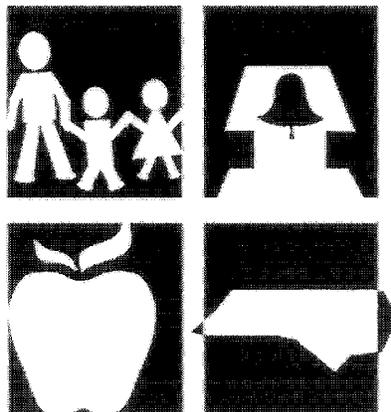


Graduate Teacher Education Programs

2005-06



GRADUATE TEACHER EDUCATION PROGRAMS

During the 2005-06 academic year 29 institutions were approved to offer programs leading to graduate level licensure. The institutions are:

Appalachian State University	High Point University	UNC-Chapel Hill
Campbell University	Lenoir Rhyne College	UNC - Charlotte
Catawba College	Meredith College	UNC - Greensboro
Duke University	NC A&T State University	UNC - Pembroke
East Carolina University	NC Central University	UNC - Wilmington
Elizabeth City State University	NC State University	Wake Forest University
Elon University	Pfeiffer University	Western Carolina University
Fayetteville State University	Queens University	Wingate University
Gardner-Webb University	Salem College	Winston-Salem State University
Greensboro College	Shaw University	

Graduate Teacher Education

In compliance with the Excellent Schools Act of 1997, institutions with graduate teacher education programs redesigned their programs leading to master's level licensure. The redesigned programs are based on standards and guidelines derived from research, reports of best practice, and nationally recognized models including the National Board for Professional Teaching Standards.

Experienced teachers, university faculty, and other practicing educators were involved in the redesign of the programs. The curricula focus on current trends and issues in education, teaching of reading and writing across the curriculum, meeting the needs of diverse students in inclusive classroom settings, using technology to enhance and support teaching and other professional activities, applying research findings to curriculum development and classroom instruction, developing peer leadership and mentoring skills, and diagnosing and prescribing instruction that fosters student learning. It is expected that on-going clinical or field experiences link program faculty, students enrolled in the program, and master practitioners in the schools. Students are expected to develop a culminating "product of learning" and demonstrate competencies related to instructional expertise, knowledge of learners, research expertise, connecting subject matter and learners, and professional growth and leadership.

Quality of Students Entering the Programs

Colleges and universities with approved teacher education programs seek to recruit and retain quality students who reflect the diversity of the state and nation. They work closely with their college/university graduate admission offices and area school systems to promote teacher education programs. Brochures and other promotional materials are routinely distributed. A number of institutions offer off-campus programs and on-line courses designed to bring teacher education programs to prospective students.

Graduate Teacher Education Program Admission Requirements

Graduate teacher education program admission requirements vary from institution to institution. Most require prospective students to have a prescribed grade point average and to earn a satisfactory score on a standardized examination such as the Miller Analogies Test (MAT) or

Graduate Record Exam (GRE). Many require references; a number require a writing sample (essay). Prospective students who do not hold an "A" (undergraduate) level teaching license in the proposed area of study may be required to complete additional undergraduate course work.

Table XII summarizes the Fall 2005 enrollment in graduate teacher education programs. This data was provided by the institution. **Table XIII** summarizes admission test results. This data was provided by the institutions for the students reported as admitted to their programs. The column MAT 1 reflects MAT scores based on the 0-100 scoring rubric; MAT 2 reflects the new MAT scoring rubric that ranges from 200 – 600. The column GRE 1 reflects the combined Verbal and Quantitative scores (each can range from 200-800); GRE 2 reflects the GRE analytical writing score which ranges from 0-6.

