Graduate Teacher Education Programs

2008-09

GRADUATE TEACHER EDUCATION PROGRAMS

During the 2008-09 academic year, 30 institutions were approved to offer programs leading to graduate level licensure. The institutions are:

Appalachian State University
Campbell University
Catawba College
Duke University
East Carolina University
Elizabeth City State University
Elon University
Fayetteville State University
Gardner-Webb University
Greensboro College
High Point University
Lenoir Rhyne University
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
UNC - Charlotte
UNC - Greensboro
UNC - Pembroke
UNC - Wilmington
Wake Forest University
Western Carolina University
Wingate University
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 2008 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 2008

	Full-Time						Part-Time					
	Graduate - First License Awarded		Graduate		Graduate Licensure-Only		Graduate - First License Awarded		Graduate		Graduate Licensure-Only	
M=Minority, T=Total	M	T	M	T	M	T	M	T	M	T	M	T
Appalachian State University			10	182		2			47	822		6
Campbell University			19	115		5			13	78	29	109
Catawba College										45		
Duke University	4	28									4	18
East Carolina University	12	90	52	431		1	7	47	163	1,148	14	87
Elizabeth City State University									44	100		
Elon University									24	154		
Fayetteville State University	7	10	6	10	2	2	26	37	72	119	22	38
Gardner-Webb University									29	142		
Greensboro College				2					18	52		
High Point University			4	17		1						
Lenoir-Rhyne University				18					5	28	2	9
Meredith College			1	11					9	81		1
Montreat College			33	161								
NC A&T State University	42	54	95	126	13	16	50	86	48	110	16	26
NC Central University	3	4	34	54	1	1		1	25	61	2	4
NC State University			26	123					45	307		
Pfeiffer University	5	16	19	50			1	3	1	3		
Queens University	3	30		1		1	2	16	11	75	1	13
Salem College			16	93					1	6		
Shaw University			4	4								
UNC-Chapel Hill	14	100	24	100					60	249	17	38
UNC-Charlotte			10	56		1			133	642	20	44
UNC-Greensboro	26	101	85	312	1	10		4	44	190	5	22
UNC-Pembroke	26	54	57	176			16	32	32	130		1
UNC-Wilmington			26	89		2			30	216		
Wake Forest University	5	67		12								
Western Carolina University	6	35	12	94			17	132	12	214		9
Wingate University							3	15	16	94	3	10
Winston-Salem State University							7	10	11	78		
Totals	**153**	**589**	**533**	**2,237**	**17**	**42**	**129**	**383**	**893**	**5,144**	**135**	**435**

Table XIII: Graduate Teacher Education Programs Admission Test Data

	MAT 1	MAT 2	GRE 1	GRE 2	GPA
State Avg	**48**	**403**	**1000**	**4.25**	**3.41**
Appalachian State University	39	406	954		3.32
Campbell University	*		942	4	3.67
Catawba College					3.28
Duke University			1235	5	3.44
East Carolina University	45	406	1004		3.27
Elizabeth City State University	34	386	*		3.66
Elon University		410	989		3.30
Fayetteville State University					3.35
Gardner-Webb University	*	*	1013		3.58
Greensboro College		400	829		3.86
High Point University		397	760		3.26
Lenoir-Rhyne University	*	409	982		3.51
Meredith College	*	409	981	4	3.36
Montreat College	*	398			3.97
NC A&T State University		*	798		3.62
NC Central University					3.01
NC State University	66	411	1056		
Pfeiffer University	38	388	782		3.86
Queens University			980	4	3.93
Salem College		*	851	4	3.18
Shaw University			*		3.83
UNC-Chapel Hill	*	*	1167		3.31
UNC-Charlotte		*			3.29
UNC-Greensboro	*	407	970	4	3.45
UNC-Pembroke	38	396	931		3.33
UNC-Wilmington	64	407	1021	*	3.56
Wake Forest University			1191	5	3.52
Western Carolina University	*	*	1001	4	*
Wingate University		400	*	*	3.60
Winston-Salem State University	*	393	863	*	3.36

* Less than five test takers. Results 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)

	Full-Time Students						Part-Time Students					
Number of Semesters	**1-3**	**4**	**5**	**6**	**7**	**8**	**1-3**	**4**	**5**	**6**	**7**	**8**
Appalachian State University	18	9	26	9	5	17	16	12	18	77	60	25
Campbell University	3	53	7	6	1	6			4	1		2
Catawba College												14
Duke University	12											
East Carolina University	50	73	22	8		5	19	116	51	41	23	29
Elizabeth City State University										12		
Elon University												
Fayetteville State University												
Gardner-Webb University									1	5	5	7
Greensboro College							6	1	1			
High Point University			2	2	1	2						
Lenoir-Rhyne University												
Meredith College												2
Montreat College												
NC A&T State University												
NC Central University	3	8	8	13	2	6	3	11	12	15	4	13
NC State University							8	24	21	13	5	4
Pfeiffer University	4	17	2	1	1			1				
Queens University												33
Salem College			1	4	11	25						1
Shaw University												
UNC-Chapel Hill				1				5	19	27		1
UNC-Charlotte	3						25	16	13	15	6	28
UNC-Greensboro	14	54	15	12	1	7	3	27	6	9	4	14
UNC-Pembroke	3	5	13	13	5	10				4	9	5
UNC-Wilmington	11	4	1				18	11	6		3	1
Wake Forest University		7										
Western Carolina University	23	2	4	3			26	7	26	5	6	2
Wingate University									12	28		21
Winston-Salem State University								5	4	1	1	
Totals:	**144**	**232**	**101**	**72**	**27**	**78**	**124**	**236**	**194**	**253**	**126**	**202**

