of 17 constituent institutions within the University of North Carolina (UNC) System. ECU accomplishes its mission - to be a national model for student success, public service, and regional transformation - through education, research, creative activities, and service. As of Fall 2020, ECU is the fourth largest institution in the UNC System. ECU is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, master's, and doctoral degrees. The UNC System is governed by a Board of Governors, which delegates significant responsibility to ECU's Board of Trustees. The Carnegie Commission on Higher Education classifies ECU as a Doctoral University: High Research Activity. In 2010 and 2015, ECU received the Community Engagement Classification from the New England Resource Center for Higher Education.

ECU offers 87 baccalaureate degree programs, 68 master's degree programs, five professional practice doctoral programs, 13 research/scholarship doctoral programs, 85 certificates, and two specialist degree programs. In Fall 2020, ECU employed over 6,700 personnel (including graduate assistants); almost 2,000 of these employees held a faculty appointment. In 2019-2020, ECU conferred more than 7,500 degrees and, in the most recent data reported to the National Center for Educational Statistics (for academic year 2018-2019), had core expenses exceeding \$921 million. ECU's total enrollment in Fall 2020 was 28,798 with 23,056 undergraduates and 5,742 graduate students. All 100 counties in North Carolina, 47 states and the District of Columbia, and 99 countries were represented in the student body. Ethnic minorities made up 33 percent of undergraduate students, 26 percent of

graduate students, 46 percent of medical students, and 44 percent of dental students. Over 36 percent of all students were enrolled in online courses only.

ECU has a proud heritage with a mission of teaching, research, and service. Its commitment to the region is an expression of its motto, “Servire,” To Serve. Chartered in 1907 as East Carolina Teachers Training School (ECTTS), ECU has continually served the region with quality and commitment. In 1972, ECU joined the UNC System and the College of Education (COE) is its founding college.

ECU has several initiatives designed to renew and raise its level of impact and visibility on the region. The University's mission is to lead in student success, public service, and regional transformation. The COE's conceptual framework for preparing education professionals focuses on empowering all learners in all educational endeavors and achieving excellence through partnership, which aligns well with the University's mission.

The EPP unit at ECU consistently produces the most educational professionals in the state annually. Many graduates teach and lead in the eastern part of NC within The Walter and Daisy Carson Latham Clinical Schools Network (LCSN). The COE is approaching its 1000th graduate from Partnership Teach (formerly Partnership East), a 2+2 degree completion program with the NCCCs across the state.

In 2019, NCTQ rated ECU its Outstanding Program with inclusion in its Start Here to Become a Teacher publication. ECU is a leader nationally in co-teaching and co-planning as a model for student teaching/internship. Faculty consistently bring in large grants that focus on service and the public schools and students in the region. In the last two years, the COE has worked to purposefully diversify its teaching faculty, which in turn will help us to further diversify our candidate population through recruitment and retention efforts.

## **Special Characteristics**

ECU continues to be a leader in edTPA implementation and research. All teacher candidates in all initial teacher licensure programs complete the national performance assessment by creating an electronic assessment documenting their ability to plan, instruct and assess learning for P-12 students. All edTPAs are officially scored by Pearson. This assessment and the passing score are state-mandated requirements with a licensure consequence, which began September 1, 2019; however, ECU faculty and administrators implemented edTPA as consequential several years ago as they believed and embraced it as the most appropriate tool for determining a candidate's readiness to teacher. Our faculty members continue to research, present and publish our work involving edTPA and continuous program improvement. ECU is one of the key IHEs to provide edTPA data to EPIC for research purposes. ECU's edTPA scores routinely surpass the state average.

The COE continues to expand the use of Mursion, a virtual platform technology, into its degree programs allowing candidates at all levels a safe, realistic venue to practice instructional delivery, parent conferences, and other teaching and learning protocols, such as classroom management, giving student feedback, focused questioning and content-related strategies.

ECU continues to use the co-teaching and co-planning models in some program areas for Internship/student teaching. Faculty at ECU, in conjunction with national colleagues, began an AACTE SIG on co-teaching and serve as officers. Mathematics education faculty at ECU developed the co-planning model to accompany the co-teaching model (based on M. Friend's work) which has gathered national attention.

ECU has formal partnerships with 43 school systems, which make-up the Walter and Daisy Carson Latham Clinical Schools Network (LCSN). MOUs between the dean of the college of education and the superintendent of the school district outline collaborative efforts to recruit, prepare and retain teachers. This network has been in existence since 1996-1997 when it began with 7 PSU partners and has grown to 43 today. In addition to the 43 PSUs in the LCSN, ECU also have formal partnerships with 22 NCCCs to prepare teachers through an online 2+2 degree completion structure called Partnership Teach (formerly Partnership East). MOUs exist between the Presidents of the CCs and the dean of the college of education, which enhance ECU's PT coordinators' access to CC campuses to recruit candidates, review transcripts and advise prospective and current PT candidates.

## **Program Areas and Levels Offered**

At the undergraduate level, East Carolina University offers 18 initial teacher preparation programs covering 22 different areas of licensure. In addition, ECU has three add-on areas, one area of endorsement.

