

**Teacher Education Performance Data 2013-2019**

Each year, the Division of Education at Pfeiffer University collects and analyzes data for the continuous improvement of its teacher education programs. This brief synopsis of data is provided as a snapshot of candidate and completer performance and program quality.

Candidate Cohort Grade Point Averages						
Candidate grade point averages are considered at entry and exit from the teacher education program. Cohort grade point averages are reported for groups both entering and exiting in a given academic year.						
	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
Cohort GPA at Admission (undergraduate)	3.62	3.66	3.54	3.43	3.57	3.44
Cohort GPA at Exit (undergraduate)	3.80	3.53	3.39	3.47	3.57	3.44

Candidate Impact on P-12 Learning and Development						
During the student teaching experience, teacher education candidates prepare a Product of Learning (POL) in which they showcase the impact of their teaching on their students' learning. This product is a form of teacher work sample.						
	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
Average POL Score (out of 100)	n/a	83.1	89.6	88.2	91.5	

Completer Impact on P-12 Learning and Development						
The North Carolina Department of Public Instruction collects data through the NC Educator Evaluation System for beginning teachers prepared by approved teacher education programs in the state. These data are reported under the six professional standards. On this annual report, standard six is titled "Teachers Contribute to the Academic Success of Students".						
<i>Standard 6</i>	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
Exceeds Expected Growth	15.6	8	13	6.7	15.5	
Meets Expected Growth	78.1	56	47.8	53.3	62.1	
Does Not Meet Growth	6.3	36	39.1	40	22.4	
Sample Size	Not reported	Not reported	23	15	58	

Candidate Indicators of Teaching Effectiveness						
During the student teaching experience, teacher education candidates are evaluated by University supervisors, cooperating teachers, and cooperating administrators using a formal observation instrument/tool. The final, formal observation is recorded as an indicator of teaching effectiveness.						
	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
Average Final Observation (out of 100)	85.3	91.9	88.3	93.8	92.8	

Candidate Indicators of Teaching Effectiveness (Performance Assessment – PPAT)						
During the student teaching experience, teacher education candidates complete a nationally-normed performance assessment (PPAT) where they complete four tasks essential to teaching success.						
<i>Mean scores reported</i>	2018-19	Possible	2017-18			
Task 1:	6	8	6			
Task 2: Assessment and Data	8.88	12	8.59			
Task 3: Designing Instruction	12	16	10.36			
Task 4: Implementing Instruction	26.25	32	21.36			
Total of Tasks 2-4:	47.17	60	40.36			
Sample Size	11	---	11			

Completer Indicators of Teaching Effectiveness (beginning 2017-18)					
The North Carolina Department of Public Instruction collects data through the NC Educator Evaluation System for beginning teachers prepared by approved teacher education programs in the state. These data are reported under the six professional standards. On this annual report, summary data are provided on each of the teaching standards scored in the evaluation system.					
<b>Standard 1: Teachers Demonstrate Leadership</b>					
<i>Standard 1</i>	2018-19	2017-18			
% Proficient or above	97.1	89.3			
% Developing or below	2.9	10.7			
<i>Sample Size</i>	<i>Not stated</i>	<i>Not stated</i>			
<b>Standard 2: Teachers Establish a Respectful Environment for a Diverse Population of Students</b>					
<i>Standard 2</i>	2018-19	2017-18			
% Proficient or above	97	89.2			
% Developing or below	3	10.8			
<i>Sample Size</i>	<i>Not stated</i>	<i>Not stated</i>			
<b>Standard 3: Teachers Know the Content They Teach</b>					
<i>Standard 3</i>	2018-19	2017-18			
% Proficient or above	94.2	92.9			
% Developing or below	5.8	7.1			
<i>Sample Size</i>	<i>Not stated</i>	<i>Not stated</i>			
<b>Standard 4: Teachers Facilitate Learning for their Students</b>					
<i>Standard 4</i>	2018-19	2017-18			
% Proficient or above	97.1	89.3			
% Developing or below	2.9	10.7			
<i>Sample Size</i>	<i>Not stated</i>	<i>Not stated</i>			
<b>Standard 5: Teachers Reflect on Their Practice</b>					
<i>Standard 5</i>	2018-19	2017-18			
% Proficient or above	97	92.8			
% Developing or below	3	7.2			
<i>Sample Size</i>	<i>Not stated</i>	<i>Not stated</i>			

Completer Indicators of Teaching Effectiveness (pre 2017-18)					
The North Carolina Department of Public Instruction collects data through the NC Educator Evaluation System for beginning teachers prepared by approved teacher education programs in the state. These data are reported under the six professional standards. On this annual report, summary data are provided on each of the teaching standards scored in the evaluation system.					
<b>Standard 1: Teachers Demonstrate Leadership</b>					
<i>Standard 1</i>	2016-17	2015-16	2014-15	2013-14	2012-13
Distinguished	0	0	0		
Accomplished	21.6	16.7	32		
Proficient	75.7	83.3	64		
Developing	2.7	0	4		
Not Demonstrated	0	0	0		
<i>Sample Size</i>	37	24	75		

