

2026 CAEP Accountability Measures

North Carolina Agricultural and Technical State University

College of Education

Reporting Period: September 1, 2024 – August 31, 2025

Purpose of Accountability Measures

This section provides an overview of the CAEP Accountability Measures used by the Educator Preparation Program (EPP) to demonstrate candidate competency, program impact, and continuous improvement, as required by CAEP Standards R3–R5. The measures presented draw from multiple, independent data sources collected at different points in the preparation-to-practice continuum and are used collectively to evaluate program effectiveness.

For the 2024–2025 reporting cycle, the accountability evidence focuses on initial licensure programs. Advanced programs did not meet minimum enrollment thresholds for individual program reporting and are therefore excluded from disaggregated outcomes for this cycle.

Overview

This CAEP Annual Report focuses on the initial licensure programs offered by the Educator Preparation Program (EPP). The report highlights program effectiveness through a comprehensive analysis of candidate performance, completer outcomes, and impact measures aligned with CAEP Standards and state expectations. Collectively, these data provide evidence of the EPP's success in preparing competent, workforce-ready educators for entry into the profession.

During the 2024–2025 reporting cycle (September 1, 2024–August 31, 2025), across all advanced licensure programs, there were five program completers. In accordance with established data reporting protocols and best-practice guidelines regarding minimum sample sizes, results for advanced programs are not included in this year's report. This approach ensures data integrity, protects individual confidentiality, and supports valid interpretation of program outcomes.

Although outcome data for advanced programs are not reported in this cycle, the EPP remains committed to continuous monitoring, assessment, and improvement across all advanced program offerings. The exclusion of these data does not reflect program quality but rather adherence to responsible reporting standards until sufficient completer data are available.

Overall, this CAEP Annual Report serves as a data-informed reflection of the EPP's commitment to quality preparation, accountability, and continuous improvement, demonstrating sustained success in initial licensure programs and ongoing dedication to strengthening all pathways within educator preparation.

Impact Measures

Impact Measure 1: Completer Impact and Effectiveness (Component R4.1)

PK-12 Student Growth

The table below summarizes data collected by the North Carolina Department of Public Instruction (NCDPI) through the Education Value-Added Assessment System (EVAAS) for beginning teachers who completed an Educator Preparation Program (EPP) within a rolling three-year period following program completion. The table includes results from the 2023–2024 and 2024–2025 reporting cycles. Data for 2023–2024 include results in Literacy, English Language Arts (ELA), Career and Technical Education (CTE), and Mathematics, while data for 2024–2025 are limited to Literacy and English Language Arts.

In North Carolina, a beginning teacher is defined as an individual in their first three years of teaching who holds a Standard Professional 1 (SP1) license. EVAAS measures the impact of teachers on student academic growth by categorizing performance into three levels based on student assessment results: (1) Did Not Meet Expected Growth, (2) Met Expected Growth, or (3) Exceeded Expected Growth. EVAAS data are reported only for teachers assigned to grades and subjects with North Carolina standardized assessments.

The table presents the combined percentages of teachers whose students Met or Exceeded expected growth across the respective subject areas. These data provide descriptive, comparative insights into the performance of NC A&T State University EPP completers relative to their peers from public Institutions of Higher Education (IHEs) within the UNC System. Table 1 represents the most recent EVAAS data available at the time of reporting.

Table 1: PK-12 Student Growth

Academic year	Institution	ELA		LIT		Math		CTE	
		N	% Meets + Exceeds	N	% Meets + Exceeds	N	% Meets + Exceeds	N	% Meets + Exceeds
2023-2024	NC A&T	16	84.2	13	65	7	63.6	12	85.7
	IHE - Public	877	92.2	977	80.4	424	69.7	115	86.5
2024-2025	NC A&T	14	88	11	69	N/A	N/A	N/A	N/A
	IHE - Public	785	91	903	80	401	73	64	N/A

Data Source: NCDPI EPP Performance Dashboard

The 2024–2025 EVAAS data offer a focused view of the extent to which NC A&T State University EPP completers are contributing to P–12 student academic growth in tested subject areas, specifically English Language Arts (ELA) and Literacy, which are the only areas reported for the current cycle. Overall, the findings indicate that beginning teachers prepared through the program are supporting positive student growth outcomes, with evidence of improvement when compared to prior-year results.

In English Language Arts, NC A&T completers demonstrated strong performance in 2024–2025, with 88% of beginning teachers (N = 14) whose students met or exceeded expected growth. Although this rate is slightly below the public IHE benchmark of 91%, the relatively small difference suggests that NC A&T completers are performing comparably to their peers across the UNC System. When viewed in relation to the 2023–2024 ELA outcome (84.2%), the 2024–2025 results reflect a positive upward trend, indicating improved instructional effectiveness as candidates transition into full-time teaching roles.

In Literacy, NC A&T completers achieved a 69% Met or Exceeded Growth rate in 2024–2025 (N = 11), compared to 80% for public IHEs. While a noticeable performance gap persists, the current-year result represents an improvement over the 65% reported in 2023–2024. This incremental progress suggests that recent programmatic adjustments or instructional emphases in literacy preparation may be beginning to influence early-career teaching outcomes, even as literacy remains an area warranting focused attention moving forward.