### **Initial Teaching Areas:**

Art, K-12

Birth-Kindergarten

Dance, K-12 (last admission date 2019-2020)

Elementary, K-6

English, 9-12

Family and Consumer Sciences, 7-12

French, K-12

German, K-12

Health and Physical Education, K-12

Middle Grades 6-9 (Language Arts, Mathematics, Science and Social Studies, candidates choose 2 of the 4)

Mathematics, 9-12

Music, K-12

Physical Education, K-12

Science, 9-12

Social Studies, 9-12

Spanish, K-12

Special Education - Adapted Curriculum, K-12

Special Education - General Curriculum; K-12

Theatre Arts, K-12

Add-On

Reading, K-12

Academically and Intellectually Gifted, K-12,

Elementary Mathematics K-6

Endorsement

Computer Education, K-12

In addition, ECU offers Residency Licensure in the initial teaching areas noted above except Dance and Music.

### **Pathways Offered**

<b>Traditional</b>	<b>Lateral Entry</b>	<b>Residency</b>
X	X	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.**

ECU uses a tiered approach:

1) All general classroom teachers are required to take one of two courses entitled, "Introduction to Exceptional Children" or "Exceptional Students in the Regular Classroom." These courses provide a foundation of knowledge and skills fundamental to effective teaching of individuals with exceptionalities in the regular classroom with an emphasis on individualization, content modification, instructional techniques, and classroom management across the spectrum of special needs, including gifted education.

2) All regular education students are required to take at least one literacy course, to understand reading and writing difficulties, and reading in the content area and its importance to a student's ability to acquire academic language, including students for whom English is not the first language. Elementary education and special education candidates take several classes in literacy instruction.

3) In the methods courses, general education candidates learn to build lessons/units of instruction that include modifications/differentiation to meet the needs of students in their classrooms, including ELL and gifted students.

4) Candidates are instructed in the use of research-based instructional strategies that increase student engagement and learning. Developmentally, candidates will learn declarative knowledge, procedural knowledge and then demonstrate conditional knowledge of when to use research-based strategies in the year-long student teaching experience (Internship I and Internship II). This information also addresses UDL, ESL, and differentiation at all levels.

5) Lastly, during student teaching/internship, candidates review student IEPs, attend IEP meetings and are required to meet student IEP goals, just as their clinical teachers (CT) are required to do. Candidates must also implement their learning segment for the edTPA, which has differentiated instruction and assessment for all students in their classrooms. Candidates are formally observed and evaluated a minimum of 4 times by the University Supervisor using the CFAST document, in addition to daily coaching by the Clinical Teacher to discuss their progress in teaching and assessing their students' achievement.

Special Education candidates take a series of courses with significant field/clinical experiences and time associated with them. They begin early in the program, sophomore year, getting accustomed to being with exceptional students in a classroom setting, with a classroom teacher modeling best practice. They take an assessment course where they learn comprehensive and socially responsible approaches to formal and informal assessment, including legal policies and procedures for IEPs, 504 plans, etc.

Candidates also take a Managing the Learning Environment course where they learn to incorporate developmental understanding of behavior, effective teaching, and social emotional learning of students across the spectrum. There are instructional programming and instructional methods components, that are paired with another field experience in the junior year. SPED candidates take methods courses in reading/literacy, mathematics, and science content areas; and receive an academic concentration in reading, learning to identify and diagnose students with learning issues. Our candidates also take an assistive technology course where they learn innovative and useful tools to allow students with disabilities and ELL students to communicate and participate in class at their highest level.

A key piece of the SPED program is a communication and collaboration component, where candidates learn to interact with families, community agencies, school assistance teams (IEPs, placement, identification) and other professionals to fully develop a child's potential. SPED candidates also complete the edTPA in their Internship year.

**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.**

All regular education students are required to take at least one literacy course, to understand reading and writing difficulties, and reading in the content area and its importance to a student's ability to acquire academic language, including students for whom English is not the first language. Elementary education candidates take several classes in literacy instruction.

In the methods courses, general education candidates learn to build lessons/units of instruction that include modifications/differentiation to meet the needs of students in their classrooms, including ELL and gifted students.

Candidates are instructed in the use of research-based instructional strategies that increase student engagement and learning. Developmentally, candidates will learn declarative knowledge, procedural knowledge and then demonstrate conditional knowledge of when to use research-based strategies in the year-long student teaching experience (Internship I and Internship II). This information also addresses UDL, ESL, and differentiation at all levels.

During student teaching/internship, candidates review student IEPs, attend IEP meetings and are required to meet student IEP goals, just as their clinical teachers (CT) are required to do. Candidates must also implement their learning segment for the edTPA, which has differentiated instruction and assessment for all students in their classrooms. Candidates are formally observed and evaluated a minimum of 4 times by the University Supervisor, in addition to daily coaching by the Clinical Teacher to discuss their progress in teaching and assessing their students' achievement.

**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.**

ECU has fully implemented the edTPA in all program areas. All candidates in all program areas use TaskStream to upload and manage their teacher education program and licensure signature assessments. In addition, faculty are using TaskStream to review and give feedback on candidate work in courses and in the field.

We use a three-tiered approach to technology instruction and integration.

1) All teacher education students at ECU are required to take and pass a basic technology skills course, or to pass a challenge exam for the course, to be officially admitted to the program.