Table XIV: Length of Time to Program Completion
(Graduate First License)

	Full-Time Students						Part-Time Students					
Number of Semesters	**1-3**	**4**	**5**	**6**	**7**	**8**	**1-3**	**4**	**5**	**6**	**7**	**8**
Appalachian State University												
Campbell University												
Catawba College												
Duke University												
East Carolina University	31	2	1				27	2	1	1	1	
Elizabeth City State University												
Elon University								27				
Fayetteville State University	1		4	3		2	1	4	2	4	4	
Gardner-Webb University												
Greensboro College												
High Point University												
Lenoir-Rhyne University			1									3
Meredith College								1			1	4
Montreat College												
NC A&T State University												
NC Central University			2	2	2	2		1		1		1
NC State University												
Pfeiffer University	2	2	1	1								
Queens University												
Salem College		1				2						
Shaw University												
UNC-Chapel Hill	23	6	1	6	2			2				
UNC-Charlotte		5	5		1	1		35	8	12	4	13
UNC-Greensboro	20	11	4	2		2						
UNC-Pembroke	1	5	7	3						1	2	1
UNC-Wilmington	14	2	1						1			
Wake Forest University		27	6									
Western Carolina University	4	1		5			12	5	18	10		
Wingate University										2		4
Winston-Salem State University							2					
Totals:	**96**	**62**	**33**	**22**	**5**	**9**	**42**	**77**	**30**	**31**	**12**	**26**

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

	Full-Time Students						Part-Time Students					
Number of Semesters	**1-3**	**4**	**5**	**6**	**7**	**8**	**1-3**	**4**	**5**	**6**	**7**	**8**
Appalachian State University		1		1			1					
Campbell University								57	3			2
Catawba College												
Duke University												
East Carolina University	1						4	8	3	5	2	3
Elizabeth City State University												
Elon University												
Fayetteville State University		2	1	3								
Gardner-Webb University												
Greensboro College												
High Point University												
Lenoir-Rhyne University												
Meredith College												
Montreat College												
NC A&T State University												
NC Central University	2	1		1		1		1				
NC State University												
Pfeiffer University												
Queens University												
Salem College												
Shaw University												
UNC-Chapel Hill							20	6				
UNC-Charlotte							7	2	2		1	
UNC-Greensboro	1	2		1	1		9	1				1
UNC-Pembroke												
UNC-Wilmington												
Wake Forest University												
Western Carolina University										1		
Wingate University									17	14		11
Winston-Salem State University												
Totals:	**4**	**6**	**1**	**6**	**1**	**1**	**41**	**75**	**25**	**20**	**3**	**17**

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 3.39 to 3.69.

Table XV summarizes the results of the surveys of program completers and principals. Note: Because of the budget situation this year, surveys were not mailed. Instead, the survey was available electronically and emails were used to reach respondents. In addition to the emails sent by DPI to principals, teachers, central office staff (Beginning Teacher Program Coordinators), NCASA and NCAE also sent emails to their members encouraging them to complete the on-line surveys. Despite efforts to encourage respondents to complete the surveys, the response rate was low and this year results are reported at the state level but not the institutional level. Individual institutional responses will be carried forward to next year's report.

Table XV: Survey Results
Graduate Programs

	Number Responding	Overall Quality	Connecting Subject Matter	Research Base	Leadership Role	Diverse Learners	Prof. Dev.
Completers	209	3.69	3.68	3.65	3.62	3.63	3.61
Principals	311	3.64	3.58	3.45	3.39	3.51	3.49

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:

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

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 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 Program Completer Survey

I am employed as a:

- NC Public School Teacher
- NC Charter School Teacher
- NC Private School Teacher
- Teaching Outside NC
- Other

If 'Other' selected, please provide a brief description:

I am teaching grade(s) or enter 'NA' if not applicable:

I am teaching the following subject(s) or enter 'NA' if not applicable:

Please list the license area(s) completed at *(name of institution)*:

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

A. Strongly Agree
B. Agree
C. Disagree
D. Strongly Disagree

1. I am satisfaction with the quality of my graduate program at *(name of institution)*:
   A B C D

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

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

Graduate Employer Survey

(name of completer) is employed as a:

- NC Public School Teacher
- NC Charter School Teacher
- NC Private School Teacher
- Teaching Outside NC
- Other

If 'Other' selected, please provide a brief description:

(name of completer) is teaching grade(s):

(name of completer) is teaching the following subjects:

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 (*name of completer)*'s graduate program at *Name of Institution*: A B C D

As a result of the graduate program, *(name of completer)* is better able to:

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