Table XII: Enrollment in Graduate Teacher Education Programs, Fall 2005

M=Minority, T=Total	Full-Time				Part-Time			
	Graduate		Licensure-Only		Graduate		Licensure-Only	
	M	T	M	T	M	T	M	T
Appalachian State University	13	165			48	726		5
Campbell University	8	40	1	11	19	163	9	70
Catawba College					2	33		
Duke University	9	47				1		
East Carolina University	10	93			137	1017	2	3
Elizabeth City State University					23	53		
Elon University					18	94		
Fayetteville State University	2	5			34	81		
Gardner-Webb University					35	249	1	1
Greensboro College					3	21		
High Point University		6	1	1				
Lenoir-Rhyne College		5			4	24	1	7
Meredith College					3	29		6
NC A&T State University	32	44	14	17	31	79	35	69
NC Central University	108	185			23	33	1	1
NC State University	21	118			44	289		
Pfeiffer University	24	56			5	13		
Queens University					12	122		
Salem College	1	3	2	3	8	51	56	218
Shaw University	10	10			1	1		
UNC-Chapel Hill	28	230			30	212	7	28
UNC-Charlotte	19	65			104	624	5	8
UNC-Greensboro	43	305	11	34	24	176	25	134
UNC-Pembroke	4	24			81	312	1	2
UNC-Wilmington	6	65			10	152		
Wake Forest University	11	68						
Western Carolina University	44	185		8	34	405		5
Wingate University					9	52		
Winston-Salem State University					10	15		
Totals:	393	1719	29	74	752	5027	143	557

Table XIII: Graduate Teacher Education Programs Admission Data

State Averages	MAT 1 33	MAT 2 407	GRE 1 1076	GRE 2 5	GPA 3.35
Appalachian State University		406	940		3.32
Campbell University			951		3.43
Catawba College					3.24
Duke University			1290		3.53
East Carolina University		*	1038	5	3.27
Elizabeth City State University	34				3.39
Elon University			982		3.32
Fayetteville State University			1254		3.44
Gardner-Webb University		410	1206		3.28
Greensboro College			878		3.37
High Point University		*	*		3.46
Lenoir-Rhyne College			1240		3.29
Meredith College			1168		3.43
NC A&T State University			*		3.53
NC Central University					3.25
NC State University		433	1074		3.28
Pfeiffer University			868		3.59
Queens University			1021		3.58
Salem College			1238		3.35
Shaw University			654		3.52
UNC-Chapel Hill			1173		3.29
UNC-Charlotte	30	407	1012		3.21
UNC-Greensboro			1002		3.30
UNC-Pembroke	*	401	1094		3.32
UNC-Wilmington		413	1035		3.52
Wake Forest University			1231		3.34
Western Carolina University			1209		3.68
Wingate University		398	1120		3.40
Winston-Salem State University			860		3.28

* Less than 4 takers of the test reported. Average not reported.

QUALITY OF STUDENTS COMPLETING THE PROGRAMS

Graduate teacher education programs are designed to refine and extend the knowledge, skills, abilities, and dispositions of inservice teachers. To this end, students are required to complete defined programs of study which include courses in professional education, content pedagogy, and the academic discipline(s) the individual teaches. To a much greater extent than undergraduate teacher education programs, graduate teacher education programs focus on the application of research findings to curriculum development and classroom instruction, the development of peer leadership and mentoring skills, and the diagnosis and prescription of instruction that fosters student learning. It is expected that on-going clinical or field experiences link program faculty, students enrolled in the program, and master practitioners in the schools. The progress of students in completing program requirements is monitored and the competence of students is assessed throughout the program of study. Students are expected to develop a culminating "product of learning" and demonstrate competencies related to instructional expertise, knowledge of learners, research expertise, connecting subject matter and learners, and professional growth and leadership.

Teachers are not required to take additional Praxis exams to upgrade their licenses from the "A" (bachelor's level) to the "M" (master's level) unless they are adding an area to the license. For this reason, most individuals completing graduate teacher education programs are not required to take Praxis exams.

Table XIV summarizes data provided by the institutions on the length of time taken by students to complete the graduate teacher education programs.