2) All students must take and pass an educational technology course where they learn to integrate technology into teaching, use technology tools to manage student data, analyze assessment data of their students, and modify instruction based on the data, and implementing UDL principles and strategies. This includes the use of TaskStream, various software packages related to their content, SMART boards, some assistive technologies, and commercial reading programs. Candidates also complete a TPACK lesson plan showing technology integration into their planning and instruction.

3) During internship/student teaching candidates put #2 above into practice at their internship sites. As part of the edTPA, candidates prepare a unit of instruction and complete the three required tasks. After completing the classroom commentary, they plan, implement, and assess the teaching episodes. Lastly, they complete a directed reflection and reflect on their teaching and the learning outcomes of their students.

Tech tools are used to accomplish a lot of these requirements such as the use of smart boards for instruction, READ 3D, laptops, Chromebook, e-textbooks; google docs for shared learning. During Internship candidates are evaluated using the CPAST document, which is aligned to the North Carolina Evaluation Rubric for Pre-service Teacher Candidates based on the exact same 5 North Carolina Professional Teaching Standards as all in-service teachers. These standards address 21st century use of technologies in teaching and

learning. University Supervisors and clinical teachers must certify in writing to the IHE that candidates have met proficiency before licensure recommendations can be finalized.

During the last 1.5 years, many candidates have engaged with virtual learning technologies during pre-internship and internship. Due to the pandemic, faculty and candidates became strong users of Zoom, WebEx, and Teams, including features such as breakout rooms; use of content specific technologies like See Saw, video/audio capture techniques for recorded lessons, file compression software, Canvas, and a multitude of products used in PSUs across the state.

**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.**

We use a three-tiered approach to technology instruction and integration.

1) All teacher education students at ECU are required to take and pass a basic technology skills course, or to pass a challenge exam for the course, to be officially admitted to the program.

2) All students must take and pass an educational technology course where they learn to integrate technology into teaching, use technology tools to manage student data, analyze assessment data of their students, and modify instruction based on the data, and implementing UDL principles and strategies. This includes the use of TaskStream, various software packages related to their content, SMART boards, some assistive technologies, and commercial reading programs. Candidates also complete a TPACK lesson plan showing technology integration into their planning and instruction.

3) During internship/student teaching candidates put #2 above into practice at their internship sites. As part of the edTPA, candidates prepare a unit of instruction and complete the three required tasks. After completing the classroom commentary, they plan, implement, and assess the teaching episodes. Lastly, they complete a directed reflection and reflect on their teaching and the learning outcomes of their students.

Tech tools are used to accomplish a lot of these requirements such as the use of smart boards for instruction, READ 3D, laptops, Chromebook, e-textbooks; google docs for shared learning. During Internship candidates are evaluated using the CPAST document, which is aligned to the North Carolina Evaluation Rubric for Pre-service Teacher Candidates based on the exact same 5 North Carolina Professional Teaching Standards as all in-service teachers. These standards address 21st century use of technologies in teaching and

learning. University Supervisors and clinical teachers must certify in writing to the IHE that candidates have met proficiency before licensure recommendations can be finalized.

During the last 1.5 years, many candidates have engaged with virtual learning technologies during pre-internship and internship. Due to the pandemic, faculty and candidates became strong users of Zoom, WebEx, and Teams, including features such as breakout rooms; use of content specific technologies like See Saw, video/audio capture techniques for recorded lessons, file compression software, Canvas, and a multitude of products used in PSUs across the state.

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

Candidates in Elementary Education are prepared to:

a. Integrate arts education across the curriculum through the successful completion of the following required courses:

- ART 3850 - Art in the Elementary School (3)
- MUSC 3048 - Music for Exceptional Children (2)

b. Create thematic learning segments designed to integrate arts and music as learned in the above two noted courses. Through multiple field placements prior to student teaching, candidates observe, assist, and teach with licensed teachers who integrate the arts in their classrooms.



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

Candidate performance data is collected and kept by the Office of Assessment, Data Management and Digital Literacy (OADD). Reports on this data are regularly produced and shared with faculty at the end of the fall and spring semesters. Department chairs and faculty may submit a request for data at any time during the year. In June, the OADD hosts the annual Data Summit, in which performance data (including edTPA scores) are shared with department chairs and lead faculty members. The purpose of the Data Summit is to share EPP performance data with faculty and discuss strategic plans for program improvement. Many departments subsequently hold their own data summits focusing on data specific to their programs. The Data Summit illustrates the way in which faculty are continually positioned and informed to make programmatic decisions. Their responsibilities as “curriculum-makers” are supported, not supplanted, by the data analysis process.

In addition to the data summits, faculty and staff form collaborative research groups around planned studies of practice. Our planned studies of practice address both systemic teacher education elements and data-driven program improvements. Examples include early experience observations, core instructional strategies, co-teaching and internship support. We explore the strengths and weaknesses of teacher candidate performance allowing us to determine what targeted innovations result in more effective educator preparation programs. The overall work results in a more cohesive, structured, and data-driven preparation program.

