



**ELON**  
UNIVERSITY

DR. JO WATTS WILLIAMS  
*School of*  
Education

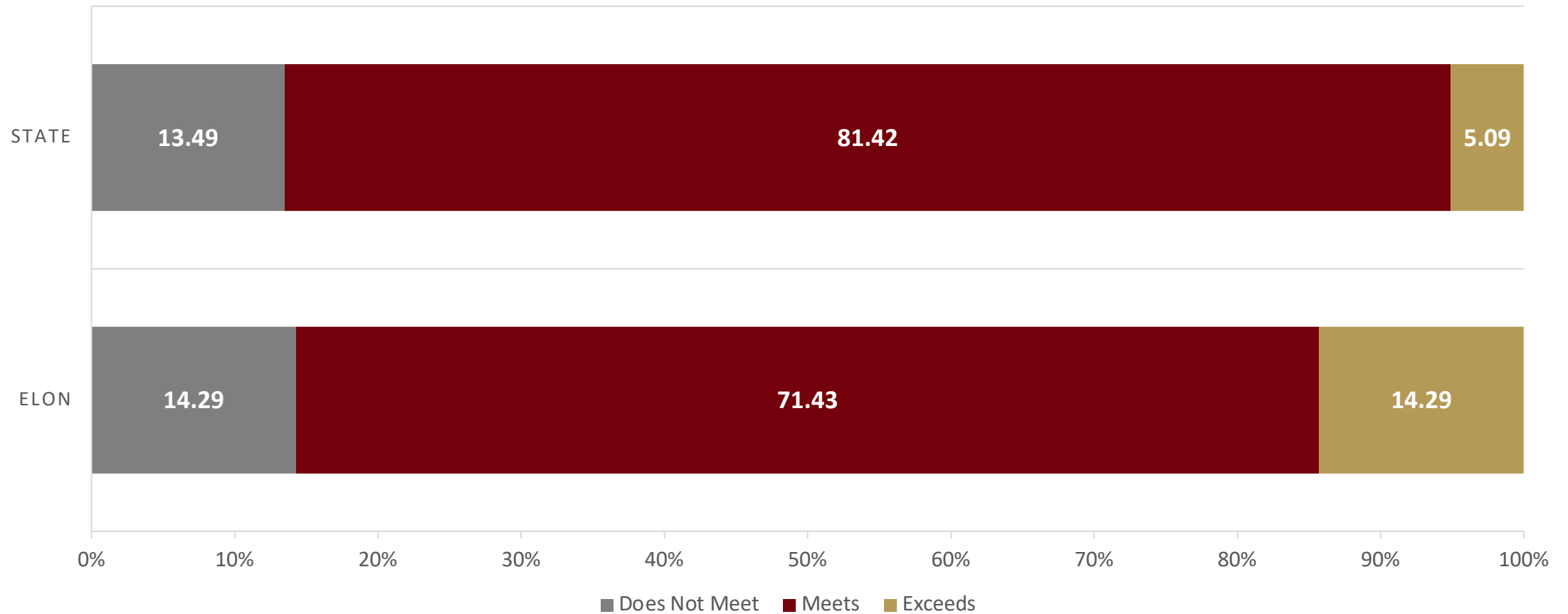
# Completer Effectiveness R4.1

2022 Annual Accreditation Report [2020-21 Academic Year]

# Completer impact in contributing to P-12 student-learning growth

- The EPP uses data collected through the North Carolina Educator Evaluation System (NCEES) and the Educator Value-Added Assessment System (EVAAS), which are provided by the North Carolina Department of Public Instruction, as evidence of completers' impact on student growth. Student Growth is determined by a value-added measure as calculated by the statewide growth model for Educator Effectiveness. Possible student growth ratings include "Does Not Meet Expected Growth," "Meets Expected Growth," and "Exceeds Expected Growth." Additional information about NCEES and EVAAS is available [here](#).

