

Undergraduate Teacher Education Programs



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

2012-2013

UNDERGRADUATE TEACHER EDUCATION PROGRAMS

Pre-service Teacher Education

Pre-service teachers, like all students enrolled in the college/university, complete a series of **General Education** courses which typically include mathematics, science, English, history, social science, and fine arts. In addition, pre-service teachers complete a sequence of **Professional Studies** courses which typically include foundations of education, educational psychology, developmental psychology, reading/writing in the content areas, exceptional children, and a sequence of **Specialty Studies** courses which are related to the specific licensure area (e.g., prospective math teachers complete courses in trigonometry, calculus, linear algebra, etc.; prospective social studies teachers complete courses in history, economics, political science, geography, etc.). Additional elective hours may be required to fulfill semester-hour graduation requirements.

Throughout their professional studies and specialty studies sequences pre-service teachers complete supervised field experiences in public school settings, culminating in a 10-week minimum student teaching experience.

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 admission offices to promote teacher education programs. Brochures and other promotional materials are routinely distributed. Teacher education faculty regularly participate in career days, open houses, and other recruitment activities for prospective students. Some institutions have developed specific programs to recruit teacher assistants into teacher education programs. A growing number of institutions offer off-campus programs designed to bring teacher education programs to prospective students. Some have earmarked special scholarships for teacher education majors in addition to the Teaching Fellows Scholarships and Prospective Teacher Scholarship Loans available from the State.

Information on institution-specific efforts to recruit students into teacher education programs and to recruit minority teacher education candidates is contained in the individual *Institutional Reports* on the NCDPI website.

Undergraduate Teacher Education Program Admission Requirements

To be admitted to an approved teacher education program, prospective teachers must:

- satisfactorily complete the Preprofessional Skills Tests (PPST) in Reading, Writing, and Mathematics [Praxis I exams]; and
- satisfy institution specific requirements such as an interview, speech proficiency screening, completion of prescribed courses with designated grades (e.g., usually a grade of "C" or better is required in a foundations of education course)

Per State Board of Education policy, undergraduate degree-seeking students must earn at least the following scores on the Pre-Professional Skills Test (PPST) exams to be admitted to teacher education:

TEST	REQUIRED SCORE
PPST Reading	176
PPST Math	173
PPST Writing	173
CBT Reading	323
CBT Math	318
CBT Writing	319

**Note: Educational Testing Service (ETS) has rescaled the scores candidates earn on the computerized versions of the PPST to match the scale used on the paper version of the exams, and the same scores (176, 173, 173) are now required on both formats of the exams. However, individuals may be admitted to the program under the previous CBT scoring scale.*

In January 2006, the Board approved the use of the SAT or ACT in lieu of Praxis I as follows:

Individuals with a total SAT score of 1100 are exempt from Praxis I testing requirements for teacher education program admission.

Individuals with a total SAT score of less than 1100, but a score of at least 550 on the Verbal test are exempt from the Preprofessional Skills Tests in Reading and Writing for teacher education program admission.

Individuals with a total SAT score of less than 1100, but a score of at least 550 on the Math test are exempt from the Preprofessional Skills Test in Mathematics for teacher education program admission.

Individuals with a composite ACT score of 24 are exempt from Praxis I testing requirements for teacher education program admission.

Individuals with a composite ACT score of less than 24, but with a score of at least 24 on the English test are exempt from the Preprofessional Skills Tests in Reading and Writing for teacher education program admission.

Individuals with a composite ACT score of less than 24, but a score of at least 24 on the Math test are exempt from the Preprofessional Skills Test in Mathematics for teacher education program admission.

In May 2007, the SBE approved a composite score of 522 to satisfy Praxis I testing requirements.

Candidates must be admitted to the teacher education program at least one semester prior to student teaching.