Data for Mathematics and Career and Technical Education (CTE) were not available for NC A&T completers in 2024–2025. As a result, the analysis for the current reporting year centers exclusively on language-based instructional impact. These subject areas will continue to be monitored in subsequent cycles as data become available.

Across both reported subject areas, the relatively small sample sizes for NC A&T completers, when compared to public IHEs, may contribute to year-to-year variability in EVAAS outcomes.

For this reason, the 2024–2025 results are best interpreted alongside recent historical data rather than in isolation. Even with this consideration, the data provide evidence that NC A&T EPP completers are demonstrating increasing effectiveness in ELA instruction and gradual improvement in literacy-related outcomes.

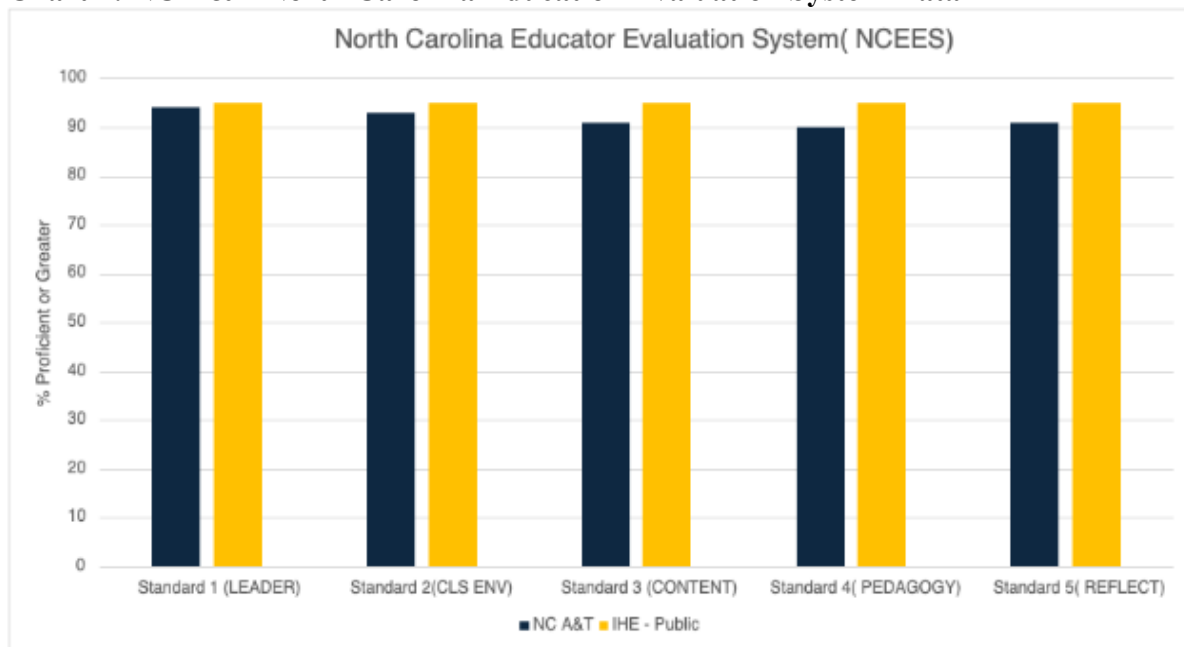
Collectively, the 2024–2025 EVAAS results support the conclusion that program completers are positively influencing student academic growth in tested subject areas, while also highlighting literacy as a key area for continued monitoring and refinement. These findings will inform ongoing program review, instructional alignment, and candidate support efforts aimed at strengthening early-career impact and sustaining continuous improvement.

North Carolina Educator Evaluation System (NCEES)

This section summarizes data collected through the North Carolina Educator Evaluation System (NCEES) for beginning teachers prepared by North Carolina Agricultural and Technical State University. In North Carolina, a beginning teacher is defined as an educator within the first three years of teaching who holds a Standard Professional 1 (SP1) license.

The NCEES evaluation standards outline the knowledge, skills, and dispositions expected of teachers. School administrators rate teachers' performance on Standards 1–5 using a continuum ranging from *developing* to *distinguished*. At the conclusion of the third year of teaching, beginning teachers must receive a rating of *proficient* on Standards 1–5 on their most recent Teacher Summary Rating Form to be eligible for the Standard Professional 2 (SP2) license. Chart 1 provides the most recent NCEES data available at the time of reporting.

Chart 1: NC A&T North Carolina Education Evaluation System Data



Data Source: NCDPI EPP Performance Dashboard

The above chart summarizes performance outcomes for NC A&T State University program completers on the North Carolina Educator Evaluation System and provides a comparative view alongside public institutions of higher education. The data reflect the percentage of beginning teachers rated *Proficient or Higher* across all 5 NCEES standards, offering a clear indicator of early-career readiness and professional effectiveness. Across all standards, NC A&T completers demonstrate consistently strong performance, with proficiency rates ranging from approximately 89% to 94%, indicating that the vast majority of completers are meeting or exceeding state expectations during their initial years in the classroom.

Performance in Standard 1, Leadership, is particularly strong, with NC A&T completers achieving proficiency rates in the mid-90% range and closely aligning with the public IHE comparison group. These results suggest that completers are effectively demonstrating professional responsibility, collaboration, and ethical practice early in their careers. Outcomes in this area reflect the program's emphasis on professional dispositions and leadership development embedded throughout coursework and clinical experiences.

