

University of North Carolina at Pembroke

Educator Preparation Programs

Advanced Licensure Level

2024 CAEP Annual Report

(AY 2022-2023)

Section 4.2 CAEP Accountability Measures



April 2024

UNCP EPP ACCOUNTABILITY MEASURES (AY 2021-22)

UNCP EPP Accreditation Measures link:

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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*

In the academic year 2022-23, ensuring the satisfaction of employers with the advanced-level program completers from the UNCP was a paramount focus during collaborative meetings with stakeholders. Led by the UNCP Dean of the School of Education and Director of the Educator Preparation Program (EPP), a series of collaborative meetings were convened with key stakeholders from the Sandhills Region, including superintendents, charter schools, and advisory groups. These meetings served as platforms for superintendents, principals, mentor teachers, administrators, and graduates to come together, share insights, and offer recommendations regarding the UNCP program completers' preparation in light of a proposed North Carolina Licensure Model.

Feedback garnered from these stakeholders was overwhelmingly positive, with commendations extended towards the preparedness of UNCP program completers. Such feedback holds immense value and is systematically shared during unit-wide meetings, serving as a vital input for informing continuous improvement efforts within the EPP programs.

To further enhance participation and streamline the collection of feedback, the EPP adopted a digital approach by disseminating an Employer Feedback Form through Google Forms. This form was widely distributed via various channels, including email addresses collected by the EPP and the university, stakeholder advisory board group meetings, and social media platforms. The response to this initiative was notable, with 46 employers providing feedback indicating satisfaction with the preparedness of UNCP graduates, particularly in meeting the North Carolina Professional Teaching Standards (NCPTS) III and IV for teachers. Moreover, feedback from nine employers specifically highlighted the strong preparation of UNCP graduates in Standard II (Instructional Leadership) within the Masters in School Administration program. Tables 1 and 2 provide comprehensive summaries of the survey results, offering valuable insights into employer satisfaction and areas of strength within the UNCP advanced-level programs.

Table 1. Summary of feedback data for Advanced Level program completers

Standards	Based on the NC Professional Teacher Standards, in what specific area(s) did UNCP Pembroke graduates seem to be best prepared?		Based on the NC Professional Teacher Standards, in what specific area(s) did UNCP Pembroke graduates seem to be least prepared?	
	2021-22 n = 28	2022-23 n = 52	2021-22 n = 23	2022-23 n = 33
Standard I: Teachers demonstrate leadership	5 (18%)	10 (19%)	7 (30%)	10 (30%)
Standard II: Teachers establish a respectful environment for a diverse population of students	6 (21%)	8 (15%)	3 (13%)	3 (9%)
Standard III: Teachers know the content they teach	6 (21%)	14 (27%)	15 (65%)	2 (6%)
Standard IV: Teachers facilitate learning for their students	5 (18%)	11 (21%)	5 (22%)	8 (24%)
Standard V: Teachers reflect on their practice	3 (11%)	6 (12%)	3 (13%)	8 (24%)
Standard VI: Teachers contribute to the academic success of students	3 (11%)	3 (6%)	1 (4%)	2 (6%)

Source: Employer Satisfaction Form - Teachers

Table 2. Summary of feedback data for School Administrators

Standards	Based on the six North Carolina Standards for School Executives, in what specific areas did UNCP Pembroke graduates seem to be <u>best</u> prepared?		Based on the six North Carolina Standards for School Executives, in what specific areas did UNCP Pembroke graduates seem to be <u>least</u> prepared?	
	2021-22 n = 10	2022-23 n = 9	2021-22 n = 7	2022-23 n = 10
Standard I: Strategic leadership	1	2	1	-
Standard II: Instructional leadership	5	3	1	2
Standard III: Cultural leadership	-	1	-	-
Standard IV: Human resource leadership	2	1	1	2
Standard V: Managerial leadership	2	2	1	1
Standard VI: External development	-	-	1	2

leadership				
Standard VII: Micro-political leadership	-	-	2	3

Source: *Employer Satisfaction - School Administrators*

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

a. MOUs/ Partnerships

During the 2022-2023 academic year, the University of North Carolina at Pembroke's Educator Preparation Program (UNCP EPP) entered into 31 Memorandums of Understanding (MOUs) with local education agencies (LEAs) to facilitate field and clinical experiences for EPP students. These MOUs represent collaborative agreements between the university and each individual LEA, outlining the terms and conditions under which EPP students would engage in field and clinical work within each respective educational institution.