Table VI summarizes the Fall 2012 enrollment in teacher education programs, including full-time undergraduate teacher candidates as well as licensure-only, by minority enrollment and total enrollment. This data was provided by the institution. **Figure II** contains enrollment data for teacher education programs over the five year period of 2008-09 through 2012-2013. Part-time and full-time undergraduate students are combined. **Table VII** summarizes admission test results, including the average GPA. This data was provided by the institutions for the teacher candidates reported as admitted to their programs.

Table VI: Enrollment in Undergraduate Teacher Education Programs Fall 2012

M=Minority, T=Total	Full-Time				Part-Time			
	Undergraduate		Licensure-Only		Undergraduate		Licensure-Only	
	M	T	M	T	M	T	M	T
Appalachian State University	680	1,178	7	18	48	95	4	10
Barton College	5	46		2	4	13	8	14
Belmont Abbey College	5	50						
Bennett College	25	25						
Brevard College	2	25		2				
Campbell University	3	116				4		
Catawba College	9	73	2	9			1	18
Chowan University	10	36						
Davidson College		1						
Duke University	7	19					2	4
East Carolina University	140	1,274	10	69	28	223	190	692
Elizabeth City State University	47	100	11	20			29	42
Elon University	19	188						
Fayetteville State University	91	135	43	65	14	27	13	14
Gardner-Webb University	9	78		2				
Greensboro College	4	59	11	27			19	37
Guilford College	15	48	4	14				
High Point University	30	233	1	6				
Johnson C Smith University	12	12						
Lees-McRae College		71		4				
Lenoir-Rhyne University	7	82	1	1		1	1	4
Livingstone College	6	6						
Mars Hill College	3	75		2		7		8
Meredith College	9	110		1				3
Methodist University	2	16						
Mid-Atlantic Christian University		5						
Mount Olive College	20	101	1	3	5	10	9	21
NC A and T State University	75	89			7	8		
NC Central University	122	156	83	101	17	22	127	178
NC State University	98	606					75	269
NC Wesleyan College	7	27	1	4	1	2	6	7
Pfeiffer University	3	53			2	20		
Queens University	25	96		5	2	7	1	6
Salem College	8	57	49	157				3
Shaw University	13	13	3	3				
St. Andrews Presbyterian College	5	32	2	2	1	21	1	15
St. Augustines College	7	7					1	1
UNC - Chapel Hill	54	227				1		
UNC-Asheville	4	92	1	44				
UNC-Charlotte	167	860	32	77	17	98	319	950
UNC-Greensboro	144	707	17	70	3	14	39	120
UNC-Pembroke	83	242	26	40	5	23	129	333
UNC-Wilmington	87	755	1	23	11	48	3	32
Wake Forest University	3	39						
Western Carolina University	53	493	2	34	5	33	24	189
William Peace University		6						
Wingate University	5	78						
Winston-Salem State University	71	84	2	6	1	4	4	7
Totals	2,194	8,881	310	811	171	681	1,005	2,977

