

# University of North Carolina at Pembroke

## Educator Preparation Programs

*Initial Licensure Level*

*2026 CAEP Annual Report*

*(AY 2024-2025)*

### Section 4.2 CAEP Accountability Measures



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April 2026

## **UNCP EPP ACCOUNTABILITY MEASURES (AY 2024-25)**

UNCP EPP Accreditation Measures link:

[Educator Preparation Program Outcomes and Annual Reports](#)

\*Microsoft 365 CoPilot was used to conduct analysis of data measures and to identify key trends.

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## UNCP EPP ACCOUNTABILITY MEASURES (AY 2024-25)

### *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 highly effective teacher 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 effective teacher 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 in need of improvement 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 2024-25 data collected through North *Carolina Education Value-Added Assessment System (EVAAS)* for beginning teachers prepared by the University of North Carolina at Pembroke (UNCP) Educator Preparation Program (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 summarizes data collected by the North Carolina Department of Public Instruction (NCDPI),

specifically pertaining to graduates from the UNCP EPP within their first three years of teaching. This information is accessible to UNCP through the Educator Preparation Program 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 grade level tests included in the measure. EVAAS is a statistical model used to assess teacher effectiveness by analyzing student growth over time. Figure 1 displays the information available through the public NCDPI dashboard. 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 (AY 2024-25)

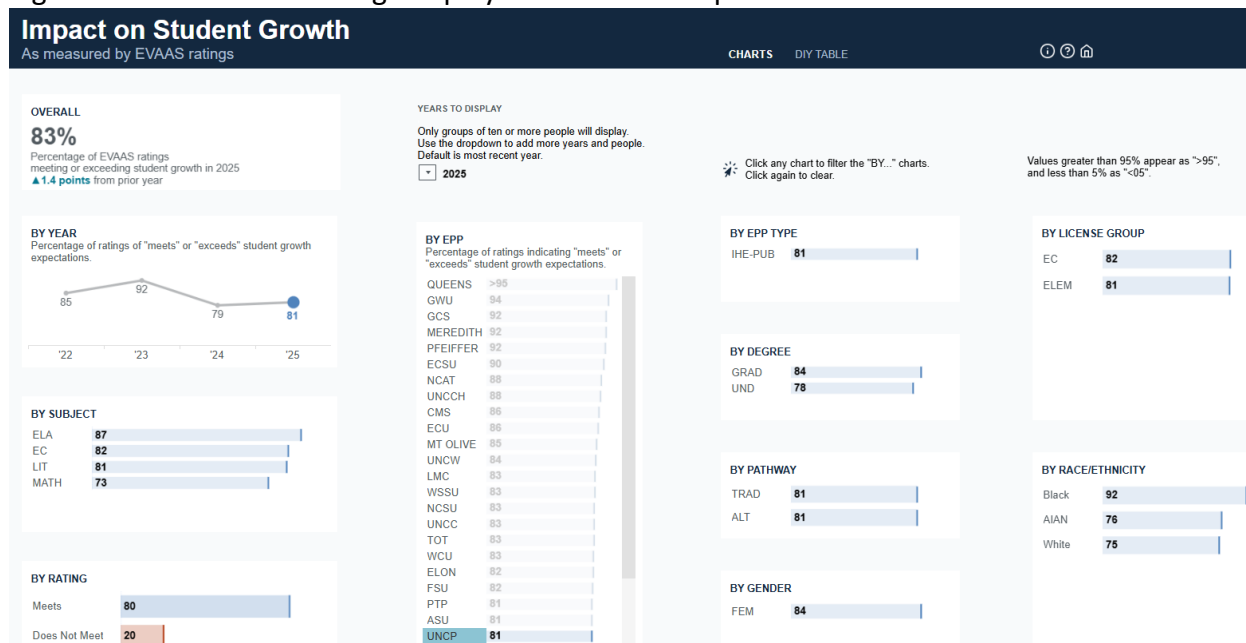
Student Growth: Teachers Contribute to the Academic Success of Students					
Subject	Test	AY 2023-24		AY 2024-25	
		Meets + Exceeds Expected Growth	<i>n (number of ratings)</i>	Meets + Exceeds Expected Growth	<i>n (number of ratings)</i>
Literature	Early Literacy (mClass K)	11 (85%)	13	19 (87%)	22
	Early Literacy (mClass G1)	14 (77%)	18	27 (80%)	34
	Early Literacy (mClass G2)	14 (70%)	20	26 (74%)	35
English Language Arts	Reading G3	12 (100%)	12	21 (88%)	24
	Reading G4	5 (100%)	5	13 (100%)	13
	Reading G5	8 (100%)	8	17 (94%)	18
Mathematics	Math G4	5 (56%)	9	10 (63%)	16
	Math G5	6 (85%)	7	8 (73%)	11
Science	Science G5	5 (72%)	7	8 (73%)	11

Source: Restricted NCDPI Educator Preparation Program Dashboard as of March 25, 2026

Note: Restricted EPP Dashboard reflects results from five or more UNCP graduates

EVAAS data for UNCP graduates is also available to the public through the [NCDPI Educator Preparation Program Dashboard](#).

Figure 1. UNCP EVAAS Ratings displayed in NCDPI EPP public dashboard



Source: Restricted NCDPI Educator Preparation Program Dashboard as of March 25, 2026  
EPP Dashboard reflects results from ten or more UNCP graduates

**Results:** The data presented in Table 1 provide meaningful evidence regarding the effectiveness of UNCP EPP graduates in promoting student academic growth during their first three years of teaching. Overall, the findings indicate consistently strong performance across most content areas and grade levels, with a high percentage of teachers meeting or exceeding expected growth as measured by EVAAS.

**Literature/Early Literacy:** Across both academic years (AY 2023–24 and AY 2024–25), early literacy outcomes demonstrate a positive and improving trend. In Kindergarten through Grade 2 (mClass assessments), the percentage of teachers meeting or exceeding expected growth increased across all grade levels, with kindergarten rising from 85% to 87%, Grade 1 from 77% to 80%, and Grade 2 from 70% to 74%. These gains, coupled with increases in the number of teachers evaluated (n), suggest both program expansion and sustained effectiveness in early literacy instruction. This is particularly noteworthy given the foundational importance of early literacy skills for long-term academic success.

**English Language Arts (Grades 3–5):** Results remain strong on this test. In AY 2023–24, 100% of teachers met or exceeded expected growth across all reported grade levels (Grades 3–5). While there is a slight decrease in AY 2024–25 for Grades 3 (88%) and 5 (94%), performance remains high overall, with Grade 4 maintaining a perfect 100%. The slight variability may reflect the increased sample sizes rather than a decline in teacher effectiveness, indicating that UNCP graduates continue to demonstrate strong instructional impact in reading.

**Mathematics:** Results show more variability compared to literacy outcomes. In Grade 4, growth increased from 56% to 63%, indicating improvement but also highlighting an area for continued focus. Conversely, Grade 5 mathematics shows a decline from 85% to 73%, suggesting potential

challenges in this content area. These findings may point to a need for strengthened preparation or targeted support in upper elementary mathematics instruction.

**Science (Grade 5):** Results remain relatively stable, with a slight increase from 72% to 73%. While this indicates consistency, the percentages are lower compared to literacy outcomes, suggesting an opportunity for program enhancement in science pedagogy and content knowledge.

Importantly, the increase in the number of teachers (n) across most categories strengthens the validity of the findings in AY 2024–25 and suggests that the EPP is preparing a growing number of graduates who are entering the workforce and being evaluated through EVAAS measures. Despite this growth, the program has largely maintained strong outcomes, particularly in literacy.

In summary, the data indicate that UNCP EPP graduates are highly effective in fostering student growth, especially in early literacy and elementary reading. However, the variability observed in mathematics and science highlights areas for continuous improvement. These findings provide valuable feedback for the EPP to refine curriculum, enhance clinical experiences, and ensure targeted support in content areas where growth outcomes are comparatively lower.

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

This section includes a summary of AY 2024-25 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 (e.g., Teaching Performance) 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 while Figure 2 illustrates the results published in the public dashboard. Table 3 disaggregates data by licensure group

Table 2. Summary of School Administrators’ ratings of UNCP completers under 3 Years of teaching

<i>AY 2023-24</i>		<i>AY 2024-25</i>	
<b>% Accomplished + Distinguished</b>	<i>n = number of ratings</i>	<b>% Accomplished + Distinguished</b>	<i>n = number of ratings</i>
<b>Standard One: Teachers Demonstrate Leadership</b>			
69 (39%)	194	<b>48 (32%)</b>	<b>148</b>
<b>Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students</b>			
62 (37%)	168	<b>38 (34%)</b>	<b>114</b>

Standard Three: Teachers Know the Content They Teach			
39 (23%)	168	21 (18%)	114
Standard Four: Teachers Facilitate Learning for Their Students			
66 (34%)	194	48 (32%)	148
Standard Five: Teachers Reflect on Their Practice			
70 (22%)	168	23 (20%)	114

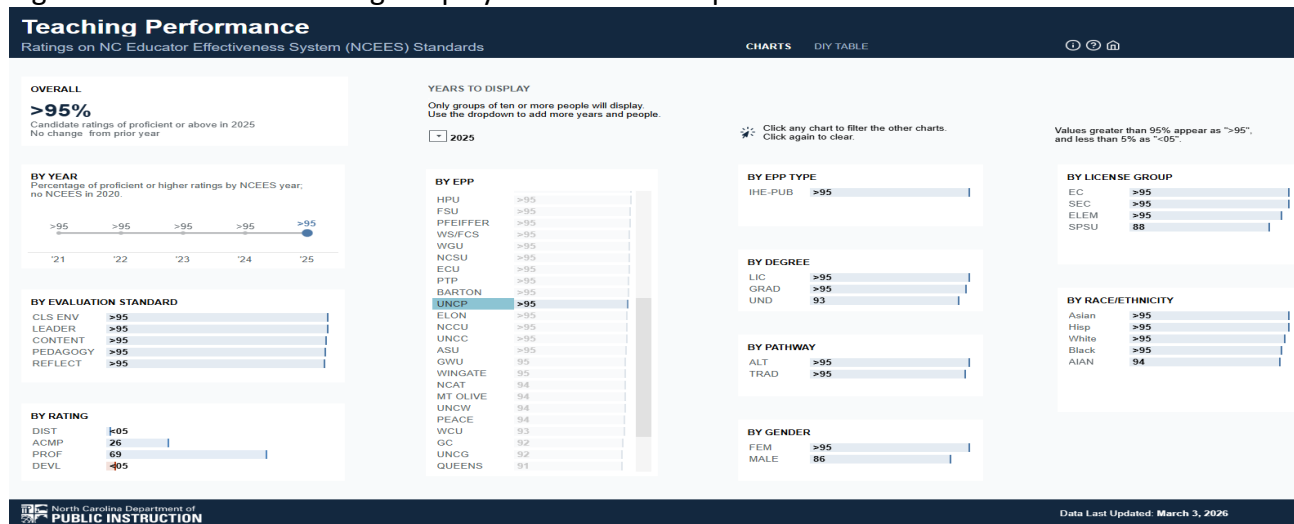
Source: Restricted NCDPI Educator Preparation Program Dashboard as of March 27, 2026

Note: Restricted EPP Dashboard reflects results from five or more UNCP graduates.

