



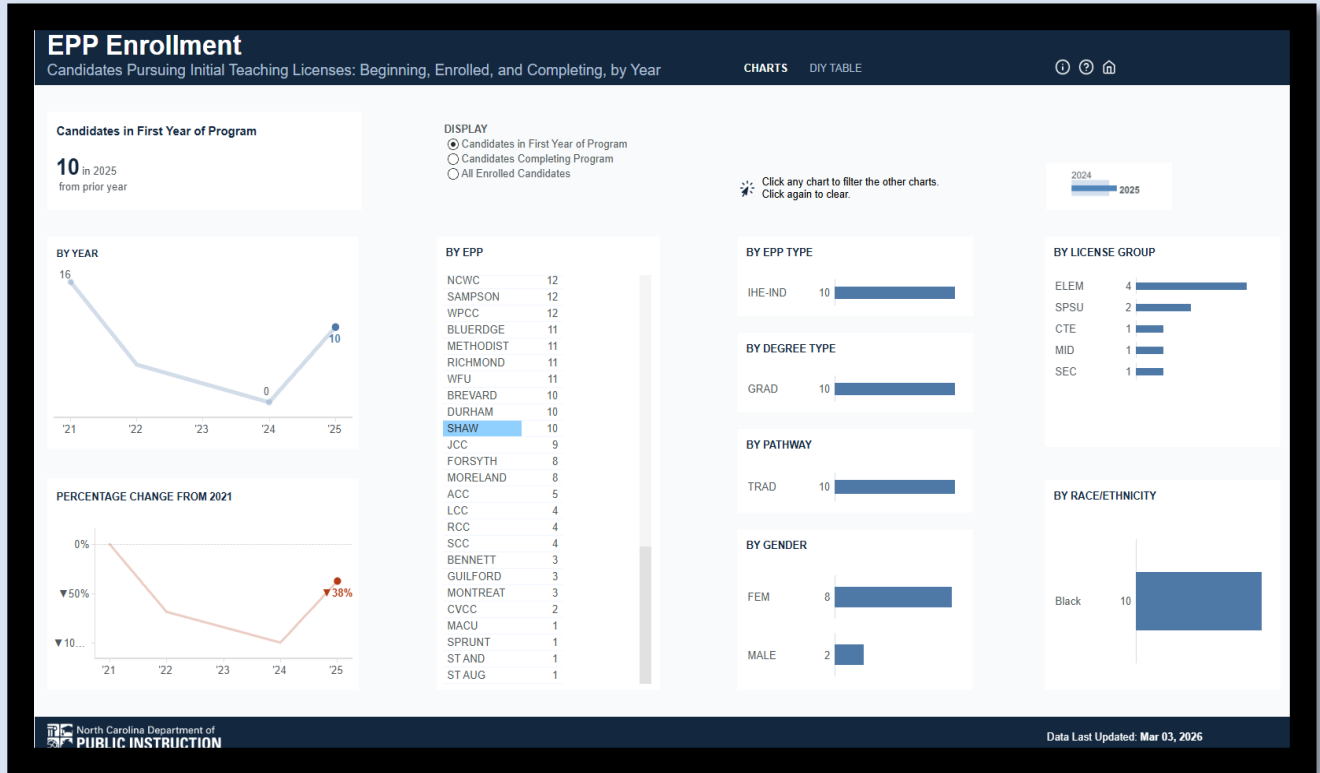
Annual Report

2024–2025

Supporting Evidence for CAEP (Council for the Accreditation of
Educator Preparation) Standard R4.1, R4.2, R5.3, R.3.3

