

# University of North Carolina at Pembroke

## Educator Preparation Programs

*Advanced Licensure Level*

*2025 CAEP Annual Report*

*(AY 2023-2024)*

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



**April 2025**

## **UNCP EPP ACCOUNTABILITY MEASURES (AY 2023-24)**

UNCP EPP Accreditation Measures link:

[Educator Preparation Program Outcomes and Annual Reports](#)

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## **UNCP EPP ACCOUNTABILITY MEASURES: ADV LICENSURE LEVEL (AY 2023-24)**

### ***Impact Measures***

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

##### **1. Advanced Licensure Level (RA.4.1)**

##### **a. Satisfaction of Employers: *Employer Feedback***

The University of North Carolina at Pembroke's Educator Preparation Program (UNCP EPP) continues prioritizing meaningful engagement with regional stakeholders, including principals, superintendents, and district leaders across southeastern North Carolina. As part of its commitment to continuous improvement, the EPP collects and analyzes employer feedback regarding the preparedness of its program completers, with specific attention to both teacher and school leadership graduates. During AY 2023–2024, employer feedback was gathered through online surveys and regional convenings such as the **Principals' Appreciation Breakfast** hosted on October 17, 2023.

##### **Feedback on Teacher Preparation**

Employers who supervised UNCP graduates holding bachelor's and master's degrees in education provided feedback grounded in the **North Carolina Professional Teaching Standards**. The responses reflected general satisfaction with UNCP graduates' preparation, particularly in the following areas:

- **Content Knowledge and Instructional Practice (Standard III & IV):**  
Respondents praised graduates for their deep understanding of subject matter and the ability to deliver content effectively. Examples included the use of varied instructional strategies and the capacity to differentiate instruction based on student needs.
- **Professionalism and Leadership (Standard II & V):**  
Employers noted that graduates exhibited strong classroom management, reflective practice, and collaboration with colleagues. Some specifically highlighted the ability of teachers to engage in data-driven instruction and continuous improvement.
- **Preparation Gaps Identified:**  
A few areas for growth were mentioned, including:
  - **Standard I – Teacher Leadership:** Some respondents expressed a desire for stronger leadership skills among beginning teachers.
  - **Standard VI – Student Growth:** There was a call for deeper understanding and application of student growth data.

Overall, most respondents reported being “**very satisfied**” or “**somewhat satisfied**” with the preparation UNCP provided to its graduates. Suggestions for program improvement included increasing exposure to lesson delivery and classroom management simulations during clinical experiences.

### Feedback on Educational Leadership Preparation (MSA Program)

Employers who supervise graduates of the **Master of School Administration (MSA)** program shared insights based on the **North Carolina Standards for School Executives**. Their responses pointed to several strengths:

- **Strategic and Instructional Leadership (Standards I & II):**  
Graduates were noted to be especially strong in leading school improvement initiatives and understanding instructional best practices.
- **Human Resource and Cultural Leadership (Standard IV):**  
Several comments acknowledged the program’s success in developing leaders who support teacher development and promote equitable school cultures.
- **Areas for Improvement:**  
Some respondents highlighted areas for growth, including:
  - **Micro-Political Leadership (Standard VI):** Many felt that graduates need more preparation in navigating the political dimensions of school leadership.
  - **External Development Leadership (Standard VII):** Suggestions included more training in community relations and advocacy.

Despite these areas for improvement, most employers indicated being either “**very satisfied**” or “**somewhat satisfied**” with the preparation of UNCP’s school administrators. Employers also emphasized the importance of increasing real-world administrative experiences during the program and offering simulations that mirror complex leadership challenges.

### Partnership Engagement and Collaboration

The *Principals’ Appreciation Breakfast* served as a cornerstone for stakeholder engagement during AY 2023–2024. The event emphasized the School of Education’s strategic priorities, including:

- The success and expansion of **culturally responsive programs** such as **First Americans’ Teacher Education (FATE)** and **First Americans’ Educational Leadership (FAEL)**.
- Continued development of **online graduate programs** in educational leadership and teaching fields.
- Strong regional and national partnerships, such as with the **Branch Alliance for Educator**

## **Diversity (BranchED) and the EPP Community College Council.**

Additionally, the EPP extended opportunities for employers to engage more deeply through advisory boards and field placement collaborations. Several employer respondents indicated interest in serving or nominating colleagues for these roles, underscoring a shared commitment to shaping the future of educator preparation.