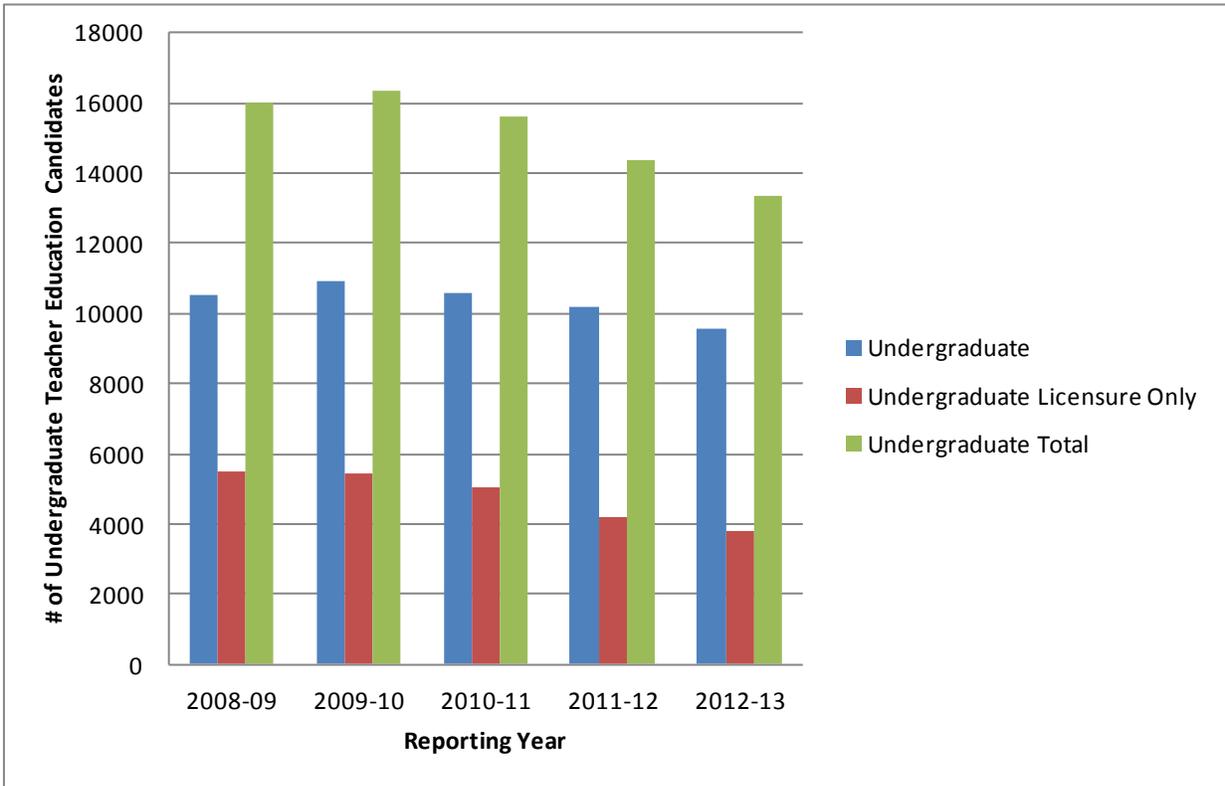


Figure I Undergraduate Teacher Education Enrollment (Part-time and Full-time) from 2008-09 to 2012-13

Table VII: Admission Test Data for Undergraduate Programs, Fall 2012

State Avg	528	180	176	179		331	325	326
Institution	PPST - Combined	PPST - R	PPST - W	PPST - M	CBT - Combined	CBT - R	CBT - W	CBT - M
Appalachian State University	527	180	176	180				
Barton College	526	180	176	180				
Belmont Abbey College	526	181	178	178				
Bennett College		*	*	*				
Brevard College	532	*	*	*				
Campbell University	526	179	176	180				
Catawba College	526	180	178	179				
Chowan University	525	179	176	178				
Davidson College								
Duke University	*							
East Carolina University	527	180	176	179				
Elizabeth City State University	525	180	176	179				
Elon University	531	*	*	*				
Fayetteville State University	526	179	175	178				
Gardner-Webb University								
Greensboro College	527	180	176	178				
Guilford College	527	182	177	179				
High Point University	530	179	176	179				
Johnson C Smith University								
Lees-McRae College	526	180	177	179				
Lenoir-Rhyne University	*	179	176	178				
Livingstone College	*							
Mars Hill College	526	181	177	178				
Meredith College	527	179	178	178				
Methodist University	527	179	176	181				
Mid-Atlantic Christian University	*	*	*	*				
Mount Olive College	531							
NC A and T State University	530	177	175	*				
NC Central University	526	179	176	179		*	*	
NC State University	529	180	177	181				
NC Wesleyan College	526	179	175	177				
Pfeiffer University	530	172	171	172				
Queens University	530	*	*	*				
Salem College	532							
Shaw University		*	*	*				
St. Andrews Presbyterian College	*	*	*	*				
St. Augustines College	*	*	*	*				
UNC-Asheville	*	*	*	*				
UNC-Chapel Hill		179	176	180				
UNC-Charlotte	532	180	176	179				
UNC-Greensboro	527	179	176	179		*	*	
UNC-Pembroke	529	179	176	178				
UNC-Wilmington	526	180	177	179		*	*	
Wake Forest University	*	*	*	*				
Western Carolina University	527	180	176	180				
William Peace University		*	*	*				
Wingate University	526	179	176	179				
Winston-Salem State University	525	179	175	179				
State Avg	528	180	176	179		331	325	326

