

North Carolina A&T State University

College of Education

Educator Preparation Programs

Initial and Advanced Teacher Licensure



April 2020

CAEP Annual Reporting Measures

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IMPACT MEASURES

4.1. Impact on P-12 Learning and Development

PK - 12 Student Growth - This includes a summary of data collected on beginning teachers prepared by North Carolina A&T through the Education Value-Added Assessment System (EVAAS).

Student Growth: Teachers Contribute to the Academic Success of Students					
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size	Missing
Inst. Level:	27.7%	46.8%	25.5%	47	69
State Level:	22.0%	64.7%	13.0%	6,228	3,076

Results: Data results from EVAAS suggests that teachers, prepared by North Carolina A&T, contribute to students' academic success. Seventy-two percent (72.3%) of students taught by North Carolina A&T program completers meet or exceed growth; compared to the state average of 77.7%. A disproportionate number of North Carolina A&T completers begin their professional teaching in low-income schools: thereby adding other underlying variables that may adversely impact student success. Additional information about EVAAS is available at <https://dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-mode>

4.2. Indicators of Teaching Effectiveness - Completer Demographics (Initial and Advanced) Initial Completers

Licensure Area	Gender		Ethnicity				
	Male	Female	African American or Black	Asian	Hispanic	White	More Than One Race
Agriculture Education	1	6	2	0	1	4	0
Biology	0	2	1	0	0	1	0
Birth-Kindergarten	0	10	9	0	0	1	0
Business Education	0	2	2	0	0	0	0
Chemistry	0	1	1	0	0	0	0
Elem Ed/ SPed - Add on	0	1	0	0	0	0	1
Elementary Education	2	13	11	0	1	3	0

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English	0	2	1	0	1	0	0
Licensure Area	Male	Female	African American or Black	Asian	Hispanic	White	More Than One Race
Health & Physical Education	7	6	11	0	0	1	1
Music	2	0	0	0	1	1	0
Social Studies	3	0	2	0	0	1	0
Special Education General Curriculum	1	3	2	1	0	0	0

Results: Health and physical education is most diverse in gender with a near 50/50 split in representation. The agriculture education program represents the greatest ethnic diversity with 57% self-reporting as white, 28% African American/black and 14% as Hispanic.

Advanced Completers

Licensure Area	Gender		Ethnicity				
	Male	Female	African American or Black	Asian	Hispanic	White	More Than One Race/Other
Agricultural Education	0	2	0	0	0	1	1
Instructional Technology	0	2	2	0	0	0	0
Reading Education MAED	0	1	1	0	0	0	0
School Administration	3	3	6	0	0	0	0

Results: School Administration reflects the greatest gender diversity with 50% identifying as male and 50% as female. Overall, 82% of advanced completers self-identify as african-american/black while 18% self-identify as white or multiracial.

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Basic Proficiency Scores of NC A&T Candidates (Fall 2018 and Spring 2019)

CAEP Standard	INTASC Professional Standards for Teachers	Admissions Entrance Exam	North Carolina Admission Criteria Minimum Score	North Carolina A&T Group Average Scores	Group Average Requirements Approved by CAEP
1.1, 3.2	4, 5	ACT Composite	24	25.5	N/A
1.1, 3.2	4, 5	SAT Combined	1170	1225	N/A
1.1, 3.2	4, 5	Praxis Core (Reading)	156	171.65	168.06
1.1, 3.2	4, 5	Praxis Core (Math)	150	163.78	162.14
1.1, 3.2	4, 5	Praxis Core (Writing)	162	165.56	165
1.1, 3.2	4, 5	Praxis Core (Combined)	468	483	N/A

Results:

The ACT, SAT or Praxis Core are used as entrance exams for undergraduate initial licensure programs. This table represents the average scores that candidates earned on the test they completed to gain admission to the North Carolina A&T initial licensure program. North Carolina A&T candidates exceeded state requirements across all categories. North Carolina A&T candidates exceeded CAEP group average requirements in Praxis Core/Reading and Praxis Core/Math and slightly trailed the required score for the Praxis Core/Writing.

Note: Students who submitted multiple admission test scores are only counted once.

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Praxis II Test

The state mandates that candidates pass a content area test for each licensure area.