In Standard 2, Classroom Environment, NC A&T completers continue to demonstrate high levels of proficiency, exceeding 90%. Although public IHEs report slightly higher outcomes, the difference remains modest. The data indicate that NC A&T completers are largely successful in establishing respectful, well-managed, and inclusive learning environments that support student engagement and instructional effectiveness.

Results for Standard 3, Content Knowledge show strong overall performance, though this standard reveals one of the more noticeable gaps when compared to public IHEs. NC A&T completers maintain proficiency rates above 90%, signaling solid preparation; however, the comparative data point to an opportunity for continued attention to depth of content knowledge and its application across licensure areas. Ongoing review of curriculum alignment and content-focused clinical practice remains important to sustaining and strengthening outcomes in this area.

A similar pattern emerges in Standard 4, Pedagogy, where NC A&T completers demonstrate proficiency rates near 90%. These results suggest effective use of instructional strategies, assessment practices, and student-centered approaches. While public IHEs show slightly higher proficiency, the relatively small gap underscores the importance of continued refinement of instructional modeling and feedback during clinical experiences to strengthen pedagogical consistency.

In Standard 5, Reflection, NC A&T completers again demonstrate strong performance, with over 90% rated proficient or higher. These findings indicate that most completers engage in reflective practice and professional growth activities aligned with state expectations. Continued emphasis on structured reflection and data-informed instructional decision making can further enhance outcomes in this area.

Overall, the NCEES results present a clear picture of strong early-career performance among NC A&T program completers. From a data-informed analysis, the consistently high proficiency rates

across all standards provide evidence of program coherence and effective preparation. While public IHEs demonstrate slightly higher outcomes across most standards, the differences are relatively small and serve as useful benchmarks rather than indicators of deficiency. These results will continue to guide focused program review and instructional refinement, ensuring ongoing alignment with state standards and sustained improvement in completer effectiveness.

Impact Measure 2: (Satisfaction of Employers and Stakeholder Involvement (R4.2|R5.3|RA4.1)/Initial:

NCDPI Employer Satisfaction Survey

The Employer Satisfaction with Candidate Preparation Survey is administered to North Carolina principals and assistant principals to evaluate the readiness and professional effectiveness of beginning teachers based on the North Carolina Professional Teaching Standards. This survey provides employer perspectives on how well newly hired teachers demonstrate expected competencies during their early years in the classroom and serves as an important indicator of program impact and work-force readiness.

Survey responses are organized into seven instructional and professional domains, including literacy, as well as non-literacy areas such as diversity, facilitating learning, creating a successful learning environment, classroom management, reflection on teaching practice, and instructional methods. The literacy domain captures employer feedback specifically related to teachers’ preparation to support foundational reading skills, comprehension, fluency, assessment, differentiation, and culturally responsive literacy instruction. The remaining domains address broader pedagogical, instructional, and professional practices essential to effective teaching across content areas.

Collectively, these domains provide a comprehensive, practice-based view of candidate preparation as experienced by school leaders and allow for meaningful examination of strengths, alignment with state expectations, and areas for continued improvement. The data presented in Table 2 below summarize employer ratings of NC A&T State University program completers relative to public institutions statewide and inform the subsequent analysis of program effectiveness and continuous improvement priorities.

Table 2: Satisfaction of Employers

2024-2025		NC A&T		IHE- Public	
	(Code)	N	% Comparable or Greater	N	% Comparable or Greater
Literacy		NC A&T		IHE-Public	
Developing Students' foundational reading skills	Foundations	13	92.8	82	96.4
Developing Students' vocabulary	Vocab	9	90	945	94.8
Developing Students’ reading fluency	Fluency	13	92.8	936	93.9
Developing Students’ reading comprehension	Compreh	13	92.8	939	94.2

Assessing students' literacy development	Develop	13	92.8	945	94.8
Differentiating literacy instruction to meet needs of diverse learners	Diff Instr	13	92.8	905	90.8
Implementing culturally responsive pedagogy in literacy instruction	Cult Resp	13	92.8	80	94.1
Diversity			NC A&T		IHE-Public
Incorporating instructional materials that reflect a diverse set of student experiences	Diverse Mat	25	100	2465	95.1
Adapting teaching to benefit students with unique learning needs	Adaptive	23	92	2387	92.1
Demonstrating skill in support of English second language learners	ELL	25	100	2424	93.5
Serving students from diverse economic backgrounds	Diverse Stu	23	92	2317	89.4
Teaching in a multicultural or multilingual setting	Multicultural	22	88	2216	85.5
Facilitation Learning			NC A&T		IHE-Public
Seeking solutions to address students' learning needs in a proactive manner	Solutions	24	96	357	93.2
Using data to guide practice	Data	24	96	2391	92.3
Taking an active role in professional learning communities	PLC	25	100	354	92.4
Investing families and other significant adults in students' learning	Families	23	92	2432	93.9
Facilitating learning through student collaboration in small groups and teams	Stu Collab	23	92	2399	92.6
Leveraging a variety of formal and informal assessments to drive student learning	Diff Assess	24	96	2425	93.6
Communicating in ways that are clearly understood by students	Clr Comm	24	96	2450	94.5