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Standard 2: Teachers Establish a Respectful Environment for a Diverse Population of Students					
<i>Standard 2</i>	2016-17	2015-16	2014-15	2013-14	2012-13
Distinguished	2.7	0	1.4		
Accomplished	37.8	29.2	39.4		
Proficient	59.5	70.8	54.9		
Developing	0	0	4.2		
Not Demonstrated	0	0	0		
<i>Sample Size</i>	37	24	71		
Standard 3: Teachers Know the Content They Teach					
<i>Standard 3</i>	2016-17	2015-16	2014-15	2013-14	2012-13
Distinguished	2.7	0	1.4		
Accomplished	13.5	8.3	22.5		
Proficient	78.4	87.5	70.4		
Developing	5.4	4.2	5.6		
Not Demonstrated	0	0	0		
<i>Sample Size</i>	37	24	71		
Standard 4: Teachers Facilitate Learning for their Students					
<i>Standard 4</i>	2016-17	2015-16	2014-15	2013-14	2012-13
Distinguished	0	0	1.3		
Accomplished	29.7	12.5	32.0		
Proficient	70.3	83.8	57.3		
Developing	0	4.2	9.3		
Not Demonstrated	0	0	0		
<i>Sample Size</i>	37	24	75		
Standard 5: Teachers Reflect on Their Practice					
<i>Standard 5</i>	2016-17	2015-16	2014-15	2013-14	2012-13
Distinguished	2.7	4.2	2.8		
Accomplished	21.6	12.5	25.4		
Proficient	75.7	83.3	67.6		
Developing	0	0	4.2		
Not Demonstrated	0	0	0		
<i>Sample Size</i>	37	24	71		

Employment Milestones	
The Division of Education gathers information on graduates through alumni surveys. In these surveys, completers are asked to report employment milestones and other aspects of their careers. These data are reported as employment milestones.	
Undergraduate Completers	Graduate Completers
Active in Professional Organizations	Enrolled in Administration Program
Engaged in National Board Certification	Employed as Curriculum Coach
Earned Master's Degree	Engaged in National Board Certification
LEA Teacher of the Year	New Teacher Mentor
Enrolled in Master's Degree Program	

Satisfaction of Completers					
The Division of Education regularly surveys programs completers to determine the levels at which they are satisfied with the preparation they received as teacher education candidates at the institution. A Likert scale with 5 = very well prepared, 4 = well prepared, 3 = adequately prepared, 2 = somewhat prepared, and 1 = not at all prepared was used in the survey. Mean scores are reported.					
<i>Domain 1: Planning and Preparation</i>					
To what extent were you prepared to:	2019	2018			
use accurate and extensive content knowledge for instruction?	4.000	3.846			
use knowledge of content pedagogy for instruction?	4.1667	3.846			
integrate 21 <sup>st</sup> century content and skills and cross-curricular connections in instruction?	4.1667	3.769			
utilize knowledge of how children learn and develop for instruction?	4.333	4.000			
use the Standard Course of Study?	4.667	3.769			
use instructional resources to enhance instruction?	3.833	3.462			
use multiple forms of assessment to inform instruction?	3.500	3.615			
<i>Domain 2: Establishing a Respectful Environment</i>					
To what extent were you prepared to:	2019	2018			
create a positive learning environment for all students?	4.6667	4.462			
work collaboratively with families?	4.1667	4.000			
work effectively with the teacher assistant and other colleagues?	4.3333	3.923			
exhibit good behavior management knowledge and skills?	4.1667	4.385			
support a safe learning environment in all areas?	4.6667	4.462			
<i>Domain 3: Instructing Effectively</i>					
To what extent were you prepared to:	2019	2018			
communicate clearly and accurately?	4.6667	3.846			
use a variety of instructional strategies to encourage high achievement of all students?	3.8333	3.923			
provide for a high level of student engagement?	4.1667	3.846			
monitor student performance and provide appropriate feedback?	3.8333	3.846			
use and integrate technology in instruction?	4.1667	4.000			
motivate students?	4.5000	4.308			
<i>Domain 4: Professional Responsibilities</i>					
To what extent were you prepared to:	2019	2018			
lead in the classroom?	4.5000	4.385			
lead in the school?	3.1667	3.769			
advocate for the student and the school?	3.8333	4.154			

use your professional skills to obtain employment?	4.3333	4.308				
Number of Responses	12	13				
Response Rate	42.9%	25%				

