

# PROGRAM EVALUATION DIVISION

## NORTH CAROLINA GENERAL ASSEMBLY

December 2020

Report No. 2020-14

## Follow-up Report: Educator Preparation Programs

The Joint Legislative Program Evaluation Oversight Committee's 2015–17 Work Plan directed the Program Evaluation Division (PED) to examine Educator Preparation Programs (EPPs), which provide students with the knowledge and skills to become licensed teachers. North Carolina currently has 47 approved EPPs housed within public, private, or independent colleges and universities (see **Exhibit 1**). PED found the current approach to EPP reporting produces documents that are difficult to interpret, lacking uniformity and helpful data indicators. PED further found the State has the data and advisory bodies needed to adopt a streamlined approach to reporting in the form of a performance-based, weighted model that reflects state priorities and assesses EPP performance individually and comparatively. PED built such a model to demonstrate the State's ability to enhance reporting.

PED recommended the General Assembly

- add an EPP employment performance standard to state law;
- adopt a small group exception for the EPP sanctioning rules;
- direct Professional Educator Preparation Standards Commission (PEPSC) to develop a plan for incorporating private EPP data into the UNC Educator Quality Dashboard and management thereof; and
- require the development of a performance-based, weighted model for reporting EPP data to replace current reporting efforts.

Session Law 2018-32 directed the State Board of Education (SBE) to create an annual report card (see **Exhibit 2**) for each EPP that summarizes information collected in the annual performance reports, is easily comparable between EPPs, and is available to the public through the State Board's website.

The following year, Session Law 2019-149 made changes to the indicators that are required to be contained in the annual performance reports submitted by EPPs to SBE and directed the State Board to adopt a rule to establish a small group exception for circumstances in which there is a risk of identifying individual program participants. The revised indicators added emphasis for tracking the number of students who completed the program as opposed to the number of students retained year to year, as well as the number of graduates licensed and employed in North Carolina.

Session Law 2019-149 also directed PEPSC to develop a formulaic, performance-based weighted model for the purposes of comparing annual report card information between each EPP. PEPSC unveiled its plan in December 2019, determining EPPs would be judged based on four domains—performance, retention rate, stakeholder perceptions, and diversity. **Exhibit 3** illustrates the weights per domain. For the sake of comparison, **Exhibit 4** shows PED's example of a model.

PEPSC envisioned EPPs being able to meet diversity standards relative to a threshold set for the State, relative to the demographics of the EPP's larger institution, or by showing growth from one year to the next. However, due to stakeholder concerns that certain institutions might be unfairly penalized based on built-in limitations (e.g., all-female colleges) or sample size issues, PEPSC decided to make the demographics domain a two-year pilot.

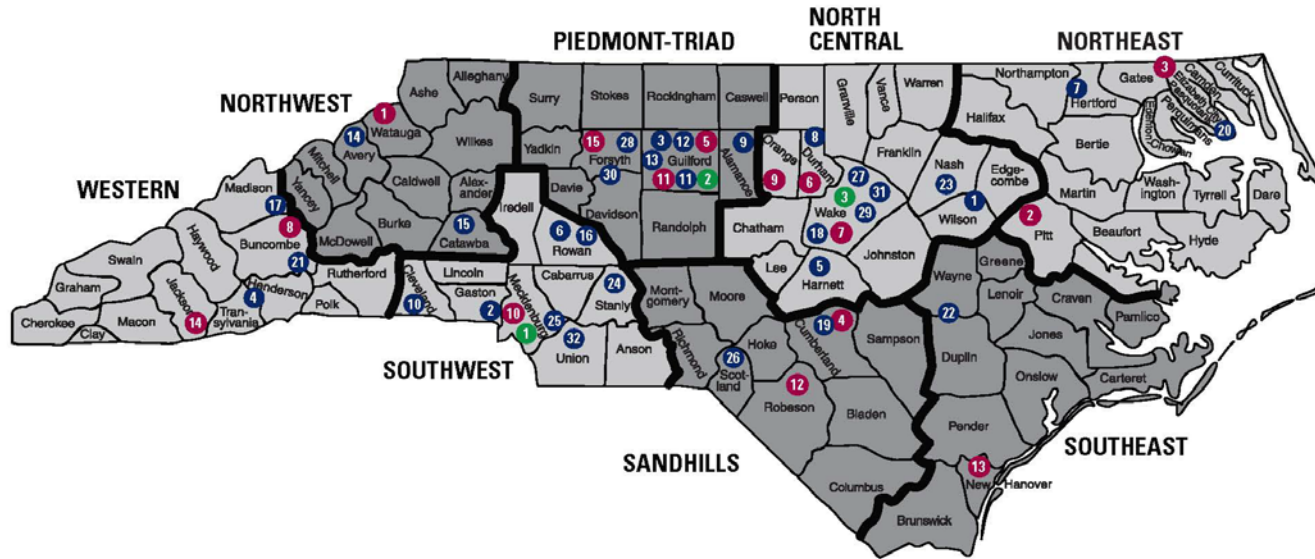
In January 2020, SBE voted against approving PEPSC's proposed accountability model and sent it back to PEPSC with a recommendation to immediately begin including diversity, among other changes. PEPSC is currently in the process of developing modifications to its initial proposal.<sup>1</sup>

<sup>1</sup> In its November 2020 report, *Lack of Comprehensive State-Level Efforts Challenges North Carolina's Capacity to Increase*

*Teacher Diversity*, PED recommended these diversity measures be in place no later than October 1, 2021.