Traditional Program Completers

Praxis II Test	Test Code	North Carolina A&T State University			Statewide		
		Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
Chemistry Content Knowledge	0245	1	1	100%	*		
Elementary Education: Mathematics CKT	7803	4	4	100%	312	272	87%
Health and PE	5857	5	5	100%	76	71	93%
Music Content & Instruction	5114	2	2	100%	103	82	80%
Princ Learning and Teaching 7-12	5624	3	3	100%	125	125	100%
SPED and Mild To Moderate	5543	1	1	100%	140	134	96%
Social Studies Content Knowledge	0081	2	2	100%	103	100	97%
Foundations Of Reading	Esp0090	11	11	100%	1033	851	82%
General Curr Mathematics	Esp0203	8	7	88%	684	563	82%
General Curr Multi-Subjects	Esp0103	11	9	82%	734	572	76%

**Note: In cases where less than 10 students took the statewide assessment or license/certificate, the number passing and pass rate are not reported.*

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Results: Based upon Praxis II data, North Carolina A&T's initially prepared traditional completers surpassed North Carolina statewide passing rates across all 11 program domains. Moreover, 73% of NC A&T's programs have a 100% pass rate.

Alternative Program Completers

Praxis II Test	Test Code	North Carolina A&T State University			Statewide		
		Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
Biology Content Knowledge	0235	2	2	100%	*		
Business Ed Content Knowledge	5101	2	2	100%	*		
Elementary Education: Math Ckt	7803	1	1	100%	43	40	93%
English Lang Arts: Ck	5038	2	2	100%	18	18	100%
Health and PE	5857	8	8	100%	24	22	92%
Princ Learning and Teaching 7-12	5624	5	5	100%	52	52	100%
SPED Mild To Moderate Appl	5543	4	4	100%	69	69	100%
Social Studies Content Knowledge	0081	1	1	100%	21	17	81%
Foundations Of Reading	Esp0090	8	8	100%	118	106	90%
General Curr Mathematics	Esp0203	7	7	100%	70	60	86%
General Curr Multi-Subjects	Esp0103	8	7	88%	87	76	87%

**Note: In cases where less than 10 students took the statewide assessment or license/certificate, the number passing and pass rate are not reported.*

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Results: The Praxis II data suggest that North Carolina A&T’s initially prepared alternative completers surpass or equal North Carolina statewide passing rates across all 11 program domains. Moreover, 91% have a 100% pass rate.

Teacher Effectiveness – North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 License (SP1). The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of “developing” to “distinguished.” Currently, to move from SP1 to the Standard Professional 2 License, beginning teachers must be rated “proficient” on standards 1-5 on the most recent Teacher Summary Rating Form by the end of their third year.

**Sample Size represents the number of teachers that obtained educator effectiveness data during the 2018-19 school year.*

**Blank cells represent no data available*

**Institutions with fewer than five beginning teachers evaluated during the 2018-2019 school year are reported as N/A*

Standard One: Teachers Demonstrate Leadership							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:	N/A	N/A	76.9%	15.4%	N/A	65	51
State Level:	0.1%	3.6%	70.7%	24.6%	1.1%	8,496	808
Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:	N/A	N/A	71.9%	20.3%	N/A	64	52
State Level:	0.1%	3.5%	63.1%	31.9%	1.4%	8,427	877
Standard Three: Teachers Know the Content They Teach							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:	N/A	14.1%	71.9%	14.1%	N/A	64	52
State Level:	~0.0%	5.0%	74.5%	19.6%	0.8%	8,427	877
Standard Four: Teachers Facilitate Learning for Their Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:	N/A	15.4%	67.7%	16.9%	N/A	65	51
State Level:	~0.0%	5.4%	69.9%	24.0%	0.5%	8,496	808

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Standard Five: Teachers Reflect on Their Practice							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:	N/A	7.8%	76.6%	15.6%	N/A	64	52
State Level:	~0.0%	4.1%	72.9%	21.9%	1.0%	8,427	877

Results: NC A&T students are well on their way to meeting eligibility for the Standard Professional 2 License. Results from the most recent state assessment indicate that 92% of completers have met the requirement of Standard One, 92% met the requirements for Standard Two, 86% met the requirement for Standard Three, 85% met the requirement for Standard Four, and 92% met the requirement for Standard Five. No candidate had a rating of “not demonstrated” on any of the five Standards.

