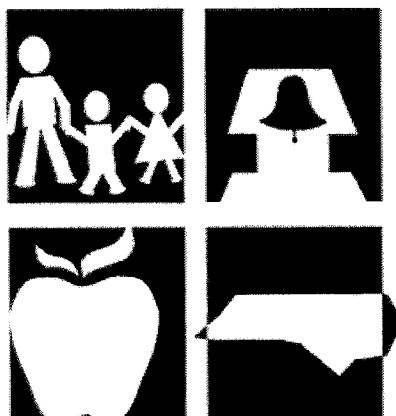


Graduate Teacher Education Programs

2004-05



GRADUATE TEACHER EDUCATION PROGRAMS

During the 2004-05 academic year 28 institutions were approved to offer programs leading to graduate level licensure. The institutions are:

Appalachian State University	Greensboro College	UNC-Chapel Hill
Campbell University	Lenoir Rhyne College	UNC - Charlotte
Catawba College	Meredith College	UNC - Greensboro
Duke University	NC A&T State University	UNC - Pembroke
East Carolina University	NC Central University	UNC - Wilmington
Elizabeth City State University	NC State University	Wake Forest University
Elon University	Pfeiffer University	Western Carolina University
Fayetteville State University	Queens University	Wingate University
Gardner-Webb University	Salem College	Winston-Salem State University
	Shaw 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 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 2004 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 2004

M=Minority, T=Total	Full-Time				Part-Time			
	Graduate		Licensure-Only		Graduate		Licensure-Only	
	M	T	M	T	M	T	M	T
Appalachian State University	16	168		1	39	694		13
Campbell University	4	34	1	11	15	129	11	113
Catawba College					2	25		
Duke University	6	41				1		
East Carolina University	11	60			118	963		17
Elizabeth City State University					21	50		
Elon University					15	86		
Fayetteville State University	2	5			43	97		
Gardner-Webb University					25	214		
Greensboro College					4	12		
Lenoir-Rhyne College		3			8	33	10	47
Meredith College					3	31		5
NC A&T State University	25	31	12	16	21	43	12	24
NC Central University	29	51	1	2	67	116	4	4
NC State University	47	179			97	552		
Pfeiffer University	26	58			2	3		
Queens University	4	39			7	92		
Salem College			1	2	7	67	39	196
Shaw University								
UNC-Chapel Hill	62	329			43	239	4	17
UNC-Charlotte	49	177		3	64	375	8	32
UNC-Greensboro	73	437	7	36	33	280	6	35
UNC-Pembroke	3	12			57	275		2
UNC-Wilmington	2	52			9	136		
Wake Forest University	12	68						
Western Carolina University	16	144	2	22	9	362		7
Wingate University					15	88		
Winston-Salem State University					24	29		
Totals	387	1,888	24	93	748	4,992	94	512

Table XIII: Admission Data Graduate Teacher Education Programs

	MAT 1	MAT 2	GRE 1	GRE 2	GPA
State Averages	44	404	1105	4.0	3.46
Appalachian State University	42	407	939		3.33
Campbell University	40		959	4.0	3.65
Catawba College					3.28
Duke University			1284		3.63
East Carolina University	46	408	1113	4.0	3.21
Elizabeth City State University	34				3.60
Elon University	44		1001		3.30
Fayetteville State University	38		1245		3.51
Gardner-Webb University	43		1355		3.24
Greensboro College	*		792		3.89
Lenoir-Rhyne College	*		1294		3.44
Meredith College	51	*	1161		3.89
NC A&T State University			*		3.71
NC Central University			*		3.65
NC State University					
Pfeiffer University	39		834		3.80
Queens University			1009		3.89
Salem College			1245		3.48
UNC-Chapel Hill	*		1122		3.36
UNC-Charlotte	44	398	971		3.29
UNC-Greensboro			1010		3.39
UNC-Pembroke	41	401	1269		3.74
UNC-Wilmington	49	410	997		3.85
Wake Forest University			1309		3.45
Western Carolina University	44		1278		3.81
Wingate University	40	402	1257		3.27
Winston-Salem State University	25		964		3.42

