

University of North Carolina at Pembroke

Educator Preparation Programs

Initial 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:

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UNCP EPP ACCOUNTABILITY MEASURES (AY 2020-21)

Impact Measures

Measure 1: Completer impact and effectiveness

1. Initial Licensure Level (R.4.1)

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

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

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

This section includes a summary of AY 2023-24 data collected through North Carolina Education Value-Added Assessment System (EVAAS) for beginning teachers prepared by the University of North Carolina at Pembroke (UNCP) Educator Preparation Program (EPP). North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 license. Measures of teacher effectiveness in North Carolina public schools are aligned to the North Carolina Professional Teaching Standards. Standard 6, *Teachers Contribute to the Academic Success of Students*, guides the evaluation of teachers according to their students’ growth. A teacher’s rating on the sixth standard is determined by a student growth value as calculated by the statewide growth model for educator effectiveness. The End-of-Course assessments, End-of-Grade assessments, Career and Technical Education Post-Assessments, and the Measures of Student Learning provide the student data used to calculate the growth value. The student growth value places a teacher into one of three rating categories:

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

Table 1 summarizes data collected by the North Carolina Department of Public Instruction (NCDPI), specifically about graduates from the UNCP EPP within their first three years of teaching. This information is accessible to UNCP through the Educator Preparation Program Restricted NCDPI Educator Preparation Program Dashboard, which requires login credentials for access. The data provided includes the number of UNCP graduates who achieved a growth rating as measured by grade-level tests included in the measure. EVAAS is a statistical model used to assess teacher effectiveness by analyzing student growth over time. Figure 1 displays the information available through the public NCDPI dashboard. In North Carolina, a three-year rolling average of student growth values is utilized to generate the sixth standard rating, which contributes to the determination of **teacher effectiveness**. It is important to note that the growth rating is derived from student growth values based on the individual students taught by a teacher. This approach ensures that the evaluation accurately reflects the impact of each teacher on their students' academic progress over time. By providing access to this data, the EPP empowers stakeholders to assess the effectiveness of UNCP graduates in their early years of teaching and informs ongoing efforts to enhance educator preparation and support. Additional information about EVAAS is readily available to stakeholders who wish to delve deeper into the methodology and implications of this assessment system through: [EVAAS](#).

Table 1. Impact of UNCP completers under 3 Years of teaching in PK-12 Student Growth (AY 2023-24)

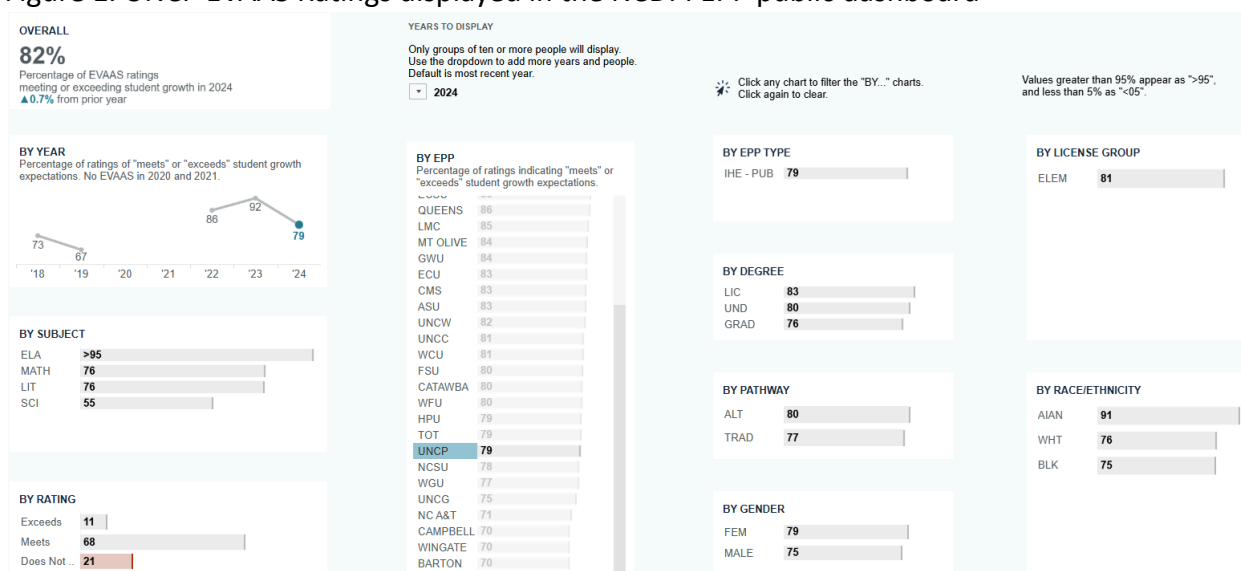
Student Growth: Teachers Contribute to the Academic Success of Students						
Subject	Test	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Meets + Exceeds Expected Growth	n (number of ratings)
Literature	Early Literacy (mClass K)	2 (15%)	8 (62%)	3 (23%)	11 (85%)	13
	Early Literacy (mClass G1)	4 (24%)	10 (59%)	4 (18%)	14 (77%)	18
	Early Literacy (mClass G2)	6 (30%)	14 (70%)	-	14 (70%)	20
English Language Arts	Reading G3	-	12 (100%)	-	12 (100%)	12
	Reading G4	-	5 (100%)	-	5 (100%)	5
	Reading G5	-	8 (100%)	-	8 (100%)	8
Mathematics	Math G4	4 (44%)	5 (56%)	-	5 (56%)	9
	Math G5	1 (14%)	5 (71%)	1 (14%)	6 (85%)	7
Science	Science G5	2 (29%)	3 (43%)	2 (29%)	5 (72%)	7

Source: Restricted NCDPI Educator Preparation Program Dashboard as of April 10, 2025

Note: Restricted EPP Dashboard reflects results from five or more UNCP graduates

EVAAS data for UNCP graduates is also available to the public through the [NCDPI Educator Preparation Program Dashboard](#).

Figure 1. UNCP EVAAS Ratings displayed in the NCDPI EPP public dashboard



Source: Restricted NCDPI Educator Preparation Program Dashboard as of April 10, 2025
 EPP Dashboard reflects results from ten or more UNCP graduates

Results: The results of student growth measures for the academic year 2023-24, based on a sample size of 99 ratings of teachers prepared by the UNCP EPP, indicate a positive contribution to their students' academic success. On average, these UNCP-prepared teachers achieved a rate of meeting/exceeding the expected student growth of 79%, compared to an 82% of overall state performance. This suggests that the majority of students taught by UNCP graduates demonstrated the expected level of academic progress over the academic year.

Literature/Early Literacy: In Kindergarten (mClass K), 85% of students met or exceeded expected growth, with 23% surpassing expectations. Grade 1 (mClass G1) shows slightly lower performance, with 77% meeting or exceeding growth, and 18% exceeding. In Grade 2 (mClass G2), while no students exceeded expectations, 70% met expected growth. There appears to be a declining trend in the percentage of students exceeding expected growth from K through G2, suggesting a possible area for focused instructional improvement.

English Language Arts: Across Grades 3 to 5, student performance in reading is exceptionally strong. Every student assessed met expected growth (100%), with no recorded underperformance or exceeding metrics. This consistency indicates a strong literacy program and effective teaching strategies at these levels.

Mathematics: Results in Math are more varied. Grade 4 Math shows a challenge, with only 56% meeting expected growth and 44% not meeting it—no students exceeded expectations. In contrast, Grade 5 Math is much stronger, with 85% meeting or exceeding expectations (14% exceeded). The

disparity between these two grades may suggest curriculum alignment or instructional delivery concerns in Grade 4 Mathematics.

Science: In Grade 5 Science, 72% of students met or exceeded expected growth, with an even distribution of students exceeding expectations (29%) and those not meeting growth (29%). This mixed performance suggests potential for growth in instructional approaches or assessment alignment in science at this level.

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

This section includes a summary of AY 2023-24 data collected through the *North Carolina Educator Evaluation System* (NCEES) for beginning teachers prepared by the UNCP EPP. North Carolina defines a beginning teacher as “one who is in the first three years of teaching and holds an Initial Professional License or a Residency License”. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet the North Carolina Professional Teaching Standards 1-5 (e.g., Teaching Performance) as they move from ratings of “Developing” to “Distinguished.” New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Information about NCEES may be found at [NCEES](#). Table 2 summarizes the data collected through the Restricted NCDPI Educator Preparation Program Dashboard, while Figure 2 illustrates the results published in the public dashboard. Table 3 disaggregates data by licensure area.