State Avg	3.3	1,179	567	570	26	25	25	3.3
Institution	GPA	SAT - Total	SAT - Math	SAT - Verbal	ACT - Composite	ACT - Math	ACT - English	GPA
Appalachian State University	3.38	1,106	573	579	26	25	26	3.38
Barton College	3.16	1,215	*	*				3.16
Belmont Abbey College	3.54	1,170			*			3.54
Bennett College	3.1	1,231						3.02
Brevard College	3.44	1,142	*	*	*			3.44
Campbell University	3.47	1,198	571	*	26	*	*	3.47
Catawba College	3.39	1,186	*	*	26		*	3.39
Chowan University	3.42	*						3.42
Davidson College	*	*						*
Duke University	3.50	1,374			30	*		3.50
East Carolina University	3.30	1,177	564	573	25	25	*	3.30
Elizabeth City State University	3.31	1,173			*			3.31
Elon University	3.45	1,241	*	*				3.45
Fayetteville State University	3.33	1,268			*			3.33
Gardner-Webb University	3.32							3.32
Greensboro College	3.67	1,246		*				3.67
Guilford College	3.22	1,201	*	*	*			3.22
High Point University	3.38	1,184	576	561	26	*	25	3.38
Johnson C Smith University	3.51							3.51
Lees-McRae College	3.73	*		*	*			3.73
Lenoir-Rhyne University	3.44	1,162	583	*		28	28	3.44
Livingstone College	3.39							3.39
Mars Hill College	3.28	1,181	*	*	25			3.28
Meredith College	3.33	1,185	573	*	*	*	*	3.33
Methodist University	3.13	*			*			3.13
Mid-Atlantic Christian University	3.23	*						3.23
Mount Olive College	3.12	*			*			3.12
NC A and T State University	3.40	1,143	*		*	*	*	3.40
NC Central University	3.33	1,201	*	*	*			3.33
NC State University	3.28	1,149	565	557	26	25	*	3.28
NC Wesleyan College	3.50	*	*	*	*			3.50
Pfeiffer University	3.43	1,238			*			3.43
Queens University	3.54	1,210	*	*	26	*		3.54
Salem College	3.13	1,199			*			3.13
Shaw University	3.05	1,201						3.05
St. Andrews Presbyterian College	3.36		*					3.36
St. Augustines College	3.24		*	*			*	3.24
UNC-Asheville	3.33	1,193			26			3.33
UNC-Chapel Hill	3.43	1,281	*	*	28	*		3.43
UNC-Charlotte	3.22	1,179	558	563	26	*	*	3.22
UNC-Greensboro	3.28	1,199	563	568	26	*		3.28
UNC-Pembroke	3.28	1,171	562	572	25	*		3.28
UNC-Wilmington	3.39	1,182	566	573	25	25	25	3.39
Wake Forest University	3.19	1,302	*		28		*	3.19
Western Carolina University	3.44	1,187	577	569	26	*	*	3.44
William Peace University	3.20	*						3.20
Wingate University	3.41	1,072	*	572	*	*	*	3.41
Winston-Salem State University	3.25	1,160		*		*	*	3.25
State Avg	3.3	1,179	567	570	26	25	25	3.3

QUALITY OF STUDENTS COMPLETING TEACHER EDUCATION PROGRAMS

Teacher Education Programs are designed to provide pre-service teachers with the knowledge, skills, and dispositions that will allow them to effectively meet the needs of diverse learners in the public school setting. Colleges and universities take seriously their responsibility to recommend individuals for licensure. For this reason, the progress of students in completing program requirements is monitored and the competence of students is assessed throughout the program of study. As appropriate, students may be advised to consider alternative majors.