**Table XIV: Length of Time to Program Completion
(Graduate Students)**

Number of Semesters	Full-Time Students						Part-Time Students					
	1-3	4	5	6	7	8	1-3	4	5	6	7	8
Appalachian State University	9	9	23	3	4	2	22	21	32	58	26	35
Campbell University	4	6							24	37	11	9
Catawba College												3
Duke University												
East Carolina University	7	46	31	67	36	62	5	2	26	7	22	103
Elizabeth City State University										1		
Elon University											28	
Fayetteville State University												
Gardner-Webb University											4	21
Greensboro College							8	3	1			
High Point University												
Lenoir-Rhyne College		1		2	1				1	3	2	3
Meredith College								1		3		
NC A&T State University	5	12	2					10	27	13		
NC Central University	15	37	4	15	9							
NC State University	5	14	6				9	25	22	15	6	5
Pfeiffer University	16	10	1					1				
Queens University												
Salem College		16	4			1					5	
Shaw University												
UNC-Chapel Hill	97			6				2	71		2	
UNC-Charlotte	2	16					3	26	34	41	9	26
UNC-Greensboro	1	21	16	2	20	26	1	2	1	6	17	20
UNC-Pembroke							1	3	8	10	5	24
UNC-Wilmington	7	6	2	1			11	16	5	1	6	3
Wake Forest University		32										
Western Carolina University	3	13		5	1	2	10	16	19	17	9	21
Wingate University									2	1	5	8
Winston-Salem State University										9		
Totals:	171	239	89	101	71	93	70	128	273	222	157	281

Table XIV: Length of Time to Program Completion (Continued)
(Graduate Licensure-Only Students)

Number of Semesters	Full-Time Students						Part-Time Students					
	1-3	4	5	6	7	8	1-3	4	5	6	7	8
Appalachian State University							1					
Campbell University												
Catawba College												
Duke University												
East Carolina University							2					1
Elizabeth City State University												
Elon University												
Fayetteville State University												
Gardner-Webb University												
Greensboro College												
High Point University												
Lenoir-Rhyne College									1			1
Meredith College							1	2				
NC A&T State University	4						5	20	15	11		
NC Central University												
NC State University												
Pfeiffer University												
Queens University												
Salem College	2	28	6						3	19	2	
Shaw University												
UNC-Chapel Hill							26	1				
UNC-Charlotte							1					
UNC-Greensboro			1	1	1	4	2	8	8	3	1	1
UNC-Pembroke						1						
UNC-Wilmington												
Wake Forest University												
Western Carolina University										1		
Wingate University												
Winston-Salem State University												
Totals:	6	28	7	1	1	5	38	31	27	34	3	3

EMPLOYMENT AND PROGRAM SATISFACTION

To determine the satisfaction with graduate teacher education programs of individuals who have completed the programs and their employers, a survey was distributed to recent graduate program completers employed in the public schools of North Carolina and their principals. Respondents were asked to rate their satisfaction with the graduate teacher education program in general, and the impact of the graduate program on the teacher's ability to connect subject matter and learners' needs, implement research-based approaches, assume leadership roles, facilitate learning for diverse students, and engage in continuous professional development.

On a 4.0 scale, the average ratings on each of the items by both program completers and their principals ranged from 3.45 to 3.68.

Table XV summarizes the results of the surveys of program completers and principals.