Employer feedback from AY 2023–2024 affirms the strengths of the UNCP EPP in preparing effective teachers and educational leaders. At the same time, constructive insights have helped identify areas where program enhancements are both needed and welcomed. Moving forward, the EPP will:

- Integrate more leadership simulation experiences in the MSA program.
- Continue to strengthen clinical experiences and field-based preparation.
- Explore new strategies for addressing standards where graduates are perceived as less prepared.
- Expand stakeholder engagement through advisory board involvement and feedback loops.

This collaborative feedback process reflects the EPP's ongoing commitment to preparing culturally responsive, instructionally skilled, and leadership-ready educators for North Carolina's diverse schools.

## **2. Advanced Licensure Level: EPP Stakeholder involvement (RA5.3)**

### ***a. MOUs/ Partnerships***

During the 2023–2024 academic year, the UNCP Educator Preparation Program (EPP) maintained collaborative partnerships with 63 public school units (PSUs) and local education agencies (LEAs) through the establishment of formal Memorandum of Understanding (MOUs). These MOUs functioned as binding agreements between the university and each PSU/LEA, clearly delineating the terms and conditions governing the placement of EPP candidates in field and clinical experiences within the respective educational settings. Each MOU underwent a comprehensive review by both UNCP and the partnering PSU/LEA to ensure mutual understanding and agreement regarding the roles, responsibilities, and expectations associated with EPP student engagement. By formalizing these arrangements, the EPP aimed to support a seamless, structured, and enriching learning environment for its candidates while aligning with the operational standards and requirements of the participating PSUs and LEAs.

The implementation of individual MOUs enabled the UNCP EPP to offer a broad spectrum of field and clinical opportunities, thereby enhancing students' professional development and readiness for careers in education. These partnerships were reviewed annually to facilitate ongoing communication and

collaborative refinement, ensuring that the evolving needs of both the EPP and its partner institutions were addressed. Additionally, new MOUs were established throughout the year in response to student requests, further expanding the diversity and scope of available placements.

Table 1 provides a comprehensive overview of the PSU and LEA partners engaged with the UNCP EPP during the 2023–2024 academic year, underscoring the program’s extensive outreach and commitment to meaningful engagement with the local education community. Through these sustained partnerships, the UNCP EPP continues to offer its students invaluable hands-on experiences that equip them with the practical skills and insights essential for success in the teaching profession.

Table 1. School partners and community colleges

School Partners		
Alamance-Burlington Schools	Gaston County Schools	Orange County Schools
Anson County Schools	Granville County Schools	Pender County Schools
Bladen County Schools	Guilford County Schools	Pitt County Schools
Burke County Schools	Haliwa-Saponi Tribal School	Polk County Schools
Cabarrus County Schools	Harnett County Schools	Reaching All Minds Academy
Chapel Hill-Carrboro City Schools	Haywood County Schools	Richmond County Schools
Charlotte-Mecklenburg Schools	Henderson County Schools	Public Schools of Robeson County
Chatham County Schools	Hoke County Schools	Sampson County Schools
Community In Schools Academy	Johnson County Schools	Scotland County Schools
Classical Charter Schools	Lee County Schools	Southeastern Academy
Columbus County Schools	Lenoir County Schools	Stanly County Schools
Cumberland County Schools	Lexington City Schools	Swain County Schools

Department of Defense Schools	Montgomery County Schools	Thomas Academy Charter
Duplin County Schools	Moore County Schools	Union County Schools
Durham County Schools	Moore Montessori School	Wake County Schools
Elizabeth City-Pasquotank Schools	NC Virtual Academy	Wayne County Schools
Episcopal Day School	New Hanover County Schools	Whiteville City Schools
Franklin County Schools	Old Main STREAM Academy	Wilkes County Schools
	Onslow County Schools	Winston-Salem Forsyth County Schools
<b>Partner Community Colleges</b>		
Cape Fear Community College with Pender County Schools	Randolph Community College	Sandhills Community College with Moore County Schools
Fayetteville Technical Community College	Richmond Community College	Southeastern Community College with Columbus County Schools
Montgomery Community College with Montgomery County Schools	Robeson Community College	Southeastern Community College with Whiteville City Schools