Licensure Recommendations

In addition to satisfying all program/course requirements, to be recommended for a Standard Professional 1 License upon program completion prospective teachers must:

- » have a 2.5 GPA;
- » have the recommendation of the LEA in which student teaching was completed;
- » have the recommendation of the college/university; and
- » satisfy Praxis testing requirements if required by No Child Left Behind

Beginning Teacher Support Program

After completion of a Teacher Education Program, pre-service teachers are issued a Standard Professional 1 License. Upon employment with an LEA, they participate in the Beginning Teacher Support Program. This three-year program is designed to provide continued support and assistance to the beginning teacher. During this time, the novice teacher is observed at least three times annually by the principal or principal's designee and at least once annually by a teacher. During the first two years of teaching the novice teacher is provided a mentor.

The success of individuals recommended for licensure by each approved teacher education program in converting a Standard Professional 1 License to a Standard Professional 2 License is monitored by the Department of Public Instruction.

Efforts to Assist Students in Satisfying Praxis Testing Requirements

Institutions utilize a variety of means to assist students in satisfying Praxis testing requirements. Information on Praxis testing examination requirements is distributed to students early in their programs of study. Study materials, including those published by the ETS, are made available to students. Most institutions have purchased computer-based programs from ETS to assist students preparing to take the PPST. In some cases, use of this program is tied to specific courses; in other cases its use is optional. Faculty at a number of institutions have actually taken the Praxis II Specialty Area exams so that they are familiar with the format and scope of the exams. They have used this experience to restructure courses to assure better alignment of course and exam contents. The format of exams used in some university courses has been modified to prepare students for the types of questions they will encounter on the Praxis II Specialty Area exams. Some institutions have brought external consultants, including individuals from ETS, to campus to conduct workshops for faculty and students. Some institutions indicate that they provide tutoring for individuals experiencing difficulty with the exams. Efforts of individual institutions to assist students in satisfying Praxis testing requirements are detailed in the individual institutional reports.

Table VIII summarizes information provided by the institutions on the length of time taken by students to complete the teacher education program from the time of formal admission.

Table IX provides summary information on the performance of program completers on the Praxis II exams for elementary education, special education: general curriculum and special education: adapted curriculum (those required by No Child Left Behind). The data in Table IX were generated by comparing those individuals identified by the institution as having student taught in 2010-2011 to the Praxis database available to the Department of Public Instruction. Institutions were provided the opportunity to verify the scores. It should be noted that if less than five students took an exam pass rates have not been reported.

Praxis testing requirements, required test number and score that were in effect for the 2012-2013 year are as follows:

AREA OF LICENSURE	REQUIRED TESTS	REQUIRED SCORE
Elementary (K-6)	0011 and 0012	313 (0011 and 0012)
	5015 (effective September 1, 2011)	161 (5015)
Sp Ed: Adapted Curriculum	0511	148 (0511)
	0545*	158 (0545)
Sp. Ed: General Curriculum	0511	148 (0511)
	0543*	158 (0543)

