

1 - Completer Effectiveness (R4.1) 2021-2022

NC Candidate Teaching Standards as Indicators for Completer Effectiveness

Teaching Effectiveness

This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) and Educator Value-Added Assessment System (EVAAS) for beginning teachers prepared by this Educator Preparation Program. 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 2020-21, 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. New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Student Growth is determined by a value-added measure as calculated by the statewide growth model for Educator Effectiveness. Possible student growth ratings included ‘Does Not Meet Expected Growth’, ‘Meets Expected Growth, and ‘Exceeds Expected Growth’. Additional information about NCEES and EVAAS is available at <https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model>.

Please visit the [EPP Performance dashboard](#) for the most current data on Teaching Effectiveness.

Standard One: Teachers Demonstrate Leadership

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
GWU	0%	0%	70%	26%	4%	23
State	0%	3%	66%	29%	2%	3,050

Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
GWU	0%	8%	64%	24%	4%	25
State	0%	4%	61%	33%	1%	2,666

Standard Three: Teachers Know the Content They Teach

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
GWU	0%	0%	69%	31%	0%	16
State	0%	5%	74%	20%	1%	2,850

1 - Completer Effectiveness (R4.1) 2021-2022

Standard Four: Teachers Facilitate Learning for Their Students						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
GWU	0%	6%	50%	44%	0%	18
State	0%	4%	65%	30%	1%	3,126
Standard Five: Teachers Reflect on Their Practice						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
GWU	0%	0%	83%	17%	0%	24
State	0%	4%	75%	20%	2%	2,690

**Note: Data was gathered from the NCDPI Dashboard on 4.26.2023*

Impact of P-12 Learning and Development

The GWU data show that upon exiting, our completers have the requisite knowledge, skills, and dispositions to positively impact P-12 student outcomes. A summary of data related to the effectiveness of our initially licensed completers as assessed by their employers as well as student growth on achievement measures appears below, provided by the North Carolina Department of Public Instruction (NC DPI).

NC Standard 6				
Student Growth: Teachers Contribute to the Success of Students				
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size
GWU:	9%	84%	7%	44
State:	17%	73%	9%	4,448

**Note: Data was gathered from the NCDPI Dashboard on 4.26.2023*

This table includes data from the North Carolina Educator Evaluation System (NCEES) for the 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.