The implementation of MOUs is a critical component of the EPP's efforts to provide students with diverse and enriching experiences that align with the requirements and expectations of partner LEAs. Each MOU is carefully reviewed and negotiated to ensure that both parties are in agreement regarding the nature and scope of the field and clinical opportunities available to EPP students. By establishing clear expectations and guidelines through these agreements, the EPP can effectively meet the needs and preferences of both the university and its partner LEAs. Furthermore, the annual review of MOUs with each partner ensures that the agreements remain current and relevant to the evolving needs of both the EPP and its partner LEAs. Additional MOUs may be added as needed based on requests from EPP students, further expanding the range of field and clinical opportunities available to them.

Table 3 provides a comprehensive summary of the LEAs that collaborated with the UNCP EPP during the 2022-23 academic year, highlighting the breadth and depth of the program's partnerships within the local education community. Through these collaborative efforts, the UNCP EPP continues to provide students with valuable hands-on experiences that prepare them for success in their future careers as educators.

Table 3. School partners and community colleges

School Partners	Partner Community Colleges
Anson County Schools	Fayetteville Technical Community College
Bladen County Schools	Montgomery Community College with Montgomery County Schools
Cabarrus County Schools	Randolph Community College
Community In Schools Academy	Richmond Community College
Columbus County Schools	Robeson Community College
Classical Charter Schools	Sandhills Community College
Cumberland County Schools	Southeastern Community College with Columbus County Schools

Duplin County Schools	Southeastern Community College with Whiteville City Schools
Durham County Schools	
Episcopal Day School	
Franklin County Schools	
Gaston County Schools	
Haywood County Schools	
Hoke County Schools	
Lexington City Schools	
Montgomery County Schools	
New Hanover County Sch9ools	
Onslow County Schools	
Pender County Schools	
Pitt County Schools	
Polk County Schools	
Reaching All Minds Academy	
Richmond County Schools	
Public Schools of Robeson County	
Sampson County Schools	
Scotland County Schools	
Southeastern Academy	
Stanly County Schools	
Wake County Schools	
Wayne County Schools	
Whiteville City Schools	

b. Stakeholder Feedback and Collaboration

The UNCP's Educator Preparation Program places a strong emphasis on fostering continuous communication and collaboration with various stakeholders across the region to ensure the alignment of program initiatives with the needs and opportunities present within the community.

Throughout the academic year 2021-22, UNCP EPP maintained an active dialogue with key partners such as the Public Schools of Robeson County (PSRC) and Robeson Community College through collaborative planning sessions. These sessions provided a platform for sharing partnership needs, identifying opportunities for collaboration, and providing updates on program developments. Given that PSRC serves as a primary placement site for field experiences and is the top employer of UNCP-trained teachers, ongoing engagement with PSRC leadership remains paramount. Regular meetings between university and EPP leadership and PSRC representatives facilitate discussions on a range of topics, ensuring that both parties are able to provide support and resources to one another in a mutually beneficial manner. Such collaborative efforts have become integral to the operations of the EPP, informing processes and guiding changes to better meet the needs of partners and the community at large.

Moreover, the EPP actively engages with its stakeholders through various channels, including the EPP Community College Council and Advisory Board meetings. These gatherings provide opportunities to exchange information, discuss important topics, and explore avenues for collaboration and feedback. Discussions at these meetings cover a wide range of topics, including national accreditation, recruitment strategies, initiatives to enhance the teacher assistant pipeline, and efforts to improve teacher retention. At the program level, advisory groups comprising faculty, candidates, alumni, and employers convene to provide valuable feedback and insights, fostering a culture of continuous improvement within the EPP.

By prioritizing frequent and meaningful communication with stakeholders and maintaining collaborative partnerships with key entities in the region, UNCP EPP ensures that its programs remain responsive to the evolving needs of the community and continue to produce highly qualified educators equipped to make meaningful contributions to the field of education.

c. Council for Educator Preparation Programs (CEPP) meetings

The Council for Educator Preparation Programs (CEPP) serves as the authoritative body governing the operations and initiatives of the University of North Carolina at Pembroke's (UNCP) Educator Preparation Program (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 2022-23, 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, CEPP ensures that the UNCP EPP remains responsive to the evolving needs of stakeholders and maintains a steadfast commitment to excellence in educator preparation.