4.3 Satisfaction of Employers and Employment Milestones

Employer Satisfaction Survey (Initial Level/First-year Teachers) - The most recent data available is from the 2018 *Employer Satisfaction Survey*. State statute for Educator Preparation Program (EPP) accountability requires that the North Carolina Department of Public Instruction (NCDPI) report on employers' perceptions of graduate quality. In order to fulfill this requirement, representatives from NCDPI, the Education Policy Initiative at Carolina (EPIC), and EPP faculty from both public and private institutions worked collaboratively to create The North Carolina Employer Survey (NCES). First administered in 2017, the NCES includes 21 items that are aligned with the state's professional teaching standards. The survey is completed by school principals (or assistant principals) for each first-year teacher employed at their school.

2018 Employer Satisfaction Survey (5 point scale; Mean reported)		
Task	North Carolina A&T (N= 7)	All Other* (n= 976)
Seeking solutions to address students' learning needs in a positive manner	3.43	3.48
Using data to guide practice	3.57	3.39
Taking an active role in professional learning communities	3.57	3.43
Contributing to the productivity of school-wide goals	3.43	3.43
Maintaining a classroom environment that enables students to learn	3.71	3.50
Incorporating instructional materials that reflect a diverse set of student experiences	3.14	3.45
Respecting diversity and multiple perspectives of students	3.43	3.51
Adapting teaching to benefit students with unique learning needs	3.43	3.44

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Demonstrating skill in support of English second language learners	3.14	3.28
Investing families and other significant adults in students' learning	3.29	3.36
Managing disruptive behavior in the classroom	3.71	3.35
Making expectations about student behavior clear	3.41	3.45
Aligning instruction with the North Carolina Standard Course of Study	3.29	3.48
Exhibiting a strong foundation of knowledge in his/her content area(s)	3.43	3.51
Making instruction relevant to 21st century students	3.00	3.43
Demonstrating pedagogical competence	3.43	3.45
Utilizing a variety of appropriate instructional methods	3.57	3.48
Integrating technology into instruction to enhance learning	3.29	3.44
Promoting critical thinking in students	3.14	3.34
Facilitating learning through student collaboration in small groups and teams	3.29	3.41
Leveraging a variety of formal and informal assessments to drive student learning	3.00	3.35
Communicating in ways that are clearly understood by students	3.29	3.46
Using state and/or district mandated assessments to inform instruction	3.14	3.38
Helping students believe they can do well in school	3.57	3.54
Helping students see value in learning	3.57	3.50
Reflecting on practice and identifying areas for improvement	3.14	3.47
Engaging in professional development to address identified improvement needs	3.29	3.43
Serving students from diverse economic backgrounds	3.86	3.43
Teaching in a multicultural or multilingual setting	3.86	3.18

Results: Given the low response rate of less than 7% the results do not provide a representative sample of North Carolina A&T graduates. North Carolina A&T is reviewing the data carefully and considering the results. Our Educator Preparation Program (EPP) implemented the use of Skyfactor Employer survey during the 2019 – 2020 academic year to address the paucity of response rate.

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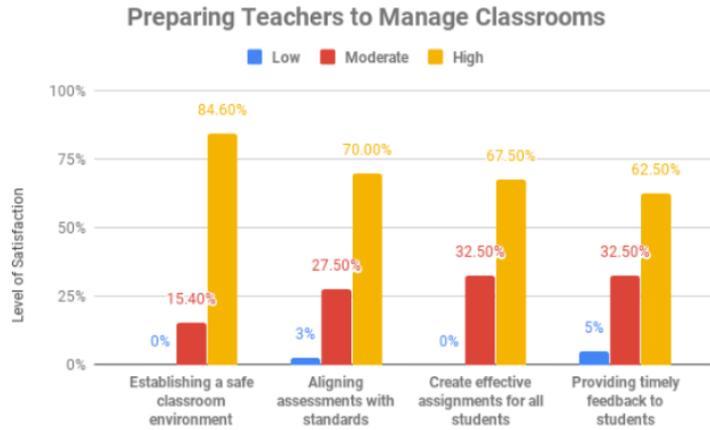
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4.4 Satisfaction of Completers - Exit Survey

