

# University of North Carolina at Pembroke

## Educator Preparation Programs

*Advanced Licensure Level*

*2023 CAEP Annual Report*

*(AY 2021-2022)*

**Section 4.2 CAEP Accountability Measures**



**April 2023**

## UNCP EPP ACCOUNTABILITY MEASURES (AY 2021-22)

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## **UNCP EPP ACCOUNTABILITY MEASURES: ADV LICENSURE LEVEL (AY 2021-22)**

### ***Impact Measures***

#### **Measure 1: Completer Impact and Effectiveness**

- Not applicable to ADV Level Licensure Level

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

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

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

Satisfaction of employers with our advanced level program completers is always a topic discussed in collaboration meetings with stakeholders. In AY 2021-22, the UNCP Dean of the School of Education and Director of the Educator Preparation Program hosted multiple collaborative meetings with the Sandhills Region Superintendents, charter schools and stakeholder advisory groups. At these meetings, superintendents, principals (who also employ many of our graduates in addition to hosting them for field experiences and internships), mentor teachers, administrators and graduates came together to discuss and offer program recommendations. Overall, the stakeholders' feedback was favorable as they complimented the preparation of our program completers. This feedback is then shared during unit-wide meetings and used by the EPP programs to inform their respective continuous improvement.

To increase participation and improve collection of feedback, the EPP disseminated a digital Employer Feedback Form secured in Microsoft Office 365 Forms. The form included items asking for employer satisfaction with the preparation of teachers to assume the responsibilities. The results of 20 responses from employers who supervised both, initial and advanced program completers, indicated that 75% were "Very Satisfied" with the preparation of teachers. Similarly, the EPP surveyed employer satisfaction with the preparation of school administrators in the Master of School Administration (MSA) program. The results of 8 responses indicated that 88% were "Very Satisfied" with the preparation of school administrators.

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

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

For the 2020-2021 academic year, 26 MOUs were implemented with local education agencies (LEA) to support field and clinical experiences for EPP candidates at the initial and advanced licensure levels. MOUs are reviewed by the university and each individual LEA to ensure a collaborative agreement was reached regarding the ways in which EPP students would engage in field and clinical work at each LEA. Each individual MOU allowed the EPP to meet the necessary requirements shared by the LEA and to provide a wide range of field and clinical opportunities to EPP candidates. MOUs are reviewed on an annual basis with each partner and additional MOUs are added as needed based on EPP candidates' requests. Table 1 summarizes the partners that collaborated with the UNCP EPP in AY 2021-22.

While local education agencies (LEAs) play a critical role in the success of the UNCP EPP, an influx in transfer students brought forth the need to strategically partner with community colleges to support and align the transfer process for incoming students. Throughout 2021-2022, the UNCP EPP continued to meet with local community colleges to develop pathways for transfer students completing the Associate in Arts or Associate in Science in Teacher Preparation. Faculty also participated in Advisory Board meetings with the community colleges and presented at the annual statewide community college conference. Regular communication and involvement with community college partners also allowed us to discuss plans of integrating this pipeline earlier in the educational experience such as taking Praxis Core exams while they complete their associate degree. Table 1 summarizes the partners that collaborated with the UNCP EPP in AY 2020-21.

Table 1. School partners and community colleges

School Partners	Partner Community Colleges
Anson County Schools	Fayetteville Technical Community College
Beaufort County Schools	Montgomery Community College with Montgomery County Schools
Bladen County Schools	Randolph Community College
Cabarrus County Schools	Richmond Community College
Child Care Centers	Robeson Community College
Classical Charter Partnership	Sandhills Community College
Coastal Preparatory Academy Partnership	Southeastern Community College with Columbus County Schools
Columbus County Schools	Southeastern Community College with Whiteville City Schools
Cumberland County Schools	
Franklin County Schools	