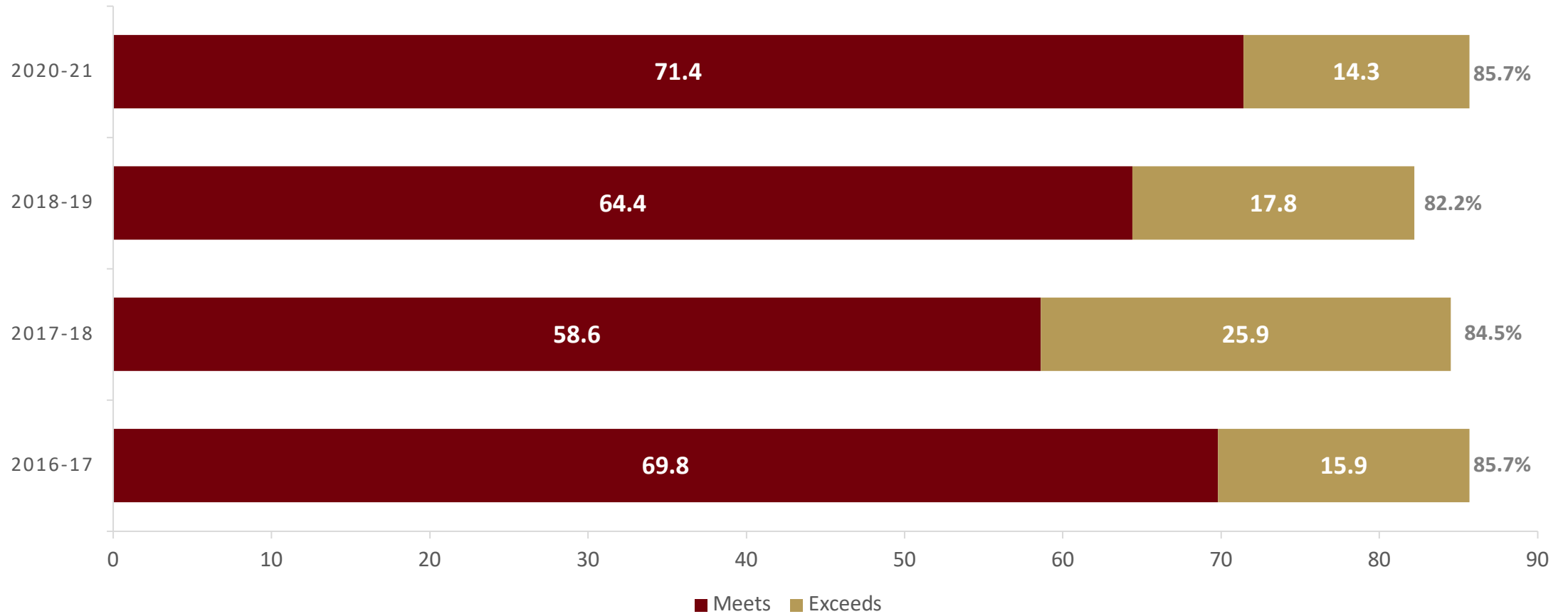
# 2020-21 Student Growth: Teachers Contribute to the Success of Students



Elon Sample Size = 7; Unavailable = 12. State Sample Size = 1,238; Unavailable = 1,169.