Satisfaction of Completers – NCDPI Graduate Satisfaction Survey						
Results from a survey of beginning teachers completed by the NC Department of Public Instruction asking graduates of NC EPPs about their experiences and level of preparedness through those institutions.						
	2017-19					
	%	#				
On questions related to the quality of preparation to teach, the percent of recent graduates that responded “well” or “very well”						
Overall	51.39	12				
Elementary	44.91	9				
Middle Grades	n/a	n/a				
Secondary	*	2				
Exceptional Children	*	1				
On questions pertaining to student teaching experiences provided by this program, the percent of recent graduates that either “agree” or “strongly agree”						
Overall	91.67	12				
Elementary	90	9				
Middle Grades	n/a	n/a				
Secondary	*	2				
Exceptional Children	*	1				

Satisfaction of Employers – Division Employer Survey						
The Division of Education regularly surveys the employers of programs completers to determine the levels at which they are satisfied with teachers’ preparation they received as teacher education candidates at the institution. A Likert scale with 5 = very well prepared, 4 = well prepared, 3 = adequately prepared, 2 = somewhat prepared, and 1 = not at all prepared was used in the survey. Mean scores are reported.						
<i>Domain 1: Planning and Preparation</i>						
To what extent was the teacher prepared to:	2019	2018				
use accurate and extensive content knowledge for instruction?	3.5714	3.857				
use knowledge of content pedagogy for instruction?	4.0000	4.000				
integrate 21 <sup>st</sup> century content and skills and cross-curricular connections in instruction?	3.7143	3.857				
utilize knowledge of how children learn and develop for instruction?	4.2857	4.000				
use the Standard Course of Study?	4.5714	4.142				

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use instructional resources to enhance instruction?	3.8571	4.000				
use multiple forms of assessment to inform instruction?	3.5714	4.000				
<b>Domain 2: Establishing a Respectful Environment</b>						
To what extent was the teacher prepared to:	<i>2019</i>	<i>2018</i>				
create a positive learning environment for all students?	4.2857	4.142				
work collaboratively with families?	4.1429	3.857				
work effectively with the teacher assistant and other colleagues?	4.2857	4.286				
exhibit good behavior management knowledge and skills?	4.1429	4.142				
support a safe learning environment in all areas?	4.4286	4.142				
<b>Domain 3: Instructing Effectively</b>						
To what extent was the teacher prepared to:	<i>2019</i>	<i>2018</i>				
communicate clearly and accurately?	4.1286	4.000				
use a variety of instructional strategies to encourage high achievement of all students?	4.1286	3.857				
provide for a high level of student engagement?	4.0000	3.714				
monitor student performance and provide appropriate feedback?	3.8571	3.857				
use and integrate technology in instruction?	3.8571	4.142				
motivate students?	4.0000	3.857				
<b>Domain 4: Professional Responsibilities</b>						
To what extent was the teacher prepared to:	<i>2019</i>	<i>2018</i>				
lead in the classroom?	4.0000	4.000				
lead in the school?	3.4286	3.286				
advocate for the student and the school?	3.5714	4.000				
use your professional skills to obtain employment?	4.7143	3.857				
Number of Responses	7	7				
Response Rate	58.3%	53.8%				

<b>Satisfaction of Employers – NCDPI Employer Survey</b>						
NCDPI surveys employers using the question stem: Relative to other first year teachers, how effective were your institution's candidates at the following teaching tasks...?						
The scale: 1 = much less effective; 2 = less effective; 3 = comparable; 4 = more effective; 5 = much more effective						
	<b>2017-19</b>					
Mean Standard 1 Items	3.18					
Mean Standard 2 Items	3.26					
Mean Standard 3 Items	3.29					
Mean Standard 4 Items	3.22					

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Mean Standard 5 Items	3.23				
Overall Mean	3.23				

Graduation Rates					
The Office of Institutional Research prepares a report on university graduation rates and on the graduation rates for individual programs of study within the institution. The Division of Education graduation rates reflect those students who were admitted to teacher education.					
	2016-17	2015-16	2014-15	2013-14	2012-13
Education – undergraduate	87	100	85	89	100
University – undergraduate	43	32	49	50	46
Education - graduate	100	n/a	n/a	100	n/a

