University of North Carolina at Pembroke

Educator Preparation Programs

Initial Licensure Level

2024 CAEP Annual Report

(AY 2022-2023)

Section 4.2 CAEP Accountability Measures

April 2024

UNCP EPP ACCOUNTABILITY MEASURES (AY 2022-23)
UNCP EPP Accreditation Measures link:
Educator Preparation Program Outcomes and Annual Reports

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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 <u>highly effective teacher</u> 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 <u>effective teacher</u> 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 <u>in need of improvement</u> 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 2022-23 data collected through the *North Carolina Education Value-Added Assessment System* (EVAAS) for beginning teachers prepared by the University of North Carolina at Pembroke Educator Preparation Program (UNCP 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 serves as a comprehensive summary of data collected by the North Carolina Department of Public Instruction (NCDPI), specifically pertaining to graduates from the University of North Carolina at Pembroke (UNCP) within their first three years of teaching. This information is accessible to UNCP through the Educator Preparation Program (EPP) 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 the Education Value-Added Assessment System (EVAAS). EVAAS is a statistical model used to assess teacher effectiveness by analyzing student growth over time. 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

Student Growth: Teachers Contribute to the Academic Success of Students				
Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Meets + Exceeds Expected Growth	Sample Size
14%	67%	18%	85%	104

Source: Restricted NCDPI Educator Preparation Program Dashboard as of March 18, 2024

Figure 1. UNCP EVAAS Ratings

Subject Cat	Subject Detail	Grades	Does Not Meet	Meets	Exceeds	Grand Total
Composite	Composite	ALL	14%	67%	18%	100%
Early Literacy	Early Literacy - mCLASS	K		87%	13%	100%
		G1	39%	46%	15%	100%
		G2	6%	71%	24%	100%
English Language Arts	Reading	G3	9%	91%		100%
		G4	9%	91%		100%
		G5	13%	88%		100%
Mathematics	Math	G4		71%	29%	100%
		G5	13%	50%	38%	100%
Science	Science	G5	33%	67%		100%

EVAAS Ratings in Selected EVAAS Years
Counts by Subject/Grade and Rating; Results will display for groups of 5 or more candidates

Source: Restricted NCDPI Educator Preparation Program Dashboard as of March 18, 2024

Results: The results of Student Growth measures for the academic year 2022-23, based on a sample size of 104 teachers prepared by the University of North Carolina at Pembroke (UNCP), indicate a positive contribution towards their students' academic success. On average, these UNCP-prepared teachers achieved a rate of meeting the expected student growth at 85%. This suggests that a significant majority of students taught by UNCP graduates demonstrated the expected level of academic progress over the academic year.

Moreover, when compared to state-level data, UNCP's institutional performance closely aligns with the statewide average. UNCP's data reflects a level of meeting and exceeding expected growth at 86%, a figure that mirrors the state average. This parity between UNCP's performance and the statewide benchmark underscores the effectiveness of UNCP's educator preparation programs in equipping teachers with the knowledge, skills, and strategies necessary to foster student growth and achievement in alignment with statewide expectations.

Overall, these findings affirm the quality and impact of UNCP's educator preparation programs in preparing teachers who are capable of positively influencing student learning outcomes. By consistently meeting or exceeding expected growth rates, UNCP graduates play a crucial role in contributing to the academic success and growth of their students, thereby fulfilling the program's commitment to excellence in education.

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

This section includes a summary of AY 2022-23 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 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.

Table 2. School Administrators' Ratings of UNCP Completers Under 3 Years of Teaching (*n*=172)

Standard One: Teachers Demonstrate Leadership				
% Developing	% Proficient	% Accomplished	% Distinguished	% Accomplished + Distinguished
2%	56%	39%	3%	42%
Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students				
1%	53%	45%	1%	46%
Standard Three: Teachers Know the Content They Teach				
2%	66%	31%	1%	32%
Standard Four: Teachers Facilitate Learning for Their Students				
1%	59%	38%	2%	40%
Standard Five: Teachers Reflect on Their Practice				
2%	73 %	23%	1%	24%

Source: Restricted NCDPI Educator Preparation Program Dashboard as of March 26, 2024

Results: In alignment with trends observed in preceding years, evaluations of UNCP completers during the academic year 2022-23 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 Standard 5, which pertains to teachers' capacity to reflect critically on their instructional practices and pedagogical approaches. This proficiency underscores the commitment of UNCP graduates to ongoing professional growth and development, as well as their ability to engage in self-reflection to refine their teaching strategies and enhance student learning outcomes. However, it is noteworthy that UNCP completers were deemed to be comparatively less proficient in Standard 2, which focuses on the establishment of a respectful and inclusive learning environment conducive to the needs of a diverse student population. While this area may represent a potential area for growth and improvement, it also presents an opportunity for UNCP to further

emphasize and prioritize diversity, equity, and inclusion initiatives within its educator preparation programs.