Shaw University Department of Education

R4.1 Completer Effectiveness

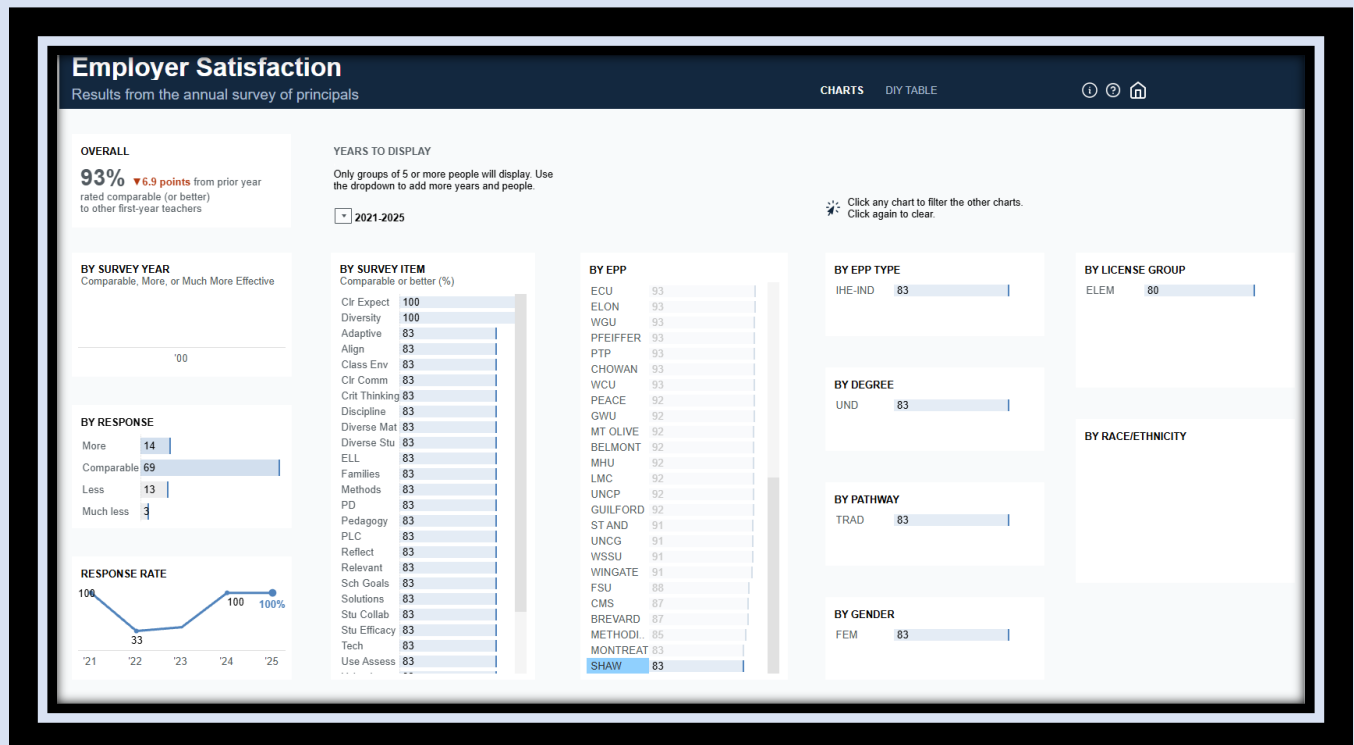


The big picture in the first-year enrollment is described as a dip – bottom out and rebound pattern.

Year 2021	16 candidates (high point)
Year 2022 – 2023	Steady decline
Year 2024	0 Candidate
Year 2025	Rebound to 10 candidates

Growth Metric (Evidence of Impact) - +38% from 2024 to 2025

R4.2, R5.3 Satisfaction of Employers and Stakeholder Involvement



The Educator Preparation Provider (EPP) collects feedback from school principals to evaluate how well program completers perform in the classroom. For the most recent reporting cycle, 93% of employers rated Shaw University completers as comparable to or more effective than other first-year teachers, indicating strong overall performance. The finding reveals that 100% of employers reported that completers: establish clear expectations for students, effectively support diverse learners. The finding reveals that 83% of employers rated completers as comparable or better across all major teaching areas, including: classroom environment and management, instructional delivery and pedagogy, communication and collaboration, critical thinking and problem-solving, use of assessment and technology. Here's the Response Breakdown: 69% rated completers as comparable, 14% rated completers as more effective, and 16% rated completers as less or much less effective. While results reflect a slight decrease from the previous year, the EPP is using these data to strengthen candidate preparation by: enhancing clinical experiences, Increasing alignment between coursework and classroom expectations, and expanding candidate support systems. These findings reflect the EPP's commitment to preparing educators who are classroom-ready, effective, and capable of supporting student learning. The EPP continues to use this data to strengthen candidate preparation, particularly in areas such as content knowledge, to ensure continuous program improvement.

