

2016 – 2017 Effectiveness of Program Completers Institution versus State

Teacher Effectiveness						
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of “developing” to “distinguished.” Effective 2010–2011, at the end of their third year beginning teachers must be rated “proficient” on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License. Performance on standard 6 is determined by a student growth value as calculated by the statewide growth model for educator effectiveness. The ratings for standard 6 are “does not meet expected growth”, “meets expected growth”, and “exceeds expected growth.” New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Additional information about the North Carolina Educator Evaluation System is available at http://www.ncpublicschools.org/effectiveness-model/ncees/. Institutions with fewer than five beginning teachers evaluated during the 2016-2017 school year are reported as N/A. Additional information about Educator Effectiveness is available at: http://www.ncpublicschools.org/effectiveness-model/ncees/</p>						
Standard One: Teachers Demonstrate Leadership						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0	3.1	73.4	23.4	0	64
State Level:	.1	2.9	67	28.4	1.6	6973
Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0	3.1	60.9	35.9	0	64
State Level:	.1	2.9	59.5	35.7	1.8	6915
Standard Three: Teachers Know the Content They Teach						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0	1.6	76.6	21.9	0	64
State Level:	0	3.6	71.5	23.7	1.3	6915
Standard Four: Teachers Facilitate Learning for Their Students						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0	1.6	75	23.4	0	64
State Level:	.1	4.1	66.2	28.7	1.0	6973
Standard Five: Teachers Reflect on Their Practice						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0	1.6	71.9	26.6	0	64
State Level:	0	2.8	69.3	26.2	1.7	6915
Standard Six: Teachers Contribute to the Academic Success of Students						
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size		
Inst. Level:	11.8	62.7	25.5	51		
State Level:	20	64.5	15.6	5021		

2014 – 2015 Effectiveness of Program Graduates Institution versus State

Effectiveness of Program Graduates

This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of "developing" to "distinguished." Effective 2010–2011, at the end of their third year beginning teachers must be rated "proficient" on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License. Performance on standard 6 is determined by a student growth value as calculated by the statewide growth model for educator effectiveness. The ratings for standard 6 are "does not meet expected growth", "meets expected growth", and "exceeds expected growth." New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Additional information about the North Carolina Educator Evaluation System is available at <http://www.ncpublicschools.org/effectiveness-model/ncees/>

The data below is a summary of evaluation data for beginning teachers employed by a North Carolina public school during the 2014-15 school year. State level data for all beginning teachers in the state is provided for comparison. Institutions with fewer than five beginning teachers evaluated during 2014-15 are reported as N/A. Additional information about Educator Effectiveness is available at <http://www.ncpublicschools.org/effectiveness-model/ncees/>

Standard One: Teachers demonstrate leadership.

	Sample Size	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Institution Level:	100	.0%	4.0%	75.0%	20.0%	1.0%
State Level:	10,216	.0%	2.5%	60.4%	34.1%	3.0%

Standard Two: Teachers establish a respectful environment for a diverse population of students.

	Sample Size	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Institution Level:	95	.0%	5.3%	69.5%	24.2%	1.1%
State Level:	9,836	.0%	2.8%	55.6%	38.6%	2.9%

Standard Three: Teachers know the content they teach.

	Sample Size	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Institution Level:	95	.0%	8.4%	72.6%	17.9%	1.1%
State Level:	9,836	.0%	3.2%	65.7%	28.9%	2.2%

Standard Four: Teachers facilitate learning for their students.

	Sample Size	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Institution Level:	100	.0%	6.0%	71.0%	23.0%	.0%
State Level:	10,216	.0%	3.7%	60.0%	34.5%	1.8%

Standard Five: Teachers reflect on their practice.

	Sample Size	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Institution Level:	95	.0%	5.3%	75.8%	16.8%	2.1%
State Level:	9,836	.0%	2.9%	65.3%	29.0%	2.8%

Standard Six: Teachers contribute to the academic success of students.

	Sample Size	Does not meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth
Institution Level	85	21.2%	69.4%	9.4%
State Level:	7,790	17.9%	62.4%	19.8%

2013 – 2014 Effectiveness of Program Graduates Institution versus State

Effectiveness of Program Graduates

This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of "developing" to "distinguished." Effective 2010–2011, at the end of their third year beginning teachers must be rated "proficient" on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License. Performance on standard 6 is determined by a student growth value as calculated by the statewide growth model for educator effectiveness. The ratings for standard 6 are "does not meet expected growth", "meets expected growth", and "exceeds expected growth." New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Additional information about the North Carolina Educator Evaluation System is available at <http://www.ncpublicschools.org/effectiveness-model/ncees/>

The data below is a summary of evaluation data for beginning teachers employed by a North Carolina public school during the 2013-14 school year. State level data for all beginning teachers in the state is provided for comparison. Institutions with fewer than five beginning teachers evaluated during 2013-14 are reported as N/A. Additional information about Educator Effectiveness is available at <http://www.ncpublicschools.org/effectiveness-model/ncees/>

Standard One: Teachers demonstrate leadership.