Overall, the evaluation data from AY 2022-23 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. By leveraging this feedback and fostering a culture of continuous improvement, UNCP remains dedicated to producing highly effective and culturally responsive educators capable of meeting the diverse needs of students in today's dynamic educational landscape.

Measure 2: Satisfaction of Employers and Stakeholder Involvement

1. **Initial Licensure Level (R.4.2)**
   a. **Satisfaction of Employers:** *NC Employer Satisfaction (NCES) Survey*

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 3 summarizes the NCES data for 245 employers (50% response rate) who evaluated UNCP EPP completers teaching in their school districts during AY 2022-23. Literacy practices are of priority at the state level and are denoted here in red font.

Table 3. AY 2022-23 NCES Survey Data

NCES Evaluation Standard	Item Desc	% Much less Effective	% Less Effective	% Much Less, Less Effective	% Comparable	% More Effective	% Much more Effective	% Comparable, More and Much More Effective
4	Serving students from diverse economic backgrounds				59.0	30.8	10.3	100.1
3	Aligning instruction with the North Carolina Standard Course of Study				65.0	30.0	5.0	100.0

#	Item							Total
1	Contributing to the productivity of school-wide goals					67.5	30.0	2.5	100.0
3	Demonstrating pedagogical competency					59.0	23.1	17.9	100.0
1	Engaging in professional development to address identified improvement needs					72.5	20.0	7.5	100.0
5	Self-assess and reflect on own practices					72.5	25.0	2.5	100.0
4	Using state and/or district-mandated assessments to inform instruction					77.5	12.5	10.0	100.0
2	Demonstrating skill in support of English second language learners			2.5	2.5	82.5	15.0		97.5
3	Exhibiting a strong foundation of knowledge in his/her content area(s)			2.5	2.5	60.0	27.5	10.0	97.5
4	Helping students believe they can do well in school			2.5	2.5	57.5	30.0	10.0	97.5
4	Helping students value learning			2.5	2.5	62.5	30.0	5.0	97.5
2	Incorporating instructional materials that reflect a diverse set of student experiences			2.5	2.5	72.5	22.5	2.5	97.5
4	Integrating technology into instruction to enhance learning			2.5	2.5	70.0	20.0	7.5	97.5
3	Making instruction relevant to 21st-century students			2.5	2.5	77.5	15.0	5.0	97.5
2	Respecting diversity and multiple perspectives of students			2.5	2.5	52.5	37.5	7.5	97.5
1	Seeking solutions to address students' learning needs in a proactive manner			2.5	2.5	72.5	22.5	2.5	97.5
4	Utilizing a variety of appropriate instructional materials			2.5	2.5	75.0	20.0	2.5	97.5
3	Assessing students' literacy development			4.8	4.8	66.7	19.0	9.5	95.2
2	Adapting teaching to benefit students with unique learning needs		2.5	2.5	5.0	72.5	20.0	2.5	95.0
4	Communicating in ways that are clearly understood by students			5.0	5.0	57.5	32.5	5.0	95.0
2	Investing families and other significant adults in students' learning			5.0	5.0	77.5	17.5		95.0