\* Program data with low enrollment or no graduates are not included to protect candidate confidentiality

NCEES data for UNCP graduates is also available to the public through the [NCDPI Educator Preparation Program Dashboard](#).

Figure 2. UNCP NCEES Ratings displayed in NCDPI EPP public dashboard



Source: NCDPI Educator Preparation Program Dashboard as of March 27, 2026

EPP Dashboard reflects results from ten or more UNCP graduates

Table 3. AY 2023-24 NCEES ratings disaggregated by licensure group

License Group	AY 2023-24		AY 2024-25	
	Accomplished + Distinguished	n=Total number of evaluations	Accomplished + Distinguished	n=Total number of evaluations
Standard One: Teachers Demonstrate Leadership				
~Art	2 (40%)	5	2 (22%)	9
Birth - K	3 (13%)	23	0 (0%)	5
Elementary (K-6)	33 (39%)	85	29 (34%)	85
Health & Phys Ed	1 (11%)	9	0 (0%)	5
~Music	-	-	0 (0%)	5
Science (9-12)	-	-	3 (60%)	5

Social St (9-12)	2 (29%)	7	-	-
Spec Ed: AG	13 (81%)	16	6 (75%)	8
Spec Ed: Gen Curr	6 (23%)	26	4 (27%)	15
<b>Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students</b>				
~Art	-	-	2 (25%)	8
Birth - K	3 (15%)	20	1 (20%)	5
Elementary (K-6)	32 (41%)	78	26 (38%)	69
Health & Phys Ed	2 (22%)	9	0 (0%)	5
~Music	-	-	0 (0%)	5
Science (9-12)	-	-	-	-
Social St (9-12)	1 (17%)	6	-	-
Spec Ed: AG	4 (50%)	8	-	-
Spec Ed: Gen Curr	12 (48%)	25	2 (29%)	7
<b>Standard Three: Teachers Know the Content They Teach</b>				
~Art	-	-	2 (25%)	8
Birth - K	3 (15%)	20	0 (0%)	5
Elementary (K-6)	18 (23%)	78	14 (20%)	69
Health & Phys Ed	1 (11%)	9	0 (0%)	5
~Music	-	-	0 (0%)	5
Science (9-12)	-	-	-	-
Social St (9-12)	3 (50%)	6	-	-
Spec Ed: AG	4 (50%)	8	-	-
Spec Ed: Gen Curr	1 (4%)	25	1 (14%)	7
<b>Standard Four: Teachers Facilitate Learning for Their Students</b>				
~Art	2 (40%)	5	1 (11%)	9
Birth - K	3 (13%)	23	0 (0%)	5
Elementary (K-6)	32 (38%)	85	28 (33%)	85
Health & Phys Ed	2 (22%)	9	0 (0%)	5
~Music	-	-	0 (0%)	5
Science (9-12)	-	-	3 (60%)	5
Social St (9-12)	2 (29%)	7	-	-
Spec Ed: AG	9 (56%)	16	4 (50%)	8
Spec Ed: Gen Curr	5 (19%)	26	6 (40%)	15
<b>Standard Five: Teachers Reflect on Their Practice</b>				
~Art	-	-	0 (0%)	8
Birth - K	2 (10%)	20	0 (0%)	5
Elementary (K-6)	18 (23%)	78	16 (23%)	69
Health & Phys Ed	0 (0%)	9	0 (0%)	5
~Music	-	-	0 (0%)	5
Science (9-12)	-	-	-	-
Social St (9-12)	3 (50%)	6	-	-
Spec Ed: AG	4 (50%)	8	-	-
Spec Ed: Gen Curr	3 (12%)	25	2 (29%)	7

Source: Restricted NCDPI Educator Preparation Program Dashboard as of March 27, 2026.

Note: Restricted EPP Dashboard reflects results from five or more UNCP graduates.

\* Program data (e.g., English and Mathematics) with low enrollment or no graduates are not included to protect candidate confidentiality. (~) Indicates programs are externally accredited.

**Results:** Data from the North Carolina Department of Public Instruction provides a comprehensive view of completer effectiveness for graduates of the UNCP EPP through performance on the North Carolina Educator Evaluation System standards. Findings from Table 2 (aggregated performance) and Table 3 (disaggregated by licensure area) collectively demonstrate that completers are **consistently meeting professional expectations and demonstrating competency across multiple dimensions of teaching practice**, in alignment with **CAEP Standard 4**.

At the aggregated level (Table 2), results indicate **stable performance across all five professional teaching standards** between AY 2023–24 and AY 2024–25. A meaningful proportion of completers continue to achieve ratings at the “Accomplished” or “Distinguished” levels across standards, reflecting the program’s effectiveness in preparing candidates for the demands of the classroom. Standards related to **Standard Two** (establishing respectful learning environments) and **Standard Four** (facilitating student learning) remain areas of relative strength, with consistent performance across both years. These findings suggest that candidates are well prepared to support diverse learners and implement effective instructional practices.

While modest decreases are observed across some standards, these shifts are relatively small and should be interpreted within the context of **reduced sample sizes across reporting years**. Importantly, performance across all standards remains **consistent and within a narrow range**, indicating overall program stability. **Standards Three** (content knowledge) and **Five** (reflection) show comparatively lower percentages of “Accomplished” or “Distinguished” ratings; however, these results reflect **developing areas of practice** that are typical for early-career educators and provide clear opportunities for continued program refinement.

Disaggregated data by licensure area (Table 3) further highlights important program strengths. Candidates in **Elementary Education (K–6)** demonstrate **consistently strong and stable performance across standards and years**, reinforcing the effectiveness of preparation within this high-enrollment licensure area. Similarly, candidates in **Special Education: Academically Gifted** show **consistently high levels of performance**, with a substantial proportion achieving higher-level ratings, indicating a notable area of program strength.

In **Special Education: General Curriculum**, results suggest **encouraging improvement trends**, particularly in **Standard Four** (facilitating learning) and **Standard Five** (reflection), where increases in the percentage of candidates achieving higher ratings are evident in AY 2024–25. These gains reflect ongoing program efforts to strengthen instructional practice and reflective teaching.

Other licensure areas, including Birth–Kindergarten, Health and Physical Education, and Arts-related fields, display some variability across years. However, these fluctuations are best understood considering small sample sizes, which can result in more pronounced percentage changes. Despite this variability, there is clear evidence that candidates across these areas are achieving high levels of performance, demonstrating the program’s capacity to prepare effective educators across diverse licensure fields.

Overall, findings from Tables 2 and 3 indicate that UNCP EPP completers:

- Demonstrate competency across all five professional teaching standards
- Maintain stable performance across reporting years
- Exhibit strong outcomes in key licensure areas such as Elementary Education and Special Education: Academically Gifted
- Show growth in targeted areas such as Special Education: General Curriculum

These results affirm that the EPP is **effectively meeting CAEP Standard 4 expectations**, while also using disaggregated data to identify opportunities for continuous improvement and targeted program enhancement.

## 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 EPP accountability requires that the NCDPI reports on employers' perceptions of graduate quality (or how well **educator preparation programs** prepared new teachers). Each year, employers of first-year teachers in NC receive a survey asking them to assess the teachers on several teaching tasks. The NCDPI *Employer Satisfaction Survey (NCES)* includes 36 items (29 focused on general and 7 in literacy practices) that are aligned with the state's professional teaching standards. Table 4 summarizes the NCES data for employers who evaluated UNCP EPP completers teaching in their school districts during AY 2023-24 and 2024-25. Literacy practices were and are still of priority at the state and UNCP levels and are denoted here in red font.

Table 4. NCES Survey Data by aligned with InTASC Standards

InTASC Standards	Survey Items	AY 2023-24					AY 2024-25				
		Comparable	More	Much more	Total	n	Comparable	More	Much more	Total	n
2	Adapting teaching to benefit students with unique learning needs	47%	29%	14%	90%	100%	<b>44%</b>	<b>28%</b>	<b>16%</b>	<b>88%</b>	<b>100%</b>
		28	17	8	53	59	<b>41</b>	<b>26</b>	<b>15</b>	<b>82</b>	<b>93</b>
3	Aligning instruction with the NCSCS	56%	31%	10%	97%	100%	<b>55%</b>	<b>24%</b>	<b>17%</b>	<b>96%</b>	<b>100%</b>
		33	18	6	57	59	<b>51</b>	<b>22</b>	<b>16</b>	<b>89</b>	<b>93</b>
3	Assessing students'	62%	33%	5%	100 %	100%	<b>54%</b>	<b>22%</b>	<b>17%</b>	<b>93%</b>	<b>100%</b>
		13	7	1	21	21	<b>22</b>	<b>9</b>	<b>7</b>	<b>38</b>	<b>41</b>

InTASC Standards	Survey Items	AY 2023-24					AY 2024-25				
		Comparable	More	Much more	Total	n	Comparable	More	Much more	Total	n
	literacy development										
4	Communicating in ways that are clearly understood by students	54%	32%	10%	97%	100%	52%	29%	14%	95%	100%
		32	19	6	57	59	48	27	13	88	93
1	Contributing to the productivity of school wide goals	51%	29%	17%	97%	100%	49%	30%	14%	94%	100%
		30	17	10	57	59	46	28	13	87	93
3	Demonstrating pedagogical competency	56%	32%	8%	97%	100%	45%	26%	16%	87%	100%
		33	19	5	57	59	42	24	15	81	93
2	Demonstrating skill in support of ESL	47%	29%	7%	83%	100%	54%	25%	10%	88%	100%
		28	17	4	49	59	50	23	9	82	93
3	Developing students' foundational reading skills	57%	38%	5%	100%	100%	54%	20%	17%	90%	100%
		12	8	1	21	21	22	8	7	37	41
3	Developing students' reading comprehension	52%	38%	5%	95%	100%	56%	20%	17%	93%	100%
		11	8	1	20	21	23	8	7	38	41
3	Developing students' reading fluency	62%	24%	10%	95%	100%	54%	22%	17%	93%	100%
		13	5	2	20	21	22	9	7	38	41
3	Developing students' vocabulary	67%	24%	10%	100%	100%	51%	22%	20%	93%	100%
		14	5	2	21	21	21	9	8	38	41
3	Differentiating literacy instruction to meet the needs of	52%	33%	5%	90%	100%	51%	22%	17%	90%	100%
		11	7	1	19	21	21	9	7	37	41