Department of Defense Education Activity (DODEA)	
Hoke County Schools	
Lee County Schools	
Montgomery County Schools	
Moore County Schools	
New Hanover County Schools	
Reaching All Minds Academy	
Rennert Head Start	
Richmond County Schools	
Sampson County Schools	
Southeastern Academy	
St. Tammany Parish Public Schools	
Public Schools of Robeson County	
Wake County Public Schools	
Wayne County Schools	
Whiteville City Schools	

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

To ensure frequent and consistent communication and feedback, the UNCP EPP has continued the collaboration with stakeholders from different groups across the region. In the AY 2021-22, we held a collaborative planning session with representatives from the Public Schools of Robeson County (PSRC) and the Robeson Community College in which we shared partnership needs, opportunities and updates. PSRC is our top teacher employer and primary placement site for field experiences. Consequently, members of the university and EPP leadership team also meet regularly with PSRC leadership representatives to discuss a variety of topics in hopes of continuing mutually beneficial support. Collaboration meetings with PSRC have become an integral part of the work done in the EPP and have been crucial to the processes and changes we implement to meet the needs of partners. Furthermore, the EPP Community College Council also met this year to discuss opportunities for collaboration and feedback.

In addition, the EPP held Advisory Board meetings that served to share information as well as discussing important opportunities that are mutually beneficial to the represented groups.

Topics discussed included the EPP national accreditation, recruitment activities, teacher assistant pipeline and retention efforts. At the program level, advisory groups composed of faculty, candidates, alumni and employers met to provide feedback and exchange ideas and information.

The *FAEL Project* was in its fourth year of implementation during AY 2021-22. The professional development grant provided participants with pre-service training and mentoring support during their enrollment in pre-service training (pursuit of an MSA Degree or Add-on Licensure), and induction support services and training during their first two years as an administrator. Training includes professional development, monthly seminars/workshops, pre-service and induction mentor support, Instructional Leadership and Culturally Responsive Leadership Development, assessment/data analysis training, enrollment in the Transformational Leadership Academy to include STEM education and the STEM Community Engagement Process and virtual coaching support. Additionally, participants were provided training with legal, ethical, and professional issues and expectations through professional development workshops and the mentor program as well as opportunities to attend state and national conferences. The program provided financial support to participants enrolled in pre-service training to reduce the financial barriers and increase enrollment and retention of American Indian administrator candidates to include tuition/fees, books, technology, educational supplies, dependent care, stipend, licensure fees, enrollment in an administrator professional organization, and other financial needs. The professional development support provided is designed to prepare participants to work in high needs schools with a high American Indian population to improve educational outcomes for American Indian students. The program is also designed to improve the quality of preparation services and culturally responsive leadership offered to American Indian graduates and has institutionalized a culturally relevant program in the School of Education Educational Leadership Program. Since 2018, the grant has supported 22 participants, of which 21 have completed pre-service training as of August 2022 yielding a 95% completion rate. Job placement services and induction support is provided to participants to support program goals of improving the first two years administrative experience through a comprehensive mentoring and induction plan. Of the 21 participants who have graduated with an MSA degree or completed the MSA Add-on licensure, two serve as principals, 12 serve as assistant principals, two serve in a district leadership capacity, and one is currently serving as an Instructional Coach. Four recent graduates are actively seeking an administrative role. Participants are employed in Robeson, Hoke, Scotland, and Cumberland Counties in North Carolina and one participant is employed in Red Mesa School District in Arizona. Additionally, three participants have presented at National Conferences, and one participant is serving on the State Advisory Council on American Indian Education (SACIE) with the North Carolina Department of Education. The grant requires a service payback and currently, 77% of participants are fulfilling their payback obligations as outlined by the Department of Education Office of Indian Education and are receiving induction support to include specialized administrator training, professional development, and on-going mentor support.