#								
4	Leveraging a variety of formal and informal assessments to drive student learning		5.0	5.0	70.0	22.5	2.5	95.0
5	Reflecting on practice and identifying areas for improvement		5.0	5.0	75.0	15.0	5.0	95.0
4	Facilitating learning through student collaboration in small groups and teams		7.5	7.5	67.5	20.0	5.0	92.5
4	Making expectations about student behavior clear	2.5	5.0	7.5	62.5	22.5	7.5	92.5
3	Developing students' vocabulary		9.5	9.5	61.9	23.8	4.8	90.5
3	Implementing culturally responsive pedagogy in literacy instruction		9.5	9.5	66.7	14.3	9.5	90.5
2	Maintaining a classroom environment that enables students to learn	2.5	7.5	10.0	60.0	22.5	7.5	90.0
1	Taking an active role in professional learning communities		10.0	10.0	62.5	22.5	5.0	90.0
1	Using data to guide practice		10.0	10.0	65.0	20.0	5.0	90.0
2	Managing disruptive behavior in the classroom	5.0	7.5	12.5	62.5	17.5	7.5	87.5
4	Promoting critical thinking in students	2.5	10.0	12.5	75.0	7.5	5.0	87.5
3	Developing students' reading comprehension	4.8	9.5	14.3	52.4	28.6	4.8	85.8
3	Developing students' reading fluency		14.3	14.3	52.4	28.6	4.8	85.8
3	Differentiating literacy instruction to meet the needs of diverse learners		14.3	14.3	57.1	23.8	4.8	85.7
3	Developing students' foundational reading skills (e.g. phonemic awareness, phonological awareness, phonics)	4.8	9.5	14.3	57.1	19.0	9.5	85.6

Source: NCDPI EPP Dashboard as of March 26, 2024

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.

Overall, the survey results yielded positive outcomes, with employers indicating that UNCP program completers were 95% comparable to or more effective than other first-year teachers.

This represents a significant improvement of 7.8% from the previous year, highlighting the continuous enhancement and refinement of UNCP's educator preparation programs. The notable increase in employer satisfaction underscores the effectiveness of UNCP's ongoing curricular initiatives aimed at supporting teacher candidates, particularly in literacy-related practices.

The implementation of these curricular initiatives reflects UNCP's proactive approach to addressing the evolving needs and expectations within the field of education. By prioritizing the development of competencies and skills essential for effective teaching, UNCP is better positioned to prepare educators who are capable of making meaningful contributions to student learning and academic success. Furthermore, the favorable employer satisfaction ratings serve as a testament to the quality and efficacy of UNCP's educator preparation programs, reaffirming the university's commitment to excellence in teacher education. Moving forward, UNCP remains dedicated to fostering a culture of continuous improvement and innovation to ensure that its graduates are well-equipped to thrive in the dynamic and demanding landscape of modern education.

2. **Initial Licensure Level: EPP Stakeholder involvement (R.5.3)**
   a. *MOUs/ Partnerships*

During the 2022-2023 academic year, the UNCP EPP fostered collaborative partnerships with 31 local education agencies (LEAs) through the implementation of Memorandums of Understanding (MOUs). These MOUs served as formal agreements between the university and each individual LEA, outlining the terms and conditions governing the engagement of EPP students in field and clinical experiences within the LEA's educational settings. Each MOU underwent thorough review by both the university and the respective 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 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 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 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 4 serves as a comprehensive summary of the LEA partners that collaborated with the UNCP EPP during the 2022-23 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 4. 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*

Throughout the academic year 2022-23, the University of North Carolina at Pembroke's Educator Preparation Program (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.

Advisory Board meetings served as another vital avenue for information sharing and collaborative decision-making. Stakeholders discussed a wide range of topics, including national accreditation, recruitment activities, teacher assistant pipeline initiatives, and retention efforts. The input and feedback provided by stakeholders helped inform programmatic priorities and strategies aimed at meeting the evolving needs of the education community.

Additionally, UNCP hosted quarterly 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 milestone in August 2023 was the Data Institute hosted by the EPP, bringing together faculty, administrators, and partners from BranchED. Participants engaged in reflective discussions on 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 (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. **Initial Licensure Level (R.3.3)**

   a. *Licensure Exam pass rate data: Title II Reports (Traditional and Alternative Teacher Preparation Programs)*

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, more program completers took the licensure assessments in AY 2022-23. Table 5 compares the pass rates of UNCP's completers taking Praxis II with others in similar programs statewide. Candidates' performance shows 62% of exams passed on best attempts, which does not represent a significant difference from the previous year.

Table 5. Traditional Summary Pass Rates as Reported in Title II

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 2022-23	85	53	62%	2927	2215	76%
All program completers 2021-22	72	44	61%	2399	1868	78%
All program completers 2020-21	61	43	70%	2900	2302	79%
All program completers 2019-20	45	26	58%	2800	2378	85%

Source: ETS 2022-23 Traditional Title II Report

North Carolina requires that candidates pass a content area test for each licensure area, except for Birth-Kindergarten. Teacher candidates in both, traditional and alternative programs, must pass the licensure exams to be certified to teach in the state schools. 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. Alternative programs are almost exclusively post-baccalaureate programs that require a bachelor's degree for admission to the program. Table 6 compares the results of UNCP and statewide program completers in traditional programs.