Table 2. Summary of School Administrators’ ratings of UNCP completers under 3 Years of teaching

% Developing	% Proficient	% Accomplished	% Distinguished	% Accomplished + Distinguished	n (number of ratings)
Standard One: Teachers Demonstrate Leadership					
12 (3%)	213 (58%)	131 (36%)	10 (3%)	141 39%	366
Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students					
7 (2%)	175 (57%)	120 (39%)	5 (2%)	125 41%	307
Standard Three: Teachers Know the Content They Teach					
10 (3%)	214 (70%)	82 (27%)	1 (0%)	82 (27%)	307
Standard Four: Teachers Facilitate Learning for Their Students					
11 (3%)	221 (60%)	131 (36%)	3 (1%)	134 37%	366
Standard Five: Teachers Reflect on Their Practice					

14 (5%)	223 (73%)	67 (22%)	3 (1%)	70 23%	307
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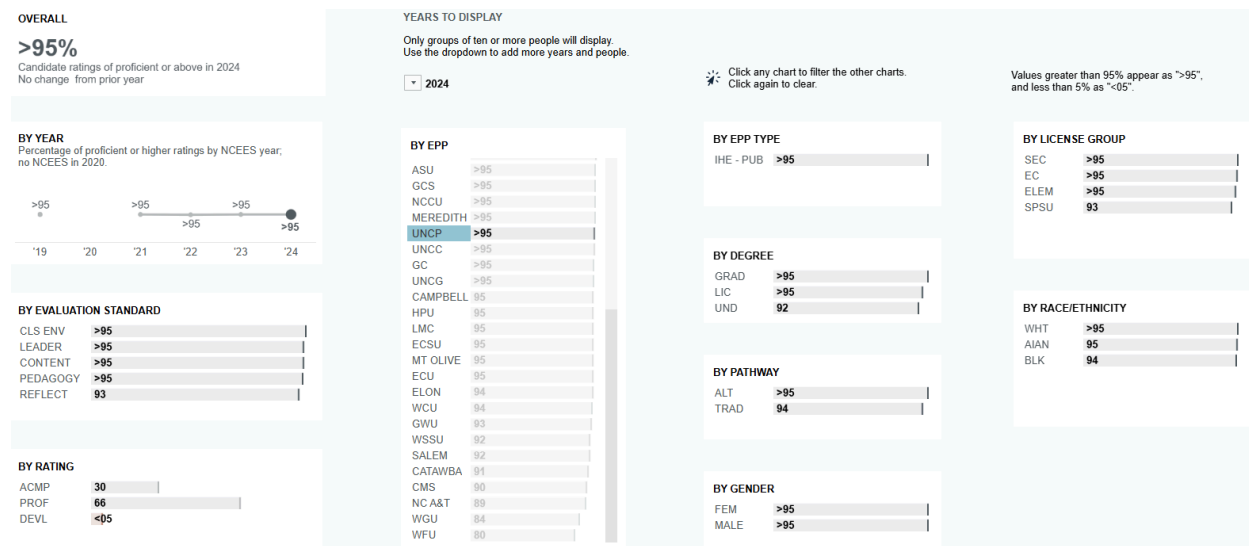
Source: Restricted NCDPI Educator Preparation Program Dashboard as of April 10, 2025

Note: Restricted EPP Dashboard reflects results from five or more UNCP graduates.

* Program data with low enrollment or no graduates are not included to protect candidate confidentiality

NCEES data for UNCP graduates is also available to the public through the [NCDPI Educator Preparation Program Dashboard](#).

Figure 2. UNCP NCEES Ratings displayed in the NCDPI EPP public dashboard



Source: NCDPI Educator Preparation Program Dashboard as of April 10, 2025

EPP Dashboard reflects results from ten or more UNCP graduates

Table 3. AY 2023-24 NCEES ratings disaggregated by licensure area

License Area	Developing	Proficient	Accomplished	Distinguished	Accomplished + Distinguished	n (Total number of evaluations)
Std I: Leadership						
~Art	1 (13%)	5 (63%)	1 (13%)	1 (13%)	2 (25%)	2
Birth through Kindergarten	2 (5%)	30 (77%)	6 (15%)	1 (3%)	7 (18%)	39
Elementary (grades K-6)	5 (3%)	98 (63%)	51 (33%)	2 (1%)	53 (34%)	156
English (grades 9-12)	-	6 (75%)	2 (25%)	-	2 (25%)	8
Health & Physical Ed	1 (6%)	12 (75%)	3 (19%)	-	3 (19%)	16

License Area	Developing	Proficient	Accomplished	Distinguished	Accomplished + Distinguished	n (Total number of evaluations)
Mathematics (grades 9-12)	-	2 (40%)	3 (60%)	-	3 (60%)	5
~Music	1(10%)	7 (70%)	2 (20%)	-	2 (20%)	10
Science (grades 9-12)	-	3 (50%)	3 (50%)	-	3 (50%)	6
Social Studies (grades 9-12)	1 (9%)	6 (55%)	4 (36%)	-	4 (36%)	11
Spec Ed: Academically Gifted	-	11 (19%)	41 (72%)	5 (9%)	46 (81%)	57
Spec Ed: General Curriculum	1 (3%)	29 (74%)	8 (21%)	1 (3%)	9 (23%)	39
Std II: Classroom Environment						
~Art	-	4 (57%)	3 (43%)	-	3 (43%)	7
Birth through Kindergarten	1 (3%)	23 (70%)	9 (27%)	-	9 (27%)	33
Elementary (grades K-6)	4 (3%)	85 (59%)	53 (37%)	3 (2%)	56 (39%)	145
English (grades 9-12)	-	6 (100%)	-	-	-	6
Health and Physical Ed	-	13 (81%)	3 (19%)	-	3 (19%)	16
Mathematics (grades 9-12)	-	3 (60%)	2 (40%)	-	2 (40%)	5
~Music	1 (10%)	8 (80%)	1 (10%)	-	1 (10%)	10
Social Studies (grades 9-12)	-	6 (60%)	4 (40%)	-	4 (40%)	10
Spec Ed: Academically Gifted	-	9 (30%)	19 (63%)	2 (7%)	21 (70%)	30
Spec Ed: General Curriculum	1 (3%)	14 (40%)	20 (57%)	-	20 (57%)	35
Std III: Content Knowledge						
~Art	-	4 (57%)	3 (43%)	-	3 (43%)	7

License Area	Developing	Proficient	Accomplished	Distinguished	Accomplished + Distinguished	n (Total number of evaluations)
Birth through Kindergarten	3 (9%)	26 (79%)	4 (12%)	-	4 (12%)	33
Elementary (grades K-6)	5 (3%)	106 (73%)	34 (23%)	-	34 (23%)	145
English (grades 9-12)	-	6 (100%)	-	-	-	6
Health and Physical Ed	-	14 (88%)	2 (13%)	-	2 (13%)	16
Mathematics (grades 9-12)	-	1 (20%)	4 (80%)	-	4 (80%)	5
~Music	1 (10%)	6 (60%)	3 (30%)	-	3 (30%)	10
Social Studies (grades 9-12)	-	5 (50%)	5 (50%)	-	5 (50%)	10
Spec Ed: Academically Gifted	-	10 (33%)	19 (63%)	1 (3%)	20 (67%)	30
Spec Ed: General Curriculum	1 (3%)	31 (89%)	3 (9%)	-	3 (9%)	35
Std IV: Facilitating Student Learning						
~Art	-	5 (63%)	3 (38%)	-	3 (38%)	8
Birth through Kindergarten	3 (8%)	29 (74%)	7 (18%)	-	7 (18%)	39
Elementary (grades K-6)	4 (3%)	100 (64%)	52 (33%)	-	52 (33%)	156
English (grades 9-12)	-	6 (75%)	2 (25%)	-	2 (25%)	8
Health and Physical Ed	-	12 (75%)	4 (25%)	-	4 (25%)	16
Mathematics (grades 9-12)	-	2 (40%)	3 (60%)	-	3 (60%)	5
~Music	1 (10%)	7 (70%)	2 (20%)	-	2 (20%)	10
Science (grades 9-12)	-	4 (67%)	2 (33%)	-	2 (33%)	6

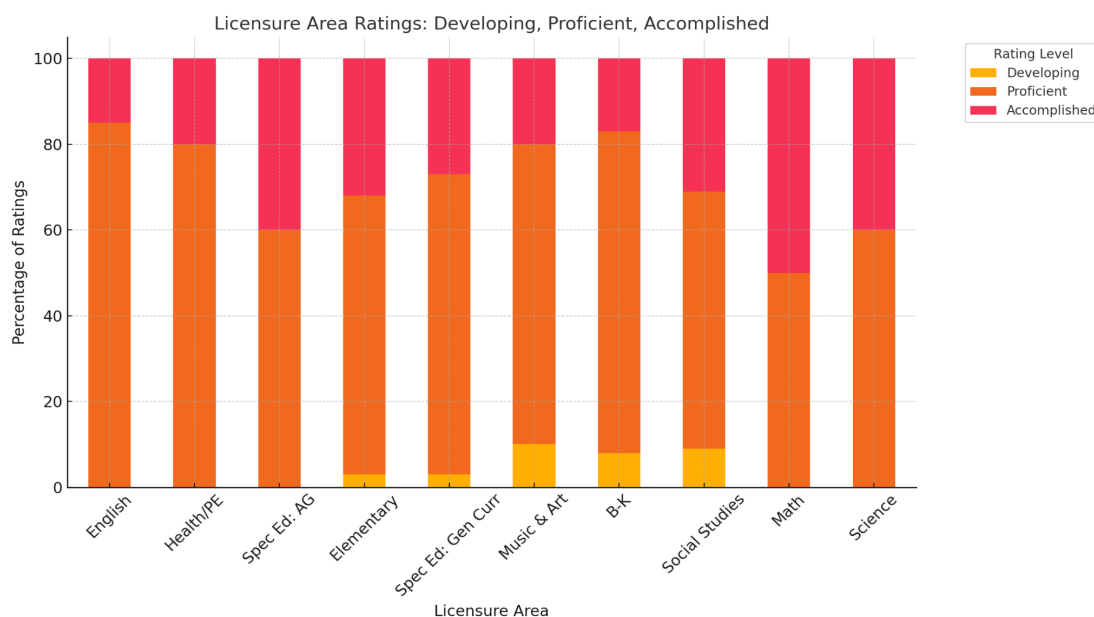
License Area	Developing	Proficient	Accomplished	Distinguished	Accomplished + Distinguished	n (Total number of evaluations)
Social Studies (grades 9-12)	1 (9%)	6 (55%)	4 (36%)	-	4 (36%)	11
Spec Ed: Academically Gifted	-	16 (28%)	38 (67%)	3 (5%)	41 (72%)	57
Spec Ed: General Curriculum	2 (5%)	30 (77%)	7 (18%)	-	7 (18%)	39
Std V: Reflecting on Practice						
~Art	-	5 (71%)	2 (29%)	-	2 (29%)	7
Birth through Kindergarten	2 (6%)	29 (88%)	1 (3%)	1 (3%)	2 (6%)	33
Elementary (grades K-6)	8 (6%)	105 (72%)	31 (21%)	1 (1%)	32 (22%)	145
English (grades 9-12)	-	6 (100%)	-	-	-	6
Health and Physical Ed	-	16 (100%)	-	-	-	16
Mathematics (grades 9-12)	-	3 (60%)	2 (40%)	-	2 (40%)	5
~Music	1 (10%)	9 (90%)	-	-	-	10
Social Studies (grades 9-12)	1 (10%)	5 (50%)	4 (40%)	-	4 (40%)	10
Spec Ed: Academically Gifted	-	12 (40%)	17 (57%)	1 (3%)	18 (60%)	30
Spec Ed: General Curriculum	2 (6%)	28 (80%)	5 (14%)	-	5 (14%)	35

Source: Restricted NCDPI Educator Preparation Program Dashboard as of April 24, 2025

Note: Restricted EPP Dashboard reflects results from five or more UNCP graduates.