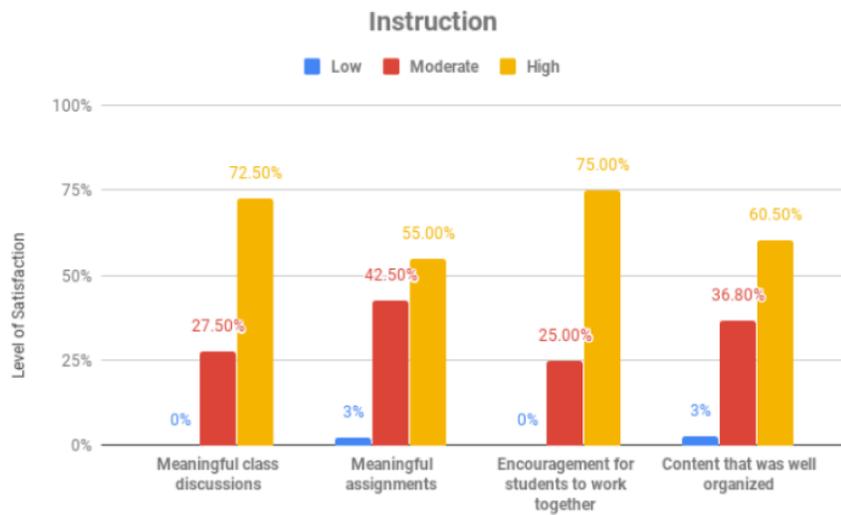
Teacher Education Exit Assessment Perceptions – Spring 2019

This survey collects feedback from recent graduates of North Carolina A&T's initial licensure (undergraduate and MAT) educator preparation program (N=40): Participation rate 100%.

Did the teacher education program enhance your ability to create a productive classroom environment by..



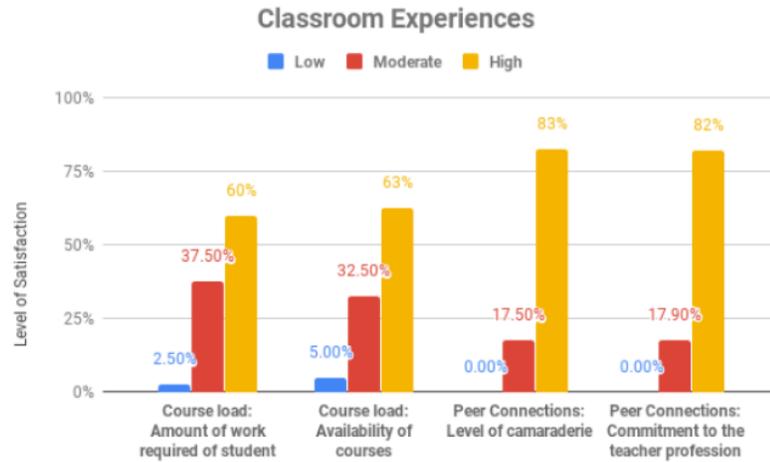
To what degree did courses in your major provide...



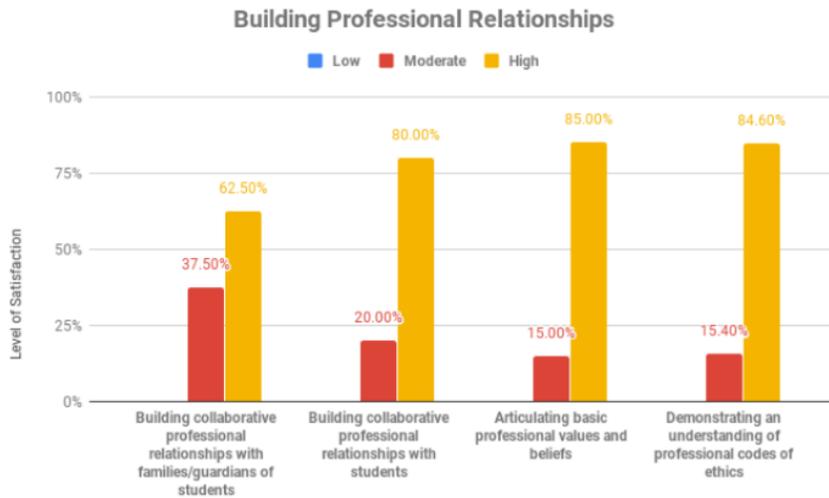
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Regarding courses and peer interactions in your major, to what degree were you satisfied with...