Exhibit 1: Map of EPPs

## Approved NC SBE Educator Preparation Programs



### Public Institutions

1. Appalachian State – Boone
2. East Carolina University (ECU) – Greenville
3. Elizabeth City State University – Elizabeth City
4. Fayetteville State University (FSU) – Fayetteville
5. North Carolina A&T State University – Greensboro
6. North Carolina Central University – Durham
7. North Carolina State University – Raleigh
8. UNC – Asheville
9. UNC – Chapel Hill
10. UNC – Charlotte
11. UNC – Greensboro
12. UNC – Pembroke
13. UNC – Wilmington
14. Western Carolina University – Cullowhee
15. Winston-Salem State University – Winston-Salem

### Private Institutions

1. Barton College – Wilson
2. Belmont Abbey College – Belmont
3. Bennett College – Greensboro
4. Brevard College – Brevard
5. Campbell University – Buies Creek
6. Catawba College – Salisbury
7. Chowan University – Murfreesboro
8. Duke University – Durham
9. Elon University – Elon
10. Gardner-Webb University – Boiling Springs
11. Greensboro College – Greensboro
12. Guilford College – Greensboro
13. High Point University – High Point
14. Lees-McRae College – Banner Elk
15. Lenoir-Rhyne University – Hickory
16. Livingstone College – Salisbury
17. Mars Hill University – Mars Hill
18. Meredith College – Raleigh
19. Methodist College – Fayetteville
20. Mid-Atlantic Christian University – Elizabeth City
21. Montreat College – Montreat
22. Mount Olive College – Mt Olive
23. NC Wesleyan College – Rocky Mount
24. Pfeiffer University – Misenheimer
25. Queens University – Charlotte
26. Saint Andrews Presbyterian University – Laurinburg
27. Saint Augustine's University – Raleigh
28. Salem College – Winston-Salem
29. Shaw University – Raleigh
30. Wake Forest University – Winston-Salem
31. William Peace University – Raleigh
32. Wingate University – Wingate

### Approved EPPs

1. Charlotte Mecklenburg Schools
2. Guilford County Schools
3. Pathways to Practice
4. Teachers of Tomorrow\*

\* SBE Approved EPP not physically located in NC

Last updated: 10 September 2018

## Exhibit 2: Example Report Card

### Appalachian State University: Undergraduate Report Card

For a detailed report about this institution's Educator Preparation Program(s), visit <http://www.dpi.state.nc.us/ihe/reports/>

Program Director: Dr. Melba Spooner  
 Website: <https://rcoe.appstate.edu/>

Address: 151 College Street, Boone, NC 28608

#### Students

Full Time Students Enrolled in Program	789	Mean SAT of Admitted Students	1,195.94
Part-Time Students Enrolled in Program	40	Mean ACT of Admitted Students	26.31
Full-Time Students Pursuing Licensure Only	8	Mean GPA of Admitted Students	3.41
Part-Time Students Pursuing Licensure Only	3		

#### Transition to Classroom

Average Number of Semesters to Graduate				7.79	
Number Completing the Undergraduate Degree But Not Applied for License				241	
Number Completing the Undergraduate Degree and Applying for License				0	
Number Completing the Undergraduate License Program But Not Applied for a License				0	
Number Completing the Undergraduate License Program and Applied for a License				2	
Percent Passing Professional and Content Area Exams				81	
Undergraduate Program Completers in NC Schools Within One Year of Program Completion					
Student Teachers	214	Percent Licensed	87	Percent Employed	62
Percentage of Graduates Remaining in Teaching After Four Years				64.72	