InTASC Standards	Survey Items	AY 2023-24					AY 2024-25				
		Comparable	More	Much more	Total	n	Comparable	More	Much more	Total	n
	diverse learners										
1	Engaging in professional development to address identified improvement needs	54%	31%	8%	93%	100%	53%	28%	14%	95%	100%
		32	18	5	55	59	49	26	13	88	93
3	Exhibiting a strong foundation of knowledge in his/her content area(s)	51%	32%	12%	95%	100%	46%	25%	17%	88%	100%
		30	19	7	56	59	43	23	16	82	93
4	Facilitating learning through student collaboration in small groups and teams	53%	25%	12%	90%	100%	51%	27%	15%	92%	100%
		31	15	7	53	59	47	25	14	86	93
4	Helping students believe they can do well in school	44%	37%	15%	97%	100%	45%	32%	15%	92%	100%
		26	22	9	57	59	42	30	14	86	93
4	Helping students value learning	47%	37%	12%	97%	100%	47%	30%	15%	92%	100%
		28	22	7	57	59	44	28	14	86	93
3	Implementing culturally responsive pedagogy in literacy instruction	57%	29%	5%	90%	100%	59%	17%	15%	90%	100%
		12	6	1	19	21	24	7	6	37	41
2	Incorporating instructional materials that reflect a	56%	29%	10%	95%	100%	52%	26%	16%	94%	100%
		33	17	6	56	59	48	24	15	87	93

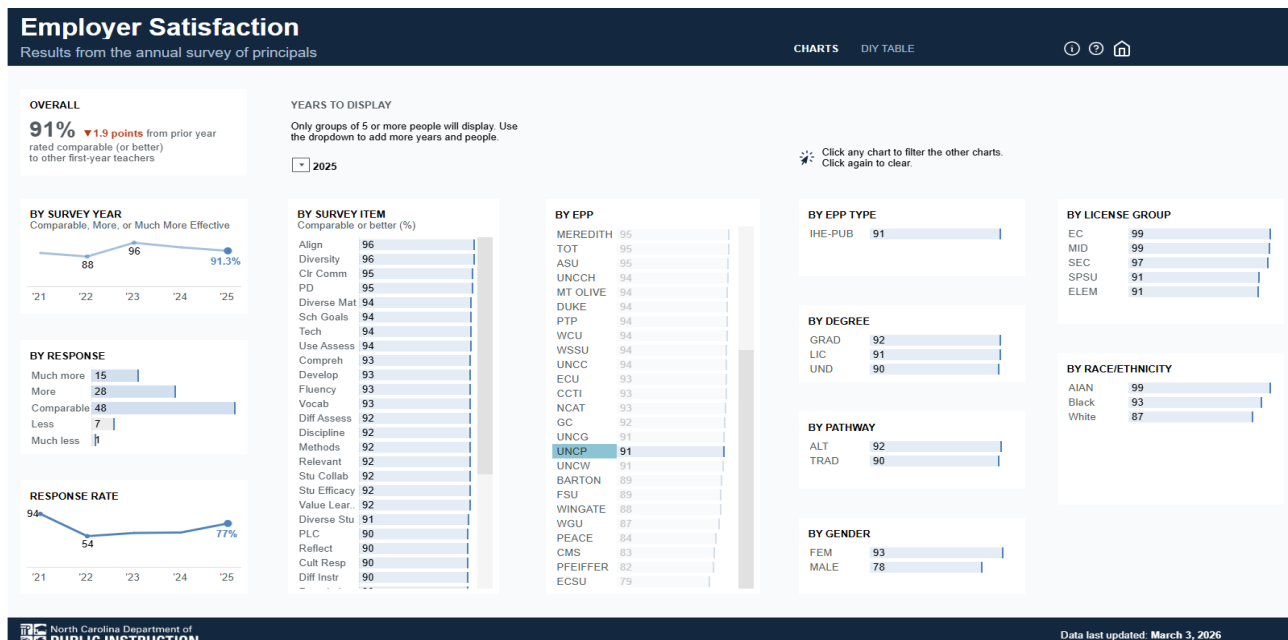
InTASC Standards	Survey Items	AY 2023-24					AY 2024-25				
		Comparable	More	Much more	Total	n	Comparable	More	Much more	Total	n
	diverse set of student experiences										
4	Integrating technology into instruction to enhance learning	63%	27%	8%	98%	100%	<b>48%</b>	<b>35%</b>	<b>10%</b>	<b>94%</b>	<b>100%</b>
		37	16	5	58	59	<b>45</b>	<b>33</b>	<b>9</b>	<b>87</b>	<b>93</b>
2	Investing families and other significant adults in students' learning	46%	32%	14%	92%	100%	<b>45%</b>	<b>29%</b>	<b>14%</b>	<b>88%</b>	<b>100%</b>
		27	19	8	54	59	<b>42</b>	<b>27</b>	<b>13</b>	<b>82</b>	<b>93</b>
4	Leveraging a variety of formal and informal assessments to drive student learning	54%	29%	12%	95%	100%	<b>52%</b>	<b>29%</b>	<b>12%</b>	<b>92%</b>	<b>100%</b>
		32	17	7	56	59	<b>48</b>	<b>27</b>	<b>11</b>	<b>86</b>	<b>93</b>
2	Maintaining a classroom environment that enables students to learn	34%	39%	14%	86%	100%	<b>38%</b>	<b>33%</b>	<b>17%</b>	<b>88%</b>	<b>100%</b>
		20	23	8	51	59	<b>35</b>	<b>31</b>	<b>16</b>	<b>82</b>	<b>93</b>
4	Making expectations about student behavior clear	44%	34%	12%	90%	100%	<b>40%</b>	<b>33%</b>	<b>16%</b>	<b>89%</b>	<b>100%</b>
		26	20	7	53	59	<b>37</b>	<b>31</b>	<b>15</b>	<b>83</b>	<b>93</b>
3	Making instruction relevant to 21st century students	56%	31%	8%	95%	100%	<b>52%</b>	<b>28%</b>	<b>13%</b>	<b>92%</b>	<b>100%</b>
		33	18	5	56	59	<b>48</b>	<b>26</b>	<b>12</b>	<b>86</b>	<b>93</b>
2	Managing disruptive behavior in	41%	34%	12%	86%	100%	<b>43%</b>	<b>34%</b>	<b>15%</b>	<b>92%</b>	<b>100%</b>
		24	20	7	51	59	<b>40</b>	<b>32</b>	<b>14</b>	<b>86</b>	<b>93</b>

InTASC Standards	Survey Items	AY 2023-24					AY 2024-25				
		Comparable	More	Much more	Total	n	Comparable	More	Much more	Total	n
	the classroom										
4	Promoting critical thinking in students	53%	29%	8%	90%	100%	<b>49%</b>	<b>27%</b>	<b>13%</b>	<b>89%</b>	<b>100%</b>
		31	17	5	53	59	<b>46</b>	<b>25</b>	<b>12</b>	<b>83</b>	<b>93</b>
5	Reflecting on practice and identifying areas for improvement	49%	34%	10%	93%	100%	<b>47%</b>	<b>30%</b>	<b>13%</b>	<b>90%</b>	<b>100%</b>
		29	20	6	55	59	<b>44</b>	<b>28</b>	<b>12</b>	<b>84</b>	<b>93</b>
4	Respecting diversity and multiple perspectives of students	49%	34%	15%	98%	100%	<b>54%</b>	<b>27%</b>	<b>15%</b>	<b>96%</b>	<b>100%</b>
		29	20	9	58	59	<b>50</b>	<b>25</b>	<b>14</b>	<b>89</b>	<b>93</b>
1	Seeking solutions to address students' learning needs in a proactive manner	47%	32%	12%	92%	100%	<b>42%</b>	<b>34%</b>	<b>12%</b>	<b>88%</b>	<b>100%</b>
		28	19	7	54	59	<b>39</b>	<b>32</b>	<b>11</b>	<b>82</b>	<b>93</b>
4	Serving students from diverse economic backgrounds	50%	16%	30%	96%	100%	<b>44%</b>	<b>23%</b>	<b>31%</b>	<b>99%</b>	<b>100%</b>
		28	9	17	54	56	<b>38</b>	<b>20</b>	<b>27</b>	<b>85</b>	<b>86</b>
4	Taking an active role in professional learning communities	46%	31%	14%	90%	100%	<b>43%</b>	<b>32%</b>	<b>15%</b>	<b>90%</b>	<b>100%</b>
		27	18	8	53	59	<b>40</b>	<b>30</b>	<b>14</b>	<b>84</b>	<b>93</b>
1	Teaching in a multicultural or multilingual setting	47%	20%	25%	93%	100%	<b>49%</b>	<b>19%</b>	<b>29%</b>	<b>97%</b>	<b>100%</b>
		26	11	14	51	55	<b>42</b>	<b>16</b>	<b>25</b>	<b>83</b>	<b>86</b>
1	Using data to guide practice	46%	31%	15%	92%	100%	<b>44%</b>	<b>30%</b>	<b>13%</b>	<b>87%</b>	<b>100%</b>
		27	18	9	54	59	<b>41</b>	<b>28</b>	<b>12</b>	<b>81</b>	<b>93</b>

InTASC Standards	Survey Items	AY 2023-24					AY 2024-25				
		Comparable	More	Much more	Total	n	Comparable	More	Much more	Total	n
4	Using state and/or district mandated assessments to inform instruction	59%	32%	7%	98%	100%	49%	30%	14%	94%	100%
		35	19	4	58	59	46	28	13	87	93
4	Utilizing a variety of appropriate instructional materials	53%	25%	17%	95%	100%	48%	31%	13%	92%	100%
		31	15	10	56	59	45	29	12	86	93

Source: NCDPI Educator Preparation Program Dashboard as of March 27, 2026  
 EPP Dashboard reflects results from ten or more UNCP graduates' evaluations.

Figure 4. NCES Survey Data as displayed in the NCDPI EPP Dashboard



Source: NCDPI Educator Preparation Program Dashboard as of March 27, 2026  
 EPP Dashboard reflects results from ten or more UNCP graduates

Table 5. NCES Survey Data available disaggregated by licensure group

Licensure Area	Survey Year	Comparable	More	Much more	Total	n
~Art	2025	61%	24%	12%	97%	100%
		163	65	31	259	268
Birth through Kindergarten	2024	60%	35%	4%	99%	100%
		86	51	6	143	144
Elementary (grades K-6)	2024	50%	34%	11%	95%	100%
		355	241	80	676	712
	2025	47%	27%	17%	91%	100%
		662	385	237	1,284	1,413
~Music	2025	48%	33%	19%	100%	100%
		69	47	27	143	143
Spec Ed: Academically Gifted	2025	41%	31%	28%	100%	100%
		59	45	41	145	145
Spec Ed: General Curriculum	2024	48%	43%	5%	96%	100%
		84	75	8	167	174
	2025	61%	34%	3%	99%	100%
		178	100	8	286	290

Source: NCDPI Educator Preparation Program Dashboard as of March 27, 2026

EPP Dashboard reflects results from ten or more UNCP graduates. (~) Indicates programs are externally accredited.