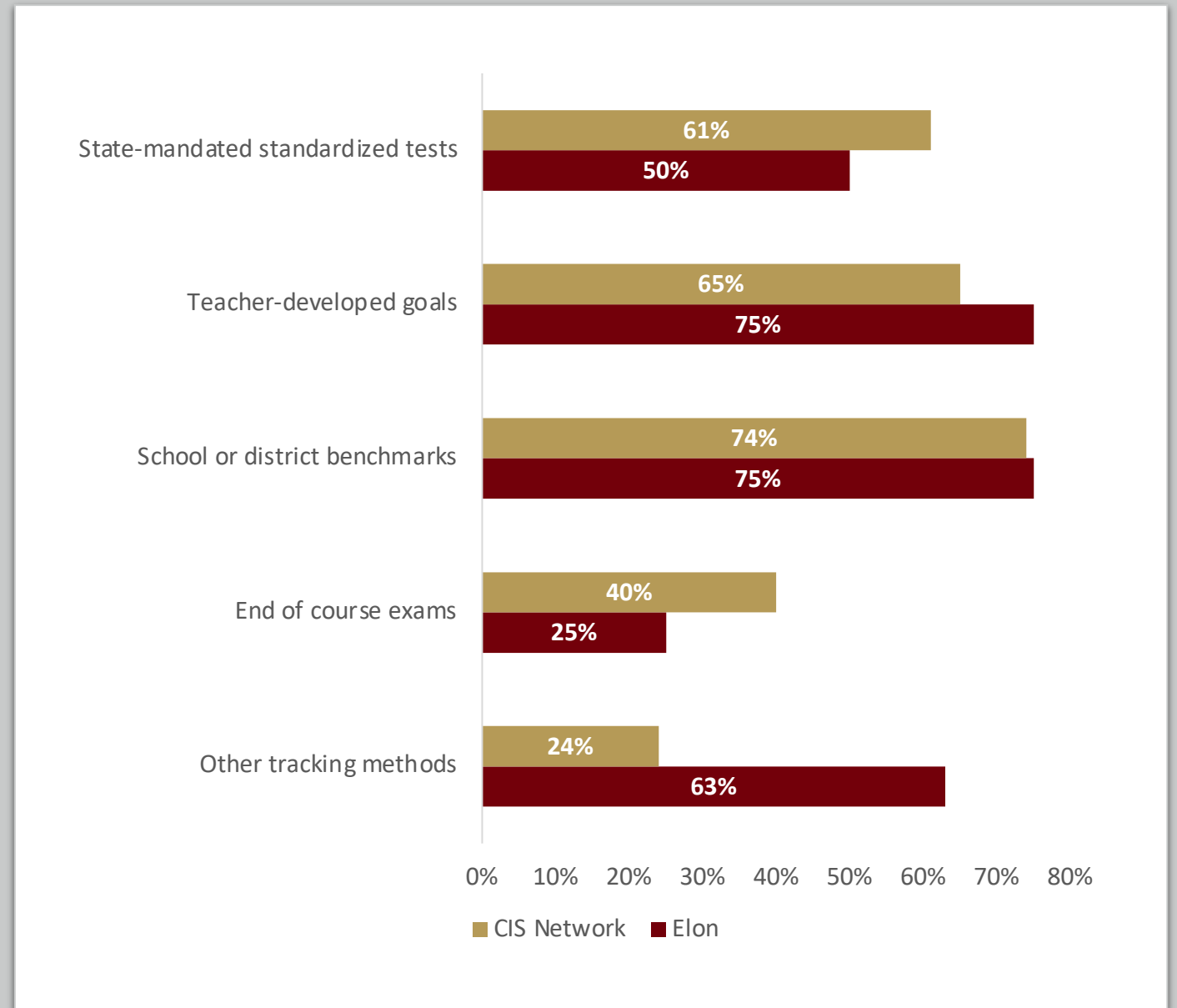
Unavailable indicates those program completers for the reported year that are teaching in an area where EVAAS is not collected. Percentages reported are calculated based on the sample size and do not include unavailable in the calculation.