Table XV: Graduate Survey Results

Satisfaction C = Completer E = Employer	Number Responding		Overall Quality		Connecting Subject Matter		Research Base		Leadership Roles		Diverse Learners		Professional Development	
	C	E	C	E	C	E	C	E	C	E	C	E	C	E
Appalachian State University	70	75	3.61	3.69	3.59	3.69	3.64	3.61	3.57	3.61	3.51	3.57	3.64	3.63
Campbell University	32	28	3.75	3.46	3.69	3.39	3.66	3.36	3.50	3.29	3.59	3.29	3.78	3.46
Catawba College	~9	~8	3.78	3.50	3.78	3.63	3.67	3.50	3.78	3.50	3.78	3.63	3.67	3.63
Duke University	~8	~6	4.00	3.83	4.00	3.83	3.88	3.67	4.00	3.67	3.88	3.67	4.00	3.33
East Carolina University	98	85	3.78	3.66	3.71	3.49	3.65	3.44	3.71	3.40	3.70	3.46	3.79	3.62
Elizabeth City State University	*	~5	*	3.40	*	3.20	*	3.20	*	3.20	*	3.40	*	3.40
Elon University	11	9	3.82	3.78	3.91	3.67	4.00	3.78	3.82	3.78	3.82	3.44	4.00	3.67
Fayetteville State University	9	7	3.78	3.86	3.78	3.86	3.56	3.86	3.67	3.86	3.67	3.86	3.78	3.86
Gardner-Webb University	11	12	3.82	3.33	3.73	3.33	3.64	2.92	3.82	3.00	3.73	3.08	3.82	3.25
Greensboro College	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Lenoir-Rhyne College	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Meredith College	~7	*	3.71	*	3.86	*	3.71	*	3.57	*	4.00	*	3.86	*
NC A&T State University	*	*	*	*	*	*	*	*	*	*	*	*	*	*
NC Central University	18	13	3.50	3.67	3.61	3.69	3.61	3.54	3.56	3.46	3.67	3.46	3.61	3.75
NC State University	27	22	3.42	3.59	3.50	3.64	3.52	3.41	3.41	3.45	3.33	3.50	3.52	3.52
Pfeiffer University	*	5	*	3.80	*	3.80	*	3.60	*	3.80	*	3.60	*	3.80
Queens University	~18	~25	3.78	3.60	3.83	3.48	3.89	3.36	3.78	3.28	3.72	3.40	3.89	3.64
Salem College	25	36	3.88	3.56	3.84	3.44	3.76	3.36	3.84	3.36	3.84	3.44	3.92	3.56
UNC-Chapel Hill	42	52	3.52	3.79	3.52	3.67	3.31	3.58	3.52	3.52	3.48	3.52	3.50	3.58
UNC-Charlotte	37	44	3.62	3.70	3.54	3.64	3.69	3.59	3.56	3.55	3.56	3.66	3.53	3.66
UNC-Greensboro	74	84	3.74	3.73	3.62	3.73	3.66	3.61	3.58	3.43	3.59	3.61	3.53	3.68
UNC-Pembroke	23	18	3.61	3.72	3.70	3.72	3.57	3.61	3.65	3.56	3.74	3.78	3.74	3.72
UNC-Wilmington	14	21	3.71	3.48	3.64	3.29	3.50	3.19	3.57	3.00	3.57	3.24	3.83	3.38
Wake Forest University	5	10	3.60	3.60	3.60	3.50	3.80	3.50	3.80	3.50	3.60	3.50	3.80	3.70
Western Carolina University	16	22	3.44	3.68	3.38	3.71	3.56	3.67	3.63	3.59	3.38	3.59	3.50	3.86
Wingate University	18	~12	3.33	3.42	3.56	3.42	3.50	3.33	3.39	3.17	3.33	3.33	3.50	3.42
Winston-Salem State University	11	13	3.45	3.54	3.64	3.67	3.64	3.58	3.55	3.58	3.55	3.67	3.55	3.58
** Grand Totals	573	605	3.67	3.65	3.65	3.59	3.63	3.50	3.62	3.45	3.61	3.51	3.68	3.61
State Averages														

* Less than five survey responses received. Responses will be held and combined with next year's survey responses.

** Contains only the number of surveys received this year.

~ Last year, less than five survey responses were received. They are included with this year's responses.

REWARDS AND SANCTIONS

Graduate Programs

If schools are to succeed, they must be staffed with quality professionals. The quality of teacher education programs is a significant factor in determining the quality of the teaching profession. Because of this, programs should be assessed on a regular basis. One key method of assessing program quality is found in the Teacher Education Program Approval process. This process requires on-site reviews of teacher education programs by trained teams of professionals at least every five years. To assist in carrying out this process and in assessing the on-going quality of teacher preparation, a Performance Report will be issued for each North Carolina college or university with an approved teacher education program. Data from the program approval process and the IHE Performance Report will be used to reward and sanction programs as required by the Excellent Schools Act.

