

Graduate Teacher Education Programs



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

2010-2011

GRADUATE TEACHER EDUCATION PROGRAMS

During the 2010-2011 academic year, 29 institutions were approved to offer programs leading to graduate level licensure. The institutions are as follows:

Appalachian State University	Fayetteville State University	NC Central Univ.	UNC-Pembroke
Barton College	Gardner-Webb	NC State Univ.	Wake Forest Univ
Campbell University	Greensboro College	Pfeiffer Univ.	Western Carolina University
Catawba College	Highpoint University	Queens Univ.	Wingate University
Chowan University	Mars Hill College	Salem College	Winston-Salem State
Duke University	Meredith College	Shaw University	
East Carolina University	Montreat College	UNC-Chapel Hill	
Elon University	NC A & T State Univ.	UNC-Greensboro	

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 XI summarizes the Fall 2010 enrollment in graduate teacher education programs for full time and part time students. This data was provided by the institution. **Table XII** 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 XI Enrollment in Graduate Teacher Education Programs, Fall 2010

	Full-Time						Part-Time					
	Graduate - First License Awarded		Graduate		Graduate Licensure Only		Graduate - First License Awarded		Graduate		Graduate Licensure Only	
	M	T	M	T	M	T	M	T	M	T	M	T
	M=Minority, T=Total											
Appalachian State University			36	135					31	558	2	25
Barton College									3	23		
Campbell University			7	73	8	35			2	22	1	28
Catawba College										37		
Chowan University									7	29		
Duke University	1	14										
East Carolina University	16	128	82	763	3	28	2	7	122	892	24	140
Elizabeth City State University									47	109		
Elon University									23	105		
Fayetteville State University	3	5	36	53	8	13	17	25	79	128	18	28
Gardner-Webb University		1					11	53	90	408		
Greensboro College				1					2	19		
High Point University		1	6	37		1						
Lenoir-Rhyne University				14					9	30	1	2
Meredith College	4	47					4	16	13	81		1
Montreat College			14	63								
NC A&T State University	45	64	32	43	1	1	52	78	31	89	1	1
NC Central University			18	37	1	1	3	6	53	81	22	41
NC State University	34	314	49	195			4	30	34	240		
Peace College											4	22
Pfeiffer University	10	23	6	19			1	3	1	9		
Queens University	2	17	3	13			7	42	8	28		
Salem College			21	109					2	6		
Shaw University	2	2		1			4	4				
UNC-Chapel Hill	19	115	25	86	2	15		8	50	192	5	16
UNC-Charlotte			11	50		1			128	634	19	33
UNC-Greensboro	26	151	106	379	10	24	6	31	43	168	10	27
UNC-Pembroke	29	68	88	211			5	18	26	122		1
UNC-Wilmington	8	35	8	54		4	2	24	44	285	5	27
Wake Forest University	8	57										
Western Carolina University	8	57	3	83			12	102	19	213		
Wingate University							7	30	4	54		2
Winston-Salem State University	7	8		1			27	30	15	42	1	1
Totals	222	1,107	551	2,420	33	123	164	507	886	4,604	113	395

Table XII: Graduate Teacher Education Programs Admission Test Data

	New MAT Scoring	Old MAT Scoring	New GRE Scoring	Old GRE Scoring	GPA
State Avg	451	45	4	1,011	3.39
Appalachian State University	400	39		1,009	3.45
Barton College	415			946	3.30
Campbell University	*		4	932	3.47
Catawba College					3.30
Chowan University					3.18
Duke University			5	1,299	3.44
East Carolina University	406	45	*	1,014	3.31
Elizabeth City State University	388	34		813	3.66
Elon University	411			1,010	3.30
Fayetteville State University	425			781	3.43
Gardner-Webb University	411		*		3.43
Greensboro College	388			868	3.88
High Point University				505	3.42
Lenoir-Rhyne University	403			919	3.61
Meredith College	410		4	986	3.27
Montreat College					3.82
NC A&T State University	357		3	843	3.70
NC Central University				823	3.33
NC State University	414	*	*	1,058	
Peace College					3.87
Pfeiffer University	387	41		868	3.89
Queens University	983				3.97
Salem College	878				3.15
Shaw University					3.45
UNC-Chapel Hill				1,192	3.33
UNC-Charlotte	*	41	4		3.29
UNC-Greensboro	412	*	4	974	3.51
UNC-Pembroke	396	35	4	*	3.19
UNC-Wilmington	406	67		1,006	3.50
Wake Forest University			5	1,228	3.49
Western Carolina University	434		4	989	
Wingate University	399	*			3.16
Winston-Salem State University	389		4	823	3.16

* 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 XIII summarizes data provided by the institutions on the length of time taken by students to complete the graduate Teacher Education Programs.