* Program data with low enrollment or no graduates are not included to protect candidate confidentiality.

Figure 3. AY 2023-24 NCEES ratings disaggregated by license group



Results: In alignment with trends observed in preceding years, evaluations of UNCP completers during the academic year 2023-24 **continued to demonstrate** a concentration of effectiveness ratings predominantly falling between the categories of "Proficient" and "Accomplished". This consistent pattern suggests a commendable level of competence and proficiency among UNCP program completers in fulfilling the expectations and criteria outlined within their respective standards of evaluation.

Specifically, UNCP completers exhibited particularly **strong performance** in Standards One and Four, pertain to how teachers demonstrated leadership skills and their capacity to facilitate learning for their students. The NCDPI public dashboard reports overall UNCP ratings above 95%, reflecting equitable candidate ratings compared to graduates of other institutions in the state. Overall, the evaluation data from AY 2023-24 highlights both the strengths and areas for growth among UNCP program completers, providing valuable insights that can inform targeted interventions and enhancements to the educator preparation curriculum.

High-Performing Licensure Areas

English (Grades 9–12): English teachers consistently performed at a high level. All participants were rated at **Proficient** or above across all standards, with **no Developing ratings**. Notably, 100% were rated as *Proficient* in Standards II (Classroom Environment), III (Content Knowledge), and V (Reflecting on Practice), reflecting strong consistency and reliability in this area.

Health and Physical Education: Teachers in this area performed strongly, with 100% receiving Proficient ratings in Standard V. Across all standards, the majority (75–100%) were rated Proficient,

with no Distinguished ratings, but also no Developing ratings in most categories, suggesting a solid performance baseline.

Special Education: Academically Gifted: This group showed a relatively high proportion of **Accomplished** ratings, particularly in Standards III (63%) and IV (67%). Across all standards, the combined **Accomplished + Distinguished** ratings ranged from 60% to 81%, indicating a well-above-average level of competence.

Moderate-Performing Licensure Areas

Elementary (Grades K–6): Elementary educators were heavily represented in the dataset (e.g., $n = 156$ in some standards), and while most ratings were Proficient, there was a fair share of Accomplished ratings as well (up to 37% in Standard II). Distinguished ratings were rare but present. Overall, this group was strong but had more variation than English or Health/PE.

Special Education: General Curriculum: This group also demonstrated consistency, with many Proficient ratings and some Accomplished ratings across standards. However, there was slightly less presence in the Accomplished + Distinguished category (e.g., 9% in Standard III, 14% in Standard V), pointing to room for growth in advanced performance.

Music & Art: These areas had smaller sample sizes but generally good performance. Most teachers were Proficient or Accomplished, with occasional Developing ratings (e.g., Music had a 10% Developing rating in multiple standards). The results suggest solid competency but less frequency in high-level performance (Accomplished/Distinguished).

Areas Needing Attention

Birth through Kindergarten (B-K): This group had a more noticeable proportion of **Developing ratings**, particularly in Standards I (5%), III (9%), and IV (8%). While the majority were still rated Proficient, this variability suggests the need for additional support or targeted professional development in foundational areas.

Social Studies (Grades 9–12): Although there were respectable levels of Accomplished ratings (up to 40% in Standards IV and V), there were also several Developing ratings, including 9–10% in Standards I, IV, and V. This mix of ratings highlights a need for greater consistency in educator effectiveness in this content area.

Small Sample Groups with Notable Performance

Math and Science (Grades 9–12): Both had small n -sizes (5–6 teachers), which limits generalizability. However, Math showed strong ratings in Standards III and IV, with 80–100% Accomplished ratings. Science followed closely with 67–100% Proficient and Accomplished ratings. Their performance suggests high competence, though further data would help validate the trend. Program data with low enrollment or no graduates are not included to protect candidate confidentiality; however, data is available to faculty programs through secured digital Data Notebooks and during the annual Data Institute for the purpose of continuous improvement.

Measure 2: Satisfaction of Employers and Stakeholder Involvement

1. Initial Licensure Level (R.4.2)

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

The state statute for Educator Preparation Program accountability requires that the NC Department of Public Instruction (NCDPI) reports on employers' perceptions of graduate quality. The most recent state data available to capture employer satisfaction with UNCP EPP completers' preparation is from the 2022-23 NCDPI *Employer Satisfaction Survey* via the [NC Educator Preparation Program Dashboard](#). Each year, employers of first-year teachers in NC receive a survey asking them to assess the teachers on several teaching tasks. The NCES survey includes 36 items (29 focused on general and 7 in literacy practices) that are aligned with the state's professional teaching standards. Table 4 summarizes the NCES data for 45 employers (58% response rate) who evaluated 239 UNCP EPP completers teaching in their school districts during AY 2022-23. **AY 2023-24 data will be available after this report in May 2025.** Literacy practices were and are still of priority at the state and UNCP levels and are denoted here in red font.

Table 4. AY 2022-23 NCES Survey Data by indicators

NCEES Eval St	Item Description	Much less	Less	Comparable	More	Much more	Comparable + More + Much More	n
2	Adapting teaching to benefit students with unique learning needs	1 (2%)	2 (2%)	31 (69%)	10 (22%)	2 (4%)	43 (96%)	45
3	Aligning instruction with the North Carolina Standard Course of Study	-	-	29 (64%)	13 (29%)	3 (7%)	45 (100%)	45
2	Maintaining a classroom environment that enables students to learn	1 (2%)	3 (7%)	24 (53%)	11 (24%)	6 (13%)	41 (91%)	45
4	Communicating in ways that are	-	2 (4%)	24 (53%)	17 (38%)	2 (4%)	43 (96%)	45

NCEES Eval St	Item Description	Much less	Less	Comparable	More	Much more	Comparable + More + Much More	<i>n</i>
	clearly understood by students							
4	Making expectations about student behavior clear	1 (2%)	4 (2%)	25 (56%)	12 (27%)	5 (11%)	42 (93%)	45
3	Developing students' reading comprehension	1 (6%)	1 (6%)	8 (47%)	6 (35%)	1 (6%)	15 (88%)	17
3	Exhibiting a strong foundation of knowledge in his/her content area(s)	-	1 (2%)	25 (56%)	14 (31%)	5 (11%)	44 (98%)	45
4	Promoting critical thinking in students	1 (2%)	4 (9%)	32 (71%)	6 (13%)	2 (4%)	40 (89%)	45
3	Implementing culturally responsive pedagogy in literacy instruction	-	2 (12%)	10 (59%)	3 (18%)	2 (12%)	15 (88%)	17
1	Using data to guide practice	-	4 (9%)	27 (60%)	12 (27%)	2 (4%)	41 (91%)	45
3	Assessing students' literacy development	-	2 (12%)	10 (59%)	3 (18%)	2 (12%)	15 (88%)	17

NCEES Eval St	Item Description	Much less	Less	Comparable	More	Much more	Comparable + More + Much More	<i>n</i>
4	Leveraging a variety of formal and informal assessments to drive student learning	-	2 (4%)	30 (67%)	11 (24%)	2 (4%)	43 (96%)	45
3	Differentiating literacy instruction to meet the needs of diverse learners	-	2 (12%)	9 (53%)	5 (29%)	1 (6%)	15 (85%)	17
2	Managing disruptive behavior in the classroom	2 (4%)	3 (7%)	25 (56%)	10 (22%)	5 (11%)	40 (89%)	45
2	Incorporating instructional materials that reflect a diverse set of student experiences	-	1 (2%)	31 (69%)	11 (24%)	2 (4%)	44 (98%)	45
4	Serving students from diverse economic backgrounds	-	-	24 (56%)	13 (30%)	14 (6%)	43 (100%)	43
5	Self-assess and reflect on own practices	-	1 (2%)	23 (51%)	18 (40%)	3 (7%)	44 (98%)	45
2	Demonstrating skill in support of English second	-	1 (2%)	35 (78%)	9 (20%)	-	44 (98%)	45