The following assessment review process in the College, in conjunction with the institutional review process, is used to ensure that all programs conduct meaningful assessment and that results are analyzed and used to improve candidate learning outcomes. The Director of OADD serves as the chair of the College’s Assessment Review Committee. The purpose of the committee is to review the annual reports that were written and submitted by the unit assessment coordinators during the previous spring semester. At the fall meeting of the Assessment Review Committee, members review exemplars of reports to build rating consistency. Conversations among committee members are highly valued and help develop inter-rater reliability. Scoring assignments and timelines are discussed as committee members work collaboratively to develop guidelines for the review process. The committee meets to go over the review process and ask any questions that arise. Once the assessment reviews for all programs are entered in the database using the institution’s online rubric, the committee reflects on the process and feedback is collected via Qualtrics and compiled by the OADD. The Director of OADD works with department chairs and faculty to ensure all feedback from the review is made available to the unit assessment coordinators and that it is addressed, implemented, and adopted in a timely fashion.

Licensure exam scores, NCEES data, and EVAAS data are reviewed yearly by the assistant dean for undergraduate affairs and educator preparation. These results are shared in the Council for Educator Preparation (CEP) yearly. Implications from data for changes to policies are discussed in this venue, and if needed, brought forth to the full council for vote by the corresponding CEP committee, i.e. Admissions and Retention, Evaluation and Planning, Policy, or Curriculum.

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

Currently, at a minimum, our programs have an early field experience (Sophomore or Junior I level), a Junior level experience (Junior I or Junior II depending on program) and a two semester Internship (Senior year). ECU partners with 43 school districts within its Latham Clinical Schools Network. Placements in low-performing schools will be tracked via the teacher education management system currently in place and with data published by NCDPI regarding school designations. Where there are no low-performing designated schools, ECU will work with school districts to use “low-performing classrooms” or classrooms with students who are working below grade level to ensure these experiences for our candidates. The ECU Lab School, opened in the 2017-2018, is completing its second school year, and placements for some junior and senior candidates have been designated at this site, which is a low performing school, as designated by law to serve level 1 and level 2 students.

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

Currently, Interns are able to see the start of school during the Intern I semester for fall/spring cycle internships and during the Intern II semester for spring/fall cycle Internships, when invited to do so by the school site. Provisions are made to invite interns to be present at the end of the school year, if practicable, given this is a full month after our semester ends.

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

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

31.65      % 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.**

ECU had a Literacy faculty member serve as one of the UNC-SP Literacy Fellows this past year. The fellows developed the UNC-SO Literacy Framework for elementary and special education programs, with Phase I being completed this year. Phase 1 consisted of a thorough review of the coursework offered to all ELEM and SPED candidates and it was analyzed for where the literacy concepts outlined in the framework are introduced, practiced and assessed. Phase II will consist of exploring the gaps in the completed framework and considering potential curricula, curricula sequencing and/or clinical experiences that may need to be added/removed/enhanced by the data.

All SPED-GC candidates receive reading add-on licensure by taking 24 hours of literacy/language arts content courses. They have multiple field experiences prior to the two-semester internship to practice this content and be assessed on it in the classroom. All candidates complete the edTPA, which requires differentiation of instruction and delineation of specific strategies designed to help the chosen focus student. This includes video capture of the student, candidates, student work, interventions, outcomes, and assessments. SPED-GC candidates must also take and pass the Pearson Foundations of Reading licensure exam, which has been shown to have predictive validity for the teaching of reading.

ELEM candidates all take a minimum of three literacy courses: Literacy for Grades K-2, Literacy for Grades 3-5, and Language Arts Instruction, all which have a field experience component in a public school. In addition, ELEM candidates must choose a concentration from one of the core subjects. Candidates who choose Reading, take an additional 15 hours, 5 courses in literacy instruction and assessment and receive the reading add-on licensure. All ELEM candidates submit the Elementary Literacy focused edTPA and must take and pass the Pearson Foundations of Reading licensure exam, which has been shown to have predictive validity for the teaching of reading.

Lastly, as a further commitment to the teaching of reading ECU requires all candidates in middle grades, K-12 subject programs, and secondary education to take a reading in the content area course.

## **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	Latham Clinical Schools Network teachers and administrators
Start and End Dates	3/3/2021; 3/17/2021; 3/31/2021; 4/23/2021 - Virtual
Priorities identified in Collaboration with LEAs/Schools	Equity, race and inclusion and discussing difficulty topics in rural schools
Number of Participants	30
Activities and/or Programs Implemented to Address Priorities	Race & Rurality in Schools: Perceptions and Identities; Racism and the Community; Social Emotional Learning and New Commitments

Summary of the Outcome of the Activities and/or Programs	Participants learned methods to further the conversation and curriculum around equity, race, and inclusion in their roles
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Latham Clinical Schools Network teachers, school counselors, school social workers
Start and End Dates	5/22/201
Priorities identified in Collaboration with LEAs/Schools	Creating Safe Schools for LGBTQ youth
Number of Participants	50
Activities and/or Programs Implemented to Address Priorities	Safe Zone Training for K-12 Educators
Summary of the Outcome of the Activities and/or Programs	Participants received LGBTQ affirming materials, a handbook, data about suicidality, depression and homelessness for LGBTQ, as well as strategies to create welcoming schools for questioning and out youth
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Bertie County, Kiddie World Child Dev Center
Start and End Dates	4/16/2021;5/28/2021
Priorities identified in Collaboration with LEAs/Schools	Increasing healthy eating and physical activity behaviors for employees and clients
Number of Participants	8
Activities and/or Programs Implemented to Address Priorities	Eating Smart and Moving More curriculum
Summary of the Outcome of the Activities and/or Programs	Efficacy to serve as health advocates in classrooms; improve personal eating and physical activity behaviors