* Less than 4 takers of the test reported. Average 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)**

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	15	7	23	10	2	3	7	16	52	52	21	34
Campbell University				1	3			7	21	15	3	
Catawba College												6
Duke University	11											
East Carolina University	5	73	29	57	29	97	4	1	9	14	19	136
Elizabeth City State University		17									18	
Elon University									9	1	7	4
Fayetteville State University		20	3	3						9		
Gardner-Webb University			35	85	17	3						
Greensboro College							2					
Lenoir-Rhyne College									3	2	2	4
Meredith College											1	6
NC A&T State University	6		2					12	1			
NC Central University		4	8	16	6	3	7	15	18	17	22	10
NC State University	7	18	9				14	43	38	28	10	9
Pfeiffer University												
Queens University												
Salem College									1	17	1	1
Shaw University												
UNC-Chapel Hill	98	3		3			1	53	2	19		
UNC-Charlotte		69	8	5				52	47	7	6	2
UNC-Greensboro	6	41	53	61	36	62	6	12	16	18	22	73
UNC-Pembroke	23	72	24	5	2	3	1					
UNC-Wilmington	15				1		6	1	4	6	1	2
Wake Forest University	28	8										
Western Carolina University	9	19	13	3				6	23	21	10	9
Wingate University							5	6	9	5	5	1
Winston-Salem State University										18		
Totals	223	351	207	249	96	171	53	224	253	249	148	297

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 3.51 to 3.67.

Table XV summarizes the results of the surveys of program completers and principals.

Table XV: Graduate Survey Results

Satisfaction	Number Responding		Overall Quality		Connecting Subject Matter		Research Base		Leadership Roles		Diverse Learners		Professional Development	
	C	e	C	e	C	e	C	e	C	e	C	e	C	e
C = Program Completer E =Employer														
Appalachian State University	55	55	3.78	3.58	3.55	3.64	3.31	3.49	3.62	3.42	3.53	3.44	3.64	3.55
Campbell University	12	13	3.50	3.69	3.58	3.54	3.42	3.46	3.33	3.46	3.58	3.38	3.58	3.54
Catawba College	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Duke University	*	*	*	*	*	*	*	*	*	*	*	*	*	*
East Carolina University	76	80	3.74	3.62	3.71	3.60	3.59	3.51	3.61	3.38	3.57	3.48	3.63	3.60
Elizabeth City State University	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Elon University	8	6	3.63	3.83	3.63	3.67	3.88	3.83	3.50	3.67	3.50	3.67	3.75	3.83
Fayetteville State University	23	29	3.61	3.59	3.70	3.54	3.57	3.43	3.61	3.38	3.61	3.52	3.57	3.48
Gardner-Webb University	17	16	3.24	3.69	3.24	3.69	3.24	3.63	3.41	3.81	3.35	3.69	3.35	3.88
Meredith College	*	*	*	*	*	*	*	*	*	*	*	*	*	*
NC A&T State University	14	12	3.71	3.58	3.79	3.50	3.50	3.42	3.50	3.58	3.86	3.50	3.79	3.45
NC Central University	19	13	3.32	3.38	3.42	3.38	3.42	3.00	3.37	3.23	3.74	3.38	3.58	3.38
NC State University	36	30	3.67	3.63	3.64	3.69	3.61	3.62	3.67	3.45	3.72	3.59	3.69	3.66
Queens University	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Salem College	19	16	3.89	3.38	3.84	3.56	3.63	3.38	3.84	3.44	3.79	3.31	3.79	3.63
UNC-Chapel Hill	27	25	3.48	3.80	3.48	3.75	3.52	3.71	3.59	3.63	3.44	3.67	3.52	3.75
UNC-Charlotte	68	86	3.62	3.76	3.60	3.69	3.65	3.65	3.65	3.67	3.62	3.69	3.68	3.81
UNC-Greensboro	74	72	3.64	3.64	3.61	3.61	3.51	3.58	3.55	3.54	3.50	3.64	3.66	3.73
UNC-Pembroke	29	32	3.76	3.78	3.76	3.66	3.66	3.63	3.55	3.72	3.71	3.56	3.68	3.72
UNC-Wilmington	21	17	3.62	3.53	3.62	3.29	3.62	3.24	3.57	3.12	3.62	3.29	3.71	3.47
Wake Forest University	18	14	3.89	3.93	3.72	3.86	3.78	3.86	3.89	3.57	3.72	3.79	4.00	3.86
Western Carolina University	44	41	3.60	3.80	3.52	3.67	3.44	3.68	3.59	3.66	3.48	3.62	3.59	3.73
Wingate University	6	*	3.17	*	3.50	*	3.33	*	3.17	*	3.33	*	3.50	*
Winston-Salem State University														
Grand Totals	566	557												
State Averages			3.65	3.67	3.62	3.62	3.54	3.55	3.59	3.51	3.59	3.56	3.66	3.66