* The change in testing requirements was effective September 1, 2010

Table VIII: Length of Time to Program Completion (Undergraduate 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	46	114	190	101	45	13	3	3	2			
Barton College	7	8					2	2				
Belmont Abbey College	36											
Bennett College												
Brevard College	1	2	2									
Campbell University	34	14										
Catawba College	15	20	3									
Chowan University	2	6	6									
Davidson College		1										
Duke University		13	2									
East Carolina University	100	214	178	16	14	7	11	9	20	3		1
Elizabeth City State University	36											
Elon University	1		3	23	35	6						
Fayetteville State University	33	15	2	2	1	1						
Gardner-Webb University	22	8	1		1							1
Greensboro College	17	1	2	1	1							
Guilford College	12	4	2	1								
High Point University	3	68	2	9								
Johnson C Smith University	10											
Lees-McRae College	36											
Lenoir-Rhyne University	3	22	11	1	3	1						
Livingstone College		1	2									
Mars Hill College	14	11	15							3	1	
Meredith College	12	25	8									
Methodist University	10	2	2									
Mid-Atlantic Christian University		5										
Mount Olive College		18										
NC A&T State University	23	12	3	1			1	3	1			
NC Central University	7	13	3	5	1	6		1				
NC State University	173	4	20	2								
NC Wesleyan College	3		2	1		1		1				1
Pfeiffer University	5	10	5	1				4	2	1	1	1
Queens University	1	2	11	4	12	1						
Salem College		2	2		3	1						
Shaw University	1	1							1			
St Andrews Presbyterian College						9						
St Augustines College	2	2										
UNC-Asheville	10	20	9	4								
UNC-Chapel Hill	1	90	8							1		
UNC-Charlotte	10	126	106	5	26	12	1	2	8	4	1	3
UNC-Greensboro	47	189	48	18	3	1	3			1	1	
UNC-Pembroke	36		4	1								1
UNC-Wilmington	135	110	39	11	2		5	6	3	1	3	
Wake Forest University	18											
Western Carolina University	47	62	55	18	5	5		2	2	1		
William Peace University		5										
Wingate University	1	2	3	1								
Winston-Salem State University	20	10	9	2	2						1	
Totals	990	1,232	758	228	154	64	26	33	39	15	8	8

Table VIII: Length of Time to Program Completion (Undergraduate Licensure-Only Students)

	Full-Time Students						Part-Time Students					
	1-3	4	5	6	7	8	1-3	4	5	6	7	8
Appalachian State University		3	1	1	4	11			1		1	1
Barton College							3	1		1		
Belmont Abbey College												
Bennett College												
Brevard College	2											
Campbell University	3	1		1		1						
Catawba College	7										1	6
Chowan University												
Davidson College												
Duke University												
East Carolina University	4	4	3	1			25	45	18	12	4	6
Elizabeth City State University	18											
Elon University												
Fayetteville State University	3	2					10	6				
Gardner-Webb University												
Greensboro College	9		4				8	1	1			1
Guilford College	6			2								
High Point University	1			1								
Johnson C Smith University												
Lees-McRae College	3											
Lenoir-Rhyne University												
Livingstone College												
Mars Hill College							1	1				1
Meredith College							1	1				
Methodist University												
Mid-Atlantic Christian University												
Mount Olive College								4				
NC A&T State University												
NC Central University	22	4					31	5	2		2	1
NC State University							112	6	32	8		
NC Wesleyan College	1											
Pfeiffer University												
Queens University	2		2									
Salem College	3	9	4	2	4	7						
Shaw University	2							1				
St Andrews Presbyterian College									2			
St Augustines College												
UNC-Asheville	25	1	1					6	1			
UNC-Chapel Hill												
UNC-Charlotte							129	95	52	4	20	11
UNC-Greensboro	7	10		2			3	2	3	3	2	1
UNC-Pembroke	6							2				
UNC-Wilmington	8	2	1				2	3	3	2		
Wake Forest University												
Western Carolina University	11	4	4	2	2	2	27	7	5	5	2	1
William Peace University												
Wingate University												
Winston-Salem State University	2	1								1		
Totals	145	41	20	12	10	21	352	186	120	36	32	29