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

Across the 2022-2023 academic year, the Advanced Candidate checkpoints within the Master of Arts (MA), Master of Arts in Education (MAEd), and Master of School Administration (MSA) programs underwent diligent monitoring facilitated by the Brave Educator Dashboard. This comprehensive platform served as a central hub for candidates, faculty, program directors, and the Educator Preparation Program (EPP) to track progress, assess performance, and ensure accountability across all advanced-level programs. In addition to monitoring through the Brave Educator Dashboard, the Graduate School also played a pivotal role in overseeing student progress, primarily through the successful completion of courses. This multifaceted approach to monitoring provided a robust framework for evaluating candidate performance and program effectiveness.

During the academic year, a total of 91 candidates successfully completed their advanced programs, collectively achieving an impressive cohort GPA of 3.79, as outlined in Table 4. This academic achievement reflects the dedication and scholarly rigor exhibited by candidates throughout their advanced studies. Furthermore, program directors played an active role in fostering continuous improvement by convening regularly to collaboratively review program data and discuss potential changes or enhancements. This collaborative approach to program management ensured that the advanced programs remained responsive to evolving educational needs and industry standards, ultimately enhancing the quality of education provided to candidates. Overall, the diligent monitoring, collaborative efforts, and commitment to continuous improvement underscored the dedication of all stakeholders involved in advancing the MA, MAEd, and MSA programs at UNCP, reinforcing the program's reputation for academic excellence and student success.

Table 4. Program Completers 2022-2023 and cohort GPA average for cohorts larger than 6

Program	Number of Completers	GPA
MA in Art Education	2	*

MA English Education 9-12	0	
MA Mathematics Education 9-12	0	
MA Science Education 9-12*	2	*
MA Social Studies 6-9 & 9-12	0	
MA Health & Physical Education	0	
MAEd Elementary K-6	9	3.95
MAEd Middle Grades ELA	0	
MAEd Middle Grades Math	0	
MAEd Middle Grades Science	0	
MAEd Reading Education	1	*
MAEd Professional School Counseling	31	3.85
MSW Social Work	5	*
MSA School Administration	41	3.87
Total ADV candidates	91	3.79

Source: UNCP Office of Institutional Research - Internal Argos Report as of April 23, 2024

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

Note: School Counseling is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), Social Work by Council on Social Work Education (CSWE), and Art Education by the National Association of Schools of Art and Design (NASAD).

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

Candidates enrolled in the School Counseling program undergo comprehensive assessment through two pivotal examinations: the National Certification Exam (NCE) and the Praxis II: School Guidance and Counseling exams. Administered by the National Board for Certified Counselors (NBCC), the NCE serves as a crucial benchmark for assessing candidates' readiness for state licensure and national certification. Annually, the NBCC sets the passing score for the NCE based on the national mean, ensuring alignment with evolving standards and best practices in the counseling profession.

Throughout their internship semesters at UNCP, counseling students are afforded the opportunity to undertake these examinations, thereby advancing their prospects for professional licensure and certification. Tables 5 and 6 provide a comprehensive overview of the pass rates achieved by candidates on both the NCE and Praxis II exams. These tables serve as valuable resources for evaluating program effectiveness and candidate performance, offering insights into the program's success in preparing counseling students for the demands of their future roles. By facilitating access to these examinations and consistently monitoring pass rates, UNCP

reaffirms its commitment to fostering the development of competent and qualified school counselors equipped to make meaningful contributions to the field of education and counseling.

Table 5. School Counseling NCE Pass Rates

NCE Pass Rates					
Semester	Pass Rate	Number of Candidates Tested	Number of Candidates Passed	UNCP Mean	National Mean
Spring 2023	83%	12	10	119.00	115.70
Fall 2022	83%	12	10	119.00	110.00
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 2022-23	83%	24	20		
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 6. 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 2022-23	78%	18	14	135-183
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 Professional School Counseling program at the University of North Carolina at Pembroke (UNCP) holds accreditation from the prestigious Council for the Accreditation of Counseling and Related Educational Programs (CACREP), indicating its adherence to rigorous standards of excellence in counselor education. Throughout the academic year 2022-23, the program demonstrated notable success in preparing its candidates for licensure examinations. Among the 24 test takers, an impressive 83% successfully passed the National Counselor Examination (NCE), affirming their readiness to embark on professional counseling careers. Moreover, the UNCP cohort's mean score surpassed the national average in both the fall and spring semesters, reflecting the program's commitment to academic rigor and student success.