Helping students believe they can do well in school	Stu Efficacy	25	100	2481	95.9
Helping students value learning	Value Learning	24	96	2462	95
Creating a Successful Learning Environment			NC A&T		IHE-Public
Contributing to the productivity of school-wide goals	Sch Goals	24	96	2426	93.6
Aligning instruction with the North Carolina Standard Course of Study	Align	24	96	2498	96.4
Exhibiting a strong foundation of knowledge in his/her content area(s)	Content	24	96	2452	94.6
Classroom Management			NC A&T		IHE-Public
Maintaining a classroom environment that enables students to learn	Class Env	23	92	2353	90.8
Managing disruptive behavior in the classroom	Discipline	20	80	2297	88.6
Making expectations about student behavior clear	Clr Expect	22	88	2324	89.7
Reflection on Teaching Practices			NC A&T		IHE-Public
Reflecting on practice and identifying areas for improvement	Reflect	23	92	357	93.2
Engaging in professional development to address identified improvement needs	PD	25	100	517	95
Self-assess and reflect on own practices	Diversity	25	100	2502	96.6
Instructional Methods			NC A&T		IHE-Public
Making instruction relevant to 21st century students	Relevant	25	100	2459	94.9

Demonstrating pedagogical competency	Pedagogy	24	96	2445	94.4
Utilizing a variety of appropriate instructional materials	Methods	24	96	2454	94.7
Integrating technology into instruction to enhance learning	Tech	24	96	2486	95.9
Promoting critical thinking in students	Crit Thinking	24	96	2381	91.9
Using state and/or district mandated assessments to inform instruction	Use Assess	24	96	2471	95.4

Data Source: NCDPI EPP Performance Dashboard

The 2024–2025 NCEES survey results provide a comprehensive view of how principals and assistant principals evaluate the readiness of NC A&T State University program completers across key areas of professional practice. Employer ratings reflect the percentage of beginning teachers assessed as Comparable or Greater than their peers and offer an external perspective on early-career performance across literacy, diversity, instructional practice, learning facilitation, classroom environment, reflection, and instructional methods. Overall, the data indicate that school leaders perceive NC A&T completers as well prepared across multiple domains of teaching practice, with results that are largely comparable to or exceed those reported for public IHEs.

Within the Literacy domain, employer ratings indicate strong preparation across all core instructional components, with results consistently above 90 percent. Principals and assistant principals rate completers particularly high in developing foundational reading skills, reading fluency, reading comprehension, assessing literacy development, and differentiating instruction for diverse learners, each at 92.8 percent. Vocabulary development is rated slightly lower at 90 percent but remains a clear program strength. Although public IHEs report marginally higher percentages in several literacy indicators, the differences are relatively narrow, suggesting that NC A&T completers enter classrooms with a solid foundation for literacy instruction. Notably, NC A&T exceeds the public IHE comparison in differentiating literacy instruction, highlighting the program’s emphasis on meeting diverse student needs.

Employer feedback in the Diversity category reflects a significant area of strength. All respondents rate NC A&T completers as comparable or greater in incorporating instructional materials that reflect diverse student experiences and in supporting English language learners. High ratings are also observed for adapting instruction for students with unique learning needs and serving students from diverse economic backgrounds, both at 92 percent. While public IHE performance is strong in this domain, NC A&T exceeds or matches comparator outcomes on multiple indicators, underscoring the effectiveness of the program in preparing candidates to teach in culturally, linguistically, and socioeconomically diverse school contexts.

In the area of Facilitating Learning, employer evaluations indicate consistently high levels of readiness, with ratings ranging from 92 to 100 percent across all indicators. Principals and assistant principals report perfect scores for active participation in professional learning communities and for helping students believe they can succeed academically. Strong outcomes

are also reported for using data to guide instruction, proactively addressing student learning needs, leveraging assessment practices, promoting collaboration, engaging families, and clearly communicating with students. In most facilitation-related indicators, NC A&T completers exceed public IHE results, suggesting that employers view these candidates as effective, proactive, and collaborative practitioners.

Indicators within Creating a Successful Learning Environment further reinforce the strength of completer preparation. Ninety-six percent of employers rate completers as comparable or greater in aligning instruction with the North Carolina Standard Course of Study, contributing to school-wide improvement goals, and demonstrating strong content knowledge. These outcomes closely align with public IHE benchmarks and suggest that completers are effectively integrating instructional expectations with broader professional responsibilities within school settings.

Employer ratings for Classroom Management remain strong overall, though greater variability is evident in this domain. Maintaining a productive classroom environment is rated at 92 percent, exceeding the public IHE comparison. However, managing disruptive behavior and communicating clear expectations for behavior are rated lower, at 80 percent and 88 percent respectively. These indicators reflect the most pronounced differences in the dataset and are consistent with challenges often encountered by beginning teachers. The data suggest that continued emphasis on applied behavior management strategies during clinical experiences and early-career induction may further strengthen outcomes in this area.

The Reflection on Teaching Practices domain indicates that employers perceive NC A&T completers as engaged in professional growth. All completers are rated as comparable or greater in self-assessment and reflection related to diversity, and 100 percent are rated as engaging in professional development to address areas for improvement. Reflecting on practice more broadly is rated at 92 percent. These findings suggest that principals and assistant principals view completers as reflective practitioners who respond constructively to feedback and professional learning opportunities.

