

Teacher Education Performance Data 2012-2018

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.						
	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13
Cohort GPA at Admission <small>(undergraduate)</small>	3.66	3.54	3.43	3.57	3.44	3.49
Cohort GPA at Exit <small>(undergraduate)</small>	3.53	3.39	3.47	3.57	3.44	3.54

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.						
	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13
Average POL Score <small>(out of 100)</small>	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>	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13
Exceeds Expected Growth	8	13	6.7	15.5		
Meets Expected Growth	56	47.8	53.3	62.1		
Does Not Meet Growth	36	39.1	40	22.4		
Sample Size	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.						
	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13
Average Final Observation <small>(out of 100)</small>	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>	2017-18	Possible				
Task 1:	9.00	12				
Task 2: Assessment and Data	8.59	12				
Task 3: Designing Instruction	10.36	16				
Task 4: Implementing Instruction	21.36	32				
Total of Tasks 2-4:	40.36	60				
Sample Size	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.					
Standard 1: Teachers Demonstrate Leadership					
<i>Standard 1</i>	2017-18				
% Proficient or above	89.3				
% Developing or below	10.7				
<i>Sample Size</i>	<i>Not stated</i>				
Standard 2: Teachers Establish a Respectful Environment for a Diverse Population of Students					
<i>Standard 2</i>	2017-18				
% Proficient or above	89.2				
% Developing or below	10.8				
<i>Sample Size</i>	<i>Not stated</i>				
Standard 3: Teachers Know the Content They Teach					
<i>Standard 3</i>	2017-18				
% Proficient or above	92.9				
% Developing or below	7.1				
<i>Sample Size</i>	<i>Not stated</i>				
Standard 4: Teachers Facilitate Learning for their Students					
<i>Standard 4</i>	2017-18				
% Proficient or above	89.3				
% Developing or below	10.7				
<i>Sample Size</i>	<i>Not stated</i>				
Standard 5: Teachers Reflect on Their Practice					
<i>Standard 5</i>	2017-18				
% Proficient or above	92.8				
% Developing or below	7.2				
<i>Sample Size</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.					
Standard 1: Teachers Demonstrate Leadership					
<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	School Administrator Add-on Licensure
Engaged in National Board Certification	Employed as Assistant Principal
Earned Master's Degree	Employed as Principal
LEA Teacher of the Year	Employed as Curriculum Coach
Add-on Licensure in Content Areas	Engaged in National Board Certification
Add-on Licensure in Supervision	New Teacher Mentor

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.						
Domain 1: Planning and Preparation						
To what extent were you prepared to:	2018					
use accurate and extensive content knowledge for instruction?	3.846					
use knowledge of content pedagogy for instruction?	3.846					
integrate 21 st century content and skills and cross-curricular connections in instruction?	3.769					
utilize knowledge of how children learn and develop for instruction?	4.000					
use the Standard Course of Study?	3.769					
use instructional resources to enhance instruction?	3.462					
use multiple forms of assessment to inform instruction?	3.615					
Domain 2: Establishing a Respectful Environment						
To what extent were you prepared to:	2018					
create a positive learning environment for all students?	4.462					
work collaboratively with families?	4.000					
work effectively with the teacher assistant and other colleagues?	3.923					
exhibit good behavior management knowledge and skills?	4.385					
support a safe learning environment in all areas?	4.462					
Domain 3: Instructing Effectively						
To what extent were you prepared to:	2018					
communicate clearly and accurately?	3.846					
use a variety of instructional strategies to encourage high achievement of all students?	3.923					
provide for a high level of student engagement?	3.846					
monitor student performance and provide appropriate feedback?	3.846					
use and integrate technology in instruction?	4.000					
motivate students?	4.308					
Domain 4: Professional Responsibilities						
To what extent were you prepared to:	2018					
lead in the classroom?	4.385					
lead in the school?	3.769					
advocate for the student and the school?	4.154					