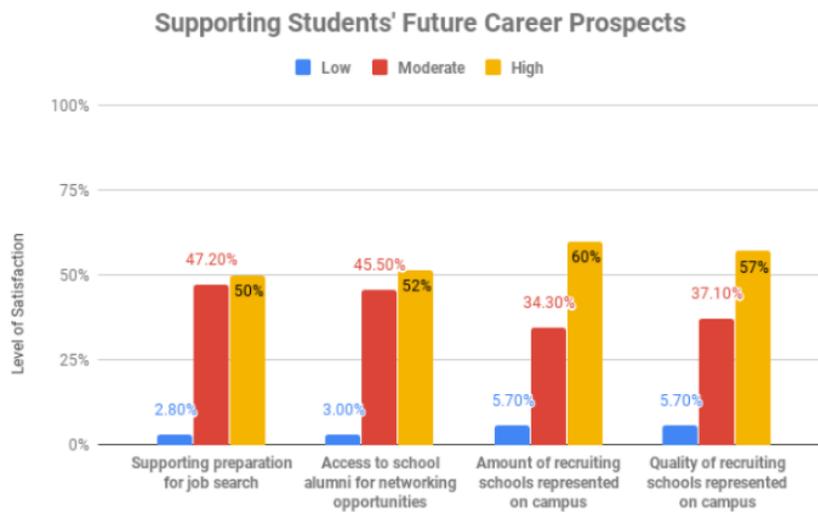
Did the teacher education program enhance your ability in...



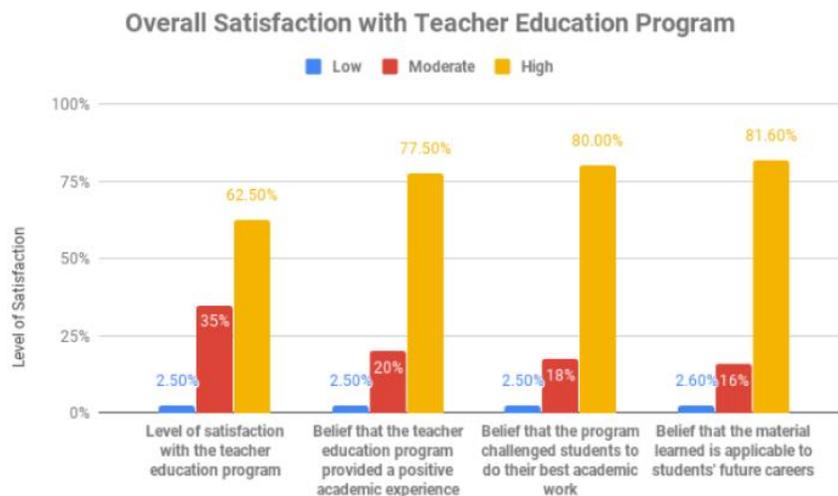
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How satisfied were you with the following Career Services...



Regarding your experience in the teacher education program, to what degree:



Highlighted Results: What Is Going Well? (Spring 2019)

- 82% of students were satisfied with the level of camaraderie within the program
- 82% of students felt their academic advisor was knowledgeable about course requirements
- 82% of students viewed their academic advisor as knowledgeable about campus referral sources for personal, academic, or financial problems
- 84% of students felt the program prepared them to create a classroom environment that is safe
- 80% of students felt the program prepared them to reflect the value of diversity in

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teaching by relating positively to diverse students

- 85% of students felt the program enhanced their ability to articulate basic professional values and beliefs
- 80% of students felt the program enhanced their ability to build collaborative professional relationships with students
- 80% of students reported being challenged to do their best academic work
- 81% of students reported feeling the information learned in the program was applicable to their future career

Highlighted Results: Opportunities for Improvement (Spring 2019)

- Seven students expressed a desire for improvement in communication related to both program components as well as a sense of belonging. This was especially true for distance learners but was also reported by a B-K student and students engaging in their student teaching experience.
- Five students reported the need for faculty to be held more accountable to responding to student concerns and questions.
- Other suggestions included a dedicated course to prepare students for licensure exams, exposure to special education training, and scheduling interviews with cooperating teachers and student teachers.

Exit Survey Category Alignment

Question Category	InTASC Standards Addressed	CAEP Standards Addressed	Number of Questions in Category
Preparation for Teaching: Instructional Practice	1, 4, 5, 6, 7, 8	1	20
Preparation for Teaching: Diverse Learners	2	1	5
Preparation for Teaching: Learning Environment	3	1	5
Preparation for Teaching: Professionalism	9, 10	1	5

OUTCOME MEASURES

5. **Graduation Rates (Initial and Advanced)** - This section includes retention and graduation rates of our initial (undergraduate & MAT) and advanced licensure programs.