**Results:** The data presented in Tables 4 and 5 reflect principals' perceptions of the preparedness of program completers during their first years of teaching, offering valuable insight into the effectiveness of the EPP across two academic years and multiple licensure areas.

Overall, principals rated program completers **highly** across both AY 2023–2024 and AY 2024–2025. Across nearly all indicators in Table 4, the combined percentages of “More” and “Much more” remained strong, generally ranging from the high 80s to upper 90s. This suggests that principals **consistently perceive completers as being well prepared relative to their peers** from other institutions. Despite this overall strength, a modest decline in total positive ratings is evident across several indicators in AY 2024–2025, denoting a slight shift in perceptions that warrants attention.

Notably, **principals reported decreases in several areas related to instructional practice and pedagogical competence**. For example, ratings for demonstrating pedagogical competency declined from 97% to 87%, and similar downward trends were observed in the use of assessments to inform instruction and in integrating technology into teaching. The most pronounced declines appeared in

literacy-related competencies. Principals' ratings for assessing students' literacy development decreased from 100% to 93%, while preparation in foundational reading skills dropped from 100% to 90%. Additional declines were observed in vocabulary development and reading-related instructional differentiation. These patterns suggest that, while still strong overall, principals perceive a relative weakening in completers' preparedness to deliver effective literacy instruction.

At the same time, **principals identified areas of improvement**. Ratings increased in competencies related to supporting English language learners, managing disruptive behavior, and maintaining a productive classroom environment. These gains indicate that completers are increasingly well prepared to address diverse learning needs and establish effective classroom conditions. Additionally, several areas—such as aligning instruction with state standards, communicating clearly with students, and engaging in professional development—remained consistently strong across both years.

An important trend across Table 4 is a shift in the distribution of responses. While overall positive ratings remain high, there is evidence that principals are selecting “Comparable” more frequently and “Much more” less often in several categories. This suggests that, although completers continue to perform well, fewer are perceived as exceeding expectations to the highest degree.

Table 5 further contextualizes these findings by examining principals' ratings across licensure areas. Results indicate that principals view completers from all programs as well prepared, with total positive ratings ranging from 91% to 100%. Special education programs stand out as areas of strength. In AY 2025, principals rated completers in Special Education: Academically Gifted and Music at 100%, while Special Education: General Curriculum improved from 96% in 2024 to 99% in 2025. These findings align with the strengths identified in Table 4 related to serving diverse learners and supporting inclusive practices.

In contrast, principals' ratings for Elementary Education (K–6) showed a slight decline, decreasing from 95% in 2024 to 91% in 2025. Although still positive overall, this trend mirrors the declines observed in literacy-related competencies in Table 4, suggesting a potential connection between principals' perceptions of literacy preparation and overall program effectiveness in elementary education.

Additional variation is evident in how principals distributed their ratings across response categories. For example, while some programs, such as Special Education: Academically Gifted, received relatively high “Much more” ratings, others—such as Birth–Kindergarten—were rated highly overall but with fewer responses in the highest category. This indicates that, although principals generally view completers as well prepared, the degree to which they exceed expectations varies by program area.

In summary, principals' ratings indicate that the **EPP continues to prepare effective educators across all licensure areas**, with particularly strong performance in special education and in areas related to classroom management and supporting diverse learners. However, the data also point to emerging areas for improvement, particularly in literacy instruction, pedagogical competence, and elementary education. Additionally, the shift toward more moderate ratings suggests an opportunity for the program to strengthen its impact and ensure that completers are not only well prepared but consistently exceed expectations in the field.

## 2. Initial Licensure Level: EPP Stakeholder involvement (R.5.3)

### a. MOUs/ Partnerships

During the 2024-2025 academic year, the UNCP EPP fostered collaborative partnerships with **61 public school units (PSUs) and local education agencies (LEAs)** as well as **community colleges** through the implementation of Memorandums of Understanding (MOUs). These MOUs served as formal agreements between the university and each individual PSU/LEA, outlining the terms and conditions governing the engagement of EPP students in field and clinical experiences within the PSU/LEA's educational settings. Each MOU underwent thorough review by both the university and the respective PSU/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 PSU/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 PSU/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 PSU/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 6 serves as a comprehensive summary of the partners that collaborated with the UNCP EPP during the 2024-25 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 6. School partners and community colleges

School Partners		
Alamance-Burlington County	Edgecombe County	Perquimans County
Alexander County	Gaston County	Person County
Anson County	Greene County	Public Schools of Robeson County
Avery County	Haliwa-Saponi Tribal School	Randolph County
Bladen County	Harnett County	Reaching All Minds Academy
Carteret County	Haywood County	Richmond County
Central Park School for Children	Hoke County	Rockingham County
Charlotte-Mecklenburg Schools	Johnston County	Rutherford County
Chatham County	Jones County	Southeastern Academy
Classical Charter Schools of America	McDowell County	Stokes County
Clinton City Schools	Mitchell County	Surry County
Columbus County	Moore County	Thomas Academy Charter School
Craven County	Moore Montessori Community School	Union County

Cumberland County	Mooresville Graded School District	Uwharrie Charter Academy
Currituck County	Nash County	Wake County
Davidson County	NC Dept. Health & Human Services	Wayne County
Department of Defense Educational Activity (DoDEA)	NC Dept. Public Safety - Juvenile Justice	Whiteville City Schools
Duplin County	New Hanover County	Winston-Salem / Forsyth County
Duplin County- TA to Teacher Tuition Assistance MOU	Oak Hill Charter School	Yadkin County
Durham Charter School	Onslow County	
Durham County	Orange County	
<b>Partner Community Colleges</b>		
Cape Fear Community College with Pender County Schools	Randolph Community College	Sandhills Community College with Moore County Schools
Fayetteville Technical Community College	Richmond Community College	Southeastern Community College with Columbus County Schools
Montgomery Community College with Montgomery County Schools	Robeson Community College	Southeastern Community College with Whiteville City Schools

Source: UNCP School of Education Office of University-School Partnerships as of April 15, 2026

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

Throughout AY 2024–25, the UNCP EPP maintained a strong commitment to meaningful collaboration and communication with a broad range of regional stakeholders. By cultivating strategic partnerships and engaging stakeholders in ongoing dialogue, the EPP supported continuous improvement efforts aimed at enhancing teacher preparation and positively impacting P–12 student learning.

In alignment with **CAEP Standard 5**, the UNCP EPP systematically engages internal and external stakeholders in continuous improvement through structured advisory group meetings at both the unit and program levels. These advisory bodies include administrators, faculty, candidates, and P–12 and community partners and serve as a key mechanism for stakeholder input and accountability (Component 5.1).

During AY 2024–25, the School of Education convened Advisory Board meetings on **November 20, 2024**, and **June 9, 2025**. Across both meetings, the EPP shared and reviewed multiple sources of evidence and programmatic updates, including enrollment and retention trends, licensure exam performance, recruitment and teacher pipeline initiatives, strategic partnerships, curricular alignment efforts, and grant-funded programs. Advisory Board members discussed until needs and program-level data, reflected on workforce needs, and provided feedback and recommendations to inform ongoing planning and decision-making (**Component 5.2**).

The discussions highlighted notable accomplishments—such as growth in initial licensure enrollment, strengthened recruitment and “Grow Your Own” partnerships, expanded course offerings aligned with state standards, and successful grant activity—while also identifying areas for continued

enhancement. Collectively, these meetings demonstrated the EPP's commitment to a data-informed, collaborative approach to improvement that is responsive to candidate outcomes, student impact, and regional workforce demands.

To ensure adequate preparation and to support deeper, more focused engagement, meetings with additional EPP and student advisory groups were rescheduled for the subsequent academic year. This intentional planning reflects the EPP's ongoing commitment to meaningful stakeholder participation and continuous improvement consistent with **CAEP Standard 5**.

In addition, UNCP hosted 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.

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.

### *EPP Data Institute*

The **2024 EPP Data Institute**, held on August 13, 2024, brought together School of Education faculty, administrators, and EPP staff for a full-day professional learning experience focused on the systematic use of data to support continuous improvement. The institute emphasized strengthening data literacy across programs and aligning evidence-based decision-making with CAEP expectations and state accountability requirements.

The agenda included unit-level and program-level data reviews, guided analysis of candidate performance indicators, and structured opportunities for faculty collaboration. Participants examined multiple data sources, including enrollment and retention trends, alumni satisfaction data, licensure exam outcomes (Praxis II and CKT Math), edTPA performance, and Assessment of Professional Dispositions (APD) results. Facilitators modeled the use of data notebooks, pivot tables, and dashboards to promote consistent analysis practices across programs.

A significant focus of the institute was on **using data to inform programmatic and curricular changes**. Faculty engaged in hands-on exercises to identify strengths, gaps, and equity considerations within their programs, with targeted attention to licensure exam performance and candidate readiness.

Sessions also addressed EPP checkpoints, candidate evaluation processes, and alignment of coursework with licensure and state standards.

In addition, the institute provided refresher training on candidate dispositions, emphasizing a coaching-for-improvement approach and reinforcing shared expectations for professional behaviors. Collaborative discussions culminated in action steps, including completion of licensure-curriculum alignment tasks and submission of continuous improvement plans to be reviewed throughout the academic year.

Overall, the 2024 EPP Data Institute reinforced a culture of shared responsibility, transparency, and data-informed decision-making, supporting the EPP's ongoing efforts to enhance program quality and candidate effectiveness in alignment with **CAEP Standard 5: Quality Assurance and Continuous Improvement**.

### *c. Council for Educator Preparation Programs meetings*

The CEPP serves as the authoritative body governing the operations and initiatives of the UNCP 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.

During AY 2024–25, the UNCP EPP, guided by the CEPP, engaged in a comprehensive set of activities focused on **continuous improvement, data-informed decision-making, and stakeholder engagement**. Throughout the year, CEPP meetings served as the primary forum for reviewing unit-level and program-level data, approving curriculum and policy changes, and monitoring the effectiveness of candidate support systems. These efforts reflected an intentional, cyclical process of evidence review, discussion, action, and follow-up aligned with CAEP Standard 5.

A major emphasis during the year was **candidate quality and readiness**, particularly in the areas of dispositions, licensure exam performance, and clinical practice progression. CEPP reviewed multiple sources of evidence, including edTPA data, disposition assessments, alumni satisfaction results, and licensure exam outcomes. Based on these data, CEPP approved revisions to disposition assessment processes, clarified remediation pathways, and strengthened oversight through the recommendation and establishment of a centralized Disposition Coordinator role. In parallel, the council approved and refined licensure-related policies requiring candidates to demonstrate exam readiness prior to

advancing to critical clinical milestones, thereby reinforcing expectations for preparedness and supporting candidate success.

Curriculum alignment and program coherence were also central priorities throughout AY 2024–25. CEPP reviewed and approved a substantial number of course and program changes across undergraduate and graduate programs, including revisions in Elementary Education, Special Education, Mathematics Education, School Counseling, School Administration, and instructional leadership pathways. These actions ensured alignment with updated state standards, literacy expectations, licensure requirements, and workforce needs. At the same time, the EPP expanded and refined strategic supports—such as targeted licensure exam interventions, 240 tutoring, curriculum-licensure alignment reviews, and faculty professional learning—to address identified areas for growth.

