

Graduate Teacher Education Programs

2009-2010



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

GRADUATE TEACHER EDUCATION PROGRAMS

During the 2009-10 academic year, 21 institutions are currently approved to offer programs leading to graduate level licensure. Others are completing the approval process of graduate school revision. The approved institutions are:

Appalachian State	Campbell College	Duke University	East Carolina University
High Point University	Meredith College	Montreat College	NC A&T University
NC Central University	NC State University	Pfeiffer University	Queens University
UNC-Chapel Hill	UNC-Charlotte	UNC-Greensboro	UNC-Pembroke
UNC-Wilmington	Wake Forest University	Western Carolina	Wingate University
Winston-Salem State			

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. 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 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 2009 enrollment in graduate teacher education programs. These data were provided by the institution. **Table XIII** summarizes admission test results. These data were provided by the institutions for students reported as admitted to their programs. Column 1, New MAT Scoring, reflects the scoring rubric ranging from 200-600, while column 2 reflects old scores based on the 0-100 rubric. Column 3 reflects new GRE analytical writing score which ranges from 0-6, while column 4 reflects verbal and quantitative scores combined (each ranging from 200-600).

Table XII: Enrollment in Graduate Teacher Education Programs, Fall 2009

	Full-Time						Part-Time					
	Graduate - First				Graduate Licensure		Graduate - First				Graduate Licensure	
	License Awarded		Graduate		Only		License Awarded		Graduate		Only	
M=Minority, T=Total	M	T	M	T	M	T	M	T	M	T	M	T
Appalachian State University			57	178					200	862	16	24
Campbell University	4	29	8	51	7	33	1	4	4	24	2	27
Catawba College										40		
Duke University	4	24										
East Carolina University	18	125	93	757	3	19	3	14	155	965	25	124
Elizabeth City State University									46	107		
Elon University									23	128		
Fayetteville State University	4	7	15	23	9	18	22	32	63	108	27	45
Gardner-Webb University							10	48	50	194		
Greensboro College				1					6	19		
Lenoir-Rhyne University				11					2	19	1	2
Meredith College	3	39					3	11	12	88		1
Montreat College			31	161								
NC A&T State University	41	51	147	199	9	12	39	66	56	128	15	23
NC Central University	1	1	13	21	1	1			5	14		
NC State University	21	187	35	155			1	18	36	254		
Peace College											8	41
Pfeiffer University	2	9	5	27			1	6	3	12		
Queens University	6	27	3	19	2	13	6	36	9	63	2	9
Salem College	11	51	11	56					1	5		
Shaw University	5	5										
UNC-Chapel Hill	28	141	10	45	10	24	1	1	55	210	9	25
UNC-Charlotte			16	63					160	770	13	37
UNC-Greensboro	27	102	104	364	4	14	3	19	63	223	20	49
UNC-Pembroke	50	107	39	172			13	34	31	108		1
UNC-Wilmington	15	52	14	60	1	4	1	24	45	285	2	21
Wake Forest University	5	58	2	10								
Western Carolina University	11	108	4	23		1	15	148	12	205	1	16
Wingate University							6	21	3	37		
Winston-Salem State University	8	10					21	24	14	63		
Totals	264	1133	607	2396	46	139	146	506	1054	4931	141	445

Table XII: Graduate Teacher Education Programs Admissions Test Data, Fall 2009

	New MAT Scoring	Old MAT Scoring	New GRE Scoring	Old GRE Scoring	GPA
State Avg	403	46	4	1,003	3.40
Appalachian State University	403	*		987	3.41
Campbell University	*		4	942	3.54
Catawba College					3.29
Duke University				1,288	3.34
East Carolina University	406	44		1,004	3.29
Elizabeth City State University	388	34		813	3.66
Elon University	410			1,001	3.31
Fayetteville State University	390			723	3.33
Gardner-Webb University	414	*		962	3.53
Greensboro College	*			814	3.88
High Point University					
Lenoir-Rhyne University	*			957	3.49
Meredith College	411		4	979	3.29
Montreat College	398	*		*	3.32
NC A&T State University	*		3	777	3.63
NC Central University					
NC State University	413			1,055	
Pfeiffer University	392	46		823	3.90
Queens University			4	1,015	3.95
Salem College			4	874	3.15
Shaw University					*
UNC-Chapel Hill		*		1,170	3.32
UNC-Charlotte	*	45	4		3.19
UNC-Greensboro	407	*	4	974	3.48
UNC-Pembroke	396	38		871	3.26
UNC-Wilmington	406	62		1,007	3.50
Wake Forest University			5	1,194	3.48
Western Carolina University			4	999	
Wingate University	393		4	933	3.13
Winston-Salem State University	392	*	4	834	3.29