Finally, employer ratings related to Instructional Methods demonstrate consistently strong preparation. Principals and assistant principals rate completers at 100 percent for making instruction relevant to 21st-century learners and at 96 percent across pedagogy, instructional materials, technology integration, critical thinking, and use of assessments to inform instruction. In several instructional method indicators, NC A&T completers exceed public IHE outcomes, reflecting employer confidence in candidates' ability to apply varied, engaging, and technology-enhanced instructional approaches.

Taken together, the 2024–2025 NCEES employer survey results indicate that NC A&T program completers are viewed by school leaders as well prepared across a broad range of instructional and professional competencies. From a data-informed analysis, the findings highlight clear strengths in diversity, facilitation of learning, instructional relevance, and professional collaboration, while also identifying classroom management as an area for continued development. These results provide meaningful external evidence of program effectiveness and will continue to inform curriculum alignment, clinical practice refinement, and targeted candidate support efforts in support of continuous improvement.

OUTCOME MEASURES

Outcome Measure 3: Candidate Competency at Completion. (R3.3)/Initial

North Carolina Agricultural & Technical State University's (NCA&T) initial Educator Preparation Program (EPP) features a quality assurance system that includes both proprietary and state-level assessments to evaluate candidate knowledge, competency, and performance-related standards. Proprietary assessments used by NC A&T include edTPA and the Educator Disposition Assessment (EDA). The state-level assessment utilized is the LEA/IHE Certification of Teaching Capacity Assessment. Collectively, these tools provide the EPP with data to assess candidate competency upon completion.

edTPA

The edTPA is a proprietary, content-specific, portfolio-based performance assessment developed by the Stanford Center for Learning, Assessment, and Equity (SCALE). The assessment is designed to address the central question of teacher preparation: *Is the candidate ready to teach?* edTPA evaluates candidates' ability to plan, instruct, assess student learning, and reflect on their instructional practice through authentic classroom-embedded tasks.

The edTPA portfolio is organized around three aligned tasks: Task 1: Planning, Task 2: Instruction, and Task 3: Assessment. For each task, candidates submit multiple artifacts, such as lesson plans, instructional video clips, and samples of student work, along with analytical commentaries that explain and justify their instructional decisions. Candidate performance is evaluated using analytic rubrics scored on a 1–5 scale, with higher scores reflecting stronger evidence of effective teaching practice.

All edTPA portfolios are submitted to SCALE/Pearson for official external scoring to ensure standardized, independent evaluation. Score reports are returned to the Educator Preparation Program (EPP) and are used for data analysis, program review, and continuous improvement. In North Carolina, successful completion of the edTPA has been required for licensure recommendation since fall 2019. The minimum state-established passing score across the 15 rubric handbooks is 38, with an average rubric score of approximately 41.

For program accountability purposes, the EPP defines proficiency on the edTPA as achieving the rubric average necessary to meet or exceed the North Carolina passing score, with an expectation that at least 80 percent of candidates demonstrate proficiency. Table 3 below presents summary statistics for candidate performance, including mean scores, median scores, standard deviation, total number passing, and overall pass rates for the 2024–2025 academic year.

Table 3: edTPA Distribution of Graduate and Undergraduate Scores

edTPA (NC Passing Score = 38 or higher) Distribution of Graduate and Undergraduate Scores						
	N	Mean Score	Median Score	Std. Dev	Total #pass	Pass Rate
All Programs	61	42.77	42	4.12	61	100
Undergraduate	31	42.71	41	4.21	31	100
Graduate	30	42.83	42	4.09	30	100

Data Source: edreports

The edTPA results provide clear evidence of candidate readiness at the point of program completion, as measured against the North Carolina passing standard of 38 or higher. Across all programs, NC A&T State University candidates demonstrated exceptionally strong performance, achieving a 100 percent pass rate for the 2024–2025 reporting cohort. This outcome indicates that every candidate who completed the assessment met the state’s required threshold for licensure, reflecting consistent preparation and support across the educator preparation curriculum.

When examining performance across all programs, candidates earned a mean score of 42.77 and a median score of 42, both well above the state passing score. The overall standard deviation of 4.12 suggests a moderate and expected level of score variation, indicating that candidate performance was generally consistent across the cohort.

Disaggregated results by program level show closely aligned performance between undergraduate and graduate candidates. Undergraduate candidates earned a mean score of 42.71 and median score of 41, with a standard deviation of 4.21, while graduate candidates earned a slightly higher mean score of 42.83 and median score of 42, with a standard deviation of 4.09. Both groups achieved a 100 percent pass rate, demonstrating comparable levels of preparedness regardless of program level.

The close alignment of mean and median scores across undergraduate and graduate candidates indicates program coherence and consistent expectations across preparation pathways. Collectively, these results demonstrate that candidates are not only meeting licensure requirements but are exceeding the state standard by a meaningful margin.

Overall, the 2024–2025 edTPA data provide strong evidence of candidate readiness and program effectiveness. High mean scores, minimal variation across candidates, and universal passing rates affirm that NC A&T State University’s educator preparation programs are effectively preparing candidates to demonstrate the pedagogical knowledge, instructional skill, and reflective practice required for entry into the profession.

