

Graduate Teacher Education Programs



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

2012-2013

GRADUATE TEACHER EDUCATION PROGRAMS

During the 2012-2013 academic year, 33 institutions were approved to offer programs leading to graduate level licensure. The institutions are as follows:

Appalachian State University	Greensboro College	Salem College
Barton College	High Point University	Shaw University
Campbell University	Lenoir Rhyne College	UNC-Chapel Hill
Catawba College	Mars Hill College	UNC-Charlotte
Chowan University	Meredith College	UNC-Greensboro
Duke University	Methodist University	UNC-Pembroke
East Carolina University	NC A & T State University	UNC-Wilmington
Elizabeth City State University	NC Central University	Wake Forest University
Elon University	NC State University	Western Carolina University
Fayetteville State University	Pfeiffer University	Wingate University
Gardner-Webb University	Queens 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 XI summarizes the Fall 2012 enrollment in graduate teacher education programs for full time and part time students. This data was provided by the institution. **Figure IV** contains enrollment data for graduate teacher education programs over the five year period of 2008-09 through 2012-2013. Part-time and full-time graduate students are combined. **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 2012

	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
Appalachian State University			93	149					193	330	3	8
Barton College			6	27					2			
Campbell University		5	9	59	9	49				1		
Catawba College									1	22		
Chowan University			3	7	1	1						
Duke University			2	15								
East Carolina University	20	115	77	600	1	18	2	3	79	588	17	103
Elizabeth City State University									19	37		
Elon University									11	64		
Fayetteville State University	4	6	59	89	6	6	10	16	71	111	14	21
Gardner-Webb University							8	30	126	555		
Greensboro College									2	9		
High Point University		6	6	55		1						
Lenoir-Rhyne University			1	21					5	14		
Mars Hill College									1	19		
Meredith College	9	37		1			1	18	10	63	1	8
NC A and T State University	40	49	55	68	1	1	30	49	53	123	2	4
NC Central University			15	27	1	1			8	24	2	3
NC State University	42	289	38	179			1	14	16	126		
Pfeiffer University	10	21	7	55				1		1		
Queens University		2		2				6	7	49		
Salem College			37	117					1	14		
Shaw University							16	17				
UNC - Chapel Hill	16	97	31	80		4	3	3	41	159	4	10
UNC-Charlotte			10	26	2	17			93	456	11	22
UNC-Greensboro	37	138	74	315	2	6	5	26	25	147	7	38
UNC-Pembroke	38	92	79	179			5	19	27	83	1	1
UNC-Wilmington	16	61	6	32			2	30	33	191	6	35
Wake Forest University	7	36		5								
Western Carolina University	2	36	5	82		1	7	65	10	143		4
Wingate University							6	19	2	10		2
Winston-Salem State University	10	10	1	1			8	9	4	4		
Totals	251	1,000	614	2,191	23	105	104	325	838	3,345	68	259