Table 9. Licensure Exam Results for Traditional Program Completers (Undergraduate)

Licensure Exam	Academic Year	Test Code	University of North Carolina at Pembroke			Statewide		
			Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
~Art Content and Analysis	2022-23	5135	1	*	*	52	44	85%
	2021-22		3	*	*	30	21	70%
	2020-21		1	*	*	65	51	78%
	2019-20		4	*	*	52	45	87%
Elementary Education: Mathematics CKT	2022-23	7803	-	*	*	1	*	*
	2021-22		*	*	5	4	*	*
	2020-21		1	*	*	73	72	99%
	2019-20		8	*	*	399	389	97%
Elementary Education: Mathematics CKT	2022-23	7813	42	19	45%	1358	1134	84%
	2021-22		33	26	79%	948	811	86%
	2020-21		25	24	96%	1240	1138	92%
	2019-20		12	9	75%	624	556	89%
English Language Arts: Content Knowledge	2022-23	5038	2	*	*	104	97	93%
	2021-22		1	*	*	88	78	89%
	2020-21		3	*	*	94	85	90%
	2019-20		2	*	*	110	105	95%
General Science Content Knowledge	2022-23	0435	-	-	-	28	23	82%
	2021-22		-	-	*	41	38	93%
	2020-21		2	*	*	55	47	85%

Subject	Year	Code						
	2019-20		2	*	*	49	48	98%
Health and PE	2022-23	5857	4	*	*	101	71	70%
	2021-22		5	*	*	61	48	79%
	2020-21		6	*	*	87	72	83%
	2019-20		5	*	*	112	96	84%
Mathematics Content Knowledge	2022-23	5161	-	-	-	11	7	64%
	2021-22		-	-	-	37	32	86%
	2020-21		-	-	-	48	35	73%
	2019-20		2	*	*	56	43	77%
Middle School Mathematics	2022-23	5169	-	-	-	10	9	90%
	2021-22		-	-	-	23	20	87%
	2020-21		1	*	*	57	52	91%
	2019-20		1	*	*	39	37	95%
Middle School Social Studies	2022-23	5089	-	-	-	55	44	80%
	2021-22		1	*	*	50	47	94%
	2020-21		-	-	-	82	75	91%
	2019-20		-	-	-	57	52	91%
~Music Content & Instruction	2022-23	5114	1	*	*	121	75	62%
	2021-22		5	*	*	99	57	58%
	2020-21		6	*	*	119	88	73%
	2019-20		-	-	-	130	105	81%
Physical Ed Content Knowledge	2022-23	5091	-	-	-	-	-	-
	2021-22		1	*	*	2	*	*
	2020-21		-	-	-	2	*	*
	2019-20		-	-	-	3	*	*
SE CK and Mild to Mod Appl	2022-23	5543	3	*	*	146	139	95%
	2021-22		3	*	*	127	122	96%

	2020-21		2	*	*	188	182	97%
	2019-20		2	*	*	151	151	100%
Social Studies Content Knowledge	2022-23	0081	2	*	*	123	110	89%
	2021-22		2	*	*	121	107	88%
	2020-21		1	*	*	145	134	92%
	2019-20		2	*	*	143	134	94%
Spanish World Language	2022-23	5195	-	-	-	11	7	64%
	2021-22		1	*	*	16	10	63%
	2020-21		1	*	*	8	*	*
	2019-20		-	-	-	28	16	57%
Foundations of Reading	2022-23	ESP 0090	41	14	34%	1080	751	70%
	2021-22		31	20	65%	961	710	74%
	2020-21		25	16	64%	1350	1146	85%
	2019-20		20	11	55%	1327	1144	86%

Source: ETS 2022-23 Traditional Title II Report
*Note: In cases where there are less than 10 students taking the statewide assessment or license/certificate, the number passing and pass rate are not reported.
-Note: A dash indicates no data available
~ Program is SPA accredited

Results: During the academic year, UNCP teacher candidates enrolled in traditional programs underwent licensure assessments in a total of 15 subject areas. Among these assessments, the Elementary Education: CKT Mathematics and Foundations of Reading exams emerged as the most frequently attempted tests. However, the passing rates for these exams were notably low, with only 45% of candidates passing the CKT Mathematics exam and 34% passing the Foundations of Reading exam.