### ***b. Stakeholder Feedback and Collaboration***

During the 2023–2024 academic year, the UNCP EPP demonstrated a steadfast commitment to fostering collaboration and communication with stakeholders from diverse constituencies across the region. Through strategic partnerships and sustained dialogue, the EPP aimed to continuously strengthen the quality of its educator preparation programming and positively impact student achievement outcomes.

Key collaborative efforts included ongoing partnerships with the Public Schools of Robeson County (PSRC), Scotland County Schools, and the Branch Alliance for Educator Diversity (BranchED). These partnerships provided critical support, resources, and guidance, enabling the EPP to design and implement high-quality, sustainable programming tailored to the needs of teacher candidates. Notably,

engagement in the BranchED project ensured that 100% of UNCP's teacher candidates received targeted, comprehensive support throughout their preparation journey.

In addition, the UNCP EPP hosts and participates in numerous advisory meetings at the unit and program levels that include administrators, faculty, candidates, and stakeholders. In AY 2023-24, Advisory Board meetings were limited to one on April 30th in light of leadership transitions within the School of Education. During the meeting, the School of Education shared several notable accomplishments that underscored its commitment to advancing educator preparation and student success: ongoing efforts to strengthen teacher recruitment and development, strong performance in key measures, creation of strategic partnerships, course offerings, and grant writing. Altogether, the meeting reflected a School of Education that remained deeply engaged in innovation, collaboration, and responsiveness to both student needs and workforce demands. Future meetings with EPP and student advisory groups were rescheduled for the forthcoming academic year to allow adequate time for thorough preparation and to facilitate substantive and meaningful conversations.

In addition, UNCP hosted regional EPP Community College Council meetings, providing an opportunity for partners to share updates on their respective programs, recruitment efforts, and opportunities for collaboration. These meetings fostered a sense of camaraderie and collective responsibility among stakeholders, reinforcing the importance of collaboration in advancing the goals of educator preparation.

Furthermore, the UNCP EPP actively participated in monthly meetings with the Regional Personnel Administrators of North Carolina (PANC) and public school unit (PSU) partners. These meetings facilitated collaboration and ensured that the UNCP EPP remained abreast of licensure updates and district needs, thereby enhancing its responsiveness to the demands of the education landscape.

An important event was the Data Institute hosted by the EPP, bringing together unit faculty and administrators. Participants engaged in reflective discussions on licensure pass rate scores and collaborated to establish goals and an implementation plan. The Assessment Sub-Committee was charged to monitor and review these plans to ensure accountability and progress towards established objectives.

At the program level, advisory groups comprising faculty, candidates, alumni, and employers convened regularly to provide feedback, exchange ideas, and share input on proposed changes. These collaborative efforts at various levels of the organization underscored the UNCP EPP's commitment to continuous improvement and excellence in educator preparation. Through ongoing collaboration and engagement with stakeholders, the UNCP EPP remains dedicated to preparing highly effective educators equipped to meet the needs of diverse learners and positively impact student outcomes.

### ***c. Council for Educator Preparation Programs (CEPP) meetings***

The Council for Educator Preparation Programs (CEPP) serves as the authoritative body governing the operations and initiatives of the UNCP EPP unit. Composed of diverse stakeholders including EPP



faculty, candidates, and representatives from P-12 educational institutions in the region, CEPP fosters collaboration and synergy in reviewing program and unit data, proposing curriculum adjustments, and recommending procedural enhancements that directly impact the preparation and development of EPP candidates.

Membership in CEPP encompasses individuals who bring a wealth of perspectives from both internal and external stakeholders within the education sector. Through active participation in subcommittees and meetings, members exercise their voting rights and leverage their expertise to offer insights and recommendations aimed at enhancing EPP operations and optimizing data collection processes. Furthermore, staff members and representatives from the leadership team contribute to CEPP proceedings in a non-voting capacity, serving in ex-officio roles to provide valuable input and guidance.