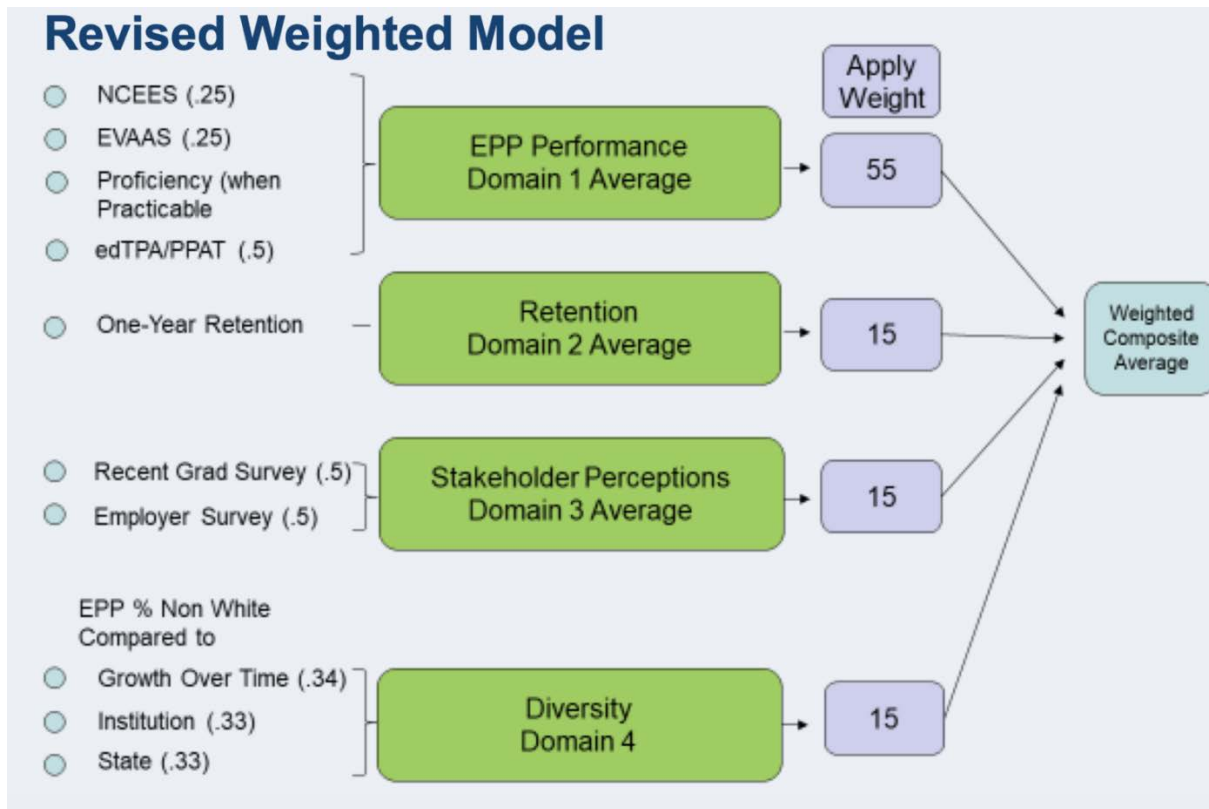
#### Graduate Effectiveness

*Evaluation data for beginning teachers (teachers in their first three years of employment) employed by a North Carolina School during the 15-16 school year. Institutions with fewer than 5 beginning teachers evaluated during this time frame are reported as N/A. Additional information about Educator Effectiveness is available at <http://www.ncpublicschools.org/effectiveness-model/ncees/>*

	Percent Proficient or Above	
	Institution	State
Standard 1: Teachers demonstrate leadership.	95.8%	96.4%
Standard 2: Teachers establish a respectful environment for a diverse population of students.	96.6%	96.5%
Standard 3: Teachers know the content they teach.	96.2%	96.1%
Standard 4: Teachers facilitate learning for their students.	95.7%	95.3%
Standard 5: Teachers reflect on their practice.	97.0%	96.7%
Student Growth Percentages		
Meets Growth	64.1%	64.7%
Exceeds Growth	15.7%	15.7%

Source: Program Evaluation Division based on data from the Department of Public Instruction.

### Exhibit 3: PEPSC Model for Comparing EPP Performance



Source: PEPSC.

### Exhibit 4: PED's Example of a Model for Comparing EPP Performance

Performance Tiers			
1	70-100%	<b>I. Candidate Profile</b>	<b>24 points</b>
2	55-69%	-GPA	10 points
3	40-54%	-Entrance Exam (SAT or Praxis)	10 points
4	0-39%	-Racial and Ethnic Diversity	4 points
		<b>II. Candidate Employment</b>	<b>20 points</b>
		-Employment Rate	10 points
		-4-year Retention Rate	10 points
		<b>III. Candidate Impact</b>	<b>36 points</b>
		-Observation score of 3+	8 points
		-Observation score of 4-5	10 points
		-EVAAS score 3+	8 points
		-EVAAS score 4-5	10 points
		<b>IV. Candidate Satisfaction</b>	<b>20 points</b>
		-Survey of program completers	Not available



Source: Program Evaluation Division.

For more information on this report, please contact Emily B. McCarthy at [emily.mccartha@ncleg.net](mailto:emily.mccartha@ncleg.net).

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