Furthermore, data revealed that the number of candidates taking exams in other subject areas was relatively small, with 10 or fewer students attempting these assessments. As a result, passing scores for these exams were not reported due to the limited sample size. Of particular concern is the significant decline in passing rates for both the CKT Mathematics and Foundations of Reading exams compared to previous years. This decline indicates potential challenges faced by UNCP teacher candidates in mastering the content and skills required for these assessments. The low passing rates underscore the importance of closely examining the curriculum and instructional strategies employed within the traditional programs to ensure alignment with licensure exam content and standards. Additionally, targeted support and

intervention may be necessary to address areas of weakness and improve candidate preparedness for these critical licensure assessments.

Moving forward, it will be essential for UNCP to implement comprehensive measures to support teacher candidates in effectively preparing for licensure exams, particularly in high-demand subject areas such as Elementary Education and Reading. By identifying and addressing areas of concern, UNCP can enhance the quality of its educator preparation programs and better equip candidates for success in their licensure journeys and future teaching careers.

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 2022-23. Table 7 compares the pass rates of UNCP's completers with others in similar programs statewide and shows an improved pass rate. Table 8 compares the results of UNCP and statewide program completers in alternative programs.

Table 7. Alternative Pass Rates as Reported in Title II

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 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 2022-23 Alternate Title II Report

Table 8. Licensure Exam Results for Alternative Program Completers (MAT, Residency, Undergraduate Licensure Only)

Licensure Exam	Academic Year	Test Code	University of North Carolina at Pembroke			Statewide		
			Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
~Art Content and	2022-23	5135	1	*	*	19	15	79%

Analysis	2021-22		-	-	-	15	12	80%
	2020-21		1	*	*	22	22	100%
Elementary Ed CKT: Mathematics	2022-23	7803	-	-	-	7	*	*
	2021-22		-	-	-	13	8	62%
	2020-21		4	*	*	38	38	100%
	2019-20		1	*	*	38	35	92%
Elementary Ed CKT: Mathematics	2022-23	7813	23	19	83%	303	247	82%
	2021-22		17	9	53%	225	163	72%
	2020-21		15	6	40%	228	191	84%
	2019-20		2	*	*	77	54	70%
General Science Content Knowledge	2022-23	0435	2	*	*	29	27	93%
	2021-22		-	-	-	-	-	-
	2020-21		-	-	-	-	-	-
	2019-20		-	-	-	-	-	-
Health and PE	2022-23	5857	3	*	*	30	27	90%
	2021-22		3	*	*	18	15	83%
	2020-21		2	*	*	25	25	100%
	2019-20		1	*	*	18	18	100%
Math Content Knowledge	2022-23	5161	2	*	*	9	*	*
	2021-22		-	-	-	4	*	*
	2020-21		-	-	-	11	10	91%
	2019-20		-	-	-			
Middle School Science	2022-23	5442	-	-	-	23	18	78%
	2021-22		1	*	*	3	*	*
	2020-21		*	*	*	3	*	*
	2019-20		*	*	*	*	*	*
	2022-23		7	*	*	185	137	74%

Test	Year	Code						
SE CK And Mild to Moderate Appl	2021-22	5543	3	*	*	90	83	92%
	2020-21		*	*	*	104	101	97%
	2019-20		*	*	*	55	54	98%
Social Studies Content Knowledge	2022-23	0081	3	*	*	22	18	82%
	2021-22		2	*	*	21	18	86%
	2020-21		6	*	*	34	31	91%
	2019-20		1	*	*	15	15	100%
Foundations of Reading	2022-23	ESP 0090	24	11	46%	273	210	77%
	2021-22		16	6	38%	240	177	74%
	2020-21		19	12	63%	304	260	86%
	2019-20		4	*	*	151	123	81%
Foundations of Reading	2022-23	ESP 0190	4	*	*	40	27	68%
	2021-22		1	*	*	14	7	50%
	2020-21		-	-	-	2	*	*
	2019-20		-	-	-	1	*	*
General Curriculum Mathematics	2022-23	ESP 0203	-	-	-	9	*	*
	2021-22		*	*	*	10	8	80%
	2020-21		2	*	*	30	28	93%
	2019-20		1	*	*	31	30	97%

Source: ETS 2022-23 Alternate Title II Report
*Note: In cases where there are less than 10 students taking the statewide assessment or license/certificate, the number passing and pass rate are not reported.
-Note: A dash indicates no data available
~ Program is SPA accredited

Results: During the academic year, teacher candidates enrolled in alternative programs at the University of North Carolina at Pembroke (UNCP) completed licensure assessments in a total of 9 subject areas. Among these assessments, the Elementary Education: CKT Mathematics and Foundations of Reading exams were the most frequently taken, with 19 and 11 students respectively.