Throughout the academic year 2023-24, the CEPP convened to address a myriad of critical issues and make pivotal decisions that shaped the direction and priorities of the EPP unit. By fostering an inclusive and collaborative environment where diverse voices are heard and valued, the CEPP ensured that the UNCP EPP remained responsive to the evolving needs of stakeholders and maintained a steadfast commitment to excellence in educator preparation.

## **Exemplary CEPP Actions and Decisions related to Advanced Programs (2023–2024)**

### **1. Curriculum Enhancements**

**Purpose:** Ensure alignment with licensure standards, improve candidate outcomes, and streamline programming.

- *Graduate Program Restructuring (February 2024)*
  - Discontinued obsolete MA tracks in Science Education and updated core courses for Middle Grades and MAT programs.

### **2. Strengthening Assessment and Accountability**

**Purpose:** Promote data-informed decision-making and standardized evaluation practices.

- *Adoption of APD Instrument (August 2023)*
  - Standardized assessment of professional dispositions across programs.

### **3. Policy and Governance Improvements**

**Purpose:** Increase transparency, efficiency, and program integrity.

- *EPP Manual Revisions (August 2023, February 2024)*
  - Included updates to appeals procedures and licensure exam requirements.

- *Praxis II Policy Review*
  - Facilitated unit-wide discussion on optimal timing for test completion and policy clarity.

## Notable Outcomes of CEPP Initiatives

- **Candidate Success:** Expanded academic and financial support (e.g., Praxis II workshops, advising initiatives, self-efficacy tracking).
- **Program Quality:** Curriculum revisions reflect evolving state licensure standards and P–12 partner expectations.
- **Stakeholder Engagement:** Strengthened communication and responsiveness to regional school district priorities.
- **Data-Informed Culture:** Increased integration of assessment data (e.g., professional dispositions, licensure outcomes) into program improvement processes.

## Outcome Measures

### Measure 3: Candidate competency at program completion

#### 1. Advanced Licensure Level (RA.3.4)

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

Throughout the 2023–2024 academic year, the Advanced Candidate checkpoints within the Master of Arts (MA), Master of Arts in Education (MAEd), and Master of School Administration (MSA) programs were closely monitored through the Brave Educator Dashboard. This comprehensive platform functioned as a centralized system for candidates, faculty, program directors, and the EPP to track academic progress, evaluate performance, and uphold accountability across all advanced-level programs. Complementing this process, the Graduate School maintained oversight of student advancement through its review of successful course completion. This multi-tiered approach to monitoring provided a robust and integrated framework for assessing candidate performance and program effectiveness.

During the academic year, a total of 83 candidates successfully completed their advanced programs, collectively achieving an impressive cohort GPA of 3.90, as outlined in Table 2. This academic achievement reflects the dedication and scholarly rigor exhibited by candidates throughout their advanced studies. Furthermore, program directors played an active role in fostering continuous improvement by convening regularly to review program data and discuss potential changes or enhancements collaboratively. This collaborative approach to program management ensured that the

advanced programs remained responsive to evolving educational needs and industry standards, ultimately enhancing the quality of education provided to candidates. Overall, the diligent monitoring, collaborative efforts, and commitment to continuous improvement underscored the dedication of all stakeholders involved in advancing the MA, MAEd, and MSA programs at UNCP, reinforcing the program's reputation for academic excellence and student success.

Table 2. Program Completers 2023-2024 and cohort GPA average for cohorts larger than 6

Program	Number of Completers	GPA
MA in Art Education	0	
MA English Education 9-12	1	*
MA Mathematics Education 9-12	0	
MA Science Education 9-12*	0	
MA Social Studies 6-9 & 9-12	1	*
MA Health & Physical Education	4	*
MAEd Elementary K-6	15	3.89
MAEd Middle Grades ELA	0	
MAEd Middle Grades Math	0	
MAEd Middle Grades Science	0	
MAEd Reading Education	3	*
MSA School Administration	59	3.91
<b>Total ADV candidates</b>	<b>83</b>	<b>3.90</b>

Source: UNCP Office of Institutional Research - Internal Argos Report as of April 15, 2025

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

**b. Advanced level Licensure Exam pass rate data**

According to CAEP, an advanced-level program is a post-baccalaureate or graduate-level educator preparation program that leads to licensure, certification, or endorsement for P-12 teachers or other school professionals. These programs are designed to build upon existing qualifications, often for those who have already completed an initial licensure program.