# Elon Student Growth Trends: 2017 – 2021



# Student-Learning Tracking Methods

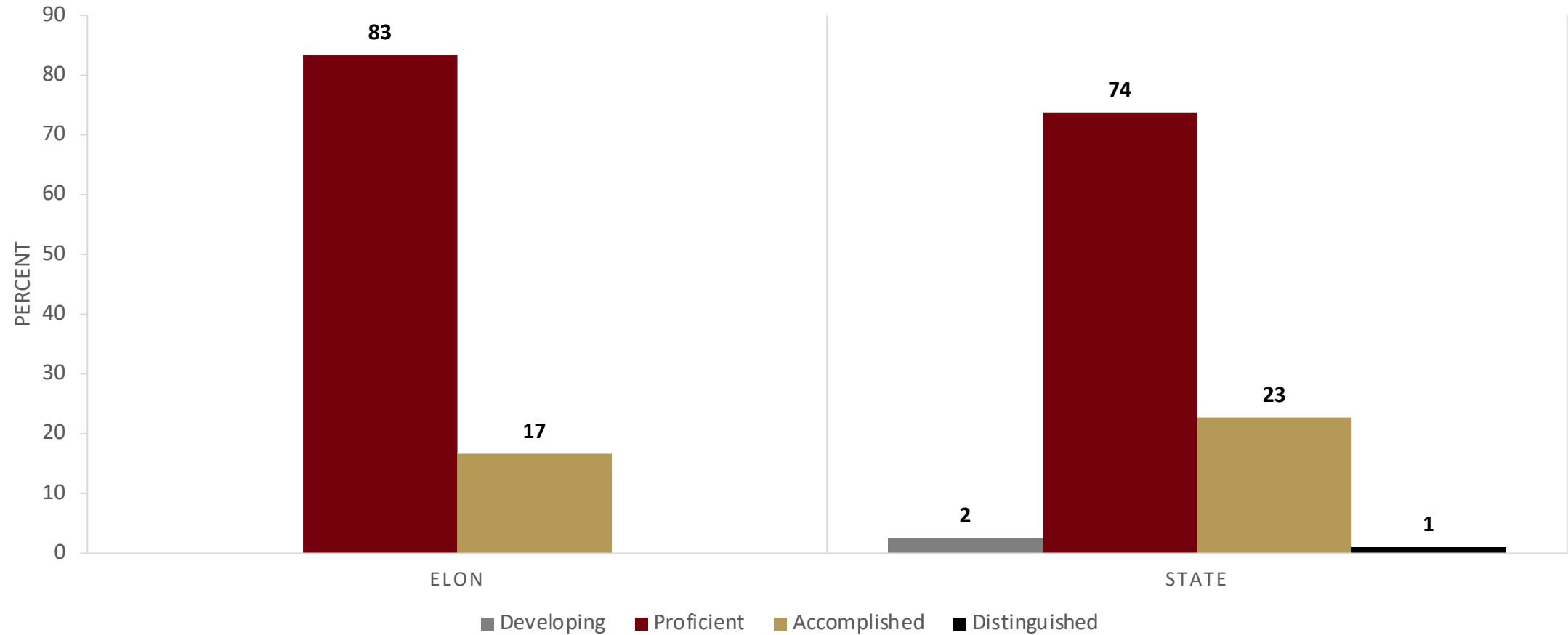
Note: A number of graduates leave the state to teach, so the EPP surveys both in-state and out-of-state employers to determine completer effectiveness. Due to Covid-19, many districts and states did not collect data from state-mandated standardized tests and/or benchmark exams in 2019. Since this data was not widely available, the EPP surveyed principals to gain insight into the methods used to track the degree to which teachers contribute to an expected level of student-learning growth. The EPP understands that this is not a measure of completer impact; however, it does provide helpful information that the EPP and others can use going forward.