LEAs/Schools with whom the EPP has Formal Collaborative Plans	Hertford County, Rehoboth Educational Services
Start and End Dates	4/15/2021;5/27/2021
Priorities identified in Collaboration with LEAs/Schools	Increasing healthy eating and physical activity behaviors for employees and clients
Number of Participants	6
Activities and/or Programs Implemented to Address Priorities	Eating Smart and Moving More curriculum
Summary of the Outcome of the Activities and/or Programs	Efficacy to serve as health advocates in classrooms; improve personal eating and physical activity behaviors
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Bertie County, Jumpin' Jacks Child Care
Start and End Dates	4/13/2021;5/25/2021
Priorities identified in Collaboration with LEAs/Schools	Increasing healthy eating and physical activity behaviors for employees and clients
Number of Participants	4
Activities and/or Programs Implemented to Address Priorities	Head Start Teachers Eating Smart and Moving More
Summary of the Outcome of the Activities and/or Programs	Efficacy to serve as health advocates in classrooms; improve personal eating and physical activity behaviors
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Bertie County, Head Start

Start and End Dates	2/1/2021;3/15/2021
Priorities identified in Collaboration with LEAs/Schools	Increasing healthy eating and physical activity behaviors for employees and clients
Number of Participants	4
Activities and/or Programs Implemented to Address Priorities	Head Start Teachers Eating Smart and Moving More
Summary of the Outcome of the Activities and/or Programs	Efficacy to serve as health advocates in classrooms; improve personal eating and physical activity behaviors
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Latham Clinical Schools Network K-12 classroom teachers, administrators and ECU pre-service teachers
Start and End Dates	2/24/2021
Priorities identified in Collaboration with LEAs/Schools	NCDPI Standard III & IV - develop literacy skills and use of technology in literacy
Number of Participants	65
Activities and/or Programs Implemented to Address Priorities	Virtual Learning Exchange: Teaching Reading in an Online Environment
Summary of the Outcome of the Activities and/or Programs	Participants received strategies and discussed successes and barriers to teaching reading online
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Gates County Schools
Start and End Dates	1/15/2021;1/30/2021

Priorities identified in Collaboration with LEAs/Schools	Remote instructional strategies
Number of Participants	15
Activities and/or Programs Implemented to Address Priorities	Making effective instructional videos for remote instruction in K-12 classrooms
Summary of the Outcome of the Activities and/or Programs	Design technology-enriched learning experiences; immerse students in exploring relevant issues and analyze authentic problems through digital tools
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Gates County Schools
Start and End Dates	12/15/2020;1/15/2021
Priorities identified in Collaboration with LEAs/Schools	Remote instructional strategies
Number of Participants	15
Activities and/or Programs Implemented to Address Priorities	Using Nearpod to Design Interactive Lessons in K-12 Classrooms
Summary of the Outcome of the Activities and/or Programs	Design technology-enriched learning experiences; immerse students in exploring relevant issues and analyze authentic problems through digital tools
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Jones County Schools
Start and End Dates	10/28/2020
Priorities identified in Collaboration with LEAs/Schools	Responding appropriately to mental health considerations; self-care and well-being for mental health professionals and community support professionals

Number of Participants	85
Activities and/or Programs Implemented to Address Priorities	Disaster Survivor 101-Help for the Helper
Summary of the Outcome of the Activities and/or Programs	Identify common symptoms and signs of mental health concerns in mental health professionals, first responders, school personnel, and community members; learn strategies for self-care and available resources
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Gates County Schools, Jones County Schools, Beaufort County Schools
Start and End Dates	8/11/2020; 9/30/2020; 10/21/2020
Priorities identified in Collaboration with LEAs/Schools	Assist teachers and other school personnel with identifying, and responding appropriately to, mental health considerations in educational settings
Number of Participants	45; 33; 50
Activities and/or Programs Implemented to Address Priorities	Frontline Mental Health: Identifying and Responding to Mental Health Concerns in Educational Settings
Summary of the Outcome of the Activities and/or Programs	Identify common symptoms and signs of mental health concerns in children and adolescents in educational settings; learn strategies for managing behaviors and connecting students to appropriate supportive resources; identify strategies for self-care and well-being.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Latham Clinical Schools Network
Start and End Dates	June 21-June 24, 2021; June 28-July 1, 2021



Priorities identified in Collaboration with LEAs/Schools	The need to training teachers to teach AP courses for PSUs
Number of Participants	193
Activities and/or Programs Implemented to Address Priorities	Advanced Placement Summer Institute Online
Summary of the Outcome of the Activities and/or Programs	Teachers were trained in AP Art and Design, AP Calculus AB/BC, AP Chemistry, AP English Language and Composition, AP Government and Politics, AP Spanish Language and Culture, AP Statistics, AP Biology, AP US History
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Gates County Schools
Start and End Dates	8/26/2020; 9/23/2020
Priorities identified in Collaboration with LEAs/Schools	Remote instructional strategies
Number of Participants	15
Activities and/or Programs Implemented to Address Priorities	Tools for remote instruction in K-12 classroom
Summary of the Outcome of the Activities and/or Programs	Design technology-enriched learning experiences; immerse students in exploring relevant issues and analyze authentic problems through digital tools
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Latham Clinical Schools Network Districts
Start and End Dates	8/8/2019-4/30/2020
Priorities identified in Collaboration with LEAs/Schools	PD for teachers teaching computer science/computational thinking
Number of Participants	16