**Table XIII: 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	8	6	4	5		9	15	9	24	110	102	23
Campbell University		2	2	3							5	5
Catawba College												11
Duke University												
East Carolina University	32	69	66	12	4	2	2	86	85	50	39	23
Elizabeth City State University										16		
Elon University										1	20	1
Fayetteville State University	3	15		1	1			1	1	4	3	6
Gardner-Webb University							2	1	4	10	15	57
Greensboro College							4	6				
High Point University			1	2	2							
Lenoir-Rhyne University												
Meredith College									2	5	5	16
NC A&T State University	4	3	2	1	1		8	7	5	10	5	4
NC Central University												
NC State University	13	25	1	2	2		5	3	25	3	6	
Pfeiffer University	3	1	1	1	1		3	3				
Queens University										5	3	4
Salem College		5	6	9	6	16						
Shaw University												
UNC-Chapel Hill	7	12	7	2			4	2	32	41	4	12
UNC-Charlotte	2					2	18	24	23	17	6	12
UNC-Greensboro	2	7	12	4	8	14			12	1	13	13
UNC-Pembroke	1	4	4	4	1				7	3	3	6
UNC-Wilmington	15	2	1			1	6	6	11	3	3	1
Wake Forest University												
Western Carolina University	4	6	5	1			9	9	12	15	9	18
Wingate University												
Winston-Salem State University									2	22	2	1
Totals	94	157	112	47	26	44	76	157	245	316	243	213

Table XIII: 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												
Campbell University												
Catawba College												
Duke University												
East Carolina University	49	1	3	2				2	2			
Elizabeth City State University												
Elon University											14	
Fayetteville State University	7	5	1									
Gardner-Webb University										7	3	2
Greensboro College												
High Point University												
Lenoir-Rhyne University				1	1				1	6	2	2
Meredith College		27								1		1
NC A&T State University	37	1			1	3	37	1	1			1
NC Central University												
NC State University	59	8	7	1								
Pfeiffer University												
Queens University								1		5	10	
Salem College	1	5	4	2		3						
Shaw University												
UNC-Chapel Hill		68	6	4	7							
UNC-Charlotte		7	3	3	1		44	7	11	28	7	8
UNC-Greensboro	4	26	10	1	13	28		1	8	1	2	19
UNC-Pembroke		4	15	13	3				22	8	2	
UNC-Wilmington	1						8	1	2	2		
Wake Forest University		20	8									
Western Carolina University	1	19	5	4	1	1	5	8	9	6	3	2
Wingate University												
Winston-Salem State University			1						2			
Totals	159	191	63	31	27	35	94	21	58	64	43	35

Table XIII: 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								3				
Campbell University												
Catawba College												
Duke University												
East Carolina University				1			3	12	3	3	2	3
Elizabeth City State University												
Elon University												
Fayetteville State University												
Gardner-Webb University												
Greensboro College												
High Point University												
Lenoir-Rhyne University												
Meredith College												
NC A&T State University		1	4	1	2	1	1	1	3	4	1	
NC Central University												
NC State University												
Pfeiffer University												
Queens University												
Salem College												
Shaw University												
UNC-Chapel Hill	6						4	2	1			
UNC-Charlotte							5	1		2	1	1
UNC-Greensboro				1			4	11	1			1
UNC-Pembroke							1					
UNC-Wilmington										11	1	1
Wake Forest University												
Western Carolina University										1		
Wingate University												
Winston-Salem State University												
Totals	6	1	4	3	2	1	18	30	8	21	5	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.

Due to the historical low response rate on program satisfaction, and current budget constraints the survey of program completers was not completed for the 2010-2011 school year.

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.

Historical State Approval Process

Formerly, this process required 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 was 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 was used to reward and sanction programs.

Undergraduate teacher education programs must:

- (d) Maintain annually a passing rate of at least 70% on Praxis II exams
- (e) Receive annually positive ratings (3 or 4) from at least 70% of graduates and employers responding to surveys.
- (f) Exhibit direct and ongoing involvement with the public schools.

An undergraduate teacher education program was designated as "Low Performing" if:

- (d) It does not meet 2 of the above 3 criteria in a single year; or
- (e) It does not meet the same 1 of the above 3 criteria twice in three years; or
- (f) It does not meet any 1 of the above 3 criteria for 3 consecutive 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 SSE and may result in closure of the licensure program.

A "rule of 5" will be applied to Praxis II and survey data; Le., 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.

Current State Approval Process

In January 2008, the State Board of Education (SBE) approved in concept a new program approval process, focusing on candidate's outcomes rather than inputs, eliminating barriers to quality, and allowing greater institutional flexibility. By July 2009, IHEs were required to submit to the SBE "blueprints" of proposed programs revised to align with the new professional teaching standards for teachers and school executives. All revised programs were required to be implemented with the incoming cohort of Fall 2010.

Beginning in summer 2012, a statewide pilot will be conducted to review teacher candidate's electronic evidences as artifacts of candidate's proficiencies under the revisioned programs. A program approval process to demonstrate implementation of the IHE blueprint, review electronic evidences, involvement with public school partners, and other relevant data is under development.