North Carolina requires that candidates pass a content area test for each licensure area. UNCP candidates in the graduate Reading program attempted the Praxis II, CKT Math and Pearson Foundations of Reading in AY 2023-24; however, numbers were below 5 and will not be included in this report.

Overall, the Reading program has experienced a decline in licensure assessment outcomes in 2023–2024. While prior years demonstrated stronger performance, the most recent results suggest a need for targeted interventions. As a result, program faculty began reviewing curriculum alignment with test content, expanding exam preparation resources, and conducting diagnostic reviews to better understand and address candidate challenges.

***c. MSA candidate performance data: North Carolina School Executive Evaluation Rubric for Pre-Service Candidates***

The North Carolina School Executive Evaluation Rubric (NCSEER) is a comprehensive leadership assessment tool developed to support the growth and effectiveness of school administrators, including principals and assistant principals. Grounded in the North Carolina Standards for School Executives, the rubric is designed to promote reflective practice, guide professional development, and facilitate both formative and summative evaluations. It serves as a key component of the state’s efforts to improve school leadership and, ultimately, student achievement.

The rubric is organized around seven core leadership standards: Strategic Leadership, Instructional Leadership, Cultural Leadership, Human Resource Leadership, Managerial Leadership, External Development Leadership, and Micro-political Leadership. Each standard is supported by clearly defined elements that describe specific leadership behaviors and expectations.

Leaders are rated across a continuum of performance levels—Not Demonstrated, Developing, Proficient, Accomplished, and Distinguished—based on observable evidence of practice. This structure allows evaluators to provide targeted feedback and recognize growth over time.

The evaluation process is collaborative and includes self-assessment, goal-setting aligned with the standards, the collection of supporting evidence, a mid-year formative review, and a final summative evaluation. Through this process, school leaders are encouraged to reflect on their impact, use data to inform decisions, and engage in continuous improvement aimed at enhancing both their leadership practices and the educational outcomes of their schools. Table 3 summarizes MSA candidates’ performance in AY 2023-24.

Table 3. 2023-24 MSA NCSEER candidate data

	Emerging	Developing	Proficient	Accomplished	n
Evidence Area 1 (EDNL 5850)	0%	3%	88%	10%	232
Evidence Area 2 (EDNL 5800)	0%	2%	63%	0%	127
Evidence Area 3 (EDNL 5030)	0%	0%	9%	0%	52
Evidence Area 4 (EDNL 5730)	0%	0%	96%	4%	101

Evidence Area 5 (EDNL 5860)	0%	113%	16%	0%	112
Evidence Area 6 (EDNL 5880)	1%	16%	150%	14%	183

Source: UNCP Data Notebooks

**Results:** Analysis of the 2023–2024 NCSEER results across all MSA program courses reveals a strong overall performance trend among candidates, with the vast majority demonstrating competency at the **Proficient** level or higher. The data reflects the MSA program’s success in preparing aspiring school leaders to meet the expectations outlined in the state’s standards for school executives.

Across the six evaluated courses (EDNL 5850, 5800, 5030, 5730, 5860, and 5880), **Proficient** ratings were dominant, with most courses reporting 83% or more of candidates achieving this level. Several courses, such as EDNL 5030 and 5730, reported nearly all candidates at Proficient or higher, signaling consistent mastery of core leadership competencies such as strategic planning, instructional supervision, and cultural leadership.

**Accomplished** performance levels were evident, though less frequent, in four of the six courses, indicating that a meaningful subset of candidates exceeded standard expectations in areas such as applying leadership theory to practice, collaborating with stakeholders, and fostering professional learning communities.