Activities and/or Programs Implemented to Address Priorities	Participants did hands on learning in computer science; developed lessons for computational thinking
Summary of the Outcome of the Activities and/or Programs	Define learning, develop strategies and lessons for teaching Computer Science and Computational Thinking; explored ways to integrate CS and CT and how to make CS and CT relevant
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Latham Clinical Schools Network Districts
Start and End Dates	2/17/21;3/25/21;4/22/2021; 5/12/2021
Priorities identified in Collaboration with LEAs/Schools	In Ed Camp, participants discuss what they would like to learn and then learn from each other by sharing personal work, lessons, successes and challenges
Number of Participants	25/session
Activities and/or Programs Implemented to Address Priorities	Summer 2020 Canvas Camp
Summary of the Outcome of the Activities and/or Programs	Remote instructional strategies: Canvas LMS, Digital tools used in school districts for remote instruction; free tech tools/software to enhance instruction
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Beaufort, Carteret, Craven, Duplin, Franklin, Greene, Harnett, Johnston, Lenoir, Martin, Nash, Onslow, Pender, Perquimans, Pitt, Wayne, Wilson
Start and End Dates	3 Virtual Windows June 12-14, June 21-28 and July 12-16, 2021
Priorities identified in Collaboration with LEAs/Schools	MOU - collaboration to prepare and recruit new teachers

Number of Participants	143
Activities and/or Programs Implemented to Address Priorities	Prospective Clinical Educators completed activities directed at helping a novice grow, understanding ECU's policies, procedures, and documentation requirements; reviewing and exploring teacher development theories and best practices; learning frameworks of support, communication for growth, and situational coaching
Summary of the Outcome of the Activities and/or Programs	Clinical Educators were certified to host student teachers/Interns from ECU
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Wake County Schools, Pitt County Schools, Vance County Schools, Greene County Schools
Start and End Dates	8/11/2020; 10/29/2020; 1/28/20213/17/2021; 4/7/2021
Priorities identified in Collaboration with LEAs/Schools	College awareness
Number of Participants	250+
Activities and/or Programs Implemented to Address Priorities	ECU themed items donated to schools for college awareness days and/or school career fairs, as well as ECU campus tour participants
Summary of the Outcome of the Activities and/or Programs	Alumni connections, publicity for ECU college of education and visibility of programs in the region
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Latham Clinical Schools Network
Start and End Dates	9/28/2020 via email and mailed packets

Priorities identified in Collaboration with LEAs/Schools	College awareness, recruitment for educator preparation
Number of Participants	68
Activities and/or Programs Implemented to Address Priorities	Information for Middle and HS counselors about ECU, specifically College of Education opportunities such as programs, scholarships, admission deadlines, living and learning communities, financial aid, etc.
Summary of the Outcome of the Activities and/or Programs	Counselors received materials and contact information for any Q's in lieu of our annual face-to-face meeting due to COVID
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Pitt, Wilson, Craven and Lenoir School Systems
Start and End Dates	3/29/2020
Priorities identified in Collaboration with LEAs/Schools	Ensuring rural communities receive information about admissions and applying to college
Number of Participants	150
Activities and/or Programs Implemented to Address Priorities	Admissions "going to college event" packets were distributed to schools in lieu of face-to-face visits by admissions counselors and COE staff
Summary of the Outcome of the Activities and/or Programs	Public school students received information for their schools about ECU, applying for admissions and contact information for assistance
LEAs/Schools with whom the EPP has Formal Collaborative Plans	NC Public and Private Schools, out of state schools
Start and End Dates	3/17/2021

Priorities identified in Collaboration with LEAs/Schools	Recruitment of educators for 2021-2022
Number of Participants	469
Activities and/or Programs Implemented to Address Priorities	Virtual Career Fair for student teachers; overview of 80+ school systems and interview times
Summary of the Outcome of the Activities and/or Programs	386 student teachers participated in the fair with 80 employers
LEAs/Schools with whom the EPP has Formal Collaborative Plans	ECU Community School
Start and End Dates	AY 2020-2021
Priorities identified in Collaboration with LEAs/Schools	Fundraising for books for Scholars to have at home, need for nutritious meals/snacks to go home on weekends and breaks, tutors
Number of Participants	Various - Honors College, READ ENC (ECU faculty Led); COE Faculty
Activities and/or Programs Implemented to Address Priorities	Tutoring, campus beautification, backpack food, books for summer reading
Summary of the Outcome of the Activities and/or Programs	ECU Community School received enough funds to send books home with Scholar, campus was cleaned up by ECU students, tutors assisted ECUCS students with math and reading, and food was purchased for backpacks

## **II. CHARACTERISTICS OF STUDENTS**

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

<b>Gender</b>	<b>Number</b>
Male	242
Female	1023
Gender Neutral	0
Gender Not Provided	0
<b>Total</b>	<b>1265</b>
<b>Race/Ethnicity</b>	<b>Number</b>
African-American	292
Am. Indian/ Alaskan Native	4
Asian	16
Hispanic/Latino	37
Native Hawaiian/ Pacific Islander	0
White	894
Two or More Races	0
Race Not Provided	22
<b>Total</b>	<b>1265</b>