The *T3P Initiative* is pleased to report that our graduates are successfully working in district leadership across the region. Following graduation, the T3P executive staff continued to follow

the interns with email, phone calls, and personal meetings. Though the TP3/Principal Fellows grant period has ended, all former executives continue to reach out and respond to the graduates on an informal basis to maintain a network of support. In addition, graduates often reach out to the executive staff. Through these contacts, staff continue to provide support and direction directly to the graduates. A recent review of the 73 members of our TP3/Principal Fellows program shows that 71 have been hired in administrative positions. The data indicate that 12 (16.4%) are currently leading schools in the role of Principal, 55 (75.3%) are in positions of Assistant Principal, 4 (5.4%) have been assigned to central office leadership, and 2 graduates (2.8 %) chose to remain in their teaching positions, both of whom served on their respective School Improvement Teams. The program is exceptionally pleased to note that Central Office staff continue to report that our UNCP TP3/Principal Fellows graduates are now providing guidance and mentorship from their current administrative roles to other seated administrators and to teachers who aspire to become building leaders as principals.

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

The Council for Educator Preparation Programs (CEPP) is the governing body of the UNCP EPP unit. As such, members collaborate in subcommittees reviewing program and unit data, proposing curriculum changes, and suggesting procedures that would impact the unit candidates. Membership includes EPP faculty, candidates and P-12 representatives from the region that interact sharing their internal and external stakeholder perspectives. These members have voting rights and are able to express their suggestions for EPP operations as well as data collection. In addition, staff and members of the leadership team participate as non-voting members in ex-officio capacity. AY 2021-22 meetings encompassed important decisions agreed upon and adopted by the CEPP.

***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***

The Advanced Candidate checkpoints for all MA, MAEd and MSA programs were monitored through Taskstream by candidates, faculty, program directors and the EPP. The Graduate School also monitors students through successful course completion. The Advanced programs had 135 completers in 2021-2022 with a cohort GPA of 3.85 (see Table 2). Program Directors met regularly and collaborated in a discussion of program changes for continuous improvement reviewing program data. Advanced Elementary Ed. reduced the MAEd program to 30 hours and

included culturally responsive pedagogy, educational technology, as well as proficiency in literacy and reading in the content areas.

Table 2. Program Completers 2021-2022 and cohort GPA average for cohorts larger than 6

Program	Notes	Number of Completers	GPA
MA Art Education K-12	Teach out/No longer accepting	0	*
MA English Education 9-12		2	*
MA Mathematics Education 9-12		1	*
MA Music Education K-12*		0	*
MA Science Education 9-12*		3	*
MA Social Studies 6-9 & 9-12	Program changes in 2021	3	*
MA Health & Physical Education	No Students	0	*
MAEd Elementary K-6		5	*
MAEd Middle Grades ELA		0	*
MAEd Middle Grades Math		0	*
MAEd Middle Grades Science		0	*
MAEd Reading Education		6	3.93
MAEd Professional School Counseling		26	3.88
MSW Social Work		66	3.81
MSA School Administration		23	3.91
<b>Total ADV candidates</b>		<b>135</b>	<b>3.86</b>

Source: UNCP Office of Institutional Research - Internal Argos Report as of April 26, 2023

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

#### **b. Licensure Exam pass rate data: School Counseling Licensure Exam**

School Counseling students take the National Certification Exam (NCE) and the Praxis II: School Guidance and Counseling exams. The National Board for Certified Counselors (NBCC) determines the NCE passing score of the exam annually based on the national mean. Counseling students have the option of taking this exam for state licensure and national certification during their internship semesters while enrolled at UNCP. Tables 3 and 4 summarize the NCE and Praxis II Pass Rates.