	Sample Size	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Institution Level:	92	.0%	6.5%	72.8%	19.6%	1.1%
State Level:	8,858	.1%	3.9%	65.6%	28.1%	2.3%

Standard Two: Teachers establish a respectful environment for a diverse population of students.

	Sample Size	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Institution Level:	92	.0%	4.3%	73.9%	20.7%	1.1%
State Level:	8,832	.0%	3.7%	59.1%	34.9%	2.2%

Standard Three: Teachers know the content they teach.

	Sample Size	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Institution Level:	90	.0%	7.8%	77.8%	13.3%	1.1%
State Level:	8,816	.1%	4.5%	68.9%	24.7%	1.8%

Standard Four: Teachers facilitate learning for their students.

	Sample Size	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Institution Level:	91	.0%	5.5%	79.1%	14.3%	1.1%
State Level:	8,821	.1%	5.0%	65.4%	28.0%	1.6%

Standard Five: Teachers reflect on their practice.

	Sample Size	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Institution Level:	91	.0%	6.6%	80.2%	12.1%	1.1%
State Level:	8,760	.0%	3.9%	68.8%	24.9%	2.3%

Standard Six: Teachers contribute to the academic success of students.

	Sample Size	Does not meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth
Institution Level	44	22.7%	68.2%	9.1%
State Level:	4,281	18.3%	65.1%	16.6%

2012 – 2013 Effectiveness of Program Graduates Institution versus State

Effectiveness of Program Graduates

This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of "developing" to "distinguished." Effective 2010–2011, at the end of their third year beginning teachers must be rated "proficient" on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License. Performance on standard 6 is determined by a student growth value as calculated by the statewide growth model for educator effectiveness. The ratings for standard 6 are "does not meet expected growth", "meets expected growth", and "exceeds expected growth." New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Additional information about the North Carolina Educator Evaluation System is available at <http://www.ncpublicschools.org/effectiveness-model/ncees/>

The data below is a summary of evaluation data for beginning teachers employed by a North Carolina public school during the 2012-13 school year. State level data for all beginning teachers in the state is provided for comparison. Institutions with fewer than five beginning teachers evaluated during 2012-13 are reported as N/A. Additional information about Educator Effectiveness is available at <http://www.ncpublicschools.org/effectiveness-model/ncees/>

Standard One: Teachers demonstrate leadership.

	Sample Size	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Institution Level:	83	.0%	7.2%	75.9%	15.7%	1.2%
State Level:	18,197	.1%	4.7%	59.7%	30.9%	4.6%

Standard Two: Teachers establish a respectful environment for a diverse population of students.

	Sample Size	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Institution Level:	83	.0%	6.0%	73.5%	19.3%	1.2%
State Level:	16,808	.1%	5.0%	57.1%	34.7%	3.2%

Standard Three: Teachers know the content they teach.

	Sample Size	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Institution Level:	83	.0%	9.6%	77.1%	12.0%	1.2%
State Level:	16,781	.0%	6.0%	66.7%	24.8%	2.5%

Standard Four: Teachers facilitate learning for their students.

	Sample Size	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Institution Level:	83	1.2%	6.0%	78.3%	13.3%	1.2%
State Level:	18,197	.0%	6.2%	59.3%	31.7%	2.8%

Standard Five: Teachers reflect on their practice.

	Sample Size	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Institution Level:	83	.0%	10.8%	74.7%	13.3%	1.2%
State Level:	16,779	.1%	5.4%	65.5%	26.1%	3.0%

Standard Six: Teachers contribute to the academic success of students.

During the 2012-13 school year, all teachers received a sixth standard rating. Some teachers in North Carolina did not have their own value-added data in the 2012-13 school year. As a result, these teachers' ratings are based on only school-wide data. Only beginning teachers with their own value-added data are reported in this report card.

	Sample Size	Does not meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth
Institution Level	36	27.8%	63.9%	8.3%
State Level:	7,326	25.1%	56.6%	18.3%