Table IX: Praxis Performance of Undergraduate Program Completers

Institution	Special Education									
	Overall Pass Rate		BK		Elementary		Adapted		General	
	N	%	N	%	N	%	N	%	N	%
Appalachian State University	271	98			226	98	31	100	14	100
Barton College	33	94			21	100			12	83
Belmont Abbey College	36	97			36	97				
Bennett College	4	*			4	*				
Brevard College	2	*			2	*				
Campbell University	25	100			21	100			4	*
Catawba College	9	100			9	100				
Chowan University	8	100			8	100				
Davidson College	0	*								
Duke University	8	100			8	100				
East Carolina University	418	99			312	98	12	100	35	100
Elizabeth City State University	17	94			15	93			2	*
Elon University	42	100			36	100			6	100
Fayetteville State University	30	93			23	91			7	100
Gardner-Webb University	24	100			24	100				
Greensboro College	27	100			22	100	2	*	3	*
Guilford College	16	100			16	100				
High Point University	50	98			35	97			15	100
Johnson C Smith University	9	78			9	78				
Lees-McRae College	58	98			58	98				
Lenoir-Rhyne University	25	100			25	100				
Mars Hill College	21	95			14	93			7	100
Meredith College	22	100			22	100				
Methodist University	6	100			3	*			3	*
Mount Olive College	0	*								
NC A&T State University	39	100			33	100			6	100
NC Central University	49	96	5	*	39	97			3	*
NC State University	56	98			56	98				
NC Wesleyan College	9	100			8	100			1	*
Pfeiffer University	27	89			18	100			9	67
Queens University	15	100			15	100				
Salem College	53	100			38	100			15	100
Shaw University	5	100			5	100				
St. Andrews Presbyterian College	12	100			12	100				
St. Augustines College	1	*			1	*				
UNC-Asheville	20	100			20	100				
UNC-Chapel Hill	56	100			56	100				
UNC-Charlotte	302	100			247	100	23	100	32	100
UNC-Greensboro	224	99			172	99			45	98
UNC-Pembroke	42	95			37	95			5	100
UNC-Wilmington	209	99			175	99	4	*	30	100
Wake Forest University	16	100			16	100				
Western Carolina University	123	100			90	100	11	100	22	100
William Peace University	18	100			9	100			9	100
Wingate University	12	100			11	100				
Winston-Salem State University	21	100			18	100			3	*
State Rates	2,470	99	5	80	2,025	99	83	100	288	98

* Pass Rates not reported if less than five test takers.

EMPLOYMENT AND PROGRAM SATISFACTION

To determine the percent of individuals completing initial licensure programs at each institution who actually were licensed and employed in the public schools of North Carolina one year after program completion, a search of the DPI Licensure and the Salary Administration databases was conducted using the names of individuals provided by the institutions.

To determine the satisfaction with Teacher Education Programs of individuals who have completed the programs and their employers, historically, a survey was distributed to recent undergraduate program completers employed in the public schools of North Carolina, their mentors, and their principals. Respondents were asked to rate their satisfaction with the teacher education program in general, the beginning teacher's preparation for managing the classroom, his/her preparation for using technology as an instructional tool, his/her preparation for meeting the needs of diverse learners, and his/her preparation in curriculum content and delivery strategies.

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.

Table X provides information on the number of individuals completing undergraduate teacher education programs who were licensed and employed in the public schools of North Carolina within one year of program completion. **Figure III** contains data for the number of student teachers over the five year period of 2008-09 through 2012-2013.

Table X: Percentage of Student Teachers Licensed/Employed within 1 Year of Program Completion

Institution	Number of Student Teachers	Percent Licensed	Percent Employed
Appalachian State University	571	94	63
Barton College	36	92	72
Belmont Abbey College	36	94	50
Bennett College	9	22	0
Brevard College	11	82	36
Campbell University	61	95	74
Catawba College	44	98	64
Chowan University	14	100	57
Davidson College	5	100	0
Duke University	13	100	0
East Carolina University	677	95	70
Elizabeth City State University	55	87	47
Elon University	66	89	41
Fayetteville State University	132	51	34
Gardner-Webb University	45	91	56
Greensboro College	58	95	48
Guilford College	24	100	46
High Point University	61	98	44
Johnson C Smith University	10	60	50
Lees-McRae College	65	97	52
Lenoir-Rhyne University	47	89	66
Mars Hill College	39	82	46
Meredith College	53	98	64
Methodist University	12	100	58
Mount Olive College	5	**	**
NC A&T State University	64	86	61
NC Central University	124	85	53
NC State University	281	88	60
NC Wesleyan College	9	100	78
Pfeiffer University	41	83	61
Queens University	42	95	64
Salem College	49	100	67
Shaw University	7	29	29
St. Andrews Presbyterian College	22	82	50
St. Augustines College	1	*	*
UNC-Asheville	75	96	45
UNC-Chapel Hill	71	92	55
UNC-Charlotte	564	95	65
UNC-Greensboro	417	96	67
UNC-Pembroke	105	90	70
UNC-Wilmington	331	92	53
Wake Forest University	24	92	25
Western Carolina University	297	95	55
William Peace University	9	67	56
Wingate University	33	85	48
Winston-Salem State University	46	98	54
State Summary	4,761	92	60