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

<b>Full-Time</b>						
	<b>Male</b>		<b>Female</b>		<b>Gender Neutral</b>	
<b>Undergraduate</b>	Black, Not Hispanic Origin	16	Black, Not Hispanic Origin	76	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	2	Am. Indian/Alaskan Native	3	Am. Indian/Alaskan Native	0
	Asian	2	Asian	3	Asian	0
	Hispanic/Latino	4	Hispanic/Latino	23	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	129	White	799	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	3	Not Provided	11	Not Provided	0
	<b>Total</b>	<b>156</b>	<b>Total</b>	<b>915</b>	<b>Total</b>	<b>0</b>
<b>Licensure-Only</b>	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1	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	3	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
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>4</b>	<b>Total</b>	<b>0</b>
<b>Residency</b>	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	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
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>0</b>
<b>Part-Time</b>						
	<b>Male</b>		<b>Female</b>		<b>Gender Neutral</b>	
<b>Undergraduate</b>	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	11	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	1	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	8	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	21	White	173	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	4	Not Provided	0
	<b>Total</b>	<b>22</b>	<b>Total</b>	<b>197</b>	<b>Total</b>	<b>0</b>
<b>Licensure-Only</b>	Black, Not Hispanic Origin	49	Black, Not Hispanic Origin	250	Black, Not Hispanic Origin	0

	Am. Indian/Alaskan Native	1	Am. Indian/Alaskan Native	7	Am. Indian/Alaskan Native	0
	Asian	1	Asian	6	Asian	0
	Hispanic/Latino	3	Hispanic/Latino	14	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	103	White	300	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	7	Not Provided	52	Not Provided	0
	<b>Total</b>	<b>164</b>	<b>Total</b>	<b>629</b>	<b>Total</b>	<b>0</b>
<b>Residency</b>	Black, Not Hispanic Origin	78	Black, Not Hispanic Origin	243	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	2	Am. Indian/Alaskan Native	10	Am. Indian/Alaskan Native	0
	Asian	4	Asian	11	Asian	0
	Hispanic/Latino	5	Hispanic/Latino	21	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	129	White	396	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	2	Not Provided	16	Not Provided	0
	<b>Total</b>	<b>220</b>	<b>Total</b>	<b>697</b>	<b>Total</b>	<b>0</b>

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

<b>Program Area</b>	<b>Bachelor Degree</b>		<b>Licensure Only</b>		<b>Residency</b>	
<b>PC - Completed program but has not applied for or is not able for a license. LC-completed program and applied for license.</b>	<b>PC</b>	<b>LC</b>	<b>PC</b>	<b>LC</b>	<b>PC</b>	<b>LC</b>
Prekindergarten	5	20	0	9	0	4
Elementary	99	107	23	36	0	30
Middle Grades	11	8	7	60	0	28
Secondary	27	23	10	47	0	8
Special Subjects	61	53	12	47	0	15
Exceptional Children	10	21	50	55	0	11



Vocational Ed	1	6	2	13	0	0
Special Services	0	0	0	0	0	0
<b>Total</b>	<b>214</b>	<b>238</b>	<b>104</b>	<b>267</b>	<b>0</b>	<b>96</b>
<b>Comment(s):</b>						

**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	239	234	97.91	220	92.05
	State	825	686	83.15	689	83.52
Traditional	Institution	349	293	83.95	255	73.07
	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
Wake County Schools	1313
Pitt County Schools	1179
Johnston County Public Schools	753
Wayne County Public Schools	531
Onslow County Schools	402
Craven County Schools	398
Charlotte-Mecklenburg Schools	357
Lenoir County Public Schools	342
Nash County Public Schools	340
Cumberland County Schools	329

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

Measure	Baccalaureate
MEAN SAT Total	1,130.62
MEAN SAT Math	538.07
MEAN SAT Verbal	549.03
MEAN ACT Composite	22.74
MEAN ACT Math	20.85
MEAN ACT English	21.11
MEAN CORE Combined	513.94
MEAN CORE Reading	177.05
MEAN CORE Writing	165.63
MEAN CORE Math	167.30
MEAN GPA	3.32
* 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
2017	Art	9	88.89	9	100	9	100	9	100
2017	Business Education	11	100	11	100	11	100	11	100
2017	Elementary (grades K-6)	129	55.04	160	80	162	87.65	163	90.8
2017	English	12	100	13	100	13	100	13	100
2017	Family and Consumer Sciences	6	100	6	100	6	100	6	100
2017	French	1	*	1	*	1	*	1	*
2017	German	1	*	1	*	1	*	1	*
2017	Health and Physical Ed	16	87.5	18	100	18	100	18	100
2017	M.G. Language Arts	10	80	12	100	12	100	12	100
2017	M.G. Math	16	93.75	16	100	16	100	16	100
2017	M.G. Science	7	100	7	100	7	100	7	100
2017	M.G. Social Studies	12	100	13	100	13	100	13	100
2017	Marketing Education	2	*	2	*	2	*	2	*
2017	Math (grades 9-12)	11	54.55	11	72.73	11	72.73	11	81.82
2017	Music	15	73.33	15	86.67	16	87.5	16	93.75
2017	Physical Education	1	*	1	*	1	*	1	*
2017	Reading	2	*	2	*	3	*	5	100
2017	Science (grades 9-12)	12	91.67	12	91.67	12	91.67	12	91.67
2017	Social Studies	20	95	21	100	21	100	21	100