R3.3 Candidate Competency at Completion

praxis® Database was refreshed on 6/12/2025 11:50:42 AM

Dashboard Test Taker Score Reports Roster of Attending Students **Quick Reports** Custom Reports My Projects [My Quick Downloads](#)

3-yr. Pass Rate: Designated Institution Data

[Edit Criteria](#) [Export](#)

All Test Taker Statistics State / Agency Statistics **Institutional Statistics** Category Scores

Test: PPAT Assessment
Testing period: SEP-2022 AUG-2025

Test Taker Attempts: Best Attempt
Include All Delivery Modes: Yes
Scale score range: 0-60 by 1

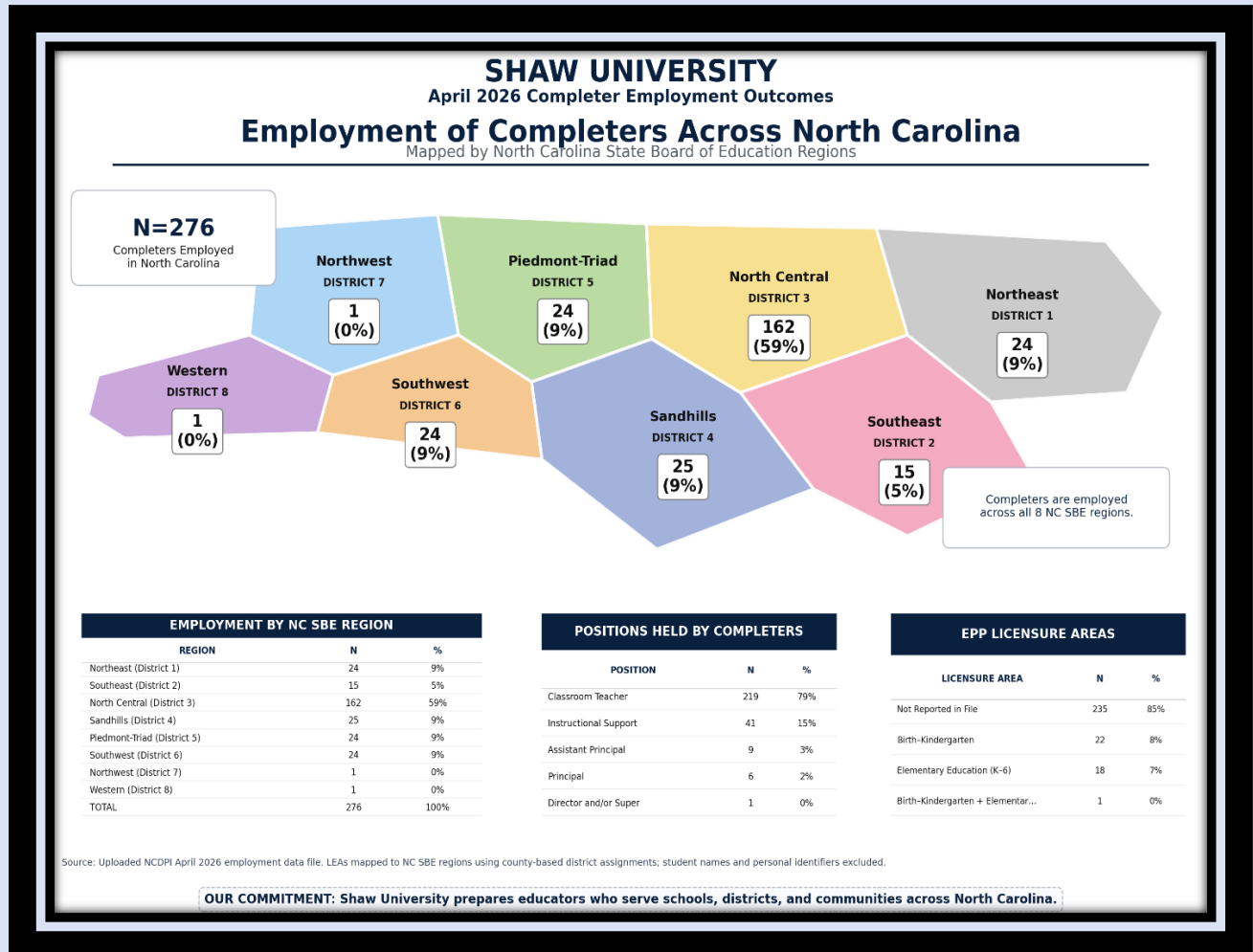
Institution
Shaw University

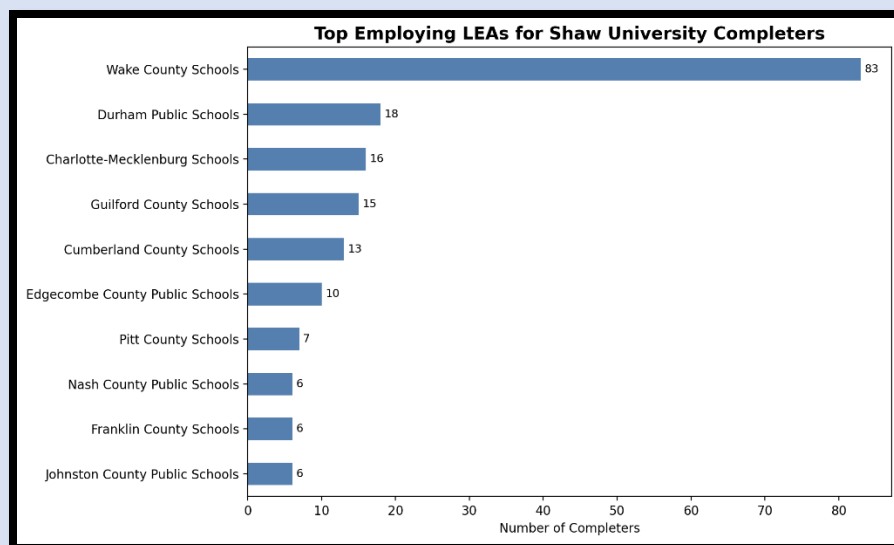
Variable	Testing Year: SEP-2022 AUG-2025		
	Total N	# Pass	% Pass
Total			
Total	23	16	69.57
Graduate Major Group			
Elementary and Pre-Elementary Education	14	12	85.71
Undergrad Major Group			
Elementary and Pre-Elementary Education	13	8	61.54

Notes:

The Educator Preparation Provider (EPP) monitors candidate completion performance on the PPAT, a nationally recognized, performance-based assessment required for licensure. For the 2022–2025 reporting period, 69.57% of candidates successfully met the PPAT performance standard. Performance varied by program level, with graduate candidates achieving an 85.71% pass rate and undergraduate candidates achieving a 61.54% pass rate. These data indicate strong performance among graduate candidates and highlight opportunities to further strengthen support for undergraduate candidates. In response, the EPP is enhancing candidate preparation through increased instructional support, improved alignment between coursework and clinical experiences, and targeted interventions designed to strengthen candidate readiness. The EPP remains committed to continuous improvement and to ensuring that all candidates are well-prepared to meet professional standards and positively impact student learning. As of August 2025, the EPP will no longer use the PPAT Performance Assessment as a measure to monitor candidates' performance. The EPP will completely transitioned from PPAT to edTPA Performance Assessment Spring 2026.

Ability of Completers to be Hired





The Educator Preparation Provider (EPP) monitors completer employment to ensure graduates are successfully entering the education workforce. Recent data indicate that completers are employed across multiple school districts (LEAs) throughout North Carolina, demonstrating strong workforce alignment and program impact. Graduates primarily serve in classroom teaching roles, reflecting direct alignment between preparation and professional responsibilities. Employment patterns also show consistency between licensure areas and job placement, indicating that candidates are prepared to meet the needs of schools and districts. The EPP remains committed to strengthening district partnerships and expanding opportunities to support candidate placement across diverse educational settings.

CAEP Standard 4.4 Satisfaction of Completers



Camery Hunt, 2024, Early Childhood Education

To view her testimony, click on the link below:

https://youtu.be/TcQ_cvsZUA4?si=a2KyTf0Yqk1F8ghl