Interestingly, candidates in alternative programs demonstrated notably higher passing rates on these exams compared to their counterparts in traditional programs. Specifically, the passing

rate for the Elementary Education: CKT Mathematics exam was 83%, while the passing rate for the Foundations of Reading exam was 46%. This suggests that students enrolled in alternative programs may have experienced improvements in their performance on these critical licensure assessments. The number of candidates taking exams in other subject areas within the alternative programs was relatively small, with 10 or fewer students attempting these assessments. As a result, passing scores for these exams were not reported due to the limited sample size.

The contrast in performance between candidates in traditional and alternative programs underscores the potential effectiveness of the instructional approaches and support structures implemented within alternative programs at UNCP. These programs may have provided targeted interventions and resources tailored to the unique needs of candidates, resulting in improved outcomes on licensure exams. Moving forward, UNCP may benefit from further analyzing the factors contributing to the success of candidates in alternative programs on licensure assessments. This analysis can inform efforts to enhance support mechanisms and instructional strategies within both traditional and alternative programs, ultimately improving the overall preparedness and success rates of teacher candidates across all program pathways.

b. edTPA scores

The *Educative Teacher Performance Assessment* (edTPA) is a performance-based, specific assessment focused on a pre-service teachers' 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 9 summarizes the AY 2022-23 edTPA results for 244 program candidates at the Initial Licensure Level, which reflects an increase from the previous year.

Table 9. AY 2022-23 edTPA results for UNCP Candidates

AY 2022-23 edTPA Data				
UNCP *n* = 244 Total Score Mean = 42.6			State *n* = 4125 Total Score Mean = 43.1	
CAEP Standards	**edTPA Tasks**	**edTPA Rubrics**	**UNCP Mean Score on 5 Point edTPA Scale**	**State Mean Score on 5 Point edTPA Scale**
R1.1, R1.2, R1.3, R3.3	1: Planning	1-Planning for Content Understanding	2.9	3.0
R1.1, R1.2, R1.3, R3.3		2-Planning to Support Varied Learning Needs	2.7	2.9
R1.1, R1.2, R1.3, R3.3		3-Using Knowledge of Students to Inform Instruction	2.9	3.0

R1.1, R1.2, R1.3, R1.4, R3.3		4-Identifying and Supporting Language Demands	2.9	2.8
R1.1, R1.2, R1.3, 1.4, R3.3		5-Planning Assessments to Monitor and Support Learning	2.7	2.8
			Mean = 2.8	Mean = 2.9
R1.1, R1.3, R3.3	2: Instruction	6-Learning Environment	3.0	3.0
R1.1, R1.2, R1.3, R3.3		7- Engaging Students in Learning	2.9	2.9
R1.1, R1.2, R1.3, R3.3		8- Deepening Student Learning	2.8	2.8
R1.1, R1.2, R1.3, R3.3		9- Subject-Specific Pedagogy	2.7	2.8
R1.4, R3.3		10-Analyzing Teaching Effectiveness	2.6	2.7
			Mean = 2.8	Mean = 2.8
R1.3, R3.3	3: Assessment	11- Analysis of Student Learning	2.7	2.9
R1.3, R3.3		12- Providing Feedback to Guide Learning	3.3	3.2
R1.3, R3.3		13- Student Understanding and Use of Feedback	2.8	2.7
R1.1, R1.2, R3.3		14- Analyzing Students' Language Use	2.8	2.7
R1.3, R1.4, R3.3		15- Using Assessment to Inform Instruction	2.9	2.9
			Mean = 2.9	Mean = 2.9

Source: July 2022-June 2023 edTPA EPP and State Performance Summaries

Results: Table 9 provides a comprehensive summary of the average mean scores by rubric on the five-point edTPA scale for UNCP candidates, as well as comparisons to state-level data. In the academic year 2022-2023, UNCP candidates achieved an average mean score of 2.8 across all rubrics, with 244 candidates participating in the assessment process.

Notably, UNCP candidates demonstrated strong performance on Rubrics 6 (Learning Environment) and 12 (Providing Feedback to Guide Learning), with mean scores of 3.0 or higher.