Table 3. School Counseling NCE Pass Rates

NCE Pass Rates					
Semester	Pass Rate	Number of Candidates Tested	Number of Candidates Passed	JNCP Mean	National Mean
Spring 2022	96%	23	22	105.44	108.65
Fall 2021	81%	16	13	126.5	106.46
Spring 2021	80%	5	4	101.00	110.32
Fall 2020	87%	15	13	110.2	105.72
Spring 2020	75%	12	9	COVID	COVID
Fall 2019	85%	13	11	102.30	108.43
Overall 2021-22	90%	39	35		
Overall 2020-21	85%	20	17		
Overall 2019-20	80%	25	20		

Source: National Board for Certified Counselors Report

Table 4. School Counseling Praxis II Pass Rates

Praxis II (5421) Pass Rate				
Semester	Pass Rate	# of Candidates Tested	# of Candidates Passed	UNCP Score Range (NC Qualifying Score = 156)
Overall 2021 – 22	96%	25	24	132-187

Overall 2020 – 21	90%	20	18	149-184
Overall 2019 – 20	71%	9	7	151-169

Source: Counselor Preparation Comprehensive Examination Report

## Results

The UNCP Professional School Counseling program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). For 2021-2022, 35 of 39 test takers (90%) passed the NCE. The UNCP mean was above the national mean in fall of 2021 but below the national mean in spring of 2022. Candidates' licensure exam scores continued to improve with 24 of 25 (96%) passing the Praxis II.

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

The MSA program used the *Educational Leadership Disposition Assessment*, a proprietary assessment from University of Tampa, to measure professional dispositions of Advanced Level candidates as part of the UNCP EPP Disposition Assessment System. Disposition data was collected in Taskstream by Watermark. Table 5 summarizes the AY 2021-22 disposition data collected.

Table 5. AY 2021-22 UNCP EPP dispositions data: EDLDA (MSA Program)

Eval #	Semester	N	Final Score (Max=2)	Confidence	Determination/Perseverance	Vision	Driven to Learn	Conflict Resolution	Embraces Diversity and Equity	Relationship Skills	High Expectations for All	Positive Attitude	Effective Communication	Integrity	Creates a Positive Culture	Possesses Professional Beliefs, Commitment, and Work Ethic
Self-Assessment Eval	Fall 2021	13	1.78	1.69	1.92	1.69	1.92	1.54	1.77	1.69	1.85	1.85	1.62	2	1.62	1.92
	Spring 2022	13	1.72	1.77	1.77	1.62	1.62	1.62	1.77	1.85	1.69	1.92	1.62	1.77	1.69	1.77
Evaluation 1	Fall 2021	5	1.98	1.95	1.95	2	2	2	2	2	2	2	1.95	2	2	1.95
	Spring 2022	8	1.88	1.75	2	1.63	2	1.75	2	2	2	2	1.63	2	1.88	1.88
Evaluation 2	Fall 2021	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Spring 2022	12	1.99	2	1.92	1.98	2	2	2	2	2	2	2	2	2	1.98

Source: UNCP Data Notebooks as of April 25, 2023

\*Note: Evaluation 2 data began in Spring 2022 as part of the implementation of EDLDA

**Results:** Overall, instructor evaluations revealed a higher perception of candidate dispositions than the candidates' self-assessment. Spring 2022 evaluations showed an improved final score (from 1.88 to 1.99) as well as an overall improvement in the previous low areas of Vision and Effective Communication. The MSA program will continue to collect data using the EDLDA to establish their candidates' progress across Checkpoints.

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

In AY 2021-2022, the EPP adopted the Assessment of Professional Dispositions (APD), a valid and reliable assessment created and used by UNC Charlotte. Faculty were trained in Fall 2021 on how to evaluate the following indicators of professional dispositions: impact, professional identity and continuous growth, leadership, advocacy, collaboration, and ethics with scores ranging from 1 (Needs improvement) to 3 (Exceeds expectations). To better gauge and examine dispositions, advanced level candidates were assessed beginning Fall 2021 across checkpoints. Data was collected in Taskstream.