* Less than five student teachers. Percent licensed and employed not shown.

** SSNs not provided by institution. Unable to determine licensed/employed data.

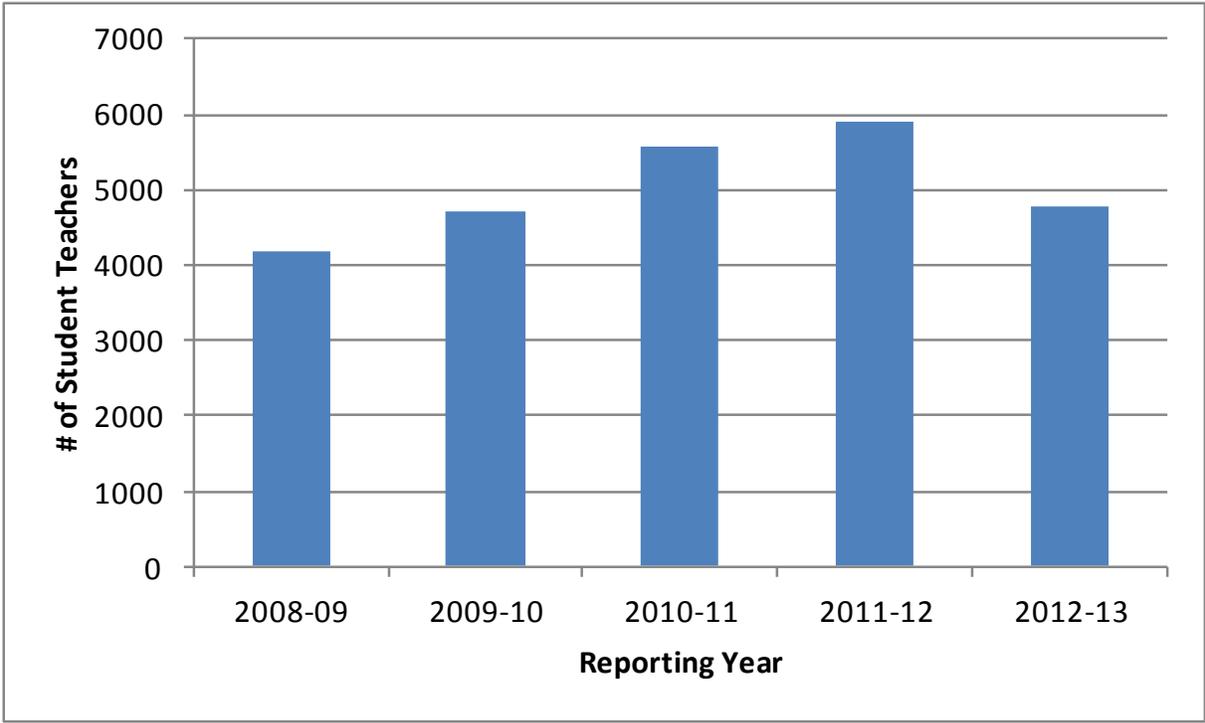


Figure II Number of Student Teachers from 2008-09 to 2012-13

REWARDS AND SANCTIONS

Undergraduate 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.