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

Satisfaction of Employers							
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:	2018						
use accurate and extensive content knowledge for instruction?	3.857						
use knowledge of content pedagogy for instruction?	4.000						
integrate 21 st century content and skills and cross-curricular connections in instruction?	3.857						
utilize knowledge of how children learn and develop for instruction?	4.000						
use the Standard Course of Study?	4.142						
use instructional resources to enhance instruction?	4.000						
use multiple forms of assessment to inform instruction?	4.000						
<i>Domain 2: Establishing a Respectful Environment</i>							
To what extent was the teacher prepared to:	2018						
create a positive learning environment for all students?	4.142						
work collaboratively with families?	3.857						
work effectively with the teacher assistant and other colleagues?	4.286						
exhibit good behavior management knowledge and skills?	4.142						
support a safe learning environment in all areas?	4.142						
<i>Domain 3: Instructing Effectively</i>							
To what extent was the teacher prepared to:	2018						
communicate clearly and accurately?	4.000						
use a variety of instructional strategies to encourage high achievement of all students?	3.857						
provide for a high level of student engagement?	3.714						
monitor student performance and provide appropriate feedback?	3.857						
use and integrate technology in instruction?	4.142						
motivate students?	3.857						

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Domain 4: Professional Responsibilities						
To what extent was the teacher prepared to:	2018					
lead in the classroom?	4.000					
lead in the school?	3.286					
advocate for the student and the school?	4.000					
use your professional skills to obtain employment?	3.857					
Number of Responses	7					
Response Rate	53.8%					

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.					
	2015-16	2014-15	2013-14	2012-13	2011-12
Education – undergraduate	100	85	89	100	100
University – undergraduate	32	49	50	46	39
Education - graduate	n/a	n/a	100	n/a	100

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						
	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13
# Taking Exams	11	25	13	18	15	25
# Passing Exams	10	11	8	15	15	24
Pass Rate	91%	44%	62%	83%	100%	96%
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)						
	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13
# Taking Exams	3	2	2	2		
# Passing Exams	*	*	*	*		
Pass Rate	78%	*	*	*		
Secondary Programs – Principles of Learning and Teaching						
	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13
# Taking Exams	3	2	2	2		
# Passing Exams	3	*	*	*		
Pass Rate	100%	100%	*	*		
Health and Physical Education – Content Knowledge						
	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13
# Taking Exams	3	2	2	3		

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# Passing Exams	3	*	*	*		
Pass Rate	100%	71.4%	*	*		
Special Education – Content Knowledge (Praxis II: Mild to Moderate)						
	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13
# Taking Exams	1	7	2	1		
# Passing Exams	1	*	*	*		
Pass Rate	100%	70%	*	*		
Elementary & Special Education – Foundations of Reading						
	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13
# Taking Exams	5	21	9	9		
# Passing Exams	5	13	6	6		
Pass Rate	100%	61.9%	66.7%	66.7%		
Elementary & Special Education – General Knowledge: Multi-Subject						
	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13
# Taking Exams	5	21	9	9		
# Passing Exams	5	15	7	7		
Pass Rate	100%	71.4%	77.8%	77.8%		
Elementary & Special Education – General Knowledge: Mathematics						
	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13
# Taking Exams	5	21	9	9		
# Passing Exams	5	13	4	7		
Pass Rate	100%	61.9%	44.4%	77.8%		

Employment Data – Undergraduate Program Completers						
	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13
# Program Completers	11	25	13	18	25	31
% Licensed in North Carolina	91	64	77	78	96	94
% Employed in North Carolina	82	80	62	72	96	94
% Employed in Education	82	88	70	90	92	95
% Employed in Other Fields	11	4	8	5	8	0
% Enrolled in Graduate School	22	4	8	5	0	5

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

Student Loan Default Rates					
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.					
	2015-16	2014-15	2013-14	2012-13	2011-12
Education – undergraduate	0.99%	0.8%	0%	1.8%	
Education – graduate	1.56%	0%	3.6%	3.3%	
Education – all	1.09%	1.5%	0.8%	1.3%	
University	74%	6%	7%	8%	

NC Department of Public Instruction IHE Reports
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>2017-2018 Undergraduate Report Card http://www.ncpublicschools.org/epp/report-cards/</p> <p>2017-2018 Graduate Report Card http://www.ncpublicschools.org/epp/report-cards/</p> <p>2016-2017 Undergraduate IHE Report http://www.ncpublicschools.org/docs/epp/reports/2016-17/undergraduate/U_Pfeiffer_2017_Performance%20Report_v1.pdf</p> <p>2016-2017 Graduate IHE Report http://www.ncpublicschools.org/docs/epp/reports/2016-17/graduate/G_Pfeiffer_2017_Performance%20Report_v3.pdf</p> <p>Previous IHE Reports http://www.ncpublicschools.org/epp/reports/report-transition?year=2016-17</p>