Educator Dispositions Assessment (EDA)

The Educator Dispositions Assessment (EDA) is a proprietary instrument developed by Almerico, Johnston, and Wilson (2017) and is used by the Educator Preparation Program (EPP) to evaluate and monitor teacher candidates’ professional dispositions over time. The EDA

is administered at multiple key transition points throughout candidates’ academic programs to ensure ongoing development and alignment with professional expectations for effective teaching.

Candidates are evaluated across multiple disposition indicators and must earn a rating of 1 or higher in all areas of the EDA to maintain good academic and professional standing in the program. A rating of 0 on any indicator indicates that a candidate does not meet expectations and results in referral to the Academic, Retention, and Dismissal (ARD) Committee for review. Actions by the ARD Committee may include the implementation of a structured intervention and remediation plan or, when warranted, dismissal from the program.

The EDA serves both a developmental and accountability purpose within the EPP. While candidates receive formative feedback at each administration point, only the final EDA scores collected at the conclusion of student teaching are included in the table below. Table 4 presents final ratings that provide summative evidence of candidate competency in professional dispositions at program completion and are used to inform evaluations of program effectiveness and continuous improvement efforts.

Table 4: Educator Disposition Assessment Mean and Standard Deviation Scores

	Fall 2024		Spring 2025	
	Mean	Std. Dev	Mean	Std. Dev
Average Rubric Score	1.93	0.19	2	0
Criterion 1: Oral Com.	1.94	0.24	2	0
Criterion 2: Written Com.	2	0	2	0
Criterion 3: Professionalism	1.94	0.24	2	0
Criterion 4: Positive Attitude	1.88	0.33	2	0
Criterion 5: Preparedness	1.88	0.33	2	0
Criterion 6: Value Diversity	1.94	0.24	2	0
Criterion 7: Collaborates	1.88	0.33	2	0
Criterion 8: Takes Initiative	1.94	0.24	2	0
Criterion 9: Socio -Emotional	1.94	0.24	2	0

Data Source: Taskstream

The Educator Dispositions Assessment (EDA) results for the 2024–2025 academic year provide evidence of consistently strong professional dispositions among candidates enrolled in undergraduate and the graduate initial licensure program (MAT), as evaluated by university supervisors. The EDA measures candidates’ demonstration of key professional behaviors aligned with effective teaching practice, including communication, professionalism, collaboration, preparedness, initiative, and socio-emotional competence.

Across both Fall 2024 and Spring 2025, candidates demonstrated proficiency on all nine disposition criteria. Mean scores across all rubric areas were at or near the maximum score of 2.0, indicating a high level of supervisor-rated performance. In Fall 2024, mean scores ranged from 1.88 to 2.00, with relatively low standard deviations (0.19 to 0.33), suggesting strong performance with limited variability across candidates. These results indicate that the vast

majority of candidates consistently met expectations related to oral and written communication, professionalism, preparedness, collaboration, initiative, and valuing diversity.

The Spring 2025 data further reinforce this pattern of strong performance. Mean scores for all criteria reached 2.0, with a standard deviation of 0.00 across all rubric areas. This absence of variability indicates uniform demonstration of expected professional dispositions among candidates evaluated during the term. Such consistency suggests that candidates not only met, but fully achieved, program expectations related to professional conduct and readiness for the field.

Particular strengths are evident in areas such as communication, professionalism, collaboration, and socio-emotional competence, which are critical for effective classroom practice and positive engagement with students, colleagues, and families. High scores in preparedness and initiative further indicate that candidates enter clinical placements ready to take responsibility for their professional roles and to engage actively in instructional and school-based activities. Strong outcomes related to valuing diversity reflect alignment with program goals focused on equitable practice and responsiveness to diverse learners.

Collectively, the Fall 2024 and Spring 2025 EDA results demonstrate that candidates consistently meet program expectations for professional dispositions associated with effective teaching. From a data-informed analysis, the results provide clear evidence of program coherence and effectiveness in developing candidates' professional behaviors across both undergraduate and graduate licensure pathways. These findings support the conclusion that candidates are well prepared to engage in professional responsibilities and will continue to inform ongoing monitoring and reinforcement of dispositions throughout the educator preparation program.

LEA/IHE certification of Teaching Capacity Evaluation:

The LEA/IHE Certification of Teaching Capacity assessment is a North Carolina state-level evaluation tool aligned with the North Carolina Educator Evaluation System (NCEES) and the North Carolina Professional Teaching Standards. The instrument parallels the in-service Teacher Evaluation Rubric used statewide and is designed to measure the knowledge, skills, and professional dispositions that teacher candidates are expected to demonstrate prior to licensure. Performance on this assessment allows for determinations of “Met” or “Not Met” for each standard and element associated with the state’s professional teaching expectations.

Candidates are assessed using the LEA/IHE Certification of Teaching Capacity as the culminating evaluation during student teaching. The final assessment is completed collaboratively by the University Supervisor, Clinical Educator, and Principal, ensuring that multiple professional perspectives inform determinations of candidate readiness. For each of the 25 assessment criteria, candidates receive ratings on a 4-point scale, with 4 representing the highest level of performance. To be recommended for licensure, candidates must demonstrate professional performance at no less than the proficient level, indicated by a rating of *Met* on each element and standard and a mean total score of 2.50 or higher across all criteria.