NCEES Eval St	Item Description	Much less	Less	Comparable	More	Much more	Comparable + More + Much More	<i>n</i>
	language learners							
2	Investing families and other significant adults in students' learning	-	2 (4%)	33 (73%)	10 (22%)	-	43 (96%)	45
3	Developing students' reading fluency	-	2 (12%)	9 (53%)	5 (29%)	1 (6%)	15 (88%)	17
3	Developing students' foundational reading skills (e.g. phonemic awareness, phonological awareness, phonics)	1 (6%)	1 (6%)	10 (59%)	4 (24%)	1 (6%)	15 (88%)	17
4	Utilizing a variety of appropriate instructional materials	-	1 (2%)	32 (71%)	10 (22%)	2 (4%)	44 (98%)	45
2	Teaching in a multicultural or multilingual setting	-	-	25 (57%)	10 (23%)	9 (20%)	44 (100%)	44
1	Engaging in professional development to address identified improvement needs	-	-	30 (67%)	11 (24%)	4 (9%)	45 (100%)	45

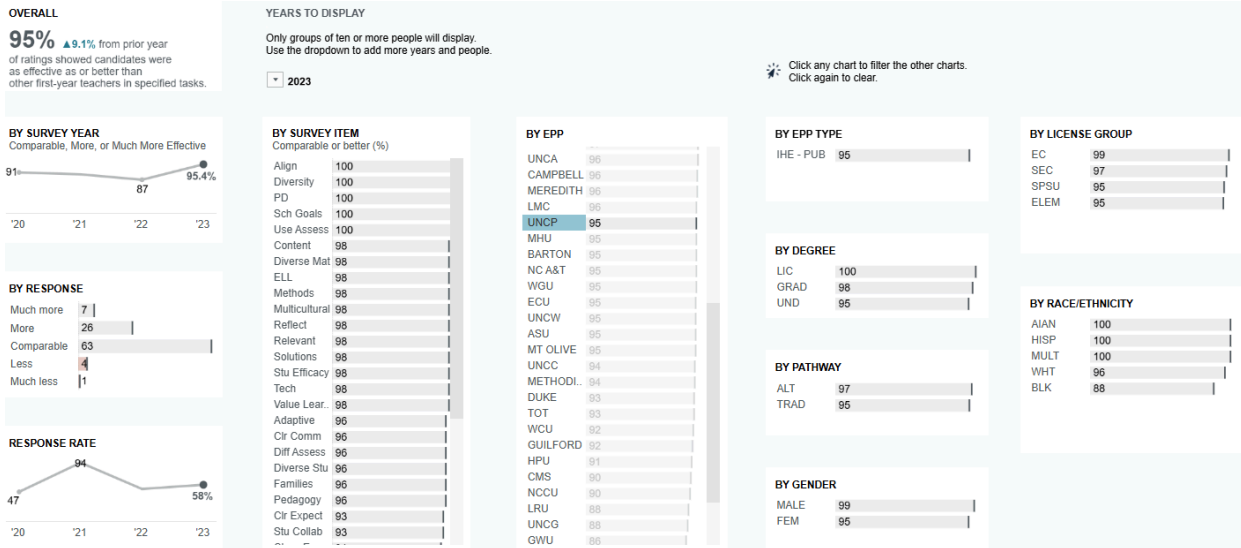
NCEES Eval St	Item Description	Much less	Less	Comparable	More	Much more	Comparable + More + Much More	<i>n</i>
3	Demonstrating pedagogical competence	-	2 (4%)	32 (71%)	9 (20%)	2 (4%)	43 (96%)	45
1	Taking an active role in professional learning communities	-	4 (9%)	27 (60%)	12 (27%)	2 (4%)	41 (91%)	45
5	Reflecting on practice and identifying areas for improvement	-	1 (2%)	23 (51%)	18 (40%)	3 (7%)	44 (98%)	45
3	Making instruction relevant to 21st-century students	-	1 (2%)	33 (73%)	8 (18%)	3 (7%)	44 (98%)	45
1	Contributing to the productivity of school wide goals	-	-	29 (64%)	14 (31%)	2 (4%)	45 (100%)	45
1	Seeking solutions to address students' learning needs in a proactive manner	-	1 (2%)	29 (64%)	13 (29%)	2 (4%)	44 (98%)	45
4	Facilitating learning through student collaboration in small groups and teams	-	3 (7%)	28 (62%)	10 (22%)	4 (9%)	42 (93%)	45

NCEES Eval St	Item Description	Much less	Less	Comparable	More	Much more	Comparable + More + Much More	<i>n</i>
4	Helping students believe they can do well in school	-	1 (2%)	26 (58%)	14 (31%)	4 (9%)	44 (98%)	45
4	Integrating technology into instruction to enhance learning	-	1 (2%)	29 (64%)	12 (27%)	3 (7%)	44 (98%)	45
4	Using state and/or district mandated assessments to inform instruction	-	-	33 (73%)	8 (18%)	4 (9%)	45 (100%)	45
4	Helping students value learning	-	1 (2%)	27 (60%)	14 (31%)	3 (7%)	44 (98%)	45
3	Developing students' vocabulary	-	2 (12%)	10 (59%)	4 (24%)	1 (6%)	15 (88%)	17

Source: NCDPI Educator Preparation Program Dashboard as of April 24, 2025

EPP Dashboard reflects results from ten or more UNCP graduates evaluations.

Figure 4. AY 2022-23 NCES Survey Data as displayed in the NCDPI EPP Dashboard



Source: NCDPI Educator Preparation Program Dashboard as of April 10, 2025
 EPP Dashboard reflects results from ten or more UNCP graduates

Table 5. AY 2022-23 NCES Survey Data disaggregated by licensure area

Licensure Area	Much less	Less	Comparable	More	Much more	More + Much More	n (Number of Evals)
~Art	1 (3%)	4 (14%)	22 (76%)	2 (7%)	-	2 (7%)	29
Birth through Kindergarten	-	-	90 (62%)	50 (34%)	5 (3%)	55 (38%)	145
Elementary (grades K-6)	7 (1%)	40 (5%)	474 (60%)	192 (24%)	71 (9%)	263 (34%)	784
English (grades 9-12)	-	6 (7%)	48 (55%)	31 (36%)	2 (2%)	33 (38%)	87
Health and Physical Ed	-	-	18 (62%)	11 (38%)	-	11 (38%)	29
Mathematics (grades 9-12)	-	-	20 (69%)	9 (31%)	-	9 (31%)	29
Music	-	2 (2%)	54 (62%)	26 (30%)	5 (6%)	31 (36%)	87
Social Studies (grades 9-12)	-	3 (2%)	122 (84%)	19 (13%)	1 (1%)	20 (14%)	145

Spanish	-	-	12 (41%)	16 (55%)	1 (3%)	17 (59%)	29
Spec Ed: General Curriculum	-	-	62 (72%)	9 (10%)	15 (17%)	24 (28%)	86

Source: NCDPI Educator Preparation Program Dashboard as of April 24, 2025
 EPP Dashboard reflects results from ten or more UNCP graduates

Results: The Employer Satisfaction Survey conducted for the academic year 2022-2023 offered valuable insights into the effectiveness and preparedness of first-year teachers trained at the UNCP compared to their counterparts in North Carolina. The survey provided robust comparisons across various dimensions, including professional competency, employee effectiveness, and institution preparation, thereby offering a comprehensive assessment of UNCP program completers' performance in the field of education. The survey assessed 36 competencies aligned with state teaching standards, including 7 items focused specifically on literacy practices—an area of heightened focus both statewide and within UNCP EPP.

Overall Performance

UNCP completers received overwhelmingly positive ratings across the board. In nearly every evaluated area, **85% or more of employers** rated their performance as *Comparable, More, or Much More* effective than that of other beginning teachers. These ratings reflect high levels of employer satisfaction with the preparation provided by UNCP.

Key strengths include:

- **Alignment with Curriculum Standards:** 100% of respondents rated new teachers as at least "Comparable" in aligning instruction with the North Carolina Standard Course of Study.
- **Instructional Materials and Content Knowledge:** Nearly all respondents (98%) agreed that completers utilized appropriate instructional materials and exhibited a strong foundation in their content area.
- **Professionalism and Reflective Practice:** Indicators such as self-assessment and reflection (98%), engagement in professional development (100%), and participation in professional learning communities (91%) were rated highly, demonstrating a strong commitment to growth and collaboration.
- **Data Use and Assessment Practices:** 91% or more of employers affirmed that teachers effectively used data to guide instruction and assessments, reflecting sound data literacy.
- **Diversity and Inclusion:** Notably high ratings (98%) were also observed in areas related to serving diverse student populations, including teaching in multicultural or multilingual settings and using diverse instructional materials.

Areas with slightly lower—but still strong—ratings include:

- **Managing Classroom Behavior:** While 89% rated this as at least "Comparable," it ranked slightly lower than other indicators, suggesting a potential area for further support.
- **Promoting Critical Thinking:** Received 89% positive ratings, signaling room for deeper skill development in this area.
- **Literacy Instruction (in Reading Subgroup):** Among a smaller subset of respondents (n = 17), ratings for items such as developing reading comprehension, fluency, and foundational skills hovered around 85–88%, still strong but slightly lower than broader indicators.

Disaggregated Results by Licensure Area

When analyzing satisfaction by licensure area, several patterns emerged:

- **High-Performing Areas:**
 - **Birth through Kindergarten** and **Elementary Education** received the highest number of evaluations, with 62% and 60% rated as "Comparable," and 34% and 24% as "More," respectively.
 - **Spanish** had the highest proportion of "More" and "Much More" ratings combined (59%), suggesting particular strength in language instruction.
 - **English and Music** also demonstrated strong performance, each with over one-third of responses in the "More" or "Much More" categories.
- **Moderate-Performing Areas:**
 - **Health/PE and Mathematics** showed solid performance, though their "More + Much More" ratings remained around one-third, indicating consistent but not exceptional performance.
- **Areas for Growth:**
 - **Social Studies** had a relatively high percentage (84%) rated "Comparable," but only 14% fell into the "More + Much More" categories. This trend may suggest solid preparation that could benefit from enriched instructional innovation or classroom engagement strategies.
 - **Special Education: General Curriculum** received high "Comparable" ratings (72%) but only 28% as "More or Much More," suggesting potential development areas in instructional differentiation and behavior management.