Licensure Exam Pass Rates						
Teacher education candidates sit for a variety of licensure exams, depending on licensure area, prior to being recommended for licensure by the Division of Education. The overall pass rates reflect the ability of candidates to pass all of the exams attributed to their licensure area (Note that some licensure areas have two, three, or even four separate exams that are rolled together into that statistic.). The Division of Education reports overall pass rates and individual exam pass rates to better showcase the actual success of candidates on these exams.						
Undergraduate Program Licensure Exam Pass Rates						
	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
# Taking Exams	12	11	25	13	18	15
# Passing Exams	12	10	11	8	15	15
Pass Rate	100%	91%	44%	62%	83%	100%
In 2014-15, new testing requirements were instituted by the NC Board of Education for candidates pursuing educator licensure. This change included the institution of the Praxis II exam for secondary candidates and the addition of NC Pearson exams for elementary and special education candidates in the areas of General Knowledge: Multi-Subject, General Knowledge: Mathematics, and Foundations of Reading.						
Secondary Programs – Content Knowledge (all programs combined)						
	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
# Taking Exams	0	3	2	2	2	
# Passing Exams	-	*	*	*	*	
Pass Rate	-	78%	*	*	*	
Secondary Programs – Principles of Learning and Teaching						
	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
# Taking Exams	0	3	2	2	2	
# Passing Exams	-	3	*	*	*	
Pass Rate	-	100%	100%	*	*	
Health and Physical Education – Content Knowledge						
	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
# Taking Exams	1	3	2	2	3	
# Passing Exams	*	3	*	*	*	
Pass Rate	100%	100%	71.4%	*	*	
Special Education – Content Knowledge (Praxis II: Mild to Moderate)						
	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
# Taking Exams	0	1	7	2	1	
# Passing Exams	-	1	*	*	*	
Pass Rate	-	100%	70%	*	*	

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Elementary & Special Education – Foundations of Reading						
	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
# Taking Exams	11	5	21	9	9	
# Passing Exams	11	5	13	6	6	
Pass Rate	100%	100%	61.9%	66.7%	66.7%	
Elementary & Special Education – General Knowledge: Multi-Subject						
	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
# Taking Exams	11	5	21	9	9	
# Passing Exams	11	5	15	7	7	
Pass Rate	100%	100%	71.4%	77.8%	77.8%	
Elementary & Special Education – General Knowledge: Mathematics						
	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
# Taking Exams	11	5	21	9	9	
# Passing Exams	11	5	13	4	7	
Pass Rate	100%	100%	61.9%	44.4%	77.8%	
Elementary & Special Education – Mathematics – CKT						
	2018-19					
# Taking Exams	-					
# Passing Exams	-					
Pass Rate	-					

Employment Data – Undergraduate Program Completers						
	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
# Program Completers	11	11	25	13	18	25
% Licensed in North Carolina	100	91	64	77	78	96
% Employed in North Carolina	82	82	80	62	72	96
% Employed in Education	91	82	88	70	90	92
% Employed in Other Fields	0	11	4	8	5	8
% Enrolled in Graduate School	9	22	4	8	5	0

Employment Data – Graduate Program Completers					
	2018-19	2017-18	2016-17	2015-16	2014-15
# Program Completers	5	0	0	0	6
% Licensed in North Carolina	100	-	-	-	50
% Employed in North Carolina	100	-	-	-	83
% Employed in Education	100	-	-	-	100
% Employed in Other Fields	-	-	-	-	0
% Enrolled in Graduate School	-	-	-	-	0



<b>Student Loan Default Rates</b>					
The Offices of Financial Aid and Institutional Research prepare a report on university default rates and on the default rates for individual programs of study within the institution. The Division of Education student loan default rates reflect those students who were admitted to teacher education.					
	2016-17	2015-16	2014-15	2013-14	2012-13
Education – undergraduate	0%	0.99%	0.8%	0%	1.8%
Education – graduate	0%	1.56%	0%	3.6%	3.3%
Education – all	0%	1.09%	1.5%	0.8%	1.3%
University	6.2%	7.4%	6%	7%	8%

<b>NC Department of Public Instruction IHE Reports</b>
Each year, the Division of Education prepares a formal report for the NC Department of Public Instruction addressing the state-mandated policies required of teacher education programs. Many of these data are similar to the ones presented; additional data are also included. All of these data, together, provide a broader picture of the EPP.
<p><b>2018-19 Undergraduate Report Card</b>  <a href="https://www.dpi.nc.gov/documents/pfeiffer-report-card-2019-undergrad">https://www.dpi.nc.gov/documents/pfeiffer-report-card-2019-undergrad</a></p> <p><b>2018-19 Graduate Report Card</b>  <a href="https://www.dpi.nc.gov/documents/pfeiffer-report-card-2019-graduate">https://www.dpi.nc.gov/documents/pfeiffer-report-card-2019-graduate</a></p> <p><b>Previous Report Cards</b>  <a href="https://www.dpi.nc.gov/report-cards-tests/epp-report-cards">https://www.dpi.nc.gov/report-cards-tests/epp-report-cards</a></p> <p><b>Previous IHE Reports</b>  <a href="https://www.dpi.nc.gov/report-cards-tests/epp-reports?field_document_type_tid=All&amp;field_document_type_tid_1=All">https://www.dpi.nc.gov/report-cards-tests/epp-reports?field_document_type_tid=All&amp;field_document_type_tid_1=All</a></p>