The program’s primary area for growth was observed in **EDNL 5860**, where 88% of candidates were rated at the **Developing** level and only 12% reached **Proficient**. This outlier suggests that candidates may require additional support or instructional refinement in complex administrative or managerial leadership areas.

Importantly, **Emerging** ratings were minimal (1% or less), indicating that few candidates failed to demonstrate baseline competency in any domain. This reinforces the program’s effectiveness in ensuring that all candidates achieve foundational leadership readiness.

In sum, the global results across MSA courses illustrate that candidates are consistently well-prepared for school leadership roles, particularly in strategic, instructional, and cultural leadership domains. The program maintains high standards of performance and demonstrates a clear commitment to continuous improvement, with targeted opportunities for growth in specific course areas.

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

The Master of School Administration (MSA) program evaluated professional dispositions by using the Educational Leadership Disposition Assessment (ELDLA), a proprietary instrument developed by the University of Tampa. This tool offered a consistent and evidence-based framework for assessing the dispositions of advanced-level candidates using a 3-point rubric across 15 indicators. Data were collected via Google Forms, providing a streamlined and accessible method for capturing essential insights into candidate behaviors and professional qualities.

In AY 2023-24, dispositions data were collected during the Internship II semester and included one evaluation per candidate. These evaluations reflected 100% Meets Expectations ratings. Moving forward, the data collection procedure was addressed and corrected to include dispositions evaluations in Internships I and II.

### ***e. Assessment of Educator Professional Dispositions (APD)***

During the 2023–2024 academic year, the UNCP EPP continued its implementation of the Assessment of Professional Dispositions (APD)—a well-validated and systematically designed instrument originally developed by UNC Charlotte. This assessment served as a key component in monitoring the professional dispositions of candidates enrolled in advanced-level programs. Faculty members conduct structured evaluations across multiple domains, including impact, professional identity and continuous growth, leadership, advocacy, collaboration, and ethics.

The APD employed a four-point scale, ranging from 0 (*Not Observed*) and 1 (*Needs Improvement*) to 2 (*Meets Expectations*) and 3 (*Exceeds Expectations*), enabling nuanced and meaningful feedback. Candidates were assessed at multiple program checkpoints to ensure a comprehensive, longitudinal evaluation of their professional development. Disposition data were collected and analyzed through the Brave Educator Dashboard, which served as a centralized platform for tracking performance and supporting data-informed decision-making.

Table 4 provides a concise summary of the disposition assessment results for advanced-level candidates, offering critical insights into their progression and preparedness for the demands of educational leadership and professional practice.

Table 4. AY 2023-24 UNCP EPP dispositions data: Elementary Education (K-6) Graduate (MAED) and K-12/Secondary

	Disposition Indicators ( <i>n</i> = 7 evaluations)					
Ratings	1. Impact	2. Professional identity and continuous growth	3. Leadership	4. Advocacy	5. Collaboration	6. Ethics
Exceeds Expectations	3 (43%)	5 (71%)	3 (43%)	5 (71%)	4 (57%)	5 (71%)
Meets Expectations	4 (57%)	2 (29%)	4 (57%)	2 (29%)	3 (43%)	2 (29%)
Needs Improvement	-	-	-	-	-	-
Not Observed	-	-	-	-	-	-

Source: UNCP Data Notebooks dated April 8, 2025

**Results:** The 2023–2024 APD results for graduate-level teacher candidates in the Elementary Education (MAEd) and K-12/Secondary programs at UNCP demonstrate consistently strong professional behaviors across all measured indicators. The data, based on seven evaluations, reflect candidates' effective engagement in professional practices expected of advanced-level educators.

Across all six disposition indicators—**Impact, Professional Identity and Continuous Growth, Leadership, Advocacy, Collaboration, and Ethics**—no candidate received a rating of "Needs Improvement" or "Not Observed," indicating that all candidates met or exceeded expectations.

The majority of candidates scored in the **"Exceeds Expectations"** category in several key areas:

- **Professional Identity and Continuous Growth, Advocacy, and Ethics** each saw 71% of candidates exceeding expectations, suggesting that candidates demonstrate strong commitment to reflective practice, ethical decision-making, and proactive support for student needs.
- **Collaboration and Leadership** also showed strong performance, with 57% and 43% of candidates respectively exceeding expectations.