Overall, the AY 2022–23 NCES Employer Satisfaction data affirm that program completers from the educator preparation program are entering classrooms well-prepared across a range of competencies. Employers report that these new teachers are capable of aligning instruction with standards, managing diverse classrooms, using data effectively, and contributing to professional communities.

While ratings suggest strong initial preparation, certain areas—particularly behavior management, critical thinking promotion, and specific literacy practices—may benefit from continued support and professional development. These insights can guide future curriculum refinement, clinical partnerships, and induction supports to further elevate educator readiness.

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

a. MOUs/ Partnerships

During the 2023-2024 academic year, the UNCP EPP fostered collaborative partnerships with 63 public school units (PSUs) and local education agencies (LEAs) through the implementation of Memorandums of Understanding (MOUs). These MOUs served as formal agreements between the university and each individual PSU/LEA, outlining the terms and conditions governing the engagement of EPP students in field and clinical experiences within the PSU/LEA's educational settings. Each MOU underwent thorough review by both the university and the respective PSU/LEA to ensure that a collaborative agreement was reached regarding the ways in which EPP students would participate in field and clinical work within the PSU/LEA. By establishing clear expectations and guidelines through these agreements, the UNCP EPP aimed to facilitate a seamless and enriching learning experience for its students while meeting the necessary requirements and standards set forth by the PSU/LEAs.

The implementation of individual MOUs enabled the UNCP EPP to provide a wide range of field and clinical opportunities to its students, thereby enriching their educational experiences and preparing them for successful careers in the field of education. Moreover, these partnerships were reviewed on an annual basis with each partner, allowing for ongoing dialogue and collaboration to ensure that the needs and expectations of both the UNCP EPP and the PSU/LEAs were being met. Furthermore, additional MOUs were added as needed based on requests from EPP students, further expanding the scope and diversity of field and clinical opportunities available to them. Table 5 summarizes the partners that collaborated with the UNCP EPP during the 2023-24 academic year, highlighting the breadth and depth of the program's engagement with the local education community. Through these collaborative efforts, the UNCP EPP continues to provide its students with valuable hands-on experiences that prepare them for success in their future careers as educators.

Table 5. 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

School Partners		
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
Partner Community Colleges		
Cape Fear Community College with Pender County Schools	Randolph Community College	Sandhills Community College with Moore County Schools

School Partners		
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

Throughout AY 2023-24, the UNCP EPP maintained a steadfast commitment to fostering collaboration and communication with stakeholders from diverse groups across the region. By engaging in strategic partnerships and facilitating ongoing dialogue, the UNCP EPP sought to enhance the quality of its teacher preparation program and ultimately improve student achievement outcomes.

Key partnerships included continued collaboration with the Public Schools of Robeson County (PSRC), Scotland County Schools, and the Branch Alliance for Educator Diversity (BranchED). Through these partnerships, the UNCP EPP received direct support, tools, and resources to design and implement sustainable, high-quality programming tailored to the needs of its teacher candidates. BranchED's involvement ensured that 100% of UNCP's teacher candidates benefited from comprehensive support and guidance 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.

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 annual Data Institute hosted by the EPP, bringing together unit faculty, administrators. Participants engaged in reflective discussions on licensure pass rate scores and collaborated to establish goals and an implementation plan. The Assessment Sub-Committee monitored and reviewed 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 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 Decisions and Actions (AY 2023–2024)

1. Curriculum Enhancements

Purpose: Align with licensure standards, support candidate success, and streamline programs.

- **Mathematics Education Revisions (September 2023):**
 - Adjusted prerequisites and catalog descriptions for five MAT courses (e.g., *MAT 2110*, *MAT 3500*).

- Example: *MAT 4750* revised to better align course content with classroom practice expectations.
- **Health & Physical Education Updates (October 2023):**
 - Revised prerequisites and added writing enriched (WE) designation to *PED 3070*.
- **Major Literacy Curriculum Overhaul (November 2023):**
 - Deleted outdated courses (*RDG 4000*, *ELE 3060*) and approved new ones (*RDG 3060*, *RDG 3080*) to strengthen reading instruction and align with the Science of Reading and UNC Literacy Framework.
- **Graduate Program Restructuring (February 2024):**
 - Eliminated outdated MA Science Education tracks and updated core courses in *Middle Grades MA Ed* and *Science Education MAT*.

2. Strengthening Assessment and Accountability

Purpose: Ensure consistent candidate evaluation and data-informed decisions.

- **Adopted APD (Assessment of Professional Dispositions) Instrument (August 2023):**
 - Standardized across programs to support candidate monitoring and improvement.
- **Implemented Licensure Exam Support Workshops (Spring 2024):**
 - Held April 20 with campus ERPI funds designated to remove financial barriers.
- **Praxis Data Collaboration with Music Faculty (March 2024):**
 - Faculty agreed to take the Praxis II to better align instruction with licensure test expectations.

3. Field Experience & Clinical Practice Decisions

Purpose: Ensure high-quality placements and compliance with NCDPI policy.

- **Internship Improvements:**
 - Standardized Pre-Intern Interview Questions and shared clinical practice revisions from TEC subcommittee.
 - Addressed district placement challenges in Hoke and Scotland Counties.

- **EPP Clinical Practice Emphasis (January–March):**

- Confirmed all “checkpoint” courses must have embedded field experience; alternatives only under extenuating circumstances.

4. Policy and Governance Actions

Purpose: Streamline operations and improve program transparency.

- **EPP Manual Updates (August 2023, February 2024):**

- Included revised appeals process and licensure exam expectations.

- **Licensure Exam Policy Review:**

- Engaged in unit-wide discussion on revising expectations for timing of Licensure Exam completion.

Notable Impacts of CEPP Decisions:

- **Candidate Success:** Expanded academic support (Licensure exam prep, advising resources, self-efficacy data collection).
- **Program Quality:** Curriculum revisions aligned with state standards and employer expectations.
- **Stakeholder Engagement:** Improved transparency and responsiveness to school district needs.
- **Data-Driven Culture:** Frequent use of assessment data (e.g., disposition tracking, licensure pass rates) to guide program updates.

Outcome Measures

Measure 3: Candidate competency at program completion

1. Initial Licensure Level (R.3.3)

a. Initial level Licensure Exam pass rate data

Traditional programs are typically four-year undergraduate programs and often attract individuals who enter college with the goal of becoming a teacher. Traditional programs prepare candidates with instruction in pedagogy as well as the specific content area they plan to teach. Pass rates indicate the percentage of candidates who passed the assessments taken for an initial teaching license in the field of preparation. Compared to previous academic years, fewer program completers took the licensure assessments in AY 2023–24. Table 6 compares the pass rates of UNCP’s undergraduate completers taking content exams with others in similar programs statewide. The candidates’ performance shows

64% of exams passed on best attempts, which does not represent a significant difference from the previous year.

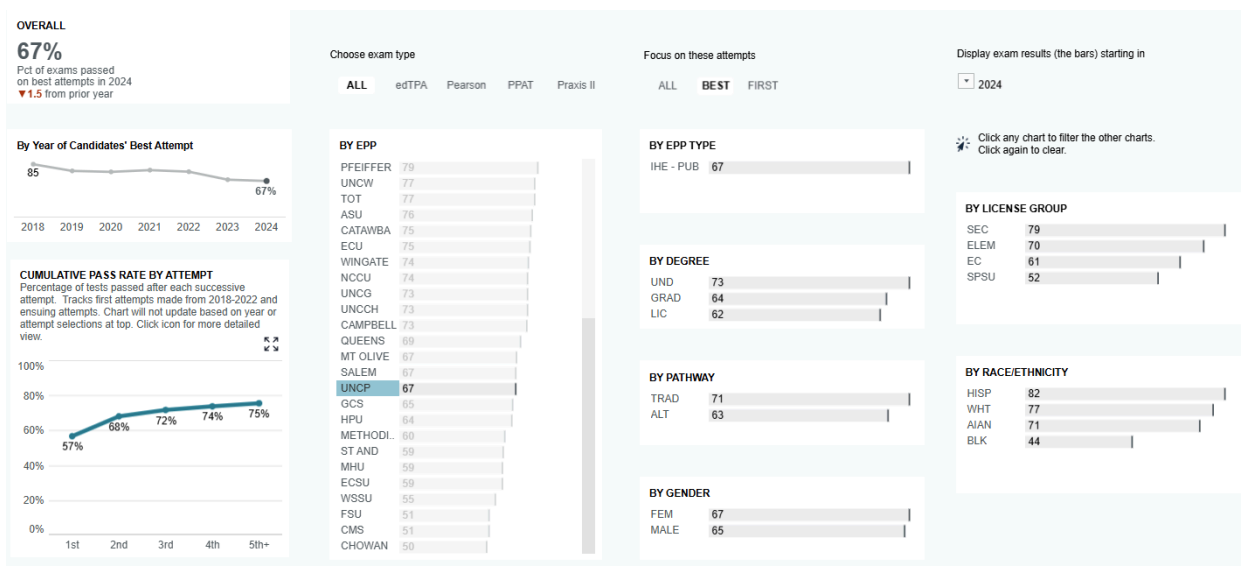
Table 6. Traditional (Undergraduate) UNCP Summary Pass Rates compared to the state

Group	UNC Pembroke			Statewide			Difference between institution and state pass rate
	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate	
All program completers 2023-24	55	35	64%	2399	1948	81%	-17%
All program completers 2022-23	85	53	62%	2927	2215	76%	-14%
All program completers 2021-22	72	44	61%	2399	1868	78%	-17%

Source: ETS 2023-24 Traditional Title II Report

North Carolina requires that candidates pass a content area test for each licensure area, except for Birth-Kindergarten. Figure 4 illustrates an overview of UNCP licensure exam data available to the public. Tables 7 and 8 summarize the Licensure Exam results for Undergraduate program completers taking Licensure Exams including Praxis II, CKT Math and the Pearson Foundations of Reading.

