1.4.i – EPP graduate performance and effectiveness

In addition to University and EPP generated data, the EPP utilizes data from external partners and grants.

NC Institutions of Higher Education Educator Preparation Program Report Cards

Beginning from 2011-12, NCDPI began preparing report cards on all EPP units in the state. NCDPI provides annual EPP Report Cards which provide data on graduate performance as measured by in-service annual principal evaluations on the NC Educator Evaluation System (NCEES).

- NC Institutions of Higher Education Educator Preparation Program Report Cards

UNC General Administration Teacher Quality Data and Research

The Teacher Quality Research initiative supported by University of North Carolina System’s General Administration (UNC-GA) and conducted by Education Policy Initiatives at Carolina (EPIC) provides value-added modeling data on UNC system institutions, their graduates, and other pathways.

- 2013 Teacher Preparation Program Effectiveness Report (May 2013):
- Teacher Portals Effectiveness Analysis (May 2012):

Recent Graduate Survey

UNC GA also facilitates a Recent Graduate Survey in partnership with NCDPI. This recent data source (reports for 2012 and 2013) provides valuable data for graduate follow-up. ECU initial licensure graduates who teach their first year in NC public schools are surveyed annually. The NC Recent Graduate Survey is administered jointly by NCDPI and the UNC System, as part of the UNC System’s Teacher Quality Research initiative.

- ECU Recent Graduate Survey Report – 2012
- ECU Recent Graduate Survey Report – 2013

National Scoring of edTPA portfolios by Pearson

As part of a national field test in 2012, ECU was able to submit edTPA portfolios to Pearson for national scoring. Pearson is the operational partner of Stanford Center for Assessment, Learning, and Equity (SCALE) and provides the infrastructure to manage the submission, evaluation and reporting of edTPA scores. Pearson recruits teachers and teacher educators to serve as scorers. Potential scorers must complete a rigorous training program and pass a calibration assessment in order to score at the national level. In 2014, the COE provided funding for each teacher candidate
to submit his or her portfolio to Pearson for national scoring. Results are being received and reported throughout summer 2014.

**TQP Grant**

The COE’s Teacher Quality Partnership Grant’s (TQP) annual reports and external evaluations are a valuable source of data for initial licensure programs:


**NCTQ**

Though controversial, feedback from NCTQ has been utilized by the EPP as it considers how external partners view programs through different lenses. ECU programs in the 2014 [review](#) and the rankings are available online.