Table 5 below presents the mean scores and standard deviations for each of the 25 criteria for candidates completing student teaching during the 2024–2025 academic year, providing summative evidence of candidate competence at the point of program completion and alignment with state performance expectations.

Table 5: LEA/IHE Certification of Teaching Capacity Evaluation:

	Fall 2024		Spring 2025	
	Mean	Std. Dev	Mean	Std. Dev
Average Rubric Score	3.51	0.6	3.22	0.35
Criterion 1: Teachers Lead in Classroom	3.56	0.72	3.42	0.5
Criterion 2: Teachers Lead in Schools	3.39	0.69	3.29	0.46
Criterion 3: Teachers Lead in Teaching	3.5	0.5	3.29	0.46
Criterion 4: Teachers Advocate in Schools	3.56	0.72	3.38	0.49
Criterion 5: Teachers Demonstrate High Standards	3.67	0.5	3.38	0.49
Criterion 6: Teachers Provide Nurturing Environment	3.44	0.72	3.14	0.47
Criterion 7: Teachers Embrace Diversity	3.5	0.5	3.19	0.51
Criterion 8: Teachers Treat Students as Individuals	3.78	0.44	3.24	0.53
Criterion 9: Teachers Adapt their Teaching	3.44	0.68	3.19	0.51
Criterion 10: Teachers Work with Families and Adults	3.33	0.86	3.29	0.46
Criterion 11: Teachers Align Instruction with NCSCS	3.44	0.68	3.1	0.43
Criterion 12: Teachers Know their Content	3.5	0.66	3.24	0.53
Criterion 13: Teachers Content Area Connect	3.5	0.5	3.1	0.43
Criterion 14: Teachers make Instruction Relevant	3.56	0.72	3.19	0.51
Criterion 15: Teachers Know Student Development	3.39	0.65	3.14	0.35
Criterion 16: Teachers Plan Appropriate Instruction	3.5	0.7	3.29	0.46
Criterion 17: Teachers Use Variety of Teaching Methods	3.28	0.61	3.19	0.4
Criterion 18: Teachers Utilize Technology	3.67	0.5	3.24	0.53
Criterion 19: Teachers Help Students Problem - Solve	3.56	0.72	3.1	0.43
Criterion 20: Teachers Help Students work in Teams	3.5	0.7	3.14	0.47
Criterion 21: Teachers Communicate Effectively	3.44	0.72	3.29	0.46
Criterion 22: Teachers Use Variety of Methods to Assess Students	3.56	0.72	3.24	0.43
Criterion 23: Teachers Analyze Student Learning	3.56	0.72	3.1	0.3

Criterion 24: Teachers Link Professional Growth to Goals	3.67	0.5	3.14	0.35
Criterion 25: Teachers Function Effectively in Dynamic Environment	3.56	0.72	3.1	0.43

Date Source: Taskstream

The results from the LEA/IHE Certification of Teaching Capacity assessment for Fall 2024 and Spring 2025 provide summative evidence of candidate readiness aligned with the North Carolina Professional Teaching Standards and expectations outlined in the North Carolina Educator Evaluation System. Across all 25 criteria, candidates demonstrated performance at or above the proficient level required for licensure recommendation.

Overall mean scores indicate strong performance in both terms, with the average rubric score of 3.51 in Fall 2024 and 3.22 in Spring 2025, both exceeding the minimum proficiency benchmark of 2.50 required to meet standard expectations. While a modest decrease in the mean is observed from Fall to Spring, this shift remains well within the proficient range and is accompanied by a reduction in score variability, as reflected in the decrease in standard deviation from 0.60 to 0.35. This pattern suggests greater consistency in candidate performance during the Spring 2025 term.

Across indicators related to teacher leadership, including leading in the classroom, schools, and teaching practice, candidates maintained consistently high scores in both semesters. Fall 2024 mean scores ranged from 3.39 to 3.56, while Spring 2025 means ranged from 3.29 to 3.42, with lower variability observed in the spring term. These findings indicate that candidates demonstrated leadership behaviors expected of beginning teachers, with increasing uniformity across the cohort.

Indicators associated with professional standards and advocacy, such as demonstrating high standards, advocating for students, and functioning effectively in dynamic environments, also show strong outcomes. Although Fall 2024 results display slightly higher mean scores, Spring 2025 results reflect more tightly clustered performance, suggesting that candidates more consistently met expectations related to professionalism and adaptability in school settings.

Performance in areas focused on student-centered practice, including providing a nurturing environment, embracing diversity, treating students as individuals, and understanding student development, remained strong across both terms. Notably, Fall 2024 included some of the highest mean scores in the dataset, particularly for treating students as individuals (3.78). Spring 2025 scores remained firmly within the proficient range, with reduced variability indicating consistent demonstration of inclusive and developmentally responsive practices.

Candidates also demonstrated solid performance across instructional planning and delivery criteria, including planning appropriate instruction, aligning instruction with the North Carolina Standard Course of Study, using varied instructional strategies, integrating technology, and making instruction relevant. Mean scores for these indicators remained above 3.0 in both terms, with Spring 2025 showing lower standard deviations across nearly all instructional indicators. This suggests increased consistency in instructional practice aligned with state expectations.