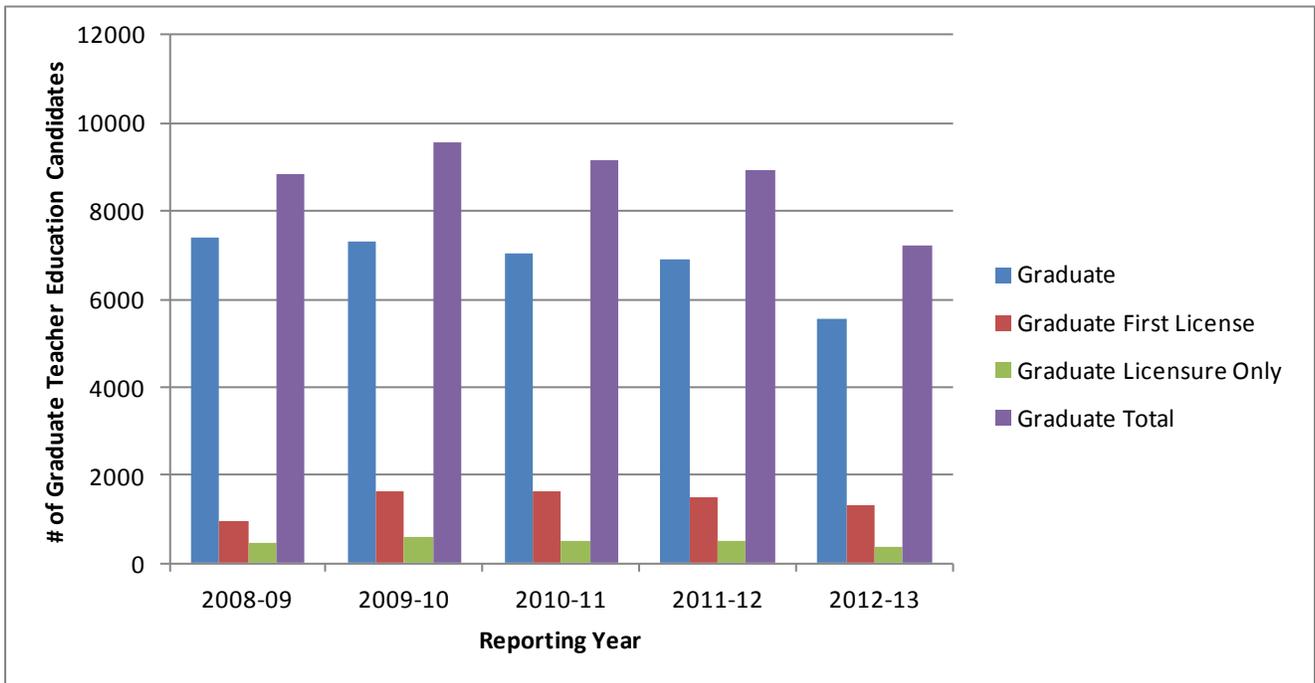


Figure I Graduate Teacher Education Candidate Enrollment from 2008-09 to 2012-13

Table XII: Graduate Teacher Education Programs Admission Test Data

	New MAT Scoring	Old MAT Scoring	New GRE Scoring	Old GRE Scoring	GPA
State Avg	402	42	297	995	3.40
Appalachian State University	407		296	988	3.49
Barton College	407		289	790	3.22
Campbell University			291	931	3.36
Catawba College					3.40
Chowan University					3.26
Duke University			314		3.51
East Carolina University	407	44	*	1,013	3.30
Elizabeth City State University	381		*	898	3.59
Elon University	405			1,014	3.27
Fayetteville State University	388		*	851	3.43
Gardner-Webb University					*
Greensboro College	*			800	3.70
High Point University	*		*		3.49
Lenoir-Rhyne University	406			922	3.51
Mars Hill College	389		*	753	3.22
Meredith College	406		303	1,003	3.20
NC A&T State University	392		289	797	3.67
NC Central University					3.76
NC State University					3.80
Pfeiffer University	390	*		861	3.84
Queens University			292	990	3.28
Salem College					3.17
Shaw University			*		3.40
UNC-Chapel Hill			309	1,133	3.41
UNC-Charlotte	*	50		1,002	3.26
UNC-Greensboro	*		297	1,025	3.48
UNC-Pembroke	393	39			3.15
UNC-Wilmington	404		298	986	3.47
Wake Forest University			305	1,200	3.52
Western Carolina University	392		297	1,002	
Wingate University	396				3.12
Winston-Salem State University	374		*	690	2.86
* 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							2	1	3			
Barton College	15											
Campbell University												
Catawba College					1	7						
Chowan University												
Duke University												
East Carolina University	15	48	59	24	19	20	3	17	51	20	13	26
Elizabeth City State University										7		
Elon University											24	1
Fayetteville State University												
Gardner-Webb University							7	264	5	11	8	5
Greensboro College							2	2				
High Point University			28	1								
Lenoir-Rhyne University												
Mars Hill College												
Meredith College								1	4	6	5	4
NC A&T State University	63	1	5	4	1	1	7	19	8	7	8	2
NC Central University	1						1	1				
NC State University	3	9	5				14	45	37	25	10	10
Pfeiffer University	22	8	5	3		2						1
Queens University							17			14		
Salem College												
Shaw University										1		
UNC-Chapel Hill	2						1	37	34	9	4	1
UNC-Charlotte		4	1	1			4	7	7	2	2	2
UNC-Greensboro	13	19	7	5	4	3	7	5	1	2		2
UNC-Pembroke	1	20	6	4	2			1	2	4	2	2
UNC-Wilmington	4	2	1				5	23	4	2	4	1
Wake Forest University		3										
Western Carolina University	3	3					8	10	18	7	8	18
Wingate University												
Winston-Salem State University									1			1
Totals	142	117	117	42	27	33	78	433	175	117	88	76