Collectively, the work of CEPP and the EPP during AY 2024–25 demonstrates a strong culture of collaboration, accountability, and continuous improvement. Through sustained engagement with data, purposeful policy and curriculum actions, and coordinated faculty and stakeholder involvement, the EPP strengthened its systems for monitoring candidate progress and responding to emerging challenges. These efforts positioned the program to enhance educator preparation quality and positively impact P–12 student learning while remaining responsive to evolving state, accreditation, and workforce expectations.

## ***Outcome Measures***

### **Measure 3: Candidate competency at program completion**

#### **1. Initial Licensure Level (R.3.3)**

##### ***a. Initial level Licensure Exam pass rate data***

**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, less program completers took the licensure assessments in AY 2024-25. Table 7 compares the pass rates of UNCP’s undergraduate completers taking content exams with others in similar programs statewide. Candidates’ performance shows 73% of exams passed on best attempts.

Table 7. Traditional (Undergraduate) UNCP Summary Pass Rates compared to the state

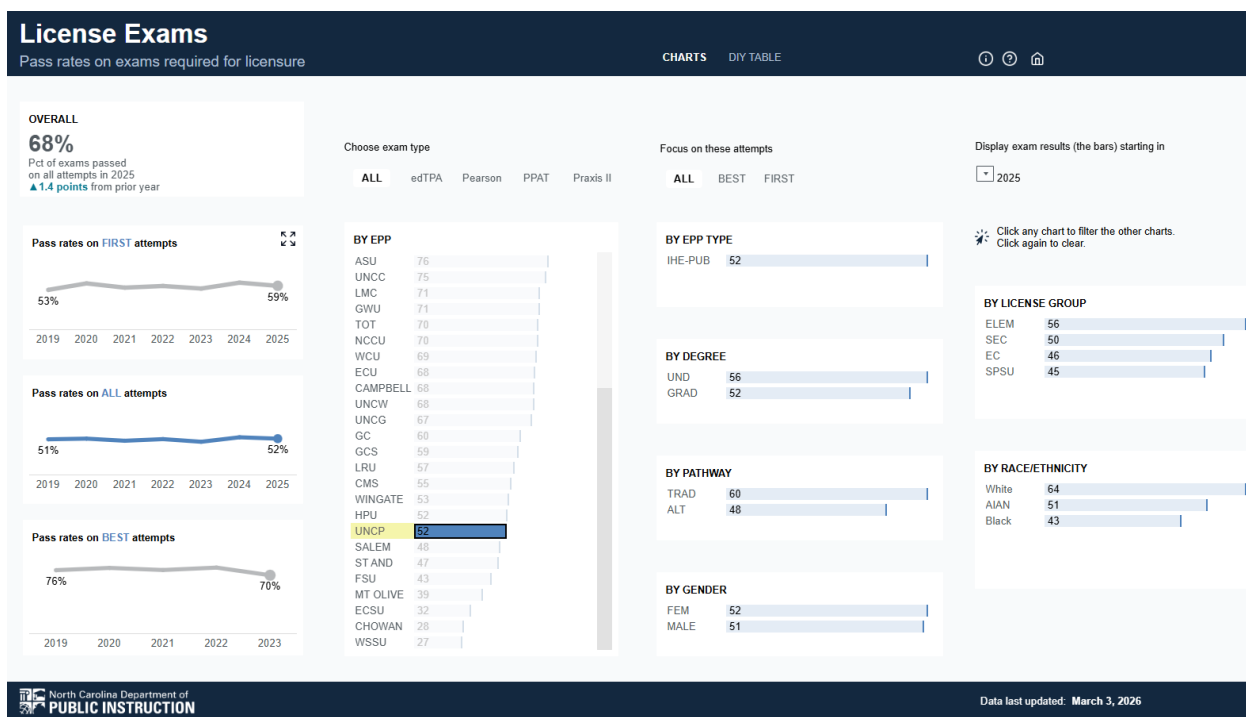
Group	UNC Pembroke			Statewide			Difference between institution and state pass rate
	Number	Number	Institutional	Number	Number	Statewide	
	Taking	Passing	Pass Rate	Taking	Passing	Pass Rate	
	Assessment	Assessment		Assessment	Assessment		
All program	41	30	<b>73%</b>	2236	1822	81%	-7%

completers 2024-25							
All program completers 2023-24	55	36	65%	2403	1968	82%	-17%
All program completers 2022-23	85	61	72%	2957	2379	80%	-6%

Source: ETS 2023-24 Traditional Title II Report as of March 30, 2026

North Carolina requires that candidates pass a content area test for each licensure area, except for Birth-Kindergarten. Figure 4 illustrates an overview of UNCP licensure exam data available to the public. Tables 8 -10 summarize Licensure Exam results for Undergraduate program completers taking Licensure Exams including Praxis II, CKT Math and the Pearson Foundations of Reading.

Figure 4. AY 2024-25 Licensure Exam Data as displayed in the NCDPI EPP Dashboard



Source: NCDPI Educator Preparation Program Dashboard as of March 30, 2026

EPP Dashboard reflects results from ten or more UNCP graduates

Table 8. Licensure Exam Results for Undergraduate Program Completers taking Praxis II Content Area exams

Program	Academic Year	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate
Special Education	2024-25	2	2	100%
	2023-24	5	5	100%
	2022-23	5	4	80%
K-12/Secondary	2024-25	14	9	64%
	2023-24	15	9	60%

	2022-23	16	10	63%
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Source: UNCP Degrees Awarded File for Student Cohort, Banner and EdReports Testing Portal as of April 17, 2026

Note: Data for K-12/Secondary programs is reported as one category.

Table 9. Licensure Exam Results for Undergraduate Program Completers taking Praxis II CKT Math

Program	Academic Year	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate
Elementary Education	2024-25	16	12	75%
	2023-24	26	21	81%
	2022-23	43	26	60%
Special Education	2024-25	2	1	50%
	2023-24	4	1	25%
	2022-23	4	3	75%

Source: UNCP Degrees Awarded File for student cohort, Banner and EdReports Testing Portal for records as of April 17, 2026.

Table 10. Licensure Exam Results for Undergraduate Program Completers taking Pearson's Foundations of Reading by program

Program	Academic Year	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate
Elementary Education	2024-25	18	30	89%
	2023-24	25	25	72%
	2022-23	47	21	38%
Special Education	2024-25	2	*	100%
	2023-24	5	*	40%
	2022-23	4	*	100%

Source: UNCP Degrees Awarded File for student cohort, Banner and EdReports Testing Portal for records as of April 17, 2026. \* Program data with low number of candidates passing are not included to protect candidate confidentiality.

**Results:** CAEP Standard R3.1 requires providers to present evidence that program completers demonstrate the knowledge, skills, and professional dispositions necessary to teach effectively, as measured by state licensure assessments. Across the three-year period analyzed, UNCP's undergraduate completers demonstrate partial but improving attainment of this standard, with notable variation by program area and assessment type. At the institutional level, licensure exam outcomes indicate that while UNCP completers consistently meet state requirements, their overall pass rates remain **below the statewide average**. Importantly, the **most recent year shows**

**improvement relative to prior years**, narrowing the gap with state performance. This trend suggests that ongoing programmatic and curricular adjustments are beginning to positively influence candidate readiness, supporting CAEP's emphasis on continuous improvement informed by outcome data.

Disaggregated analyses by licensure area provide clearer insight into candidate strengths and challenges, directly supporting CAEP's expectation that providers monitor candidate mastery of discipline-specific content. **Special Education** programs show consistently strong performance on Praxis II Content Area assessments, with outcomes indicating that completers are well-prepared in their specialized content areas. This pattern aligns with CAEP R1.2, as it reflects coherent program design and alignment between coursework, clinical preparation, and licensure expectations. **K-12/Secondary programs** exhibit persistently lower performance on content area exams, with minimal variation across years. This consistency suggests systemic challenges rather than cohort-specific issues, signaling a need for deeper examination of curricular alignment, content sequencing, and candidate support across multiple secondary licensure pathways. Addressing these concerns is essential to fully meeting CAEP's expectations for rigorous content preparation.

Results from the Praxis II CKT Math assessment reveal **significant variability** across time and programs, highlighting mathematics as a key area for improvement. Elementary Education candidates demonstrate a clear **recovery from earlier low performance**, followed by moderate fluctuations in subsequent years. This pattern suggests that instructional or curricular interventions were implemented and produced measurable gains, though outcomes have not yet stabilized at consistently high levels. From a CAEP perspective, this reflects appropriate use of assessment data for improvement, while also identifying the need for sustained attention to mathematical content knowledge to ensure long-term consistency.

Special Education outcomes in mathematics fluctuate considerably, largely due to **very small candidate cohorts**. While this limits broad generalizations, the observed variability underscores the challenge of preparing candidates who must demonstrate competence across multiple content domains. CAEP guidance emphasizes caution in interpreting small Ns, but still expects providers to respond proactively to identified weaknesses.

Taken collectively, Tables 7-10 illustrate UNCP EPP's capacity to **collect, disaggregate, and analyze licensure assessment data** to identify strengths and areas for growth. Observed improvements in reading outcomes and recent institutional-level gains provide evidence that data are being used formatively to inform program decisions. At the same time, persistent challenges in secondary content areas and mathematics signal clear targets for continued improvement efforts.

Consistent with CAEP expectations, the EPP recognizes that **small cohort sizes contribute to year-to-year variability**, reinforcing the importance of examining multi-year trends rather than isolated results. This longitudinal approach supports valid interpretation of evidence and responsible decision-making aligned with CAEP's continuous improvement framework.