Figure 4. AY 2023-24 Licensure Exam Data as displayed in the NCDPI EPP Dashboard



Source: NCDPI Educator Preparation Program Dashboard as of April 10, 2025

EPP Dashboard reflects results from ten or more UNCP graduates

Table 7. Licensure Exam Results for Undergraduate Program Completers taking Praxis II and CKT Math

Program	Academic Year	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate
Elementary Education	2023-24	17	15	88%
	2022-23	42	22	52%
	2021-22	30	22	73%
Health and PE	2023-24	8	6	75%
	2022-23	6	4	67%
	2021-22	5	2	40%
Special Education	2023-24	6	3	50%
	2022-23	10	7	70%
	2021-22	10	8	80%
K-12/Secondary	2023-24	11	5	45%
	2022-23	15	10	67%
	2021-22	12	6	50%

Source: UNCP Data Notebooks as of April 16, 2025 from ETS

*Note: Data for K-12/Secondary programs is reported as one category.

Table 8. Licensure Exam Results for Traditional Program Completers (Undergraduate) taking Pearson's Foundations of Reading by program

Program	Academic Year	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate
Elementary Education	2023-24	37	25	68%
	2022-23	41	21	51%
	2021-22	27	14	52%
Special Education	2023-24	3	2	67%
	2022-23	6	4	67%
	2021-22	3	3	100%

Source: UNCP Data Notebooks as of April 16, 2025 from ETS

Results: During the academic year, UNCP teacher candidates enrolled in traditional programs underwent licensure assessments in a total of 15 subject areas. The licensure exam performance of

undergraduate teacher candidates presents a mixed picture, characterized by **steady participation across subject areas**, but **limited pass rate reporting** due to small test-taker populations in many licensure fields.

The most robust data point came from the **Elementary Education: Mathematics CKT**, where **30 candidates** from UNCP completed the exam. Of those, **73% passed**, which reflects a meaningful **increase from the previous year's pass rate of 59%**. Despite this improvement, the pass rate remains **15 percentage points below the state average of 88%**, highlighting an area for continued program focus and support.

For most other content areas—including Art, English Language Arts, Health and Physical Education, Music, Science, and Social Studies—UNCP had very small numbers of test takers (typically between 1 and 5). Program Coordinators and faculty have access to the licensure exam data to review through digital Data Notebooks.

While data limitations prevent a comprehensive analysis of most subject areas, UNCP's licensure exam results in Elementary Math show **clear improvement**, even as they fall short of the state average. Continued attention to **test preparation support**, particularly in high-enrollment areas like Elementary Education and Reading, will be key to closing performance gaps and strengthening overall program outcomes.

In North Carolina, the **Foundations of Reading** test is required for candidates in the Elementary Education and Special Education programs to be recommended for licensure. In 2023–24, both programs reported nearly identical pass rates: 68% (Elementary) and 67% (Special Education). The **Elementary Education program** has demonstrated **year-over-year variability** but made significant improvement in the most recent year. The **Special Education program**, while small in scale, maintained consistent outcomes, suggesting stability in candidate preparation.

Alternative programs are almost exclusively post-baccalaureate programs that require a bachelor's degree for admission to the program. Alternative programs often attract individuals who already hold a bachelor's degree in a specific content area and may have prior work experience but are seeking to be teachers. Compared to the previous academic year, more program completers took and passed the assessment tests in AY 2023-24. Table 9 compares the pass rates of UNCP's completers with others in similar programs statewide and shows an improved pass rate. Table 9 compares the results of UNCP and statewide program completers in alternative programs. Tables 10 and 11 summarize Licensure Exam results for Master in Arts of Teaching (MAT) program completers taking Licensure Exams including Praxis II, CKT Math and the Pearson Foundations of Reading.

Table 9. Alternative UNCP Pass Rates compared to the state

Group	UNC Pembroke			Statewide		
	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
All program completers 2023-24	111	62	56%	919	696	76%

All program completers 2022-2023	52	28	54%	1035	828	80%
All program completers 2021-2022	28	11	39%	700	560	80%
All program completers 2020-2021	36	21	58%	880	774	88%
All program completers 2019-20	18	15	83%	485	427	88%

Source: ETS 2023-24 Alternate Title II Report

Table 10. Licensure Exam Results for Alternative Program Completers (MAT) taking Praxis II and CKT Math

Program	Academic Year	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate
Elementary Education	2023-24	53	29	55%
	2022-23	82	45	55%
	2021-22	39	24	62%
Special Education	2023-24	30	16	53%
	2022-23	34	22	65%
	2021-22	28	15	54%
K-12/Secondary	2023-24	30	11	37%
	2022-23	43	23	53%
	2021-22	23	18	78%

Source: UNCP Data Notebooks as of April 16, 2025 from ETS

*Note: Data for K-12/Secondary programs is reported as one category

Table 11. Licensure Exam Results for Alternate Program Completers (MAT) taking Pearson's Foundations of Reading by program

Program	Academic Year	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate
Elementary Education	2023-24	73	41	56%
	2022-23	73	40	55%
	2021-22	37	25	68%
Special Education	2023-24	21	8	38%
	2022-23	21	10	48%
	2021-22	6	4	67%

Source: UNCP Data Notebooks as of April 16, 2025 from ETS

Results:

The 2023–24 licensure exam results for alternative route candidates at the University of North Carolina at Pembroke (UNCP)—including those in MAT—reflect a combination of **notable progress in key areas** and **ongoing challenges when compared to statewide performance**.

The **Elementary Education** MAT program has maintained a stable pass rate of 55% for both 2022–23 and 2023–24. This is slightly lower than the 62% recorded in 2021–22, suggesting that performance has plateaued but not deteriorated. The number of candidates has remained large across years, emphasizing the importance of sustained support in this high-enrollment program.

In **Special Education**, pass rates have declined from 65% in 2022–23 to 53% in 2023–24, a drop that returns to levels similar to 2021–22 (54%). Given the relatively large number of test-takers, this decrease is significant and may indicate a need for enhanced test preparation aligned with Licensure Exam competencies.

Subject-specific performance varies considerably:

- **Art** dropped sharply from 83% in 2022–23 to 25% in 2023–24.
- **Health and Physical Education** fell from 50% to 15%, representing one of the most dramatic declines. As a result, the program included a course in the curriculum that is aligned with the exam.
- **Mathematics, Middle School Science, and Science** generally hovered around 50%, though prior years (especially 2021–22) saw higher success rates, particularly in Science (100%).
- **English, Social Studies, and most Middle Grades** content areas had high pass rates, often 100%, but sample sizes were extremely small, limiting generalizability.

Overall, the Praxis II and CKT results suggest that while some programs maintain steady performance, others—especially Art, Health/PE, and Special Education—are showing signs of decline, signaling a need for renewed focus on test-aligned preparation and faculty review of course content.

The **Foundations of Reading** exam results present a different and more concerning trend, particularly for candidates in the Special Education MAT program. In **Elementary Education**, performance has remained steady, with pass rates of 56% in 2023–24 and 55% in 2022–23. This is a decline from 68% in 2021–22, but the recent consistency suggests that while there has been some loss in performance, it may have stabilized. The cohort size for this exam has grown substantially, with 73 candidates tested in both 2022–23 and 2023–24, emphasizing the exam’s centrality to program completion.

The **Special Education** MAT program, however, shows a clear downward trend. The pass rate declined from 67% in 2021–22 to 48% in 2022–23, and further down to 38% in 2023–24. With over 20 candidates tested in each of the last two years, this trend is statistically meaningful and underscores the urgent need for improved literacy instruction and test preparation within the program. These results suggest that the Foundations of Reading exam poses a significant barrier for MAT Special Education candidates and likely reflects gaps in literacy instruction or candidate readiness. As a result of deep analysis, the Special Education MAT program has made licensure exam preparation a priority

through curricular realignment, targeted intervention, and structured support such as workshops and review sessions.

b. edTPA scores

The *Educative Teacher Performance Assessment* (edTPA) is a performance-based, specific assessment focused on a pre-service teacher's ability to perform three key tasks: planning, instruction, and assessment evaluated through 15 rubrics. The state of North Carolina added edTPA as a licensure requirement in 2017. Table 12 summarizes the edTPA results across three years for program candidates at the Undergraduate level, while Table 13 includes results compared by rubric. Tables 14 and 15 summarize UNCP Undergraduate and MAT candidates' edTPA results across three years, disaggregated by program

Table 12. UNCP edTPA pass rates compared to other candidates prepared in the state

	UNCP		Statewide	
	Number Taking Assessment	Total Score Mean	Number Taking Assessment	Total Score Mean
AY 2023-24	210	43.0	3,817	43.1
AY 2022-23	244	42.6	4,125	43.1
AY 2021-22	209	42.0	4,112	43.0