Graduate teacher education programs must:

- (a) Receive annually positive ratings (3 or 4) from at least 70% of graduates and employers responding to surveys.

A graduate teacher education program shall be designated as "Low Performing" if:

- (a) It does not meet this criterion twice in three years.

The public disclosure of the IHE Performance Reports serves as a means of rewards/sanctions itself, as institutions seek to attract students and garner alumni support. Further sanctions are described below.

For any criterion that the institution does not meet, it will be required to submit a written plan to the Department of Public Instruction detailing the actions that will be taken to correct the deficiency(ies); technical assistance will be available through the Teacher Education Section. The reports will be reviewed by the State Evaluation Committee on Teacher Education, which may recommend further action (e.g., sending a team to campus; requiring additional information, etc.) If an institution is designated "Low-Performing," on two consecutive assessments, the Department will conduct an on-site review of the program. The results of this review will be reported to the State Board of Education and may result in closure of the licensure program.

A "rule of 5" will be applied to Praxis II and survey data; i.e., data with an "N" fewer than 5 will not be reported. Data will be banked until a minimum of 5 scores or responses are recorded and then reported.

SURVEYS OF PROGRAM COMPLETERS AND PRINCIPALS

GRADUATE PERFORMANCE REPORT

Graduate Student Survey



In the "ID Number" block to the left, use the enclosed list of college and university ID numbers to fill in the four-digit code for the college or university from which you graduated.

	A	B	C	D	E	F	G	H	I	J
	X	X	X	X	X	X	X	X	X	X

GENERAL PURPOSE DATA SHEET II
form no. 70921

	Lowest rating	(D)
		(C)
		(B)
Highest rating		(A)

QUESTIONS 1-6

Please use the following scale to answer questions 1-6:

- (A) Strongly Agree
- (B) Agree
- (C) Disagree
- (D) Strongly Disagree

1. I am satisfied with the quality of my graduate program. →

* * * * *

As a result of my graduate program, I am better able to:

- 2. connect subject matter and learner's needs. →
- 3. implement research-based approaches in the classroom. →
- 4. assume leadership roles in the school and profession. →
- 5. facilitate learning for diverse students. →
- 6. engage in continuous professional development. →

* * * * *

7. I am (indicate A, B, C, or D on this line): →

- A) a North Carolina public school teacher.
- B) a North Carolina private school teacher.
- C) teaching in a school outside the State of North Carolina.
- D) not currently teaching.

QUESTION 7

Please indicate your employment status.

QUESTIONS 8-9

Please write in the grade level and subject you are teaching.

- 8. Grade Level _____
- 9. Subject _____

GRADUATE PERFORMANCE REPORT

Employer Survey

	A	B	C	D	E	F	G	H	I
X	X	X	X	X	X	X	X	X	X



In the "ID Number" block to the left, use the enclosed list of college and university ID numbers to fill in the four-digit code for the college or university from which you graduated.

GENERAL PURPOSE DATA SHEET II
Form No. 70921

Lowest rating

(D)

(C)

(B)

Highest rating

(A)

QUESTIONS 1-6

Please use the following scale to answer questions 1-6:

- (A) Strongly Agree
- (B) Agree
- (C) Disagree
- (D) Strongly Disagree

1. I am satisfied with the quality of this individual's graduate program. →

* * * * *

As a result of his/her graduate program, this teacher is better able to:

2. connect subject matter and learner's needs. →

3. implement research-based approaches in the classroom. →

4. assume leadership roles in the school and profession. →

5. facilitate learning for diverse students. →

6. engage in continuous professional development. →

* * * * *

7. He/She is (indicate A, B, C, or D on this line): →

- A) a North Carolina public school teacher.
- B) a North Carolina private school teacher.
- C) teaching in a school outside the State of North Carolina.
- D) not currently teaching.

QUESTION 7

Please indicate the individual's employment status.

QUESTIONS 8-9

Please write in the grade level and subject the individual is teaching.

8. Grade Level _____

9. Subject _____