Furthermore, candidates within the program exhibited proficiency in the Praxis II licensure examination, with 78% of candidates passing the assessment. This achievement underscores the program's effectiveness in equipping candidates with the requisite knowledge and skills to excel in their roles as school counselors. By consistently surpassing national benchmarks and ensuring a high passage rate on licensure exams, the UNCP Professional School Counseling program continues to uphold its reputation for excellence and dedication to producing competent and qualified counseling professionals.

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

Within the Master of School Administration (MSA) program, an integral component of the UNCP Educator Preparation Program (EPP) Disposition Assessment System involved the implementation of the Educational Leadership Disposition Assessment, sourced from the University of Tampa. This proprietary assessment served as a robust instrument for evaluating the professional dispositions of candidates enrolled at the Advanced Level. The disposition data collection process was facilitated through the utilization of Google Forms, providing a streamlined and efficient means of gathering essential insights into candidate attributes and behaviors. Table

7 serves as a comprehensive summary, encapsulating the disposition data collected during the academic year 2022-23. This meticulous approach underscores the program's commitment to fostering and assessing the development of candidates' professional dispositions, thereby ensuring their preparedness for effective leadership roles within the educational landscape.

Table 7. AY 2022-23 UNCP EPP dispositions data: EDLDA (MSA Program)

AY 2022-23 EDLDA (n= 73)													
	Disposition Indicators												
AY 2022-23	1. Confidence	2. Determination/Perseverance	3. Vision	4. Drive to Learn	5. Conflict Resolution	6. Embraces Diversity and Equity	7. Relationship Skills	8. High Expectations for All	9. Positive Attitude	10. Effective Communication	11. Integrity	12. Creates a Positive Culture	13. Possesses Professional Beliefs, Commitment, and Work Ethic
Meets Expectations	62 (85%)	71 (97%)	45 (62%)	71 (97%)	47 (64%)	69 (95%)	67 (92%)	66 (91%)	72 (99%)	64 (87%)	72 (99%)	65 (89%)	68 (93%)
Developing	11 (15%)	2 (3%)	27 (37%)	2 (3%)	25 (34%)	3 (4%)	5 (7%)	6 (8%)	0 (0%)	7 (10%)	1 (1%)	7 (10%)	4 (6%)
Needs Improvement	0 (0%)	0 (0%)	1 (1%)	0 (0%)	1 (1%)	1 (1%)	1 (1%)	1 (1%)	1 (1%)	2 (3%)	0 (0%)	1 (1%)	1 (1%)

Source: UNCP Data Notebooks as of April 23, 2024

Results: In summary, assessments conducted by instructors portrayed a generally positive perception of candidate dispositions, spanning from the developmental stage to meeting expectations. Specifically, evaluations for the academic year 2022-23 highlighted Vision and Conflict Resolution as areas frequently requiring further development. Conversely, Positive Attitude and Determination/Perseverance emerged as standout strengths, consistently meeting or exceeding expectations. Moving forward, the Master of School Administration (MSA) program remains committed to gathering data using the Educator Disposition and

Leadership Development Assessment (EDLDA) to meticulously track the progress of candidates across various checkpoints. This ongoing data collection initiative serves as a vital tool in ensuring the continuous growth and refinement of candidates' professional attributes and competencies.

e. Assessment of Educator Professional Dispositions (APD)

During the academic year 2022-2023, the Educator Preparation Program (EPP) at UNCP adopted the Assessment of Professional Dispositions (APD), a meticulously designed and dependable 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 utilized 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, advanced 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. Table 8 succinctly presents the outcomes of disposition evaluations conducted for advanced level candidates, offering valuable insights into their progress and readiness for the rigors of professional practice.