Table 6. AY 2021-22 UNCP EPP dispositions data: APD

Program	Evals (n)	Average Score	Impact	Professional id. and continuous growth	Leadership	Advocacy	Collaboration	Ethics
Elementary Education (K-6)	27	2.44	2.30	2.41	2.33	2.37	2.37	2.85
Reading Education	13	2.91	2.85	2.85	2.95	2.92	3.00	3.00
Science Education Secondary Concentration (9-12)	6	3.00	3.00	3.00	3.00	3.00	3.00	3.00
Social Studies Education Secondary Concentration (9-12)	1	*	*	*	*	*	*	*

Source: UNCP Taskstream Archive Dated May 14th, 2023

\*Social Studies Education Secondary Concentration (9-12) does not have enough numbers for significant analysis. Scores are not reported to protect candidate confidentiality

**Results:** Overall, UNCP EPP candidates at the Advanced Licensure Level demonstrated an improvement in educator dispositions across evaluations throughout the Checkpoints for all groups. Average scores reflect perceptions of advanced level candidate dispositions to be between the categories of "Meets expectations" and "Exceeds expectations". Evaluation of Social Studies candidates has no data due to low student count.

APD data was collected in Taskstream. The EPP transitioned away from Taskstream as a data management system at the end of Spring 2022 as we developed the Brave Educator Dashboard, launched in April 2022, in collaboration with a team from North Carolina State University. Program faculty can easily access data in the Dashboard at any time and scores are updated monthly or by semester. The dashboard helps programs to track the progress of all candidates throughout matriculation in EPP courses across checkpoints. It continues to be fine-tuned to address the specific needs of our EPP. APD data collection is now part of the Brave Educator Dashboard.

## Measure 4: Ability of completers to be hired

### 1. Initial and Advanced Licensure Levels

#### a. Employing Districts

Table 7 includes a list of the top 10 LEAs employing graduates affiliated with UNCP. Population from which this data is drawn represents UNCP program completers employed in North Carolina public and charter schools in AY 2021-2022. Of the top 10 LEAs, the Public Schools of Robeson County (PSRC) remains as the one employing the most. UNCP is located within the PSRC region and numerous students conduct field and clinical experiences in their schools.

Table 7. Top 10 LEAs employing EPP program completers affiliated with UNCP

Local Education Agency (Public School Unit)	Total Number of Teachers
Public Schools of Robeson County	981
Cumberland County Schools	508
Richmond County Schools	210
Scotland County Schools	192
Moore County Schools	151
Columbus County Schools	140
Hoke County Schools	134
Bladen County Schools	125
Whiteville County Schools	69
Charlotte-Mecklenburg Schools	57

Source: NCDPI Dashboard as of Apr 24, 2023

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

Table 8 provides information on candidates that became employed within one year of their program completion to meet reporting obligations in law. To calculate the number of graduates of the EPP employed, the following definitions are applied:

- Completers: represents all candidates that completed either a traditional or alternative route in 2020-2021.
- Licensed: number of completers in 2020-2021 (either traditional or alternative) that earned either an IPL or CPL.
- Employed: completers in 2020-2021 (either traditional or alternative) that were employed as a teacher of record in a North Carolina Public or Charter School between the 2020-2021 and 2021-2022 school year.

Table 8. Advanced Program Completers Employed

2020-21 Program Completers	2020-21 Licensed		2020-2021 Completers Employed in 2021-22	
<i>n</i>	<i>n</i>	%	<i>n</i>	%
83	83	100%	50	60.24%

Source: UNCP Office of Institutional Research / Internal Argos Report as of April 27, 2023; NCDPI Employment Data Tracking File as of April 26th, 2023

**Results:** This table was calculated by cross-referencing an internal report of AY 2020-2021 graduates with an NCDPI Employment Data Tracking file downloaded from the NCDPI secured portal in April, 2023.

Of the number of teachers who completed an advanced licensure program at UNCP in AY 2020-21, 100% obtained their professional license. Over half (60%) of the graduates were reported as employed in North Carolina public schools. Due to school district needs, we observe that some individuals who have completed a degree were hired but had not necessarily graduated from an EPP program. In addition, program completers are also hired in private schools, community colleges and charter schools, consequently, not reflecting employment in NC public schools.