* 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 in-service 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 which 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												
Campbell University		2								10	5	7
Catawba College											1	6
Duke University												
East Carolina University	10	123	116	25	6			26	17	47	31	34
Elizabeth City State University										9		
Elon University											16	
Fayetteville State University	4	1	2	1	1		8	4	2	2	2	2
Gardner-Webb University							1	2	8	14	21	68
Greensboro College							10	4	1			
High Point University			1	1		1						
Lenoir-Rhyne College											1	
Meredith College										3		2
Montreat College	159											
NC A&T State University												
NC Central University	2	1		3	1		2	1	1	1	1	5
NC State University	4	8						8		5	1	3
Pfeiffer University												
Queens University												38
Salem College												
Shaw University												
UNC-Chapel Hill	7	2	1	2	4	3		1	24	39		
UNC-Charlotte							31	21	8	10	6	15
UNC-Greensboro	3	26	19	13	2	15	3	11	9	17	3	13
UNC-Pembroke	2	10	23	2				1		2	1	2
UNC-Wilmington	11	3		1			38	12	10	1	2	
Wake Forest University		28	6									
Western Carolina University	1	1	2				19	17	9	15	4	1
Wingate University									6	6	8	9
Winston-Salem State University										27		
Totals	203	205	170	48	14	19	112	108	95	208	103	205

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

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	10	10	22	17	2	9	15	11	32	91	67	23
Campbell University		4									1	2
Catawba College												
Duke University		13										
East Carolina University	3	46	5	1		1		3				
Elizabeth City State University												
Elon University											29	
Fayetteville State University		3						3	4			
Gardner-Webb University												
Greensboro College												
High Point University												
Lenoir-Rhyne College				1	1				1	2	1	1
Meredith College		10							1	1	3	3
Montreat College												
NC A&T State University												
NC Central University	4	4	4	8	2	4	2	1	3	5	1	4
NC State University	1	15	7	2			3	10	8	6	3	3
Pfeiffer University												
Queens University												
Salem College												
Shaw University												
UNC-Chapel Hill	50	1		10								
UNC-Charlotte	1	3	4	1	1		8	21	10	10	7	6
UNC-Greensboro	22	6			2	1						
UNC-Pembroke	1	16	14	8	2	3		1	5	3	6	6
UNC-Wilmington	16			1			2					
Wake Forest University												
Western Carolina University	3	16	10	1			2	14	3	3		3
Wingate University												
Winston-Salem State University							2		1			
Totals	111	147	66	50	10	18	34	64	68	121	118	51

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	19	8					4	1	5	2		
Catawba College												
Duke University												
East Carolina University	2						5	11	1	5	4	2
Elizabeth City State University												
Elon University												
Fayetteville State University	2						5	1		1		2
Gardner-Webb University												
Greensboro College												
High Point University	1											
Lenoir-Rhyne College											1	
Meredith College												
Montreat College												
NC A&T State University												
NC Central University	1			1			1	1				
NC State University												
Pfeiffer University												
Queens University				2		3						1
Salem College												
Shaw University												
UNC-Chapel Hill		1	3	6	4		8	7				9
UNC-Charlotte							3	5	4			
UNC-Greensboro	1	2	1				19					3
UNC-Pembroke												
UNC-Wilmington							5		1			
Wake Forest University												
Western Carolina University		1					5	1	1	1		
Wingate University												
Winston-Salem State University												
Totals	26	12	4	9	4	3	55	27	12	9	5	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 3.00 to 3.80.

Table XV summarizes the results of the surveys of program completers and principals. Note: Because of budget restrictions, 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	Professional Development
Completers	10	3.80	3.80	3.00	3.20	3.70	3.20
Employers	83	3.57	3.45	3.30	3.36	3.40	3.38

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. As part of the new approval process, IHEs were required to revision their programs for undergraduate/graduate programs and executive preparation programs to meet the new standards adopted by the State Board of Education. All IHEs submit proposals for new programs for approval by the State Board of Education. 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

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

- 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.

Any criterion the institution does not meet will require a written plan submitted to 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

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 1-5:

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

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

As a result of my teacher education program, I am prepared to:

2. effectively manage the classroom: N/A A B C D
3. use technology to enhance learning: N/A A B C D
4. address the needs of diverse learners: N/A A B C D
5. deliver curriculum content through a variety of instructional approaches: N/A A B C D

Undergraduate 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 1-5:

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

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

As a result of my teacher education program, I am prepared to:

- 2. effectively manage the classroom: N/A A B C D
- 3. use technology to enhance learning: N/A A B C D
- 4. address the needs of diverse learners: N/A A B C D
- 5. deliver curriculum content through a variety of instructional approaches: N/A A B C D