Source: edTPA Performance Summary Reports

Table 13. Compared mean scores for UNCP Candidates on the 5-point edTPA scale by rubric

CAEP St.	edTPA Tasks	edTPA Rubrics	UNCP		Statewide	
			AY 2022-23	AY 2023-24	AY 2022-23	AY 2023-24
R1.1, R1.2, R1.3, R3.3	1: Planning	1-Planning for Content Understanding	2.9	3.0	3.0	3.0
R1.1, R1.2,		2-Planning to Support Varied Learning	2.7	2.8	2.9	2.8

			UNCP		Statewide	
CAEP St.	edTPA Tasks	edTPA Rubrics	AY 2022-23	AY 2023-24	AY 2022-23	AY 2023-24
R1.3, R3.3		Needs				
R1.1, R1.2, R1.3, R3.3		3-Using Knowledge of Students to Inform Instruction	2.9	2.9	3.0	3.0
R1.1, R1.2, R1.3, R1.4, R3.3		4-Identifying and Supporting Language Demands	2.9	2.9	2.8	2.9
R1.1, R1.2, R1.3, 1.4, R3.3		5-Planning Assessments to Monitor and Support Learning	2.7	2.8	2.8	2.8
			Mean 14.1	Mean 14.4	Mean 14.5	Mean 14.5
R1.1, R1.3, R3.3	2: Instruction	6-Learning Environment	3.0	3.0	3.0	3.0
R1.1, R1.2, R1.3, R3.3		7- Engaging Students in Learning	2.9	3.0	2.9	2.9
R1.1, R1.2, R1.3, R3.3		8- Deepening Student Learning	2.8	2.8	2.8	2.8
R1.1, R1.2,		9- Subject-Specific	2.7	2.8	2.8	2.8

			UNCP		Statewide	
CAEP St.	edTPA Tasks	edTPA Rubrics	AY 2022-23	AY 2023-24	AY 2022-23	AY 2023-24
R1.3, R3.3		Pedagogy				
R1.4, R3.3		10-Analyzing Teaching Effectiveness	2.6	2.7	2.7	2.7
			Mean 14.1	Mean 14.2	Mean 14.3	Mean 14.3
R1.3, R3.3	3: Assessment	11-Analysis of Student Learning	2.7	2.9	2.9	2.9
R1.3, R3.3		12-Providing Feedback to Guide Learning	3.3	3.3	3.2	3.2
R1.3, R3.3		13-Student Understanding and Use of Feedback	2.8	2.7	2.7	2.7
R1.1, R1.2, R3.3		14-Analyzing Students' Language Use	2.8	2.7	2.7	2.7
R1.3, R1.4, R3.3		15-Using Assessment to Inform Instruction	2.9	2.8	2.9	2.9
			Mean 14.4	Mean 14.4	Mean 14.3	Mean 14.3

Sources: July 2022-June 2023 and July 2023-June 2024 edTPA EPP and State Performance Summary Reports

Table 14. Summary of UNCP Undergraduate candidates' edTPA results across three years, disaggregated by program

Program	Academic Year	Number Taking Assessment	Number Passing Assessment	Average Pass Score
~Art	2023-24	6	6	50
	2022-23	3	3	47
	2021-22	4	4	51
Birth to Kindergarten	2023-24	8	7	42
	2022-23	19	18	42
	2021-22	13	11	41
Elementary Education	2023-24	27	27	45
	2022-23	46	41	44
	2021-22	34	32	44
English	2023-24	*	*	45
	2022-23	3	3	43
	2021-22	*	*	50
Health and PE	2023-24	4	4	42
	2022-23	5	5	42
	2021-22	5	5	44
Mathematics	2023-24			
	2022-23	*	*	39
	2021-22			
Middle School English, Mathematics, Science, Social Studies	2023-24			
	2022-23			
	2021-22	*	*	41
~Music	2023-24	4	4	46
	2022-23	*	*	40
	2021-22	4	4	50
Science	2023-24			
	2022-23			
	2021-22			
Spanish	2023-24	*	*	33
	2022-23	*	*	31
	2021-22	*	*	37
Special Education	2023-24	4	4	42
	2022-23	7	6	42
	2021-22	3	2	44
Social Studies	2023-24	*	*	45
	2022-23	3	3	49
	2021-22	*	*	51

Source: UNCP Data Notebooks as of April 16, 2025 from ETS

*Note: In cases where there are fewer than 5 students taking the statewide assessment or license/certificate, the number passing and pass rate are not reported.

Table 15. Summary of UNCP MAT candidates' edTPA results across three years

Program	Academic Year	Number Taking Assessment	Number Passing Assessment	Average Pass Score
Elementary Education	2023-24	74	67	43%
	2022-23	52	51	45%
	2021-22	54	48	42%
K-12/Secondary	2023-24	21	21	100%
	2022-23	30	25	83%
	2021-22	16	15	94%
Special Education	2023-24	15	12	40%
	2022-23	20	15	40%
	2021-22	13	8	38%

Source: UNCP Data Notebooks as of April 16, 2025

*Note: Data for K-12/Secondary programs is reported as one category

Results: The edTPA performance data for undergraduate and MAT candidates at UNCP across academic years reflect a generally strong institutional track record in preparing teacher candidates for this nationally recognized pedagogical performance assessment. Both pathways—undergraduate and MAT—consistently demonstrated high pass rates across most licensure areas, indicating that the program structure, curriculum alignment, and faculty support systems are enabling candidates to meet the pedagogical competencies assessed by edTPA.

However, **a comparative analysis reveals nuanced differences in performance trends between the two groups.** Undergraduate candidates typically posted **more consistent and higher average scores** across key licensure areas, including Elementary Education, Special Education, Health/Physical Education, and Art. These results suggest that undergraduate candidates benefit from extended immersion in coursework, field experiences, and programmatic scaffolding over a longer period of time, contributing to deeper pedagogical development. The undergraduate pathway also demonstrated full pass rates in most content areas, reflecting a stable and well-supported learning trajectory.

In contrast, while **MAT candidates met the passing threshold at high rates**, several programs—particularly Special Education and Health/Physical Education—recorded **average scores near or just above the minimum passing score of 38**, with a few candidates not meeting the requirement in select years. This performance variability, especially in programs with larger MAT enrollment like Elementary Education and Special Education, suggests the need for **enhanced supports tailored to the accelerated structure of MAT coursework.** Given that MAT candidates often enter from non-education backgrounds or transition from other careers, they may require more targeted mentoring, content-specific edTPA workshops, and scaffolded support in reflective teaching practices to reach the same level of readiness as their undergraduate peers. After reviewing these data comparisons, the EPP posted and hired for a Clinical Practice Coordinator position to support all students in the internship semester, and specifically the edTPA. The new position started in June 2024.

Moreover, the comparison points to **program strengths across both pathways**. In areas such as Art, English, and Social Studies, candidates in both undergraduate and MAT programs consistently exceeded passing standards, often with average scores well into the 40s and 50s. These outcomes suggest a strong alignment between content area instruction, clinical practice, and edTPA expectations in these subject areas.

c. Assessment of Professional Dispositions (APD)

AY 2023-24 marked the third year of full implementation of our Disposition Assessment System to consistently assess and support teacher candidates' dispositions, to allow all stakeholders (university instructors and school partners) a process for reporting, and to provide teacher candidates a process for remediation. In August 2023, the CEPP adopted the use of the Assessment of Professional Dispositions (APD) instrument across the EPP unit to measure dispositions of Initial Licensure Level candidates at admission, midpoint, and exit of the program. The APD is a valid and reliable assessment tool originally crafted and implemented by UNC Charlotte. This assessment served as a robust mechanism for monitoring the dispositions of teachers enrolled in advanced-level programs. Faculty members systematically evaluated candidates across various dimensions, including impact, professional identity and continuous growth, leadership, advocacy, collaboration, and ethics. The assessment uses a comprehensive scale ranging from 0 (Not Observed) and 1 (Needs improvement) to 2 (Meets Expectations) and 3 (Exceeds expectations). To ensure a thorough evaluation process, initial-level candidates underwent assessment at distinct checkpoints, allowing for a holistic examination of their dispositions over time. Data collection was facilitated through the Brave Educator Dashboard, providing a centralized platform for aggregating and analyzing candidate performance. Tables 16-18 summarize the disposition data collected from candidates at the Initial Licensure Level (Undergraduate and MAT).

Table 16. Compared evaluations of UG and MAT candidates' dispositions using the APD instrument

Ratings	Undergraduate (BA, BM, BS) <i>n</i> = 281 (# of evaluations)	Master of Arts in Teaching (MAT) <i>n</i> = 835 (# of evaluations)
Exceeds Expectations (3)	11.74%	11.74%

Meets Expectations (2)	86.83%	83.71%
Needs Improvement (1)	1.42%	4.07%
Not Observed (0)	-	0.48%

Source: UNCP Data Notebooks as of April 4, 2025

*Note: In cases where there are fewer than 5 students taking the statewide assessment or license/certificate, the number passing and pass rate are not reported.

Table 17. Compared evaluations of Undergraduate candidates' dispositions using the APD instrument across licensure areas

Licensure Area	Not Observed	Needs Improvement	Meets Expectations	Exceeds Expectations
~Art	-	-	7	*
Birth to Kindergarten	-	*	48	5
Elementary Education	-	*	121	7
English	-	-	*	-
Health and PE	-	-	18	13
Mathematics 9-12	-	-	*	*
Middle Grades English	-	-	*	*
Middle Grades Mathematics	-	-	*	-
Middle Grades Science	-	-	-	-
Middle Grades Social Studies	-	-	-	-
~Music	-	-	-	-
Science 9-12	-	-	*	*
Spanish	-	-	*	-
Special Education	-	-	18	-
Social Studies	-	-	*	*

Source: UNCP Data Notebooks as of April 21, 2025

*Note: In cases where there are less than 5 students evaluated, the number passing and pass rate are not reported.