	(grades 9-12)								
2017	Spanish	3	*	3	*	3	*	3	*
2017	Spec Ed: Adapted Curriculum	10	100	11	100	11	100	11	100
2017	Spec Ed: General Curriculum	33	69.7	36	88.89	37	97.3	37	97.3
2017	Institution Summary	339	74.63	381	88.71	386	92.75	389	94.6
2018	Art	7	85.71	7	100	7	100		
2018	Business Education	12	100	12	100	12	100		
2018	Elementary (grades K-6)	134	64.18	155	70.32	161	86.34		
2018	English	15	100	15	100	15	100		
2018	Family and Consumer Sciences	15	100	15	100	15	100		
2018	French	1	*	1	*	1	*		
2018	Health and Physical Ed	14	100	14	100	14	100		
2018	M.G. Language Arts	20	90	20	90	20	90		
2018	M.G. Math	18	100	18	100	18	100		
2018	M.G. Science	18	100	18	100	18	100		
2018	M.G. Social Studies	9	88.89	9	88.89	9	88.89		
2018	Marketing Education	1	*	1	*	1	*		
2018	Math (grades 9-12)	9	66.67	9	66.67	9	88.89		
2018	Music	8	62.5	8	75	8	87.5		
2018	Physical Education	1	*	1	*	1	*		
2018	Reading	1	*	2	*	2	*		

2018	Science (grades 9-12)	14	100	14	100	15	100		
2018	Social Studies (grades 9-12)	13	84.62	13	84.62	13	84.62		
2018	Spanish	7	71.43	7	85.71	7	85.71		
2018	Spec Ed: Adapted Curriculum	16	100	16	100	16	100		
2018	Spec Ed: General Curriculum	42	83.33	42	90.48	42	92.86		
2018	Institution Summary	375	81.6	397	84.63	404	91.83		
2019	Art	8	100	8	100				
2019	Business Education	5	100	5	100				
2019	Elementary (grades K-6)	163	82.21	170	88.24				
2019	English	17	100	17	100				
2019	Family and Consumer Sciences	15	86.67	15	86.67				
2019	Health and Physical Ed	21	100	21	100				
2019	M.G. Language Arts	13	92.31	13	92.31				
2019	M.G. Math	27	100	27	100				
2019	M.G. Science	15	86.67	15	86.67				
2019	M.G. Social Studies	11	100	11	100				
2019	Math (grades 9-12)	6	66.67	6	66.67				
2019	Music	13	84.62	13	92.31				
2019	Physical Education	2	*	2	*				

2019	Science (grades 9-12)	18	100	18	100				
2019	Social Studies (grades 9-12)	16	100	16	100				
2019	Spanish	4	*	4	*				
2019	Spec Ed: Adapted Curriculum	27	100	27	100				
2019	Spec Ed: General Curriculum	38	97.37	39	94.87				
2019	Institution Summary	419	90.69	427	92.97				
2020	Art	11	100						
2020	Elementary (grades K-6)	140	79.29						
2020	English	23	100						
2020	Family and Consumer Sciences	14	92.86						
2020	French	1	*						
2020	Health and Physical Ed	13	100						
2020	M.G. Language Arts	11	81.82						
2020	M.G. Math	16	100						
2020	M.G. Science	20	95						
2020	M.G. Social Studies	14	85.71						
2020	Math (grades 9-12)	8	100						
2020	Music	6	83.33						
2020	Science (grades 9-12)	13	100						

2020	Social Studies (grades 9-12)	25	80						
2020	Spanish	2	*						
2020	Spec Ed: Adapted Curriculum	23	100						
2020	Spec Ed: General Curriculum	48	95.83						
2020	Institution Summary	388	88.92						

#### 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 otherwise employed by the EPP
116	76	95

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

1:5.2
-------

#### 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</p>

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>.

- 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.

***Standard One: Teachers Demonstrate Leadership***

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	1.20%	66.67%	30.52%	1.61%	498	13
State Level:	0.00%	2.46%	73.79%	22.75%	0.99%	2,316	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%	1.83%	60.09%	36.01%	2.06%	436	75
State Level:	0.00%	2.99%	64.54%	31.25%	1.22%	2,208	197

***Standard Three: Teachers Know the Content They Teach***

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	2.29%	72.94%	23.39%	1.38%	436	75
State Level:	0.05%	4.30%	76.77%	18.21%	0.68%	2,208	197

***Standard Four: Teachers Facilitate Learning for Their Students***

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	1.61%	64.06%	33.13%	1.20%	498	13
State Level:	0.04%	4.02%	69.91%	25.26%	0.78%	2,316	89

***Standard Five: Teachers Reflect on Their Practice***

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	2.06%	73.85%	22.48%	1.61%	436	75
State Level:	0.00%	3.85%	75.32%	20.20%	0.63%	2,208	197



<i><b>Student Growth: Teachers Contribute to the Success of Students</b></i>					
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size	Unavailable*
Inst Level:	16.28%	77.52%	6.20%	258	255
State Level:	13.49%	81.42%	5.09%	1,238	1,169

\* '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.