Table 11. Alternative (Graduate MAT) UNCP Pass Rates compared to the state

Group	UNC Pembroke			Statewide		
	Number	Number	Institutional	Number	Number	Statewide
	Taking	Passing	Pass Rate	Taking	Passing	Pass Rate
	Assessment	Assessment		Assessment	Assessment	
All program completers 2024-25	<b>184</b>	<b>108</b>	<b>59%</b>	1190	937	79%
All program completers 2023-24	111	64	58%	924	713	77%
All program completers 2022-2023	52	36	69%	1042	870	83%

Source: ETS 2023-24 Alternate Title II Report as of March 30, 2026

Table 12. Licensure Exam Results for MAT Program Completers taking Praxis II Content Area Exams

Program	Academic Year	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate
Special Education	2024-25	<b>37</b>	<b>31</b>	<b>84%</b>
	2023-24	16	13	81%
	2022-23	20	15	75%
K-12/Secondary	2024-25	<b>28</b>	<b>19</b>	<b>68%</b>
	2023-24	30	15	50%
	2022-23	33	20	61%

Source: UNCP Data Notebooks as of March 31, 2026, from ETS

Note: Data for K-12/Secondary programs is reported as one category

Table 13. Licensure Exam Results for MAT Program Completers taking Praxis II CKT Math

Program	Academic Year	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate
Elementary Education	2024-25	<b>70</b>	<b>45</b>	<b>64%</b>
	2023-24	69	36	52%
	2022-23	39	29	74%
Special Education	2024-25	<b>35</b>	<b>14</b>	<b>40%</b>
	2023-24	13	10	77%
	2022-23	18	13	72%

Source: UNCP Degrees Awarded File for student cohort, Banner and EdReports Testing Portal for records

Table 14. Licensure Exam Results for MAT Program Completers taking Pearson’s Foundations of Reading by program

Program	Academic Year	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate
Elementary Education	2024-25	69	44	64%
	2023-24	67	34	51%
	2022-23	41	24	59%
Special Education	2024-25	40	18	45%
	2023-24	12	8	67%
	2022-23	18	9	50%

Source: UNCP Degrees Awarded File for student cohort, Banner and EdReports Testing Portal for records as of March 31, 2026, from ETS

**Results:** CAEP Standard R3.1 requires providers to demonstrate that completers meet state benchmarks for content knowledge and readiness to teach through performance on licensure assessments. Over the three-year period examined, MAT outcomes indicate that **candidate competency is being met inconsistently**, with performance patterns that differ notably from traditional undergraduate programs. At the institutional level, MAT completers’ licensure pass rates remain **substantially below statewide performance** across all three years, with only modest variation over time. The most recent year shows stability relative to the prior cycle but does not reflect recovery to earlier high performance. This pattern suggests that, while MAT candidates are successfully completing program requirements, **content mastery at the point of licensure represents an ongoing challenge**, consistent with national trends for accelerated, alternative-route preparation models.

Disaggregated **Praxis II Content Area** results provide clearer insight into program effectiveness and alignment. **MAT Special Education** candidates consistently demonstrate strong outcomes on content licensure exams, with a clear upward trajectory over time. This pattern indicates that the program effectively integrates disciplinary coursework and clinical application, supporting CAEP R1.2 expectations for coherent program design and alignment to professional standards. **MAT K–12/Secondary** candidates show weaker and more variable performance across the three years, including a pronounced dip followed by partial recovery. This trend suggests that content preparation for secondary licensure areas remains uneven, likely due to the breadth and depth of content demands within compressed MAT program structures. These results signal a need for further alignment between admission screening, content coursework, and licensure expectations to fully meet CAEP R3.1.

Performance on the **Praxis II CKT Math** assessment highlights **mathematics as a persistent area of concern for MAT candidates**, with pronounced year-to-year variability. Elementary Education candidates show an initial period of stronger performance followed by a substantial decline and partial rebound in the most recent year. While the recent improvement is encouraging, the lack of consistent upward momentum indicates that **interventions have not yet produced stable gains**. This instability underscores the challenge of developing deep mathematical content knowledge in

accelerated alternative pathways and signals the need for enhanced instructional coherence and targeted academic support.

Special Education MAT candidates demonstrate **significant volatility** in mathematics performance, with sharp decreases following earlier high outcomes. While small cohorts amplify these patterns, the overall trend suggests that math preparation is insufficiently embedded within the program structure for candidates who must demonstrate competency across multiple content domains. CAEP expects providers to respond to such findings with deliberate, data-informed changes, particularly in high-impact content areas like mathematics.

**Foundations of Reading** results point to **gradual improvement in literacy preparation**, though outcomes remain inconsistent across programs and years. Elementary Education MAT candidates demonstrate clear growth following a low-performing year, suggesting that instructional adjustments or strengthened emphasis on the science of reading are beginning to take effect. However, performance has not yet stabilized at a consistently high level, indicating ongoing need for refinement in literacy coursework and clinical application. These findings align with CAEP R1.1, emphasizing the use of evidence-based instructional practices in program design. Special Education candidates' reading outcomes fluctuate across years, reflecting both cohort size effects and the complexity of literacy instruction for diverse learners. Although recent results show improvement compared to some earlier cycles, overall performance highlights literacy as a **critical area for continued investment** within the MAT pathway.

When examined longitudinally, MAT licensure data reveal **systemic patterns rather than isolated cohort effects**, fulfilling CAEP expectations for valid data analysis under R5. Providers demonstrate the capacity to collect and disaggregate data by program and assessment type, allowing for targeted diagnosis of strengths and weaknesses. Compared to undergraduate pathways, MAT outcomes suggest that **accelerated preparation models require additional supports** to ensure consistent candidate readiness at program completion. Strengths in Special Education content preparation are counterbalanced by persistent challenges in mathematics, secondary content areas, and literacy. These findings provide clear evidence base on continuous improvement actions aligned with CAEP R1.3 and R5.1.

#### ***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 15 summarizes the edTPA results across three years for program candidates at the Undergraduate level compared to other candidates in the state while Table 16 includes results compared by rubric. Tables 17 and 18 disaggregate the Undergraduate and MAT results by program across three years.

Table 15. Compared edTPA pass rates

	UNCP		Statewide	
	Number Taking Assessment	Total Score Mean	Number Taking Assessment	Total Score Mean
AY 2024-25	269	43.9	4,141	44.0
AY 2023-24	210	43.0	3,817	43.1
AY 2022-23	244	42.6	4,125	43.1

Source: edTPA Performance Summary Reports

Table 16. Compared mean scores for UNCP Candidates on 5-point edTPA scale by rubric

CAEP Standards	edTPA Tasks	edTPA Rubrics	UNCP			Statewide		
			AY 2022-23	AY 2023-24	AY 2024-25	AY 2022-23	AY 2023-24	AY 2024-25
R1.1, R1.2, R1.3, R3.3	1: Planning	1-Planning for Content Understanding	2.9	3.0	3.0	3.0	3.0	3.0
R1.1, R1.2, R1.3, R3.3		2-Planning to Support Varied Learning Needs	2.7	2.8	2.9	2.9	2.8	2.9
R1.1, R1.2, R1.3, R3.3		3-Using Knowledge of Students to Inform Instruction	2.9	2.9	3.0	3.0	3.0	3.0
R1.1, R1.2, R1.3, R1.4, R3.3		4-Identifying and Supporting Language Demands	2.9	2.9	3.0	2.8	2.9	2.9
R1.1, R1.2, R1.3, 1.4, R3.3		5-Planning Assessments to Monitor and Support Learning	2.7	2.8	2.9	2.8	2.8	2.9
			Mean	Mean	Mean	Mean	Mean	Mean
			14.1	14.4	14.8	14.5	14.5	14.8
R1.1, R1.3, R3.3	2: Instruction	6-Learning Environment	3.0	3.0	3.0	3.0	3.0	3.0

R1.1, R1.2, R1.3, R3.3		7- Engaging Students in Learning	2.9	3.0	<b>3.0</b>	2.9	2.9	3.0
R1.1, R1.2, R1.3, R3.3		8- Deepening Student Learning	2.8	2.8	<b>2.9</b>	2.8	2.8	2.9
R1.1, R1.2, R1.3, R3.3		9- Subject-Specific Pedagogy	2.7	2.8	<b>2.8</b>	2.8	2.8	2.9
R1.4, R3.3		10-Analyzing Teaching Effectiveness	2.6	2.7	<b>2.7</b>	2.7	2.7	2.8
			<b>Mean</b> <b>14.1</b>	<b>Mean</b> <b>14.2</b>	<b>Mean</b> <b>14.5</b>	<b>Mean</b> <b>14.3</b>	<b>Mean</b> <b>14.3</b>	<b>Mean</b> <b>14.5</b>
R1.3, R3.3	3: Assessment	11-Analysis of Student Learning	2.7	2.9	<b>2.8</b>	2.9	2.9	2.9
R1.3, R3.3		12-Providing Feedback to Guide Learning	3.3	3.3	<b>3.3</b>	3.2	3.2	3.2
R1.3, R3.3		13-Student Understanding and Use of Feedback	2.8	2.7	<b>2.8</b>	2.7	2.7	2.8
R1.1, R1.2, R3.3		14-Analyzing Students' Language Use	2.8	2.7	<b>2.9</b>	2.7	2.7	2.8
R1.3, R1.4, R3.3		15-Using Assessment to Inform Instruction	2.9	2.8	<b>2.9</b>	2.9	2.9	3.0
			<b>Mean</b> <b>14.4</b>	<b>Mean</b> <b>14.4</b>	<b>Mean</b> <b>14.6</b>	<b>Mean</b> <b>14.3</b>	<b>Mean</b> <b>14.3</b>	<b>Mean</b> <b>14.7</b>

Sources: edTPA EPP and State Performance Summary Reports in EdReports

Table 17. Summary of UNCP Undergraduate candidates' edTPA results across three years

Program	Academic Year	Number Taking Assessment	Number Passing Assessment	Average Pass Score
~Art	2024-25	4	*	54
	2023-24	6	6	50
	2022-23	3	*	47
Birth to Kindergarten	2024-25	6	6	42
	2023-24	8	7	42
	2022-23	19	18	42
Elementary Education	2024-25	18	18	46
	2023-24	27	27	45
	2022-23	46	41	44
English	2024-25	1	*	46
	2023-24	-	1	45
	2022-23	3	*	43
Health and PE	2024-25	6	6	43
	2023-24	4	*	42
	2022-23	5	5	42
Mathematics	2024-25	1	*	38
	2023-24	-	-	-
	2022-23	*	*	39
Middle School English, Mathematics, Science, Social Studies	2024-25	-	-	-
	2023-24	-	-	-
	2022-23	-	-	-
~Music	2024-25	1	*	45
	2023-24	4	*	46
	2022-23	-	-	40
Science	2024-25	-	-	-
	2023-24	-	-	-
	2022-23	-	-	-
Spanish	2024-25	-	-	-
	2023-24	-	-	33
	2022-23	-	-	31
Special Education	2024-25	4	*	43
	2023-24	4	*	42
	2022-23	7	6	42
Social Studies	2024-25	1	*	52
	2023-24	-	-	45
	2022-23	3	*	49

Source: UNCP Data Notebooks as of April 7, 2026, from ETS

\*Note: In cases where there are less than 5 students taking the statewide assessment or license/certificate, the number passing and pass rate are not reported (\*). (-) indicates no data available.

Table 18. Summary of UNCP MAT candidates' edTPA results across three years

Program	Academic Year	Number Taking Assessment	Number Passing Assessment	Average Pass Score
Elementary Education	2024-25	77	76	45
	2023-24	75	68	44
	2022-23	52	51	45
K-12/Secondary	2024-25	19	19	47
	2023-24	21	21	46
	2022-23	31	27	48
Special Education	2024-25	30	28	44
	2023-24	15	12	40
	2022-23	20	15	40

Source: UNCP Data Notebooks as of April 7, 2026

\*Note: Data for K-12/Secondary programs is reported as one category

**Results:** Across the three-year period, institutional edTPA mean scores demonstrate a **steady upward trend**, indicating continuous improvement in candidate performance on this integrated measure of planning, instruction, and assessment. Year-to-year gains in mean total scores suggest that candidates are increasingly able to meet the demands of a complex, performance-based assessment aligned to authentic classroom practice. The consistency of scores over multiple administrations provides evidence of **program stability** and supports the validity of using edTPA results as an indicator of candidate readiness to teach. Incremental improvements over time reflect responsiveness to assessment data and alignment with expectations embedded in professional teaching standards.