* Less than 5 surveys returned. Responses will be held and included with next year's responses.

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 five 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 must:

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

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 Department of Public Instruction 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 State Evaluation Committee on Teacher Education, 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 State Board of Education 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 PROGRAM COMPLETERS AND PRINCIPALS

GRADUATE PERFORMANCE REPORT

Graduate Student Survey



In the **"ID Number"** block to the left, use the enclosed list of college and university ID numbers to fill in the four-digit code for the college or university from which you graduated.

Lowest rating

(D)

(C)

(B)

Highest rating

(A)

A

ID NUMBER				SPECIAL CODES											
				A	B	C	D	E	F	G	H	I	J		
XXXXXX				X	X	X	X	X	X	X	X	X	X		
0	0	0	0	0	0	0	0	0	0	0	0	0	0		
1	1	1	1	1	1	1	1	1	1	1	1	1	1		
2	2	2	2	2	2	2	2	2	2	2	2	2	2		
3	3	3	3	3	3	3	3	3	3	3	3	3	3		
4	4	4	4	4	4	4	4	4	4	4	4	4	4		
5	5	5	5	5	5	5	5	5	5	5	5	5	5		
6	6	6	6	6	6	6	6	6	6	6	6	6	6		
7	7	7	7	7	7	7	7	7	7	7	7	7	7		
8	8	8	8	8	8	8	8	8	8	8	8	8	8		
9	9	9	9	9	9	9	9	9	9	9	9	9	9		

GENERAL PURPOSE DATA SHEET II
form no. 70921

USE NO. 2 PENCIL ONLY

QUESTIONS 1-6

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 my graduate program. →

* * * * *

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

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

* * * * *

7. I am (indicate A, B, C, or D on this line): →

- A) a North Carolina public school teacher.
- B) a North Carolina private school teacher.
- C) teaching in a school outside the State of North Carolina.
- D) not currently teaching.

QUESTION 7

Please indicate your employment status.

QUESTIONS 8-9

Please write in the grade level and subject you are teaching.

8. Grade Level _____

9. Subject _____

GRADUATE PERFORMANCE REPORT

Employer Survey



In the **"ID Number"** block to the left, use the enclosed list of college and university ID numbers to fill in the four-digit code for the college or university from which you graduated.

Lowest rating

(D)

(C)

(B)

Highest rating

(A)

A

B

C

D

GENERAL PURPOSE DATA SHEET II
form no. 70921

USE NO. 2 PENCIL ONLY

QUESTIONS 1-6

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 this individual's graduate program. →

* * * * *

As a result of his/her graduate program, this teacher is better able to:

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

* * * * *

7. He/She is (indicate A, B, C, or D on this line): →

- A) a North Carolina public school teacher.
- B) a North Carolina private school teacher.
- C) teaching in a school outside the State of North Carolina.
- D) not currently teaching.

QUESTION 7

Please indicate the individual's employment status.

QUESTIONS 8-9

Please write in the grade level and subject the individual is teaching.

8. Grade Level _____

9. Subject _____