Graduation and Retention Rate (Undergraduate Initial)	
Retention rate (92.59)	93%

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Graduation rate	86%
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Program Completer and Retention Rate (MAT Initial Certification)	
Retention rate	100%
Completer rate (93)	93%

Advanced Programs Graduation and Retention	
Retention rate	99%
Graduation rate	100%

6. Ability of Completers to Meet Licensure (Initial and Advanced)

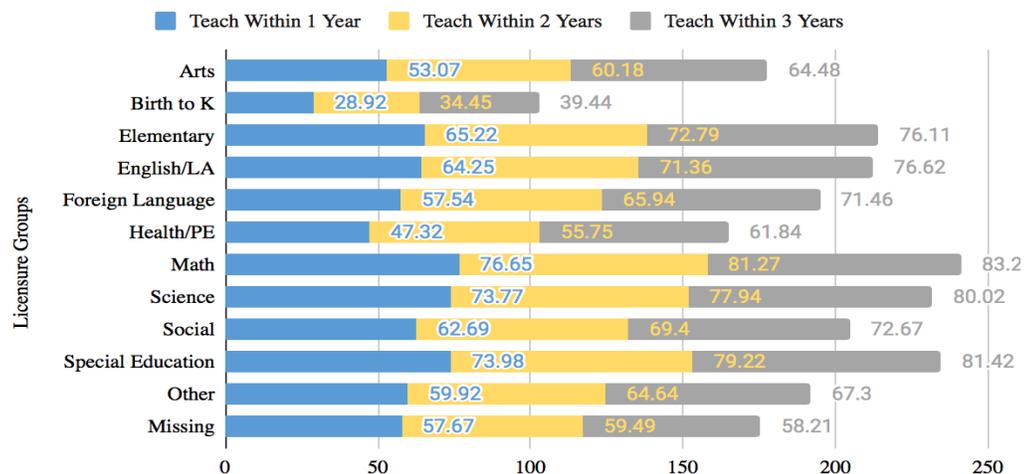
Title II Reports may be accessed via the hyperlinks below.

- [Title II Traditional](#) Report
- [Title II Alternate](#) Report

7. Ability of Completers to be Hired

Job Placement Rates (per licensure group) *Note: Complete job placement data are not available for the 2016-2017, 2017-2018, 2018-2019 cohorts

Teach Within 1 Year, Teach Within 2 Years and Teach Within 3 Years



Results: Job placement results suggest that students completing North Carolina A&T Educator Preparation Programs are being hired in their respective fields as soon as one year of

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completion. Core subjects and specialty focus, such as math (76.65%), science (73.77%), and special education (73.98%) have the highest rankings of employment within the first year of completion. Additionally, results show that employment rates across all content areas continue to increase within two and three years of program completion.

Note: Birth-kindergarten completers are often hired in day care centers or work as pre-K teachers in nonpublic school settings.

8. Student Loan Default Rate

Listed below is our default rate for three years. The 2017 rate is unofficial. We will receive the official rate in September.

Fiscal Year	NCAT Default Rate%
2017	9.6
2016	10.7
2015	10.6
2014	12.8

Unofficial

Source: Sherri M. Avent, *Director of Financial Aid*, North Carolina A&T State University, Office of Student Financial Aid (April 2, 2020) Email.

