

1 - Completer Effectiveness (R4.1) 2022-2023

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

	Proficient or above	Sample Size
GWU	95%	35
State	97%	3,088

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

	Proficient or above	Sample Size
GWU	97%	35
State	97%	2,844

Standard Three: Teachers Know the Content They Teach

	Proficient or above	Sample Size
GWU	89%	35
State	96%	2,827

Standard Four: Teachers Facilitate Learning for Their Students

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	Proficient	Sample Size
GWU	92%	35
State	96%	2,825
<i>Standard Five: Teachers Reflect on Their Practice</i>		
	Proficient	Sample Size
GWU	94%	35
State	96%	2,690

**Note: Data was gathered from the NCDPI Dashboard on 4.10.2024*

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 of 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).

<i>NC Standard 6</i>				
<i>Student Growth: Teachers Contribute to the Success of Students</i>				
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size
GWU:	17%	70%	13%	23
State:	21%	69%	10%	2,070

**Note: Data was gathered from the NCDPI Dashboard on 4.10.2024*

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.