For the **"Meets Expectations"** category, between 29% and 57% of candidates were rated across indicators, which confirms that while some candidates are still solidifying higher-level competencies, they are performing at an acceptable professional standard.

Notably, no candidates were rated as needing improvement in any category, which speaks to the strength of the advanced preparation program in cultivating professional dispositions essential to effective teaching and leadership.

In summary, the APD data reflect a well-prepared cohort of graduate candidates who demonstrate professional integrity, collaborative skill, and a strong orientation toward leadership and advocacy. These results support the conclusion that the EPP's advanced programs are effectively fostering the dispositions necessary for ethical, student-centered, and growth-oriented educators.

## Measure 4: Ability of completers to be hired

### 1. Initial and Advanced Licensure Levels

#### *a. Employing Districts*

Table 5 provides a comprehensive list of the top 10 Local Education Agencies (LEAs) that employ graduates affiliated with UNCP. The data presented in this table reflects UNCP program completers who secured employment in North Carolina public and charter schools during the academic year 2023-2024. Notably, the Public Schools of Robeson County (PSRC) emerges as the leading employer among the top 10 LEAs. This is a significant observation, considering that UNCP is situated within the geographical

region served by the PSRC. As such, it is unsurprising that PSRC employs a substantial number of UNCP graduates, given the longstanding partnership between UNCP's Educator Preparation Program (EPP) and the PSRC. The close collaboration between UNCP and PSRC extends beyond employment opportunities, as numerous UNCP students also engage in field and clinical experiences within PSRC schools. This mutually beneficial relationship not only provides valuable learning opportunities for UNCP students but also underscores PSRC's commitment to supporting the development and growth of aspiring educators from UNCP. Overall, the prominence of PSRC as the top employer of UNCP graduates in Table 9 underscores the strength of the partnership between UNCP and PSRC, as well as the positive impact of this collaboration on the educational landscape within the region.

Table 5. Top 10 LEAs employing EPP program completers affiliated with UNCP (teachers, instructional asst., principals, asst. principals, superintendents)

Local Education Agency (Public School Unit)	Total Number of Educators
Public Schools of Robeson County	405
Cumberland County Schools	288
Scotland County Schools	124
Wake County Schools	113
Hoke County Schools	105
Richmond County Schools	100
Columbus County Schools	72
Moore County Schools	69
Bladen County Schools	58
Charlotte-Mecklenburg Schools	51

Source: Restricted NCDPI Employment Tracker Dashboard as of April 5, 2025

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

Table 6 provides information on candidates who became employed within one year of their program completion. To calculate the number of graduates of the EPP employed, the following definitions are applied:

- Completers: represent all candidates who completed either a traditional or alternative route in 2022-2023.
- Employed: completers in 2022-2023 who were employed as a teacher of record in a North Carolina Public or Charter School between the 2022-2023 and 2023-2024 school year.



Table 6. Advanced Program Completers Employed

2022-23 Program Completers	2022-23 Program Completers Employed in NC in 2023-24	
n	n	%
56	35	63%

Sources: UNCP Office of Institutional Research / Internal Argos Report as of April 24, 2024; NCDPI Employment Data Tracking File as of April 24, 2024

**Results:** The data presented in this table derives from a triangulation process involving the comparison of two distinct sources: an internal report detailing the outcomes of graduates from the academic year 2022-2023 at UNCP, and employment data obtained from the NCDPI secured portal in April 2024. It is crucial to approach these results with a degree of caution due to the potential for discrepancies caused by changes in names and employment statuses since the time of data collection. All teachers who completed an advanced licensure program at UNCP during the specified academic year successfully obtained their professional licenses. Moreover, approximately 63% of these graduates were found to be employed within North Carolina's public school system. However, it's important to note that the employment landscape is nuanced, with instances where individuals who have completed degree programs may be hired without necessarily graduating from an Educator Preparation Program (EPP). Furthermore, graduates of such programs may secure employment in a variety of educational settings beyond public schools, including private institutions, community colleges, and charter schools, thereby contributing to the complexity of interpreting employment data solely within the context of North Carolina's public school system.