Undergraduate candidate results show **progressive improvement across all three edTPA task areas: Planning, Instruction, and Assessment**. Mean rubric scores increase modestly but consistently over the three years, indicating strengthening candidate competence in designing instruction, engaging learners, and using assessment to support student learning. **Planning** emerges as a relative strength, particularly in areas related to content understanding, use of student knowledge, and identification of language demands. These outcomes suggest that candidates are developing the ability to align instructional goals, learning tasks, and assessments in ways that reflect knowledge of learners and subject matter. **Instruction** rubric scores show gradual gains, with stable performance in creating supportive learning environments and engaging students. Slightly lower scores in subject-specific pedagogy and analysis of teaching effectiveness point to ongoing opportunities to deepen instructional decision-making and reflective practice during clinical experiences. **Assessment** represents a consistent area of competence. Strong performance related to providing feedback and supporting student use of feedback indicates that candidates can implement formative assessment practices that guide learning. Incremental gains in analyzing student learning and using assessment to inform instruction further demonstrate developing assessment literacy. Overall, rubric-level data indicate that undergraduate candidates are increasingly able to integrate planning, instruction, and assessment in ways that reflect beginning professional practice.

At the program level, undergraduate edTPA results show **generally stable or improving average pass scores over time**, particularly in programs with larger candidate cohorts such as Elementary Education and Birth–Kindergarten. These patterns suggest effective alignment between coursework, clinical practice, and edTPA expectations. Programs with smaller cohorts exhibit greater variability

from year to year, reflecting the influence of individual candidate performance on average scores. Despite this variability, average pass scores across most programs cluster within a narrow range, indicating consistent overall preparedness among candidates completing undergraduate licensure programs.

MAT candidate edTPA results show **strong and consistent performance across programs and years**, with high pass rates and relatively stable average scores. These outcomes indicate that MAT candidates meet edTPA expectations related to planning instruction, engaging students, and assessing learning within the context of an accelerated preparation model. Elementary Education MAT candidates demonstrate stable outcomes across the three-year period, suggesting sustained effectiveness in preparing candidates for performance-based assessment requirements. K–12/Secondary MAT programs similarly show consistent average scores, indicating that candidates demonstrate instructional competence across varied content areas. Special Education MAT results show more variability across years, a pattern likely influenced by fluctuations in cohort size and the complexity of demonstrating individualized instruction and assessment within the edTPA framework. Nonetheless, overall outcomes indicate that candidates are successfully completing the assessment and demonstrating the core competencies required for program completion.

Collectively, the edTPA data provide evidence that candidates are developing the skills necessary to plan instruction, implement effective teaching practices, assess student learning, and reflect on instructional effectiveness. Institutional trends reflect **continuous improvement over time**, undergraduate results show **steady gains across rubric areas**, and MAT outcomes demonstrate **consistent candidate readiness** across programs. These findings support the use of edTPA as a meaningful indicator of candidate preparedness and provide a strong foundation for ongoing program evaluation and improvement.

### ***c. Assessment of Professional Dispositions (APD)***

Academic Year 2024–2025 represented the fourth year of full implementation of the EPP’s Disposition Assessment System, designed to systematically evaluate and support teacher candidates’ professional dispositions. This system provides a consistent process for assessment, enables university faculty and school partners to report concerns, and offers candidates a structured pathway for remediation when needed. In August 2023, CEPP adopted the Assessment of Professional Dispositions (APD) as the unit-wide instrument for evaluating dispositions of Initial Licensure candidates at key transition points—admission, midpoint, and program completion. The APD, a valid and reliable tool originally developed by UNC Charlotte, serves as a comprehensive framework for monitoring candidates’ professional dispositions. Faculty assessed candidates across multiple domains, including impact, professional identity and continuous growth, leadership, advocacy, collaboration, and ethics. The instrument utilizes a four-level rating scale ranging from 0 (Not Observed) and 1 (Needs Improvement) to 2 (Meets Expectations) and 3 (Exceeds Expectations). Initial licensure candidates were evaluated at designated checkpoints to ensure a longitudinal and holistic review of disposition development. Data was collected and managed through the Brave Educator Dashboard, which offers a centralized platform for compiling and analyzing candidate performance. Tables 19–21 summarize disposition data for Initial Licensure candidates across Undergraduate and MAT programs.

Table 19. Compared evaluations of Undergraduate and MAT candidates' dispositions using the APD instrument

Ratings	AY 2023-24	AY 2024-25	Undergraduate (BA, BM, BS)	Master of Arts in Teaching (MAT)
	Undergraduate (BA, BM, BS)  n = 281 (# of evaluations)	Master of Arts in Teaching (MAT)  n = 835 (# of evaluations)		
Exceeds Expectations (3)	11.74%	11.74%	43.89%	39.53%
Meets Expectations (2)	86.83%	83.71%	49.32%	58.59%

Source: UNCP Data Notebooks as of April 7, 2026

\*Note: In cases where there are less than 5 students taking the statewide assessment or license/certificate, the number passing and pass rate are not reported.

Table 20. Compared evaluations of Undergraduate candidates' dispositions using the APD instrument across licensure areas

Licensure Area	AY 2023-24		AY 2024-25	
	Meets Expectations	Exceeds Expectations	Meets Expectations	Exceeds Expectations
~Art	7	*	*	*
Birth to Kindergarten	48	5	25	42
Elementary Education	121	7	67	30
English	*	-	*	*
Health and PE	18	13	5	*
Mathematics 9-12	*	*	0	*
Middle Grades English	*	*	-	-
Middle Grades Mathematics	*	-	-	-
Middle Grades Science	-	-	*	*
Middle Grades Social Studies	-	-	-	-
~Music	-	-	*	*
Science 9-12	*	*	*	*
Spanish	*	-	-	*
Special Education	18	-	6	6
Social Studies	*	*	*	*

Source: UNCP Data Notebooks as of April 7, 2026

\*Note: In cases where there are less than 5 students evaluated, the number passing and pass rate are not reported (\*). (-) indicates no data available. (~) Denotes programs with external accreditation.

Table 21. Compared evaluations of MAT candidates' dispositions using the APD instrument across licensure areas

Program MAT	AY 2023-24		AY 2024-25	
	Meets	Exceeds	Meets	Exceeds
	Expectations	Expectations	Expectations	Expectations
~Art	19	18	20	15
Birth to Kindergarten	43	13	64	52
Elementary Education	434	45	217	169
English	-	-	*	*
Health and PE	28	*	20	18
Mathematics 9-12	7	*	*	*
Middle Grades English	*	-	*	*
Middle Grades Mathematics	*	-	*	*
Middle Grades Science	9	*	6	10
Middle Grades Social Studies	*	*	*	*
Science 9-12	10	8	9	*
Spanish	*	-	*	*
Special Education	130	7	138	55
Social Studies	6	*	7	*

Source: UNCP Data Notebooks as of April 7, 2026

\*Note: In cases where there are less than 5 students evaluated, the number passing and pass rate are not reported.

**Results:** Across academic years, results from the APD assessment indicate that both undergraduate and MAT candidates consistently demonstrate **strong professional dispositions**, with clear positive shifts over time and across licensure areas. As the APD reached full unit-wide implementation, the data reflect increasing candidate proficiency and greater differentiation at the highest performance level, particularly in the most recent academic year.

When examined at the aggregate level, both undergraduate and MAT candidates show **substantial improvement across academic years**. Earlier results are characterized by a heavy concentration of candidates meeting expectations, while more recent outcomes show a notable increase in the proportion of candidates exceeding expectations. This shift suggests not a change in baseline competence, but rather **strengthening of professional dispositions**, including leadership, advocacy, professional identity, collaboration, and ethical practice. Importantly, this trend is evident across both pathways, indicating a shared programmatic emphasis on dispositions rather than pathway-specific effects.

Despite these shared gains, the **performance distributions differ in meaningful ways between undergraduate and MAT candidates**. Undergraduate candidates demonstrate steady improvement across years, with recent results reflecting a more balanced distribution between meeting and exceeding expectations. This pattern is consistent with a developmental pathway in which

dispositions are gradually refined across coursework and clinical experiences. MAT candidates, by contrast, demonstrate a **more accelerated shift toward exceeding expectations**, particularly in the most recent year. This pattern aligns with the MAT pathway's structure and candidate profile, as graduate candidates often enter preparation with prior academic, professional, or workplace experiences that support rapid development of professional dispositions.

Licensure-area analyses further reinforce these findings. Among **undergraduate candidates**, larger licensure areas—such as Birth to Kindergarten, Elementary Education, and Special Education—demonstrate clear improvement over time, with a growing share of candidates exceeding expectations rather than simply meeting them. Smaller and more specialized licensure areas generally show positive outcomes as well, though results must be interpreted cautiously due to limited sample sizes. Importantly, no licensure area shows evidence of systemic weakness in dispositions, suggesting that professional expectations are consistently communicated and supported across the undergraduate program.

For **MAT candidates**, licensure-area patterns are similarly strong but more pronounced. Across high-enrollment areas such as Elementary Education, Birth to Kindergarten, and Special Education, results point to increasingly advanced performance over time, with professional dispositions frequently assessed at levels exceeding expectations. In secondary and specialized licensure areas, MAT candidates also demonstrate strong outcomes, reinforcing the conclusion that dispositions are not content-dependent but rather broadly cultivated across programs. The consistency of positive results across diverse licensure areas indicates effective use of the APD as a common evaluative framework.

A key contrast between pathways emerges in **how quickly candidates advance to the highest performance level**. Undergraduate candidates tend to show progression from meeting expectations toward exceeding them as they move through the program, reflecting a developmental approach to professional identity formation. MAT candidates, in contrast, often reach or approach the exceeds-expectations level more quickly, reflecting the intensive and immersive nature of graduate-level preparation. Despite these differences in trajectory, candidates in both pathways demonstrate strong dispositions by program completion, underscoring the effectiveness of the unit's disposition assessment system.

Overall, APD results across academic years and licensure areas provide strong evidence that both undergraduate and MAT programs are effective in fostering professional dispositions essential for teaching. Improvements over time reflect not only candidate growth, but also **increased coherence, clarity, and consistency in the assessment system itself**. Differences between pathways reflect program design rather than disparities in quality, and the convergence of outcomes across licensure areas affirms that professional dispositions are a shared and well-supported outcome across the Educator Preparation Program.