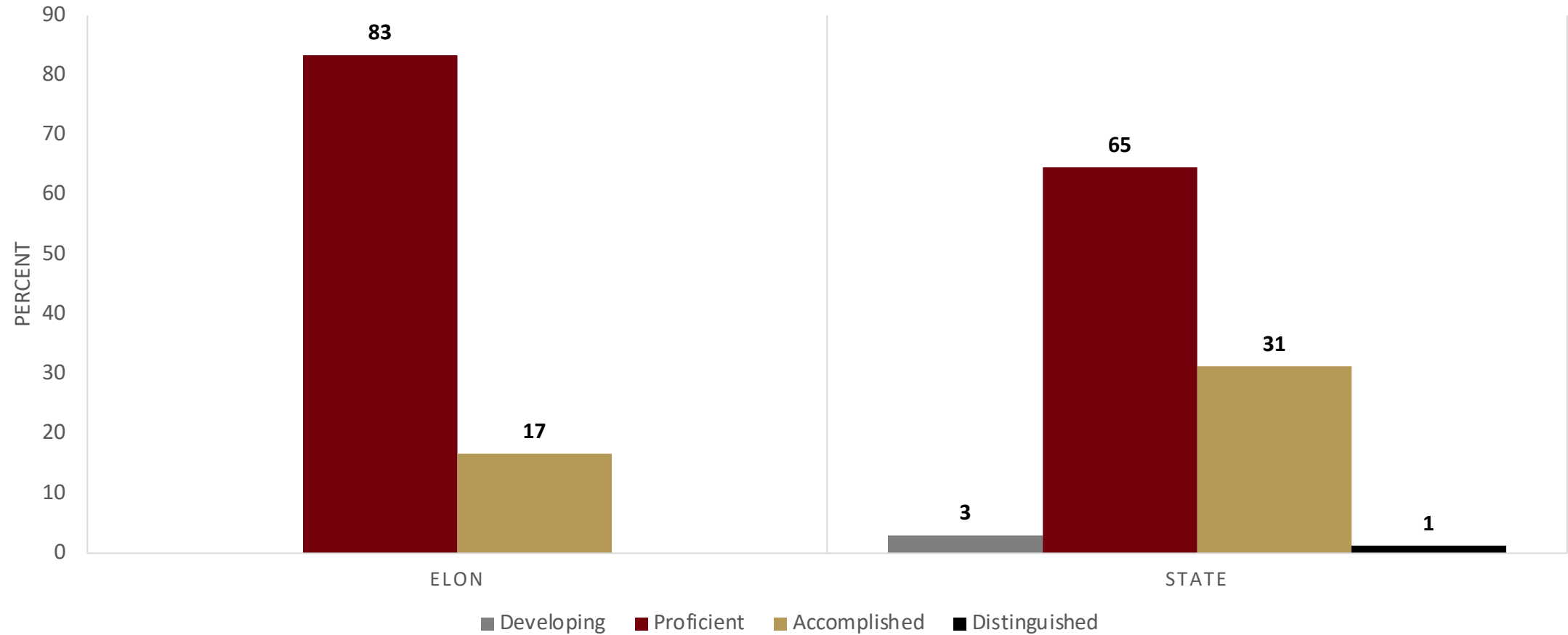
# Completer effectiveness

- 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. 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'. Additional information about NCEES and EVAAS is available [here](#).