Table 18. Compared evaluations of MAT candidates' dispositions using the APD instrument across licensure areas

Program MAT	Not Observed	Needs Improvement	Meets Expectations	Exceeds Expectations
~Art	-	-	19	18
Birth to Kindergarten	-	*	43	13
Elementary Education	*	8	434	45
English	-	-	-	-
Health and PE	-	-	28	*
Mathematics 9-12	-	-	7	*
Middle Grades English	-	-	*	-
Middle Grades Mathematics	-	-	*	-
Middle Grades Science	-	*	9	*
Middle Grades Social Studies	-	-	*	*
Science 9-12	-	-	10	8
Spanish	-	-	*	-
Special Education	-	24	130	7
Social Studies	-	-	6	*

Source: UNCP Data Notebooks as of April 21, 2025

*Note: In cases where there are fewer than 5 students evaluated, the number passing and pass rate are not reported.

Results: The disposition data for the 2023–24 academic year reflects a high level of professionalism among teacher candidates in both the **Undergraduate (BA, BM, BS)** and **MAT** programs at UNC Pembroke, with the majority consistently demonstrating behaviors aligned with program expectations. However, the comparison also reveals subtle differences that may point to varying levels of experience, preparedness, or support needs.

Among undergraduate candidates, **86.83% were rated as “Meets Expectations,”** and **11.74% as “Exceeds Expectations,”** with only **1.42% requiring improvement.** These results suggest that most undergraduates are reliably developing professional dispositions as they move through the program, and very few raise concerns regarding professionalism, commitment, or behavior.

Similarly, **MAT candidates showed strong outcomes,** with **83.71% meeting expectations** and an identical **11.74% exceeding expectations.** However, a **higher proportion—4.07%—were rated as “Needs Improvement,”** and an additional **0.48% were marked as “Not Observed.”** This slight increase in developmental concerns among MAT candidates may reflect their more accelerated path through licensure, the diversity of prior professional backgrounds, or varying levels of exposure to educational settings before entering the program.

While both groups demonstrate consistently strong professional dispositions, the **slightly higher rate of concern among MAT candidates** suggests a need for additional early monitoring and support, particularly in clinical placements or during the transition into teaching. Structured coaching, reflective practice opportunities, and feedback mechanisms can further support candidates who are still building professional habits. With this in mind, the Candidate Quality, Recruitment, and Selectivity Sub-Committee of the CEPP engaged in reviewing and revising the candidate Dispositions Handbook and forms as well as recommending the appointment of a Dispositions Coordinator.

On the other hand, strong performance across both pathways reaffirms the effectiveness of the **APD instrument** as a tool for tracking dispositional growth and maintaining high standards for professionalism within the EPP.

d. Candidate Preservice Assessment of Student Teaching (CPAST)

The *Candidate Preservice Assessment of Student Teaching (CPAST)*, a valid and reliable formative and summative proprietary assessment, is used across the EPP unit to evaluate candidates' performance during the internship clinical semester. The form has two subscales: Pedagogy (13 items) and Dispositions (8 items). Each of the 21 items contains detailed indicators of observable, measurable behaviors to guide scoring decisions. The CPAST is formatted on a 3-point scale, where a score of "0" indicates does not meet expectations, a score of "1" indicates emerging, a score of "2" indicates meets expectations, and a score of "3" indicates exceeds expectations. Table 19 compares the scores of EPP candidates in AY 2022-23 and 2023-24 across checkpoints and indicator categories.

Tables 20 and 21 present a comprehensive summary of the candidates' performance across indicators within the Pedagogy and Dispositions subscales. The Pedagogy subscale comprises indicators related to Planning for Instruction and Assessment, Instructional Delivery, Assessment, and Analysis of Teaching, while the Dispositions subscale encompasses indicators of Professional Commitment and Behaviors, Professional Relationships, and Critical Thinking and Reflective Practice.

Table 19. Compared CPAST evaluations across academic years for Undergraduate candidates

<i>Academic Year/ Checkpoint</i>	<i>Does Not Meet Exp/ Emerging</i>	<i>Meets/ Exceeds Exp</i>
2022-2023	10%	90%
Midterm	18%	82%
Final	1%	99%
2023-2024	14%	86%

Midterm	26%	74%
Final	2%	98%

Source: UNCP Data Notebooks as of April 4, 2025

Table 20. Compared CCAST evaluations by indicator categories across academic years for Undergraduate candidates

Pedagogy	AY 2022-23	AY 2023-24
	Average score	Average score
Planning for Instruction and Assessment	2.52	2.35
Instructional Delivery	2.55	2.41
Assessment	2.45	2.31
Analysis of Teaching	2.32	2.12
Dispositions	AY 2022-23	AY 2023-24
	Average score	Average score
Professional Commitment and Behaviors	2.68	2.57
Professional Relationships	2.68	2.59
Critical Thinking and Reflective Practice	2.80	2.61

Source: UNCP Data Notebooks as of April 4, 2025

Table 21. Summary of CCAST evaluations for Undergraduate and MAT candidates

Program (AY 2023-24)	Checkpoint	Does Not Meet Exp	Emerging	Meets Exp	Exceeds Exp
UG	Midpoint		1	20	9
	Final		0	3	22

MAT	Midpoint		1	54	17
	Final		0	29	43

Source: UNCP Data Notebooks as of April 21, 2025

*Note: In cases where there are fewer than 5 students evaluated, the number passing and pass rate are not reported.

Results: The CFAST (Candidate Preservice Assessment of Student Teaching) data from the 2022–23 and 2023–24 academic years reflect a continued pattern of **strong candidate performance by the end of clinical practice**, while also highlighting areas for targeted improvement in earlier stages of the internship.

Across both years, the **vast majority of teacher candidates met or exceeded expectations** after their student teaching. In 2022–23, 99% of candidates achieved this benchmark by the final evaluation, and in 2023–24, that number remained high at 98%. These figures affirm the effectiveness of UNCP’s clinical experiences in supporting candidate growth and readiness for the classroom.

However, **midterm evaluations revealed a notable shift**. In 2023–24, only 74% of candidates met or exceeded expectations at the midpoint, down from 82% in the prior year. This suggests that more candidates begin their internships with areas of concern, although most were able to make substantial progress by the end of the semester. The data point to an opportunity to **strengthen early clinical support and mentorship** to help candidates start their internships from a more confident and capable position.

Further analysis of CFAST indicators in Table 20 shows a **slight but consistent decline across multiple rubric categories**. Average scores in areas such as *Planning for Instruction*, *Instructional Delivery*, *Assessment*, and *Analysis of Teaching* all decreased slightly from the previous year. Similarly, scores related to *Professional Commitment*, *Relationships*, and *Reflective Practice* saw modest declines. While all averages remained within the “meets expectations” range, the downward trend signals a need to monitor candidate development more closely and reinforce critical teaching competencies during coursework and clinical preparation.

The CFAST results underscore that **UNCP teacher candidates are largely successful in achieving expected professional standards by the end of their internships**, but also reveal a need to **bolster support earlier in the clinical experience**. Focused attention on instructional planning, reflective practice, and professional dispositions can help ensure that candidates enter and exit their clinical placements with greater consistency and confidence. The CFAST disposition data reflect high levels of professionalism, commitment, and instructional readiness. While candidates generally show growth from midterm to final evaluation, slight decreases in average rubric scores across academic years may warrant further exploration. These results affirm the EPP’s commitment to developing reflective, competent, and professional educators while also highlighting potential areas for targeted faculty support or curriculum enhancement to maintain excellence in candidate disposition and pedagogy.

Measure 4: Ability of completers to be hired

1. Initial and Advanced Licensure Levels

a. Employing Districts

Table 22 provides a comprehensive list of the top 10 Local Education Agencies (LEAs) that employ graduates affiliated with the UNCP. The data presented in this table reflect 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 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 the 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 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 22. Top 10 LEAs employing UNCP program completers (teachers and instructional personnel)

Local Education Agency (Public School Unit)	Total Number of Teachers
Public Schools of Robeson County	367
Cumberland County Schools	259
Scotland County Schools	117
Wake County Schools	106
Hoke County Schools	92
Richmond County Schools	86
Columbus County Schools	64
Charlotte-Mecklenburg Schools	46
Moore County Schools	45
Bladen County Schools	44

Source: Restricted NCDPI Employment Tracker Dashboard as of April 4, 2025

b. Job Placement Rates

Table 23 provides information on candidates that 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: represents all candidates who completed either a traditional or alternative licensure route in 2022-2023.
- Employed: completers in 2022-2023 (either traditional or alternative licensure routes) that 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 23. Summary of program completers employed in North Carolina public schools

Pathway	2022-23 Program Completers	2022-23 Program Completers Employed in NC in 2023-24	
	n	n	%
MAT	117	95	81%
Undergraduate	88	60	68%

Sources: UNCP Office of Institutional Research - Internal Argos Report as of April 21, 2025;
Restricted NCDPI Employment Tracking Data as of April 4, 2025

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 2025. 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. Overall, both pathways demonstrate similar employment outcomes, with the Alternative pathway (MAT) showing a marginally higher employment percentage than the Traditional (UG). This suggests that candidates from both preparation models are finding positions within the state at comparable rates, reflecting consistent employability across pathways.

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 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.