Rubric 12, in particular, exhibited the highest mean score of all rubrics, indicating a proficiency in providing effective feedback to support student learning. Comparatively, the state-level average mean score across all rubrics was also 2.8, with Rubric 12 similarly yielding the highest mean score of 3.2.

The edTPA assessment comprises three tasks: Planning, Instruction, and Assessment. UNCP candidates achieved mean scores of 14.1 for Planning, 14.1 for Instruction, and 14.4 for Assessment. In comparison, the state-level mean scores for each task were 14.5 for Planning, 14.3 for Instruction, and 14.3 for Assessment. Overall, while UNCP candidates demonstrated proficiency in certain areas, such as providing a positive learning environment, there were areas for improvement identified through rubrics demonstrating mean scores below the passing threshold of 3.0. Specifically, analysis of teaching effectiveness and deepening student learning emerged as areas requiring further attention and enhancement.

It is noteworthy that 81% of UNCP candidates received passing scores, compared to 87% from other institutions in the state, against the state's minimum overall score requirement of 38. This underscores the need for targeted support and intervention strategies to address identified areas of weakness and ensure that UNCP candidates are well-equipped to meet the rigorous standards of the edTPA assessment. Moving forward, UNCP remains committed to leveraging assessment data to inform programmatic improvements and enhance the preparation of its candidates for success in their teaching careers.

c. *Educator dispositions: Education Disposition Assessment (EDA) and Dispositions of the Online Learner (DOL)*

AY 2022-23 marked the second year of full implementation of our Disposition Assessment System to consistently assess and support teacher candidate's dispositions, to allow all stakeholders (university instructors and school partners) a process for reporting, and to provide teacher candidates a process for remediation. Two proprietary instruments adopted, *Education Disposition Assessment* (EDA) and *Dispositions of the Online Learner* (DOL), were utilized unit-wide to measure dispositions of Initial Licensure Level candidates at admission, midpoint and exit of programs demonstrated during in-person classroom experiences as well as online settings. Disposition data was collected through Google Forms in Summer 2021-22 in transition to the Brave Educator Dashboard. Tables 10-11 summarize the disposition data collected from candidates at the Initial Licensure Level for both instruments.

Table 10. UNCP EPP disposition data: EDA

AY 2021-22 EDA (n= 13*)	AY 2022-23 EDA (n= 382)
Developing/Meets Expectations = 13 (100%)	Developing/Meets Expectations = 373 (98%)
Needs Improvement = 0 (0%)	Needs Improvement = 9 (2%)

AY 2022-23	Disposition Indicators								
	1. Oral Communication	2. Written Communication	3. Professionalism	4. Positive Attitude	5. Preparedness	6. Appreciation for cultural and academic diversity	7. Collaborates with stakeholders	8. Self-regulated learner behaviors	9. Social and Emotional Intelligence
Meets Expectations	258 (67%)	254 (67%)	257 (67%)	264 (69%)	191 (50%)	234 (61%)	206 (54%)	248 (65%)	264 (69%)
Developing	121 (32%)	124 (32%)	119 (31%)	113 (30%)	188 (49%)	147 (38%)	174 (46%)	127 (33%)	116 (30%)
Needs Improvement	3 (1%)	4 (1%)	6 (2%)	5 (1%)	3 (1%)	1 (0%)	2 (1%)	7 (2%)	2 (1%)

Source: UNCP Data Notebooks as of April 4, 2024

Table 11. UNCP EPP disposition data: DOL

AY 2021-22 DOL (n= 32*)				AY 2022-23 DOL (n= 614)			
Developing/Meets Expectations = 32 (100%)				Developing/Meets Expectations = 602 (98%)			
Needs Improvement = 0 (0%)				Needs Improvement = 12 (2%)			
	Disposition Indicators						
AY 2022-23	*Digital Citizen*	*Self-Regulated*	*Tech Confidence*	*Self-Start er and Active Learner*	*Resilience*	*Openness*	*Self-Motiva ted Learner*	*Advocato r for Self*
Meets Expectations	447 (73%)	356 (58%)	389 (63%)	357 (58%)	391 (64%)	381 (62%)	421 (69%)	428 (69%)
Developing	155 (25%)	243 (40%)	214 (35%)	239 (39%)	217 (35%)	222 (36%)	177 (29%)	170 (28%)
Needs Improvement	12 (2%)	15 (2%)	11 (2%)	18 (3%)	6 (1%)	11 (2%)	16 (3%)	16 (3%)

Source: UNCP Data Notebooks as of April 4, 2024

Results: Throughout the progress monitoring process, candidates enrolled in the Initial Licensure Level programs at the UNCP EPP demonstrated consistently high performance across both assessment instruments. This year, faculty feedback revealed a notable concern regarding the focus of the Disposition Observation List (DOL) indicators, which appeared to prioritize the evaluation of teacher candidates as individuals rather than their progression in instructional skills.