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	9	15	69	16	1		13	27	49	75	199	18
Barton College												
Campbell University			4		2	7						
Catawba College												
Chowan University		8										
Duke University	14	1										
East Carolina University	44	2					1					1
Elizabeth City State University												
Elon University												
Fayetteville State University	2	8	3	2	1		2	3	4		2	2
Gardner-Webb University									5			
Greensboro College												
High Point University			1									
Lenoir-Rhyne University		5	9									
Mars Hill College												
Meredith College	14											
NC A&T State University	24	1		2		1	20	1	2			
NC Central University	1	3	3	3	7	16	1	2	3	10	8	16
NC State University	149	26						34	95	42		
Pfeiffer University	2	6	3									
Queens University				2							1	2
Salem College			2	3	4	18						
Shaw University										1		
UNC-Chapel Hill	79	6	4	6	1		3			1		
UNC-Charlotte	3						73	42	24	3	12	19
UNC-Greensboro	26	27	8	12	5	7	1	4	1	4	1	8
UNC-Pembroke	2	11	21	14	1	2		2	2	18	3	2
UNC-Wilmington	14	1					10		3		1	
Wake Forest University		10	4									
Western Carolina University		3	4	1		1		2	2	3		2
Wingate University									2	1		5
Winston-Salem State University		4						2		2		1
Totals	383	137	135	61	22	52	124	119	192	160	227	76

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												
Barton College												
Campbell University												
Catawba College												
Chowan University												
Duke University												
East Carolina University		1					3	8	2			1
Elizabeth City State University												
Elon University												
Fayetteville State University												
Gardner-Webb University								17	1			
Greensboro College												
High Point University	1											
Lenoir-Rhyne University												
Mars Hill College												
Meredith College							1					
NC A&T State University							1					
NC Central University												
NC State University												
Pfeiffer University												
Queens University												
Salem College												
Shaw University											1	
UNC-Chapel Hill		4					1	2				
UNC-Charlotte		6					6	2	1		1	1
UNC-Greensboro	1		1				2			1		
UNC-Pembroke												
UNC-Wilmington								4			1	
Wake Forest University												
Western Carolina University	1						3		1			
Wingate University												
Winston-Salem State University												
Totals	3	11	1	0	0	0	17	33	5	2	2	2

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 2012-2013 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:

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

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

- (a) It does not meet 2 of the above 3 criteria in a single year; or
- (b) It does not meet the same 1 of the above 3 criteria twice in three years; or
- (c) 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; 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.

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.

In summer 2012, a statewide pilot was conducted to review undergraduate elementary education teacher candidate's electronic evidences as artifacts of candidate's proficiencies under the revised programs. A program approval process to demonstrate implementation of the IHE blueprint, review electronic evidences, involvement with public school partners, effectiveness of program graduates, and other relevant data is under development.