Finally, criteria related to assessment, communication, collaboration, and professional growth reflect sustained proficiency. Candidates demonstrated the ability to use multiple assessment methods, analyze student learning, communicate effectively, and link professional growth to instructional goals. As with other domains, Spring 2025 results reflect reduced variability, reinforcing the pattern of consistent performance across the candidate cohort.

Overall, the LEA/IHE Certification of Teaching Capacity results provide strong evidence that candidates completing student teaching during the 2024–2025 academic year met or exceeded state expectations for professional teaching performance. While modest differences in mean scores are observed between terms, the overall pattern of high performance and increased consistency supports the conclusion that candidates are prepared for licensure and entry into the profession. These findings affirm program alignment with state standards and provide meaningful data to inform ongoing monitoring and continuous improvement efforts.

Measure 4: Ability of completers to be hired (in positions for which they have prepared)/Initial)

Job Placement Rates (2024-2025)

The First Destination Survey (FDS) is a comprehensive study administered by the university’s Career Services department to capture post-graduation outcomes for undergraduate and graduate students. The survey provides insight into graduates’ initial destinations following program completion, including entry into the workforce, enrollment in continuing education, or pursuit of other post-graduation pathways. These data serve as an important indicator of student transition outcomes and program effectiveness.

All information collected through the FDS is self-reported by respondents and reflects graduates’ status at the time of survey completion. While response rates and timing may influence results, the survey offers valuable institutional data for understanding early employment trends and post-completion trajectories.

Table 6 presents post-completion outcomes for graduates of initial licensure programs (Elementary Education, Secondary Education, and the Master of Arts in Teaching), reported in the aggregate. The table summarizes the distribution of completers who are currently employed, still seeking employment, or engaged in continuing education. Percentages reflect the proportion of respondents within each category, and individuals who did not report a post-completion status are excluded from the analysis. These data provide context for assessing overall employment outcomes and identifying areas for continued student support and program improvement.

Table 6: Employment Rates (Fall 2024-Fall2025)

Post-Completion Outcome	Number of Completers (N)	Percentage (%)
Employed (Working)	30	81.1%
Still Seeking Employment	5	13.5%
Continuing Education	2	5.4%
Total Reported	37	100%

Data Source: NC A&T Career Services - First Destination Survey (FDS)

The First Destination Survey data provide insight into post-completion outcomes for graduates of initial licensure programs, inclusive of candidates completing bachelor's- and master's-level pathways that lead to initial teacher licensure. For CAEP reporting purposes, results are reported in the aggregate, as all programs included in this analysis prepare candidates for initial licensure and entry into the teaching profession.

For this analysis, records without a reported outcome were excluded to ensure accurate interpretation of employment and post-graduation pathways. Of the total records reviewed, 37 completers reported a clear post-completion outcome and are included in the aggregate analysis.

Among these 37 respondents:

- 30 completers (81.1%) reported being employed
- 5 completers (13.5%) reported that they were still seeking employment
- 2 completers (5.4%) reported enrollment in continuing education

These results indicate that the majority of initial licensure completers secured employment shortly after program completion. The proportion of completers still seeking employment likely reflects typical transition timelines for beginning teachers, including alignment with district hiring cycles, licensure processing, or geographic considerations. The small percentage of completers pursuing continuing education reflects alternative, developmentally appropriate pathways that complement rather than detract from workforce readiness.

Reported in the aggregate, the First Destination Survey findings provide clear evidence of positive employment outcomes for initial licensure completers, supporting CAEP Component R4.4, which requires evidence that completers are hired in positions for which they were prepared. These data also offer meaningful context for ongoing monitoring of career placement trends and the continued refinement of career support and employer engagement strategies across initial licensure programs.

Across Measures 1–4, multiple and independent sources of evidence provide coherent and corroborating support that NC A&T's Educator Preparation Program effectively prepares completers who are competent at completion (CAEP Standard R3), positively impact P–12 student learning and professional practice (R4), and are employable in positions for which they were prepared (R4.4), while maintaining meaningful engagement with external stakeholders (R5).

Evidence of candidate competency at completion, including edTPA, the Educator Dispositions Assessment, and the LEA/IHE Certification of Teaching Capacity, demonstrates consistent proficiency across pedagogical knowledge, professional dispositions, and state-aligned teaching standards, indicating readiness to enter the profession. Measures collected after completion further substantiate these findings. Employer satisfaction and NCEES results show that completers perform at levels comparable to, and in some cases exceeding, public IHE benchmarks, while EVAAS growth data provide evidence that completers contribute positively to P–12 student learning in tested content areas. Employment and first-destination outcomes

offer additional confirmation of program effectiveness, with the majority of completers securing employment or continuing their education within one year of program completion.

Viewed in aggregate, these measures constitute a valid, triangulated system of evidence demonstrating alignment among preparation, professional practice, and outcomes over time. Patterns across data sources also inform continuous improvement by identifying sustained strengths, including literacy preparation, professional dispositions, and instructional effectiveness, alongside areas for ongoing monitoring and refinement. Together, these findings reflect the EPP's commitment to data-informed decision making, accountability, and continuous improvement, consistent with expectations outlined in CAEP Standards R3–R5.