

Graduate Teacher Education Programs

2006-07



GRADUATE TEACHER EDUCATION PROGRAMS

During the 2006-07 academic year, 30 institutions were approved to offer programs leading to graduate level licensure. The institutions are:

Appalachian State University	High Point University	Shaw University
Campbell University	Lenoir Rhyne College	UNC – Chapel Hill
Catawba College	Meredith College	UNC - Charlotte
Duke University	Montreat College	UNC - Greensboro
East Carolina University	NC A&T State University	UNC - Pembroke
Elizabeth City State University	NC Central University	UNC - Wilmington
Elon University	NC State University	Wake Forest University
Fayetteville State University	Pfeiffer University	Western Carolina University
Gardner-Webb University	Queens University	Wingate University
Greensboro College	Salem College	Winston-Salem State 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 2006 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 2006

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	15	190			47	779		7
Campbell University	12	76	1	5	17	104	2	5
Catawba College						37		
Duke University	3	13						
East Carolina University	2	20			143	1069	6	25
Elizabeth City State University					31	67		
Elon University					11	93		
Fayetteville State University		1			8	28		
Gardner-Webb University		1			64	286		
Greensboro College					1	25		
High Point University	1	12	1	1				
Lenoir-Rhyne College				3		3		10
Meredith College					6	34	1	3
NC A&T State University	30	43	15	18	19	46	26	47
NC Central University	130	172		1	50	67	3	5
NC State University	13	92			53	342		
Pfeiffer University	13	45			5	15		
Queens University					9	69		
Salem College	16	96				1		
Shaw University	7	7			1	1		
UNC-Chapel Hill	19	152			33	207	8	21
UNC-Charlotte	11	59			130	623	19	41
UNC-Greensboro	74	316	2	11	42	190	14	73
UNC-Pembroke	3	7			72	306	1	1
UNC-Wilmington	4	42		1	4	118	1	7
Wake Forest University	1	10						
Western Carolina University	15	126			20	231		
Wingate University					7	48		
Winston-Salem State University					5	20		
Totals	369	1491	19	40	778	4809	81	245

Table XIII: Graduate Teacher Education Programs Admission Data

	MAT 1	MAT 2	GRE 1	GRE 2	GPA
State Averages	45	405	1012		3.39
Appalachian State University	42	405	958		3.33
Campbell University	*		933	4	3.37
Catawba College					3.29
Duke University			1281	5	3.65
East Carolina University	45	405	1015		3.23
Elizabeth City State University	34	384			3.62
Elon University	42	407			3.27
Fayetteville State University			1393		3.38
Gardner-Webb University	41	401	1135		3.31
Greensboro College			847		3.86
High Point University		397	806		3.32
Lenoir-Rhyne College	*	*	978		3.64
Meredith College	48	406	1140	4	3.75
NC A&T State University					3.63
NC Central University					3.59
NC State University	55	419	1049		
Pfeiffer University	38	*	854		3.80
Queens University			1106	4	3.88
Salem College					3.33
Shaw University			654		3.60
UNC-Chapel Hill			1180	5	3.35
UNC-Charlotte	44	408	1008		3.30
UNC-Greensboro	32		962		3.47
UNC-Pembroke	33	400			3.45
UNC-Wilmington	56	407	1064	4	3.91
Wake Forest University			1195		3.51
Western Carolina University		*	1003	4	
Wingate University	45	396	1055		3.30
Winston-Salem State University	*	395	785		3.29

*Less than 5 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	17	17	22	7	3		28	13	12	106	66	29
Campbell University												
Catawba College												
Chowan University												
Duke University	13											
East Carolina University	6	52					1					
Elizabeth City State University												
Elon University								1				
Fayetteville State University						1					2	22
Gardner-Webb University												
Greensboro College	11											
High Point University												
Lenoir-Rhyne College												
Meredith College												
Montreat College												
NC A&T State University								23			20	31
NC Central University		115						36				
NC State University	9	25					9	26				
Pfeiffer University	26	1					1					
Queens University								1				
Salem College	38	2										
Shaw University												
UNC-Chapel Hill	95	5		8				53	16	1	1	
UNC-Charlotte	2	2	3	1			36	29	29	33	30	25
UNC-Greensboro	5	17	21	24	13	32	3	1	12	5	12	40
UNC-Pembroke								4	19	14	9	46
UNC-Wilmington	14	7						6				
Wake Forest University	27	8										
Western Carolina University	1	4	10	9	4	3		2	19	37	16	21
Wingate University								1	6	2	3	5
Winston-Salem State University										5		
Totals:	264	255	56	49	20	36	78	196	113	203	159	219

**Table XIV: Length of Time to Program Completion
(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												
Campbell University		3										
Catawba College												
Chowan University												
Duke University												
East Carolina University							15	3				
Elizabeth City State University												
Elon University												
Fayetteville State University												
Gardner-Webb University												
Greensboro College												
High Point University	3											
Lenoir-Rhyne College												
Meredith College												
Montreat College												
NC A&T State University												
NC Central University		1						5				
NC State University												
Pfeiffer University												
Queens University												
Salem College												
UNC-Chapel Hill							18	3		3	3	2
UNC-Charlotte							5	4				
UNC-Greensboro		1				1	2	14	5	5	6	2
UNC-Pembroke								1				
UNC-Wilmington												
Wake Forest University												
Western Carolina University	1							2	2	1	1	
Wingate University												
Winston-Salem State University												
Totals:	4	5	-	-	1	-	40	32	7	9	10	4

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 3.50 to 3.70.

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 Role		Diverse Learner		Professional Development	
	C	E	C	E	C	E	C	E	C	E	C	E	C	E
Appalachian State University	69	79	3.70	3.72	3.65	3.66	3.59	3.63	3.63	3.49	3.62	3.53	3.60	3.70
Campbell University	32	44	3.72	3.75	3.78	3.68	3.81	3.59	3.66	3.64	3.75	3.61	3.72	3.68
Catawba College	3	2	*	*	*	*	*	*	*	*	*	*	*	*
East Carolina University	161	152	3.80	3.66	3.64	3.53	3.61	3.44	3.65	3.43	3.62	3.45	3.69	3.58
Elizabeth City State University	2	2	*	*	*	*	*	*	*	*	*	*	*	*
Elon University	14	9	3.79	3.89	3.79	3.44	3.71	3.56	3.71	3.44	3.71	3.78	3.79	3.56
Fayetteville State University	10	14	3.00	3.93	2.90	3.79	2.90	3.57	3.20	3.64	3.30	3.43	2.90	3.69
Gardner-Webb University	11	9	3.64	3.78	3.64	3.78	3.64	3.78	3.64	3.67	3.82	3.89	3.91	3.89
Greensboro College	≈ 9	5	4.00	3.80	3.78	3.80	3.78	3.60	3.33	3.20	3.67	3.80	3.56	3.60
Lenoir-Rhyne College	≈ 5	≈ 5	3.00	3.80	3.40	3.80	2.80	3.80	3.40	3.60	3.20	3.60	3.60	3.80
Meredith College	2	4	*	*	*	*	*	*	*	*	*	*	*	*
NC A&T State University	≈ 33	≈ 23	3.24	3.57	3.36	3.70	3.27	3.52	3.28	3.57	3.48	3.52	3.35	3.48
NC Central University	1	2	*	*	*	*	*	*	*	*	*	*	*	*
NC State University	31	28	3.58	3.85	3.65	3.68	3.81	3.61	3.63	3.68	3.47	3.64	3.68	3.71
Pfeiffer University	≈ 11	6	3.91	3.67	4.00	4.00	3.91	3.83	3.82	3.67	3.91	3.67	3.82	3.83
Queens University	10	8	3.80	3.50	3.90	3.38	3.90	3.50	3.60	3.38	3.80	3.38	3.90	3.50
Salem College	27	27	3.78	3.48	3.89	3.48	3.81	3.26	3.74	3.04	3.81	3.26	3.85	3.44
Shaw University	1	0	*	.	*	.	*	.	*	.	*	.	*	.
UNC-Chapel Hill	45	36	3.60	3.72	3.60	3.75	3.64	3.72	3.58	3.58	3.62	3.61	3.67	3.75
UNC-Charlotte	55	49	3.49	3.60	3.57	3.63	3.69	3.47	3.58	3.49	3.58	3.49	3.51	3.63
UNC-Greensboro	51	47	3.73	3.83	3.59	3.68	3.67	3.55	3.53	3.51	3.65	3.62	3.65	3.67
UNC-Pembroke	13	17	3.85	3.71	3.92	3.53	3.77	3.53	3.92	3.35	3.85	3.35	4.00	3.50
UNC-Wilmington	13	33	3.69	3.79	3.69	3.79	3.69	3.76	3.62	3.76	3.46	3.73	3.69	3.76
Wake Forest University	6	7	4.00	4.00	3.83	3.86	3.83	4.00	4.00	3.57	3.33	3.57	4.00	4.00
Western Carolina University	44	29	3.50	3.76	3.52	3.76	3.55	3.62	3.52	3.59	3.43	3.79	3.48	3.69
Wingate University	5	3	2.80	*	3.00	*	3.00	*	3.20	*	2.60	*	2.40	*
Winston-Salem State University	3	7	*	3.14	*	2.71	*	2.86	*	3.14	*	3.14	3.67	3.00
** Grand Totals:	670	645												
State Averages:			3.65	3.70	3.63	3.63	3.63	3.55	3.60	3.50	3.60	3.54	3.63	3.64

* 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 seven 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 receive annually positive ratings (3 or 4) from at least 70% of graduates and employers responding to surveys; and
- shall be designated as “Low Performing” if they do 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 NCDPI 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 SEC, 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 SBE 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 GRADUATE PROGRAM COMPLETERS AND PRINCIPALS

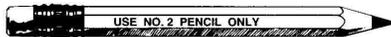
GRADUATE PERFORMANCE REPORT

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.

ID NUMBER				SPECIAL CODES										
				A	B	C	D	E	F	G	H	I	J	
				X	X	X	X	X	X	X	X	X	X	X
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9

GENERAL PURPOSE DATA SHEET II
form no. 70921



	(A)	(B)	(C)	(D)	(E)
1. I am satisfied with the quality of my graduate program. →	A	B	C	D	E
* * * * *	A	B	C	D	E
As a result of my graduate program, I am better able to:	A	B	C	D	E
2. connect subject matter and learner's needs. →	A	B	C	D	E
3. implement research-based approaches in the classroom. →	A	B	C	D	E
4. assume leadership roles in the school and profession. →	A	B	C	D	E
5. facilitate learning for diverse students. →	A	B	C	D	E
6. engage in continuous professional development. →	A	B	C	D	E
* * * * *	A	B	C	D	E
7. I am (indicate A, B, C, or D on this line): →	A	B	C	D	E
A) a North Carolina public school teacher.	A	B	C	D	E
B) a North Carolina private school teacher.	A	B	C	D	E
C) teaching in a school outside the State of North Carolina.	A	B	C	D	E
D) not currently teaching.	A	B	C	D	E
8. Grade Level _____	A	B	C	D	E
9. Subject _____	A	B	C	D	E
10. Teacher education program completed _____	A	B	C	D	E

QUESTIONS 1-6

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

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

QUESTION 7

Please indicate your employment status.

QUESTIONS 8-9

Please write in the grade level and subject you are teaching, and the teacher preparation program completed.

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