#### ***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 to evaluate candidate's performance during the internship clinical semester. The form has two subscales: Pedagogy (13 items) and

Dispositions (8 items). Each of the 21 items contains detailed indicators of observable, measurable behaviors to guide scoring decisions. The CCAST is formatted on a 3-point scale, where a score of “0” indicates that the candidate 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 22 compares the scores of EPP candidates in three academic years across checkpoints and indicator categories.

Tables 23 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. Table 24 includes a compares CCAST evaluations for Undergraduate and MAT candidates.

Table 22. Compared CCAST evaluations across academic years for Undergraduate candidates

<i>Academic Year/ Checkpoint</i>	<i>Does Not Meet Exp/ Emerging</i>	<i>Meets/ Exceeds Exp</i>	<i>n = number of evaluations</i>
2022-2023	1%	99%	185
Midterm	2%	98%	
Final	0%	100%	
2023-2024	1%	99%	94
Midterm	3%	97%	
Final	0%	100%	
2024-2025	<b>1.39%</b>	<b>98.61%</b>	<b>72</b>
Midterm	2.78%	97.22%	
Final	0.00%	100%	

Source: UNCP Data Notebooks as of April 17, 2026

Table 23. Compared CCAST evaluations by indicator categories across academic years for Undergraduate candidates

<b>Pedagogy</b>	<b>AY 2022-23 Average score</b>	<b>AY 2023-24 Average score</b>	<b>AY 2024-25 Average score</b>
Planning for Instruction and Assessment	2.52	2.35	<b>2.26</b>

Instructional Delivery	2.55	2.41	<b>2.34</b>
Assessment	2.45	2.31	<b>2.14</b>
Analysis of Teaching	2.32	2.12	<b>2.22</b>
<b>Dispositions</b>	<b>AY 2022-23</b>	<b>AY 2023-24</b>	<b>AY 2024-25</b>
	<b>Average score</b>	<b>Average score</b>	<b>Average score</b>
Professional Commitment and Behaviors	2.68	2.57	<b>2.43</b>
Professional Relationships	2.68	2.59	<b>2.43</b>
Critical Thinking and Reflective Practice	2.80	2.61	<b>2.63</b>

Source: UNCP Data Notebooks as of April 7, 2026

Table 24. Summary of CCAST evaluations for Undergraduate and MAT candidates

Program	Checkpoint	AY 2023-24		AY 2024-25	
		Meets Exp	Exceeds Exp	Meets Exp	Exceeds Exp
UG	Midpoint	20	9	<b>19</b>	<b>16</b>
	Final	3	22	*	<b>36</b>
MAT	Midpoint	54	17	<b>36</b>	<b>82</b>
	Final	29	43	<b>12</b>	<b>106</b>

Source: UNCP Data Notebooks as of April 7, 2026

\*Note: In cases where there are less than 5 students evaluated, the number passing and pass rate are not reported.

**Results:** Across academic years, CCAST (Candidate Preservice Assessment of Student Teaching) data results indicate that both undergraduate and MAT candidates demonstrate **strong and improving professional competence**, with clear developmental progression from midpoint to final evaluations and increasingly favorable outcomes over time. When examined longitudinally, the data reflects not only consistent attainment of performance expectations, but also meaningful differences in how candidates in each pathway progress through the assessment process.

For **undergraduate candidates**, CCAST results across years suggest a pattern of **growth and consolidation of practice** as candidates advance through clinical experiences. Midpoint evaluations show that a larger share of undergraduates initially fall below expectations compared to their final evaluations, indicating that the midpoint checkpoint functions as a formative measure that identifies areas for growth. By the final checkpoint, however, nearly all undergraduate candidates meet or exceed expectations, demonstrating substantial improvement over the course of student teaching. This pattern is consistent across academic years and is most pronounced in the most recent year, where no undergraduate candidates fall below expectations at the final evaluation. Collectively, these results suggest that undergraduate candidates benefit from sustained clinical mentoring and structured opportunities to refine their practice before program completion.

Disaggregated CCAST indicator results for undergraduates further reinforce this interpretation. Across pedagogy categories—planning, instructional delivery, assessment, and analysis of teaching—average scores remain in a narrow and stable range across years, with only modest fluctuations. While slight declines are observed in some instructional and assessment indicators over time, these changes are small and do not correspond with declines in overall performance classifications. In contrast, disposition-related indicators consistently reflect **strong candidate performance**, particularly in areas related to professional behaviors, relationships, and reflective practice. This stability suggests that undergraduate candidates maintain a solid professional foundation even as instructional skills continue to develop through clinical experience.

In comparison, **MAT candidates demonstrate a different but complementary performance trajectory**. Across academic years, MAT candidates show high rates of meeting or exceeding expectations at both midpoint and final checkpoints, with a notably large share exceeding expectations by the final evaluation. Unlike undergraduates—who tend to show larger gains between checkpoints— MAT candidates enter clinical experience with a higher baseline of instructional readiness and demonstrate accelerated progression toward advanced levels of performance. This pattern aligns with the structure of the MAT pathway, which serves post-baccalaureate candidates who often bring prior academic or professional experience into the classroom.

Year-to-year comparisons also reveal that improvements are not limited to one pathway. Across both undergraduate and MAT candidates, more recent academic years show **greater concentration of candidates exceeding expectations at the final checkpoint**, suggesting a program-wide strengthening of clinical preparation and CCAST alignment. While cohort size differs substantially between pathways, the consistency of outcomes across years indicates that performance expectations are applied reliably and that candidates, regardless of pathway, are supported toward successful completion.

When undergraduate and MAT results are considered together, a clear contrast emerges in **pace versus trajectory**. Undergraduate candidates demonstrate a developmental arc marked by growth across checkpoints, reinforcing the formative role of CCAST in supporting emerging teachers. MAT candidates, in contrast, demonstrate rapid attainment of advanced practice, particularly by the final evaluation, reflecting the intensive and accelerated nature of graduate-level preparation. Importantly, both pathways converge at program completion, with nearly all candidates demonstrating performance at or above expectations.

Overall, CCAST results across academic years provide **strong evidence** that both undergraduate and MAT pathways are effective in preparing candidates for clinical practice. Differences in progression patterns reflect pathway design rather than performance gaps, and the consistency of final outcomes affirms the CCAST as a meaningful and reliable measure of candidate readiness for the profession.

## **Measure 4: Ability of completers to be hired**

### **1. Initial Licensure Levels**

#### ***a. Employing Districts***

Table 25 presents a detailed overview of the top ten Local Education Agencies (LEAs) employing graduates affiliated with UNCP. The data reflect UNCP program completers who obtained positions in North Carolina

public and charter schools during the 2024–2025 academic year. Among these LEAs, the Public Schools of Robeson County (PSRC) stand out as the largest employer of UNCP graduates. This finding is expected, given UNCP’s location within the PSRC service area and the strong, long-established partnership between UNCP’s EPP and PSRC. This collaboration extends beyond employment, as many UNCP candidates complete field and clinical experiences within PSRC schools. Such a reciprocal relationship offers meaningful professional learning opportunities for UNCP students while demonstrating PSRC’s continued investment in developing future educators. Overall, PSRC’s position as the leading employer of UNCP graduates highlights the effectiveness of this partnership and its positive influence on the regional educational community.

Table 25. Top 10 LEAs employing UNCP program completers (teachers and instructional personnel)

Local Education Agency (Public School Unit)	Total Number of Teachers
Public Schools of Robeson County	426
Cumberland County Schools	305
Scotland County Schools	133
Wake County Schools	132
Hoke County Schools	93
Richmond County Schools	92
Columbus County Schools	81
Charlotte-Mecklenburg Schools	68
Moore County Schools	62
Bladen County Schools	57

Source: Restricted NCDPI Employment Tracker Dashboard as of April 2, 2026

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

Table 26 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: represent all candidates who completed either a traditional or alternative licensure route in 2023-2024.
- Employed: completers in 2023-2024 (either traditional or alternative licensure routes) that were employed as a teacher of record in a North Carolina Public or Charter School between the 2023-2024 and 2024-2025 school year.

Table 26. Summary of program completers employed in North Carolina public schools

Pathway	2022-23 Program Completers	2022-23 Program Completers Employed in NC in 2023-24		2023-24 Program Completers	2023-24 Program Completers Employed in NC in 2024-25	
	n	n	%	n	n	n
MAT	117	95	81%	114	76	69%
Undergraduate	88	60	68%	57	38	67%

Sources:

UNCP Office of Institutional Research - Internal Argos Report as of April 7, 2026; Restricted NCDPI Employment Tracking Data as of April 7, 2026

**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 UNCP and employment data obtained from the NCDPI secured portal. 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 status since the time of data collection.

It is 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 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.

Across academic years, the undergraduate and MAT pathways demonstrate **distinct but complementary patterns** in preparing program completers for employment in North Carolina public schools. Rather than reflecting short-term fluctuations, the results suggest broader differences in pathway structure, candidate characteristics, and workforce alignment.

The MAT pathway consistently functions as a **primary contributor to the educator workforce**, reflecting its design as an accelerated, career-focused route for individuals seeking immediate entry into teaching. Across academic years, MAT completers show strong representation among those securing positions in North Carolina public schools, even as employment outcomes vary from year to year. This variation appears less indicative of program effectiveness than of **external labor market dynamics**, such as regional hiring needs, licensure area demand, and candidate mobility. Importantly, the MAT pathway continues to demonstrate its role as a responsive pipeline capable of supplying a substantial number of job-ready educators on an annual basis.

By contrast, the undergraduate pathway exhibits a pattern of **greater year-to-year stability in employment outcomes**, despite changes in the number of completers. This consistency suggests that undergraduate candidates who complete the program are reliably positioned for employment, even

as cohort sizes fluctuate. Such stability may reflect longer-term institutional relationships with local school districts, geographic ties that encourage in-state employment, and early professional socialization through field experiences embedded throughout the undergraduate curriculum.

When examined together, the results point to a meaningful contrast between **scale and predictability**. The MAT pathway produces a larger volume of completers and supplies a substantial share of the teaching workforce, but employment outcomes appear more sensitive to annual shifts in context and opportunity. The undergraduate pathway, while smaller in scale, demonstrates **steady conversion of completers into employed teachers**, underscoring its effectiveness as a traditional preparation route with consistent outcomes.

Across academic years, neither pathway shows evidence of declining effectiveness. Instead, the patterns suggest that each pathway responds to different workforce needs and candidate trajectories. MAT candidates often enter with prior degrees and career goals that may extend beyond immediate placement in North Carolina, while undergraduate candidates frequently transition directly from preparation to local employment. Viewed through this lens, year-to-year differences are best understood as reflections of pathway purpose rather than indicators of program weakness.

Overall, the results across academic years affirm that **both undergraduate and MAT pathways contribute meaningfully and reliably to the state's teacher workforce**. Their differing patterns highlight the importance of maintaining multiple preparation routes and monitoring outcomes over time, not to compare programs competitively, but to ensure that each pathway continues to meet its intended role in addressing regional and state educator needs.