College of Education Undergraduate Scholarship Flyer

College of Education UNDERGRADUATE SCHOLARSHIPS

- Jennifer Nicole Brown Scholarship**
Scholarship awarded annually to undergraduate and graduate candidates pursuing an initial teaching license in elementary education who are North Carolina residents and who exhibit outstanding academic achievement.
- Jesse Marshall Scholarship by the Greensboro Citizens Club**
Scholarship awarded annually to undergraduate candidate in the teacher education program who possesses a 3.00 cumulative grade point average and who has participated in significant community service.
- Dajia Janay Carter Memorial Scholarship**
Scholarship awarded annually to an undergraduate Early Childhood or Elementary Education major from the Washington, DC area who demonstrates a commitment to educating young children and who possesses strong academic credentials.
- Emma Wilson Memorial Scholarship**
Scholarship awarded annually to an undergraduate student pursuing a degree in Elementary Education.
- Hettie M. Strong Foundation Strong Scholars**
Six (6) scholarships awarded annually by the Hettie M. Strong Foundation to senior undergraduate candidates preparing to engage in their final semester of student teaching. Recipients must demonstrate high academic standards, a strong commitment to teach after graduation, and leadership acumen.
- Booker T. Melton Endowed Scholarship**
Scholarship awarded annually to an undergraduate education major who possesses a 3.00 grade point average.
- Ruby Swinson Murchison Teacher of the Year Award**
Scholarship awarded annually to an undergraduate student teacher who exemplifies the knowledge, skills, and professionalism of a highly effective teacher.
- Emma Wilson Memorial Endowed Scholarship**
Scholarship awarded annually to recruit undergraduate female students pursuing a degree in Elementary Education.
- Dr. Lois M. Fears Annual Scholarship in Education**
Scholarship awarded annually to undergraduate candidates in teacher education with a STEM focus who possess sustained successful academic performance.
- Dr. Velma R. Speight Endowed Scholarship**
Scholarship awarded annually to an enrolled or committed to enroll undergraduate education major who has a 3.00 cumulative grade point average.
- Project CREED (Culturally Responsive Exceptional Educators for Diversity)**
Scholarship awarded annually by the United States Department of Education Office of Special Education Programs to support the number of undergraduate candidates who pursue careers in special education.
- North Carolina A&T Teach-STEM Scholars Program**
Scholarship awarded annually by the National Science Foundation Robert Noyce Scholarship Program to support the number of undergraduate candidates who pursue careers as STEM education teachers.
- Dr. Dorothy Barnett Endowed Scholarship**
Scholarship awarded annually to a full-time undergraduate student majoring in teacher education who possesses a minimum 2.50 cumulative grade point average.
- Isaac Barnett Endowed Scholarship**
Scholarship awarded annually to a full-time undergraduate student in the College of Education and the College of Science and Technology who possesses a minimum 3.00 GPA cumulative. Incoming freshmen must have a minimum SAT score of 1000 (Math + Verbal) or minimum ACT score of 23.
- Burger King Endowed Scholarship**
Scholarship awarded annually to undergraduate students in the College of Education and the College of Business and Economics who possess a minimum 3.00 cumulative grade point average, demonstrated leadership, and financial need.
- Mary L. Bolden Endowed Scholarship**
Scholarship awarded annually to full-time undergraduate students based on academic performance.
- Myrtle B. Sampson Endowed Scholarship**
Scholarship awarded annually to a full-time undergraduate student in the College of Education who possesses a minimum 3.00 GPA cumulative.
- Samuel and Angeline Smith Endowed Scholarship**
Scholarship awarded annually to a full-time undergraduate student in the College of Education and the College of Science and Technology who possesses a minimum 2.50 GPA cumulative.
- William Frank Hooker and Clara Hooker Black Scholarship**
Scholarship awarded annually to a full-time undergraduate student in the College of Education and the College of Health and Human Sciences (nursing majors only). Preference is given to those students from Beaufort County (NC) or Pitt County (NC).
- Clary Clemmons Endowed Scholarship**
Scholarship awarded annually to a full-time undergraduate student in the College of Education who possesses a minimum 3.00 grade point average.
- Elizabeth Gibbs Moore Endowment**
Scholarship awarded annually to a full-time undergraduate student in the College of Education who possesses a minimum 3.00 grade point average. Incoming freshmen must have a minimum SAT score of 1000 (Math + Verbal) or minimum ACT score of 23.
- Butler McKee Endowed Scholarship**
Scholarship awarded annually to a newly admitted full-time undergraduate student in the College of Education who demonstrates financial need.
- Warmoth T. Gibbs Endowed Scholarship**
Scholarship awarded annually to a full-time undergraduate student who possesses a minimum 2.50 cumulative grade point average. Incoming freshmen must have a minimum 3.00 GPA, SAT score of 1000 (Math + Verbal) or minimum ACT score of 25.

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North Carolina A&T Financial Aid

<https://www.ncat.edu/admissions/financial-aid/index.php>

North Carolina A&T Funding Opportunities (Graduate Students)

<https://www.ncat.edu/tgc/university-funding-opportunities-for-graduate-students.php>