In response to this feedback, the Candidate Recruitment, Progression, and Support (CRPS) Committee of the Council for Educator Preparation Programs (CEPP) took proactive steps to address the issue. They initiated a proposal to adopt the Assessment of Professional Educator Dispositions (APD) as a unit-wide assessment tool. Unlike the DOL, the APD is an EPP-created instrument and is currently utilized at UNCP for candidates enrolled in Advanced Program levels.

The decision to adopt the APD represents a strategic move towards ensuring a more comprehensive and holistic approach to assessing candidate progress and development within the Initial Licensure Level programs. By leveraging the APD, UNCP aims to provide a more

nuanced evaluation framework that encompasses not only individual dispositions but also the cultivation and refinement of essential instructional skills vital for effective teaching practice. The CRPS Committee's proactive approach underscores UNCP's commitment to continuous improvement and responsiveness to stakeholder feedback. By adopting the APD unit-wide, UNCP seeks to enhance the alignment between assessment practices and program objectives, ultimately better preparing teacher candidates for the challenges and demands of the educational profession.

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 because of its direct rubric alignment to InTASC standards and usability. The form has two subscales: Pedagogy (13 items) and Dispositions (8 items). Each of the 21 items contains detailed descriptors 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 12 summarizes the scores of EPP candidates in AY 2022-23.

Table 12. 2022-23 CPAST evaluations by Program Pathway

Program Pathway	Term	Checkpoint 3/ Clinical Practice 2	Pedagogy Average Score	Dispositions Average Score	*n*
Undergraduate	Fall 2022	Midpoint	2.10	2.41	44
		Final	2.71	2.84	45
	Spring 2023	Midpoint	2.27	2.49	58
		Final	2.78	2.84	58
MAT	Fall 2022	Midpoint	2.24	2.51	56
		Final	2.77	2.91	44
	Spring 2023	Midpoint	2.37	2.63	59
		Final	2.75	2.91	68

Source: UNCP Data Notebooks as of April 9, 2024

Results: Table 12 presents 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.

An analysis of the results reveals that, overall, teacher candidates performed slightly better in the Dispositions subscale compared to the Pedagogy subscale. Within both subscales, candidates demonstrated improvement from midpoint to final evaluations across the various

rubrics, indicating a positive trend in their development and readiness for the teaching profession. In the Pedagogy subscale, candidates exhibited proficiency in areas such as Planning for Instruction and Assessment, Instructional Delivery, Assessment, and Analysis of Teaching. These indicators collectively reflect the candidates' ability to effectively plan, deliver, assess, and analyze instruction, highlighting their competence in key pedagogical practices essential for effective teaching. Similarly, within the Dispositions subscale, candidates demonstrated strength in areas such as Professional Commitment and Behaviors, Professional Relationships, and Critical Thinking and Reflective Practice. These indicators underscore the candidates' commitment to professionalism, their ability to cultivate positive relationships with students and colleagues, and their capacity for critical reflection on their teaching practice.

While candidates showed slightly stronger performance in the Dispositions subscale, the improvement observed across both subscales from midpoint to final evaluations suggests a continuous growth trajectory and a commitment to professional development among teacher candidates. This upward trend in performance underscores the effectiveness of the educator preparation program in equipping candidates with the knowledge, skills, and dispositions necessary for success in the teaching profession.

Measure 4: Ability of completers to be hired

1. **Initial and Advanced Licensure Levels**
   a. *Employing Districts*

Table 13 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 13. Top 10 LEAs employing UNCP program completers

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 14 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 licensure route in 2021-2022.
- Employed: completers in 2020-2021 (either traditional or alternative licensure routes) 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 14. Program Completers Employed

Pathway	2021-22 Program Completers	2021-22 Program Completers Employed in NC in 2022-23	
	n	n	%
Alternative	99	69	70%
Traditional	72	50	69%
	171	**119**	**70%**

Sources:

<u>Results</u>: 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 70% 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.