Table 8. AY 2022-23 UNCP EPP dispositions data: Elementary Education (K-6) Graduate (MAED)

	Disposition Indicators (n = 26)					
AY 2022-23	1. Impact	2. Professional identity and continuous growth	3. Leadership	4. Advocacy	5. Collaboration	6. Ethics
Exceeds Expectations	12 (46%)	10 (38%)	2 (8%)	12 (46%)	15 (58%)	21 (81%)
Meets Expectations	14 (54%)	16 (62%)	24 (92%)	14 (54%)	11 (42%)	5 (19%)
Needs Improvement	0	0	0	0	0	0
Not Observed	0	0	0	0	0	0

Source: UNCP Data Notebooks dated April 23, 2024

Results: Across all groups, candidates enrolled in the Advanced Licensure Level program showcased a notable enhancement in their educator dispositions across various evaluation stages throughout the Checkpoints process. The average scores derived from these evaluations indicate that perceptions of the candidates' dispositions at the advanced level generally fell within the range spanning from "Meets expectations" to "Exceeds expectations". Art Education and Social Studies Education Secondary Concentration (9-12) groups

each underwent two evaluations; however, it is important to note that the specific scores are withheld to safeguard the confidentiality of the candidates. This overall trend underscores the program's success in nurturing and refining the professional attributes and attitudes deemed crucial for effective educators operating at an advanced level within their respective fields.

Measure 4: Ability of completers to be hired

1. Initial and Advanced Licensure Levels

a. Employing Districts

Table 9 provides a comprehensive list of the top 10 Local Education Agencies (LEAs) that employ graduates affiliated with UNCP. The data presented in this table reflects UNCP program completers who secured employment in North Carolina public and charter schools during the academic year 2022-2023. Notably, the Public Schools of Robeson County (PSRC) emerges as the leading employer among the top 10 LEAs. This is a significant observation, considering that UNCP is situated within the geographical region served by the PSRC. As such, it is unsurprising that PSRC employs a substantial number of UNCP graduates, given the longstanding partnership between UNCP's Educator Preparation Program (EPP) and the PSRC. The close collaboration between UNCP and PSRC extends beyond employment opportunities, as numerous UNCP students also engage in field and clinical experiences within PSRC schools. This mutually beneficial relationship not only provides valuable learning opportunities for UNCP students but also underscores PSRC's commitment to supporting the development and growth of aspiring educators from UNCP. Overall, the prominence of PSRC as the top employer of UNCP graduates in Table 9 underscores the strength of the partnership between UNCP and PSRC, as well as the positive impact of this collaboration on the educational landscape within the region.

Table 9. 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	942
Cumberland County Schools	525
Scotland County Schools	219
Richmond County Schools	193
Wake County Schools	161
Moore County Schools	152
Columbus County Schools	149
Hoke County Schools	140
Bladen County Schools	115
Charlotte-Mecklenburg Schools	86

Source: Restricted NCDPI Employment Tracker Dashboard as of March 26, 2024

b. Job Placement Rates

Table 10 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 that completed either a traditional or alternative route in 2021-2022.
- Employed: completers in 2020-2021 that were employed as a teacher of record in a North Carolina Public or Charter School between the 2021-2022 and 2022-2023 school year.

Table 10. Advanced Program Completers Employed

2021-22 Program Completers	2021-22 Program Completers Employed in NC in 2022-23	
n	n	%
66	53	80%

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

Results: The data presented in this table derives from a triangulation process involving the comparison of two distinct sources: an internal report detailing the outcomes of graduates from the academic year 2021-2022 at UNCP, and employment data obtained from the NCDPI secured portal in April 2024. It is crucial to approach these results with a degree of caution due to the potential for discrepancies caused by changes in names and employment statuses since the time of data collection. All teachers who completed an advanced licensure program at UNCP during the specified academic year successfully obtained their professional licenses. Moreover, approximately 80% of these graduates were found to be employed within North Carolina's public school system. However, it's important to note that the employment landscape is nuanced, with instances where individuals who have completed degree programs may be hired without necessarily graduating from an Educator Preparation Program (EPP). Furthermore, graduates of such programs may secure employment in a variety of educational settings beyond public schools, including private institutions, community colleges, and charter schools, thereby contributing to the complexity of interpreting employment data solely within the context of North Carolina's public school system.