# Standard 1: Teachers Demonstrate Leadership

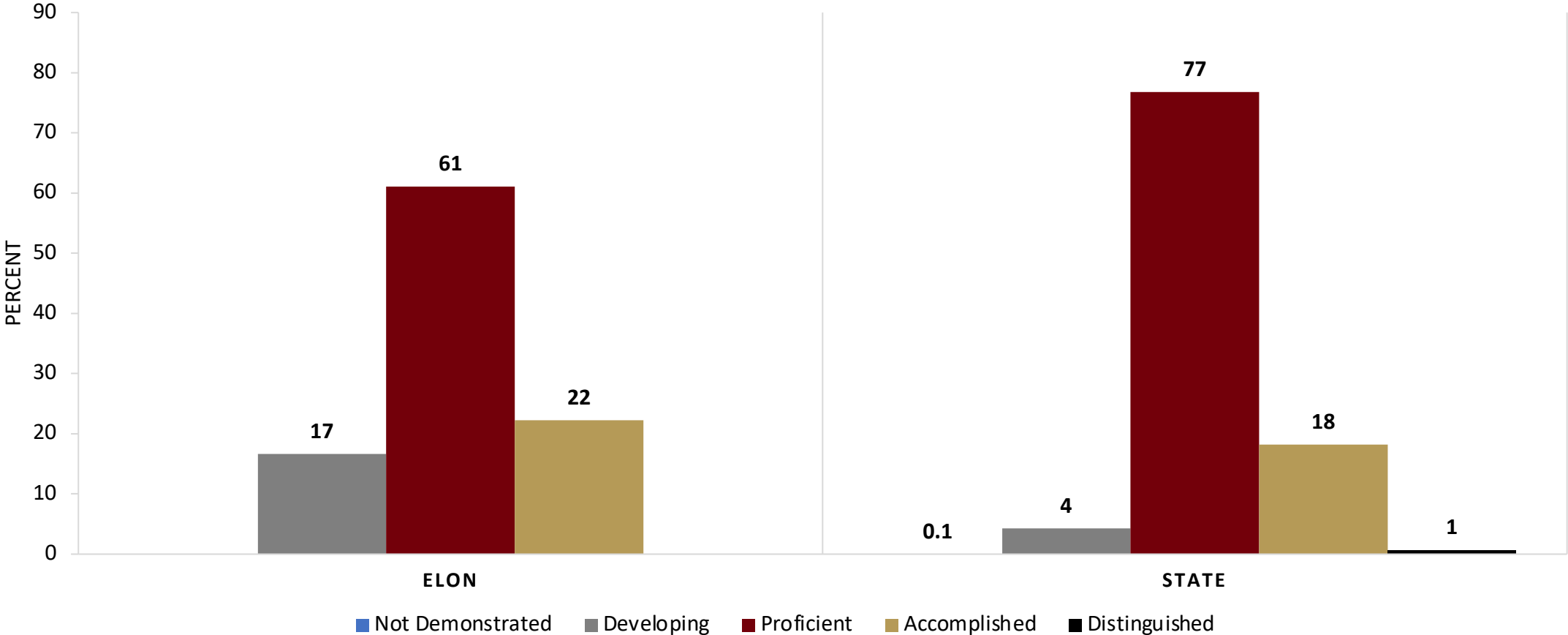


# Standard 2: Teachers Establish a Respectful Environment for a Diverse Population of Students



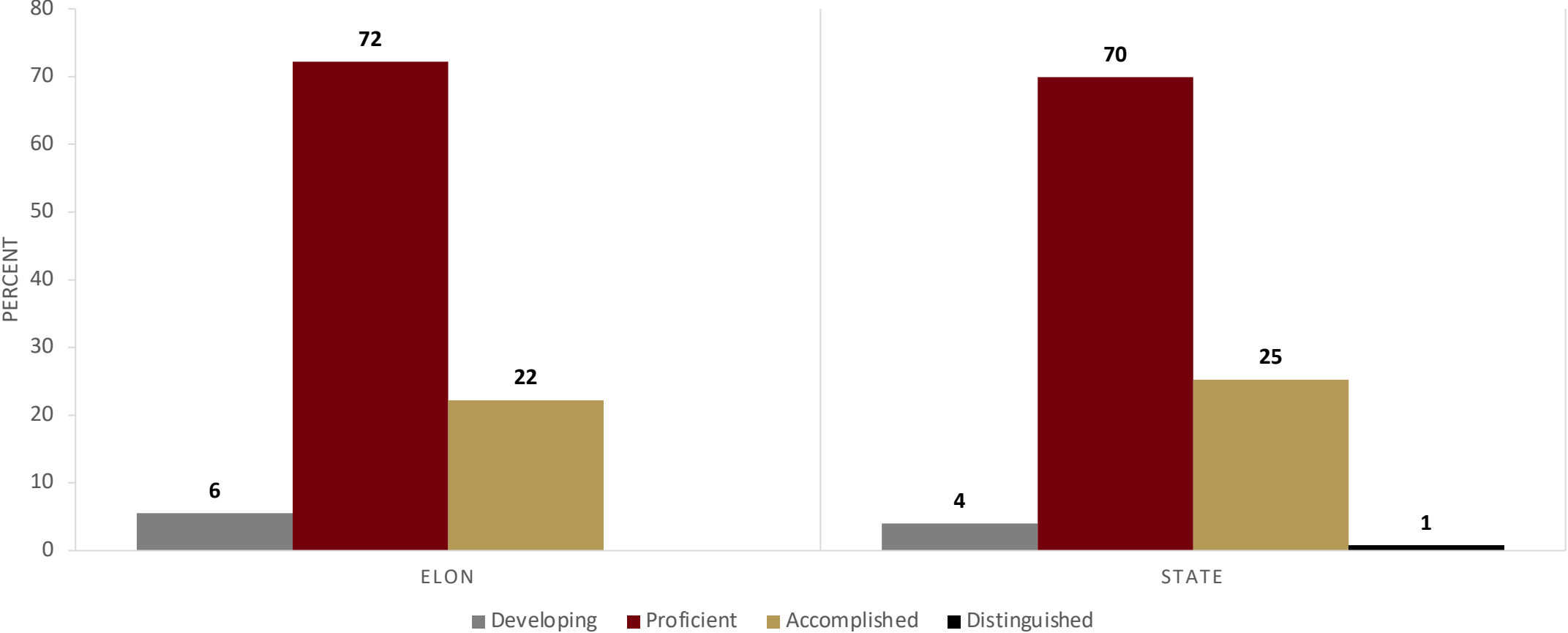


# Standard 3: Teachers Know the Content They Teach



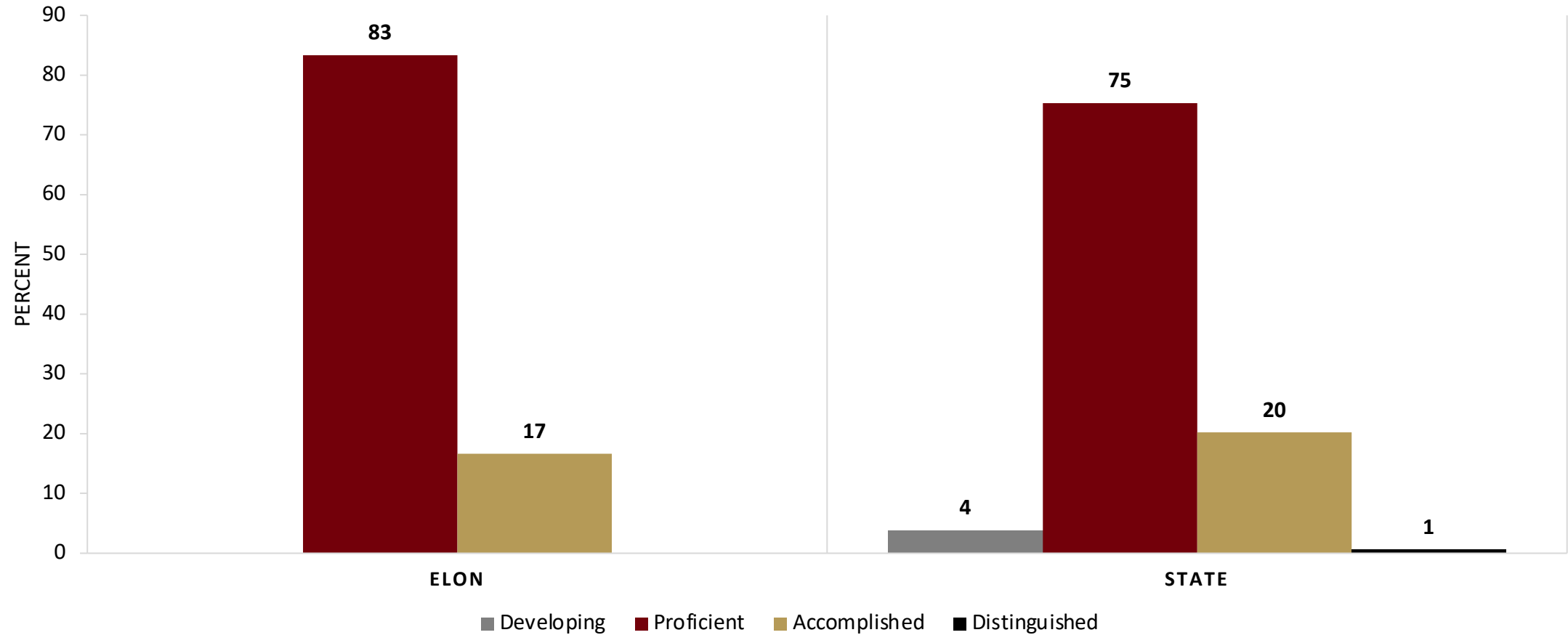
Source: [2020-2021 EPP Bachelor Performance Report Elon University](#). Elon sample size = 18. State sample size = 2,316.

# Standard 4: Teachers Facilitate Learning for Their Students



Source: [2020-2021 EPP Bachelor Performance Report Elon University](#). Elon sample size = 18. State sample size = 2,316.

# Standard 5: Teachers Reflect on Their Practice



# Employer Survey Teacher Feedback 2021

Please rate the extent to which this teacher is prepared in the following areas:

