

Graduate Teacher Education Programs

2007-08



GRADUATE TEACHER EDUCATION PROGRAMS

During the 2007-08 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 and programs 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 2007 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 2007

	Full-Time				Part-Time			
	Graduate		Licensure-Only		Graduate		Licensure-Only	
	M	T	M	T	M	T	M	T
M=Minority, T=Total	M	T	M	T	M	T	M	T
Appalachian State University	11	177		1	37	777		6
Campbell University	6	94		4	18	97	21	61
Catawba College						38		
Duke University	4	12						
East Carolina University	24	217		1	175	1,203	1	26
Elizabeth City State University					34	76		
Elon University					14	110		
Fayetteville State University	19	29			100	164	8	15
Gardner-Webb University		1			40	234		
Greensboro College		1			7	26		
High Point University	3	18						
Lenoir-Rhyne College	1	8			3	15	1	6
Meredith College					3	40		1
Montreat College	~	~	~	~	~	~	~	~
NC A&T State University	134	175	13	16	33	66	16	26
NC Central University	59	87			57	108		
NC State University	17	81			36	204		
Pfeiffer University	24	65			6	15		
Queens University		9			14	88		
Salem College	81	329			1	1		
Shaw University	6	6						
UNC-Chapel Hill	27	205			42	201	7	36
UNC-Charlotte	8	55			139	628	21	57
UNC-Greensboro	103	442	1	10	39	213	3	37
UNC-Pembroke	29	109			76	281		
UNC-Wilmington	9	81		1	29	236	1	8
Wake Forest University	9	69						
Western Carolina University	9	111			38	379	1	16
Wingate University	12	84						
Winston-Salem State University					11	58		
Totals	605	2,465	14	33	952	5,258	80	295

~No data reported by the institution

Table XIII: Graduate Teacher Education Programs Admission Data

	MAT 1	MAT 2	GRE 1	GRE 2	GPA
State Averages	46	402	1,005	4	3.37
Appalachian State University	35	404	978		3.33
Campbell University	53		936	4	3.55
Catawba College					3.29
Duke University			1,207	5	3.68
East Carolina University	46	405	994		3.22
Elizabeth City State University	34	387	552		3.63
Elon University	15	410	1,023		3.30
Fayetteville State University	39	393	901		3.37
Gardner-Webb University	45	401	1,105		3.33
Greensboro College			791		3.81
High Point University		392	745		3.33
Lenoir-Rhyne College	49	404	1,003		3.46
Meredith College	45	409	993	4	3.50
Montreat College	~	~	~	~	~
NC A&T State University			940		3.65
NC Central University			816	4	3.14
NC State University	56	409	1,046		
Pfeiffer University	34	386	825		3.76
Queens University			1,015	4	3.84
Salem College					3.13
Shaw University			790		3.62
UNC-Chapel Hill	22		1,183		3.33
~reported by the institution UNC-Charlotte	44	386	1,003	4	3.27
UNC-Greensboro	38	427	976		3.44
UNC-Pembroke	40	400	932	4	3.42
UNC-Wilmington	62	403	1,024	4	3.62
Wake Forest University			1,227		3.52
Western Carolina University			994	4	
Wingate University		398	901	4	3.21
Winston-Salem State University	33	395	776	4	3.41

~ No data reported by the institution

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	11	13	7	2	5	22	13	48	78	51	38
Campbell University	1	8	5	1						5	8	5
Catawba College												5
Duke University	12											
East Carolina University	31	124	15	1			2	48	73	86	28	32
Elizabeth City State University										4		
Elon University							27	1	1			
Fayetteville State University					3					24	14	16
Gardner-Webb University										1	1	7
Greensboro College							11	1	1			
High Point University				1	1	1						
Lenoir-Rhyne College		1		1	1							
Meredith College												
Montreat College												
NC A&T State University	17	5							11			
NC Central University	18	30	7	15	10			1	5		2	
NC State University	6	16	7				6	18	15	10	4	4
Pfeiffer University	7	10	1	3	2			2	4	1		
Queens University	3		1				6	11		5	6	8
Salem College								1	8	11	18	1
Shaw University												
UNC-Chapel Hill	82	6	1	4	1	2	1	31	2		1	
UNC-Charlotte		3	4	3			17	37	42	52	16	47
UNC-Greensboro	4	17	21	26	12	39	1	2	3	5	18	44
UNC-Pembroke	3						4	18	19	17	11	12
UNC-Wilmington	19	2	4	2		1	7	14	14	1	1	3
Wake Forest University		23										
Western Carolina University	3	26	7		1	3	30	40	27	4	2	6
Wingate University	1	2	2	9	5	3						
Winston-Salem State University										4		1
Totals:	224	284	88	73	38	54	134	238	273	308	181	229

**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							2	1				
Campbell University								1		1		
Catawba College												
Duke University												
East Carolina University	1						14	5	6	2		4
Elizabeth City State University												
Elon University												
Fayetteville State University												
Gardner-Webb University												
Greensboro College												
High Point University												
Lenoir-Rhyne College												1
Meredith College												
Montreat College												
NC A&T State University												
NC Central University												
NC State University												
Pfeiffer University												
Queens University												
Salem College												
Shaw University												
UNC-Chapel Hill							16	4		1		
UNC-Charlotte							7	2	4			
UNC-Greensboro							2	10	1		2	1
UNC-Pembroke												
UNC-Wilmington							1					
Wake Forest University												
Western Carolina University							1	1	1			
Wingate University												
Winston-Salem State University												
Totals	1						43	24	12	4	2	6

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 3.41 to 3.62.

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

Table XV: Graduate Survey Results

Satisfaction	Number Responding		Overall Quality		Connecting Subject Matter		Research Base		Leadership Role		Diverse Learners		Professional Development	
	C	E	C	E	C	E	C	E	C	E	C	E	C	E
C = Program Completer E = Employer														
Appalachian State University	101	85	3.63	3.55	3.54	3.52	3.46	3.46	3.50	3.45	3.44	3.48	3.55	3.46
Campbell University	14	8	3.86	3.75	3.79	3.75	3.57	3.75	3.57	3.75	3.71	3.88	3.71	3.88
Catawba College	~9	*	3.89	*	3.89	*	3.78	*	3.78	*	3.78	*	3.78	*
Duke University	*	*	*	*	*	*	*	*	*	*	*	*	*	*
East Carolina University	159	112	3.65	3.67	3.60	3.66	3.48	3.58	3.57	3.46	3.52	3.38	3.53	3.54
Elizabeth City State University	~17	~17	3.35	3.18	3.41	3.18	3.35	3.29	3.53	3.18	3.35	3.12	3.47	3.18
Elon University	13	5	3.92	3.40	3.85	3.60	3.77	3.60	3.62	3.40	3.69	3.60	3.62	3.60
Fayetteville State University	4	*	*	*	*	*	*	*	*	*	*	*	*	*
Gardner-Webb University	19	18	3.42	3.50	3.58	3.50	3.53	3.33	3.53	3.39	3.53	3.39	3.53	3.39
Greensboro College	*	5.00	*	3.00	*	3.20	*	3.20	*	2.80	*	2.80	*	2.80
High Point University	*	1	*	*	*	*	*	*	*	*	*	*	*	*
Lenoir-Rhyne College			*	3.80	*	3.80	*	3.80	*	3.60	*	3.80	*	3.60
Meredith College	~5	*	4.00	*	4.00	*	3.80	*	3.80	*	4.00	*	4.00	*
NC A&T State University	24	15	3.17	2.87	3.42	2.80	3.42	2.80	3.33	2.53	3.50	2.93	3.33	2.93
NC Central University	~28	~12	3.43	3.83	3.43	3.58	3.36	3.50	3.57	3.50	3.39	3.67	3.57	3.58
NC State University	35	26	3.77	3.54	3.66	3.50	3.77	3.50	3.66	3.54	3.51	3.54	3.71	3.54
Pfeiffer University	10	8	3.80	3.25	3.60	3.13	3.40	3.13	3.70	3.25	3.50	3.25	3.80	3.25
Queens University of Charlotte	3	*	*	*	*	*	*	*	*	*	*	*	*	*
Salem College	16	9	3.88	3.89	3.81	3.56	3.75	3.56	3.69	3.56	3.88	3.78	3.75	3.56
Shaw University	3	*	*	*	*	*	*	*	*	*	*	*	*	*
UNC-Chapel Hill	70	33	3.50	3.61	3.43	3.55	3.34	3.45	3.43	3.39	3.46	3.48	3.29	3.48
UNC-Charlotte	55	36	3.55	3.42	3.53	3.39	3.53	3.39	3.62	3.36	3.49	3.56	3.40	3.50
UNC-Greensboro	79	34	3.76	3.41	3.73	3.32	3.65	3.35	3.62	3.35	3.58	3.29	3.62	3.32
UNC-Pembroke	41	18	3.78	3.61	3.71	3.56	3.63	3.72	3.66	3.67	3.63	3.56	3.76	3.50
UNC-Wilmington	18	12	3.78	3.50	3.72	3.33	3.83	3.42	3.83	3.42	3.72	3.33	3.72	3.33
Wake Forest University	11	*	3.36	*	3.55	*	3.55	*	3.45	*	3.64	*	3.55	*
Western Carolina University	31	16	3.42	3.56	3.39	3.56	3.23	3.50	3.29	3.50	3.32	3.50	3.13	3.44
Wingate University	4	3	*	*	*	*	*	*	*	*	*	*	*	*
Winston-Salem State University	3	*	*	*	*	*	*	*	*	*	*	*	*	*
** Grand Totals	776	487												
State Averages			3.62	3.53	3.59	3.49	3.51	3.46	3.56	3.41	3.52	3.43	3.53	3.45

* 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 Completer Survey

Questions marked with an asterisk (*) are mandatory.

- 1 * Enter your survey respondent identification number. This number can be found on the mailing label of the envelope you received.

- 2 * Enter the College or University for which you are rating.

- 3 * I am satisfied with the quality of my graduate program.

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 4 * As a result of my graduate program, I am better able to connect subject matter and learner's needs.

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 5 * As a result of my graduate program, I am better able to implement research-based approaches in the classroom.

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 6 * As a result of my graduate program, I am better able to assume leadership roles in the school and profession.

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 7 * As a result of my graduate program, I am better able to facilitate

learning for diverse students.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

8 * As a result of my graduate program, I am better able to engage in continuous professional development.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

9 * I am:

10 Grade level I am teaching:

11 Subject I am teaching:

12 Program area in which my graduate teacher education program was completed:





Graduate Employer Survey

Questions marked with an asterisk (*) are mandatory.

- 1 * Enter your survey respondent identification number. This number can be found on the mailing label of the envelope you received.

- 2 * Enter the College or University for which you are rating.

- 3 * I am satisfied with the quality of this individual's graduate program.

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 4 * As a result of his/her graduate program, this teacher is better able to connect subject matter and learner's needs.

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 5 * As a result of his/her graduate program, this teacher is better able to implement research-based approaches in the classroom.

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 6 * As a result of his/her graduate program, this teacher is better able to assume leadership roles in the school and profession.

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

facilitate learning for diverse students.

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8 * As a result of his/her graduate program, this teacher is better able to engage in continuous professional development.

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9 * He/She is:

10 Grade level teacher is teaching:

11 Subject teacher is teaching:

12 Program area in which teacher's graduate teacher education program was completed:

