Undergraduate Teacher Education Programs

2006-07

UNDERGRADUATE TEACHER EDUCATION PROGRAMS

Preservice Teacher Education

Preservice 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, preservice 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 preservice 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:

➢ have a 2.5 (on a 4.0 scale) grade point average;

➢ satisfactorily complete the Preprofessional Skills Tests (PPST) in Reading, Writing, and Mathematics; 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 PPST exams to be admitted to teacher education:

Test	Required Score	*Rescaled Score	
PPST Reading	176	*C-PPST Reading	176
PPST Math	173	*C-PPST Math	173
PPST Writing	173	*C-PPST Writing	173
CBT Reading	323		
CBT Math	318		
CBT Writing	319		

*Note: Educational Testing Service has now 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 included in this year's report may have been admitted to the program under the previous CBT scoring scale.

In May 2007, the SBE approved a composite score of 522 for Praxis I.

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.

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

Table VI summarizes the Fall 2006 enrollment in teacher education programs. This data was provided by the institution. **Table VII** summarizes admission test results. This data was provided by the institutions for the students reported as admitted to their programs.

Table VI: Enrollment in Undergraduate Teacher Education Programs 2006-07

	Full-Time				Part-Time			
	Undergraduate		Licensure-Only		Undergraduate		Licensure-Only	
M=Minority, T=Total	M	T	M	T	M	T	M	T
Appalachian State University	54	1026	3	58	10	223	11	70
Barton College	3	59		2	3	11	5	21
Belmont Abbey College	2	17	2	6	1	1		1
Bennett College	7	8						
Brevard College		12	1	7				1
Campbell University	2	68	1	11			8	59
Catawba College		30		6				18
Chowan University		8				1		
Duke University	5	24						
East Carolina University	150	1283	1	11	1	6	220	681
Elizabeth City State University	31	136	2	6	1	6	129	209
Elon University	12	220		1		1	3	24
Fayetteville State University	29	48	2	3			90	134
Gardner-Webb University	5	101	2	9	1	8	2	9
Greensboro College	3	69	2	12		6	34	131
Guilford College	2	32	3	10				
High Point University	14	176	1	21				
Johnson C Smith University	8	8	1	1				
Lees-McRae College	5	163	1	5		1		
Lenoir-Rhyne college	7	103		8		10	6	104
Livingstone College	7	9						
Mars Hill College	8	157	1	8		10		19
Meredith College	13	107	1	29			2	16
Methodist University	14	32						
Montreat College		7						
NC A&T State University	132	154	1	2	12	22	8	9
NC Central University	143	166	45	66	11	17	92	166
NC State University	50	506	1	13			99	509
NC Wesleyan College	5	24	1	1	1	6	1	3
Pfeiffer University	6	61			1	9	1	4
Queens University	3	23		3	2	8	4	18
Salem College	2	30	78	303			2	2
Shaw University	7	8	3	5			2	3
Southeastern College at Wake Forest		3						
St. Andrews Presbyterian College	3	24	1	8	2	27	1	18
St. Augustine's College	10	10					15	17
UNC-Asheville	4	119	1	24		2	1	43
UNC-Chapel Hill	41	231					17	111
UNC-Charlotte	106	749	16	74	43	282	256	749
UNC-Greensboro	110	763	10	62	6	21	41	166
UNC-Pembroke	51	205	15	35	3	15	61	118
UNC-Wilmington	61	789	13	111	4	38	13	115
Wake Forest University	1	46						
Warren Wilson College		13						
Western Carolina University	14	392	2	28	4	63	5	70
Wingate University	3	84				3		
Winston-Salem State University	24	33		2	1	4	1	9
Totals:	1157	8336	211	951	107	801	1130	3627

Table VII: Admission Test Data for Undergraduate Programs

State Average	180	176	180	328	318	324	3.32
Institution	PPST-R	PPST-W	PPST-M	CBT-R	CBT-W	CBT-M	GPA
Appalachian State University	180	176	179				3.36
Barton College	179	176	179				3.20
Belmont Abbey College	180	175	178				3.42
Bennett College	178	174	178				3.33
Brevard College	182	177	180				3.45
Campbell University	181	178	181				3.35
Catawba College	180	176	179				3.17
Chowan University	179	177	178				3.38
Duke University	184	180	183				3.42
East Carolina University	180	176	180	329	322	325	3.32
Elizabeth City State University	180	177	179				3.39
Elon University	181	179	183				3.38
Fayetteville State University	180	177	180	328	324	326	3.34
Gardner-Webb University	180	177	180				3.34
Greensboro College	180	177	180				3.50
Guilford College	181	177	181				3.24
High Point University	179	176	178				3.44
Johnson C Smith University	178	176	178				3.25
Lees-McRae College	179	176	179				3.80
Lenoir-Rhyne College	180	177	179				3.28
Livingstone College	177	175	177				3.81
Mars Hill College	180	176	179				3.44
Meredith College	181	178	180				3.29
Methodist University	180	176	178				3.44
Montreat College	180	177	178				3.31
NC A&T State University	179	177	179	327	323		3.29
NC Central University	181	177	179				3.17
NC State University	181	178	182				3.28
NC Wesleyan College	179	176	179				3.42
Pfeiffer University	179	175	179				3.41
Queens University	180	177	179				3.44
Salem College	180	177	179				3.12
Shaw University	179	177	177				3.57
Southeastern College at Wake Forest							
St. Andrews Presbyterian College	180	175	177				3.54
St. Augustine's College	178	175	175				3.43
UNC-Asheville	181	178	182				3.34
UNC-Chapel Hill	181	178	181				3.17
UNC-Charlotte	179	175	179				3.21
UNC-Greensboro	180	177	180	331	324		3.27
UNC-Pembroke	180	176	179	328	323		3.20
UNC-Wilmington	180	176	180		325		3.45
Wake Forest University	183	181	181				3.28
Warren Wilson College	183	178	182				3.39
Western Carolina University	179	176	178				3.46
Wingate University	180	177	181				3.38
Winston-Salem State University	179	176	177				3.39

Table VII (Continued): Admission Test Data for Undergraduate Programs

State Average	1202	577	576	27	25	25	3.32
Institution	SAT Total	SAT Math	SAT Verbal	ACT Composite	ACT Math	ACT English	GPA
Appalachian State University		568	562	26			3.36
Barton College	1197						3.20
Belmont Abbey College							3.42
Bennett College							3.33
Brevard College							3.45
Campbell University	1183						3.35
Catawba College		582					3.17
Chowan University							3.38
Duke University	1381						3.42
East Carolina University	1167	572	565				3.32
Elizabeth City State University	1218						3.39
Elon University	1,219	615	604				3.38
Fayetteville State University							3.34
Gardner-Webb University							3.34
Greensboro College	1153						3.50
Guilford College	1205	579	626				3.24
High Point University	1174	572	567				3.44
Johnson C Smith University							3.25
Lees-McRae College							3.80
Lenoir-Rhyne College	1180						3.28
Livingstone College							3.81
Mars Hill College	1177						3.44
Meredith College	1200						3.29
Methodist University							3.44
Montreat College							3.31
NC A&T State University							3.29
NC Central University							3.17
NC State University	1,221	572	559				3.28
NC Wesleyan College			552				3.42
Pfeiffer University							3.41
Queens University							3.44
Salem College							3.12
Shaw University							3.57
Southeastern College at Wake Forest							
St. Andrews Presbyterian College							3.54
St. Augustine's College							3.43
UNC-Asheville	1243						3.34
UNC-Chapel Hill	1250						3.17
UNC-Charlotte	1191	568	570				3.21
UNC-Greensboro	1209	570	570	26			3.27
UNC-Pembroke	1171						3.20
UNC-Wilmington	1172	579	574	26			3.45
Wake Forest University							3.28
Warren Wilson College							3.39
Western Carolina University	1197	574	571	26	25		3.46
Wingate University	1202	575					3.38
Winston-Salem State University							3.39

QUALITY OF STUDENTS COMPLETING TEACHER EDUCATION PROGRAMS

Teacher Education Programs are designed to provide preservice 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 (formerly called the Initial Teaching License) upon program completion prospective teachers must:

➢ prepare a satisfactory technology product of learning (portfolio) which demonstrates the technology standards adopted by the SBE;

➢ 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.

Initial Licensure Program

After completion of a Teacher Education Program, preservice teachers are issued a Standard Professional 1 License. Upon employment with a LEA, they participate in the Initial Licensure 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 paid 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 (formerly called the Continuing Teaching License) is monitored by the NCDPI and current Teacher Education Program approval criteria require institutions to maintain at least a 95% conversion rate. Since the inception of the Initial Licensure Program in the mid-1980s, all institutions have met this criterion.

Efforts to Ensure the Technological Competence of Beginning Teachers

To be recommended for initial licensure, preservice teachers are required to complete a technology "product of learning" which demonstrates their mastery of the technology standards prescribed by the SBE. These products of learning are to be evaluated by teams of college/university faculty and public school practitioners.

All Teacher Education Programs are expected to integrate the utilization of technology across the curriculum and teacher education faculty are expected to model the use of technology in their instruction. To prepare prospective teachers to effectively use technology to enhance

instruction, a number of Teacher Education Programs require prospective teachers to complete specific course work in the use of technology in teaching. Teacher education faculty have participated in workshops to update their technology skills. Grants have been written to obtain funding to support technology training for teacher education faculty and public school teachers. Each of the public universities with an approved teacher education program is provided funds to employ a technology specialist to work with faculty and students.

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 exams for elementary education and special education (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 2005-06 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. Elementary education and special education Praxis testing requirements that were in effect for the 2005-06 year are as follows.

AREA OF LICENSURE	REQUIRED TESTS	REQUIRED SCORE
Elementary (K-6)	0011 and 0012	313 (total score)
Sp Ed: Adapted Curriculum	0353 and 0544	287
Sp Ed: General Curriculum	0353 and 0542	302
Behaviorally/Emotionally Disabled	0351 and 0371	0351 - 143; 0371 - 147
Cross Categorical	0351 and 0352	0351 - 143; 0352 - 136
Mentally Disabled	0351 and 0321	0351 - 143; 0321 - 144
Severely Profoundly Mentally Disabled	0351 and 0321	0351 - 143; 0321 - 144
Learning Disabled	0351 and 0381	0351 - 143; 0381 - 139
Visually Impaired	0280	550

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	47	95	138	73	17	6	4	2	2	10	23	11
Barton College	23	9		1			4	1	1			
Belmont Abbey College	13	3	1									1
Bennett College												
Brevard College	5											
Campbell University	19	11	1									
Catawba College	1	9										
Chowan University	8	3										
Duke University	20											
East Carolina University	46	64	91	82	63	112	1		2	1	1	2
Elizabeth City State University	25						2					
Elon University	11	54	25	1								
Fayetteville State University					6	12						
Gardner-Webb University	9	24	5									
Greensboro College	10	7	9	3		2						
Guilford College	18											
High Point University	7	54	7									
Johnson C. Smith University	5											
Lees-McRae College	80											
Lenoir-Rhyne College	13	12	8	5	1							
Livingstone College	3											
Mars Hill College	39	13	12	40			20	20				
Meredith College	36	12	5	1								
Methodist University	18	1										
Montreat College												
NC A&T State University	27	58	1	1								
NC Central University	10	98	5	3	12	6						
NC State University	161	4	18	2								
NC Wesleyan College	3						1	1				
Pfeiffer University	20	11	1				5	2		1		
Queens University	13	4	3			4	5	2	1			
Salem College												
Shaw University					1	3						
Southeast College at Wake Forest	3									1		
St Augustine's College	3	2										
St. Andrews Presbyterian College			13	4	1							
UNC-Asheville	26	2	1				2					
UNC-Chapel Hill		101										
UNC-Charlotte	23	70	114	36			11	5	9	2	1	2
UNC-Greensboro	49	182	45	13	4	5	9	3		1		
UNC-Pembroke	36	34	15	3								
UNC-Wilmington	147	90	22	5	1		3	5	3	1		
Wake Forest University	27											
Warren Wilson College	5	3										
Western Carolina University	19	31	49	10	2	1	2	2		2	1	
Wingate University	3	6	19	1								
Winston-Salem State University	17	1	1	1				1			1	
Totals:	1048	1068	609	285	108	151	69	44	18	19	27	16

Table VIII: Length of Time to Program Completion
(Undergraduate 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	1	2	2	2	3	3				1		2
Barton College	1						2	2	1		1	
Belmont Abbey College	5		1							1		
Bennett College												
Brevard College	3						1					
Campbell University	7	1					1	4	3	1		
Catawba College	4	1										2
Chowan University												
Duke University												
East Carolina University	5	1	1				43	62	21	18	11	10
Elizabeth City State University	2						16					
Elon University							3	6		1	2	
Fayetteville State University						3					16	116
Gardner-Webb University												
Greensboro College	7	2					27	14	3			3
Guilford College												
High Point University		4										
Johnson C. Smith University	1											
Lees-McRae College	3											
Lenoir-Rhyne College							3	5	6	1	4	
Livingstone College												
Mars Hill College	10	20					10					
Meredith College	17	4	2	1								
Methodist University												
Montreat College												
NC A&T State University	1	3										
NC Central University	3	19	3	1			15	20	8	17	3	
NC State University	3		3				104	6	29	8		
NC Wesleyan College												
Pfeiffer University			1				1					
Queens University	3							1	1	1		1
Salem College	21	19	8									
Shaw University							1			1		2
Southeast College at Wake Forest												
St Augustine's College							1			1		1
St. Andrews Presbyterian College												
UNC-Asheville	20	1					13	1				
UNC-Chapel Hill							26	19	3	1		
UNC-Charlotte	2						83	59	45	26	6	10
UNC-Greensboro	2	1				3	7	1	4	2		5
UNC-Pembroke												
UNC-Wilmington							10	2				
Wake Forest University												
Warren Wilson College												
Western Carolina University	6	1	1				2	1	2	3	2	2
Wingate University												
Winston-Salem State University	1						4	1				
Totals:	128	79	22	4	3	9	373	204	126	83	45	154

Table IX: Praxis Performance of Undergraduate Program Completers

Institution	Overall Passrate		Elementary Ed		Special Education Adapted Curriculum	
	N	%	N	%	N	%
Appalachian State University	242	99	219	99		
Barton College	26	100	22	100		
Belmont Abbey College	23	100	23	100		
Bennett College	1	*				
Campbell University	32	100	32	100		
Catawba College	9	100	9	100		
Chowan University	17	82	17	82		
Duke University	12	100	12	100		
East Carolina University	272	96	245	96	9	100
Elizabeth City State University	25	100	23	100		
Elon University	59	98	49	98		
Fayetteville State University	50	90	43	91		
Gardner-Webb University	31	100	31	100		
Greensboro College	15	100	12	100	2	*
Guilford College	17	94	17	94		
High Point University	35	100	32	100		
Johnson C. Smith University	5	100	5	100		
Lees-McRae College	78	96	78	96		
Lenoir-Rhyne College	4	*	4	*		
Livingstone College	3	*	3	*		
Mars Hill College	41	95	34	94		
Meredith College	34	100	34	100		
Methodist University	10	100	9	100		
Montreat College	6	100	6	100		
NC A&T State University	17	100	17	100		
NC Central University	52	87	47	85		
NC State University	1	*				
NC Wesleyan College	5	100	5	100		
Pfeiffer University	32	100	28	100		
Queens University	23	100	23	100		
Salem College	5	100	5	100		
Shaw University	2	*	1	*		
St Andrews Presbyterian College	30	97	30	97		
St Augustine's College	1	*	1	*		
UNC-Asheville	30	100	30	100		
UNC-Chapel Hill	64	100	64	100		
UNC-Charlotte	285	98	215	98	13	100
UNC-Greensboro	170	100	150	100		
UNC-Pembroke	49	96	45	96		
UNC-Wilmington	185	99	181	99		
Wake Forest University	22	100	22	100		
Warren Wilson College	7	100	7	100		
Western Carolina University	66	100	56	100		
Wingate University	19	95	19	95		
Winston-Salem State University	18	83	17	82		
State Rates	**2130**	**98**	**1922**	**98**	**24**	**100**

* Pass Rates Not Reported if less than 5 test takers.

Table IX: Praxis Performance of Undergraduate Program Completers

Institution	Special Education General Curriculum		BED		Cross Categorical		Learning Disabled	
	N	%	N	%	N	%	N	%
Appalachian State University	1	*			2	*	20	100
Barton College	4	*						
Belmont Abbey College								
Bennett College	1	*						
Campbell University								
Catawba College								
Chowan University								
Duke University								
East Carolina University	18	100						
Elizabeth City State University	2	*						
Elon University	9	100					1	*
Fayetteville State University	6	83						
Gardner-Webb University								
Greensboro College							1	*
Guilford College								
High Point University	3	*						
Johnson C. Smith University								
Lees-McRae College								
Lenoir-Rhyne College								
Livingstone College								
Mars Hill College	7	100						
Meredith College								
Methodist University	1	*						
Montreat College								
NC A&T State University								
NC Central University	3	*					1	*
NC State University	1	*						
NC Wesleyan College								
Pfeiffer University	4	*						
Queens University								
Salem College								
Shaw University					1	*		
St Andrews Presbyterian College								
St Augustine's College								
UNC-Asheville								
UNC-Chapel Hill								
UNC-Charlotte	52	100	4	*			1	*
UNC-Greensboro	20	100						
UNC-Pembroke	4	*						
UNC-Wilmington	3	*			1	*		
Wake Forest University								
Warren Wilson College								
Western Carolina University	9	100					1	*
Wingate University								
Winston-Salem State University							1	*
State Rates	**148**	**99**	**4**	*****	**4**	*****	**26**	**100**

* Pass Rates Not Reported if less than 5 test takers.

Table IX: Praxis Performance of Undergraduate Program Completers

Institution	Special Education Mentally Disabled	
	N	%
Appalachian State University		
Barton College		
Belmont Abbey College		
Bennett College		
Campbell University		
Catawba College		
Chowan University		
Duke University		
East Carolina University		
Elizabeth City State University		
Elon University		
Fayetteville State University	1	*
Gardner-Webb University		
Greensboro College		
Guilford College		
High Point University		
Johnson C. Smith University		
Lees-McRae College		
Lenoir-Rhyne College		
Livingstone College		
Mars Hill College		
Meredith College		
Methodist University		
Montreat College		
NC A&T State University		
NC Central University	1	*
NC State University		
NC Wesleyan College		
Pfeiffer University		
Queens University		
Salem College		
Shaw University		
St Andrews Presbyterian College		
St Augustine's College		
UNC-Asheville		
UNC-Chapel Hill		
UNC-Charlotte		
UNC-Greensboro		
UNC-Pembroke		
UNC-Wilmington		
Wake Forest University		
Warren Wilson College		
Western Carolina University		
Wingate University		
Winston-Salem State University		
State Pass rates:	**2**	*

*Pass Rates Not Reported if less than 5 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 NCDPI 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, 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. A copy of the surveys is included at the end of this section of the Summary Report.

On a 4.0 scale, program completers expressed the greatest satisfaction with their preparation in Instructional delivery (3.58), followed by the program in general (3.52). [This is consistent with previous years.] Their satisfaction with their preparation to utilize technology, meet the needs of diverse learners, and manage the classroom were 3.38, 3.38, and 3.33 respectively. The mean ratings of principals and mentor teachers ranged from 3.27 to 3.56.

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. **Table XI** summarizes the results of the survey of program completers, mentor teachers, and principals.

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

Institution	Number of Student Teachers	% Licensed	%Employed
Appalachian State University	512	96	70
Barton College	34	100	82
Belmont Abbey College	23	100	83
Bennett College	2	*	*
Brevard College	3	*	*
Campbell University	57	93	72
Catawba College	19	89	79
Chowan University	22	86	59
Duke University	20	85	10
East Carolina University	511	94	67
Elizabeth City State University	34	97	74
Elon University	102	93	51
Fayetteville State University	113	82	65
Gardner-Webb University	44	93	75
Greensboro College	24	100	79
Guilford College	21	90	76
High Point University	44	91	66
Johnson C. Smith University	8	88	63
Lees-McRae College	78	97	65
Lenoir-Rhyne College	27	96	56
Livingstone College	3	*	*
Mars Hill College	58	91	69
Meredith College	64	100	81
Methodist University	20	95	55
Montreat College	6	100	83
NC A&T State University	30	100	80
NC Central University	93	77	57
NC State University	161	90	63
NC Wesleyan College	8	100	75
Pfeiffer University	40	95	85
Queens University	31	84	48
Salem College	11	100	55
Shaw University	3	*	*
Southeast College at Wake Forest	3	*	*
St Augustine's College	3	*	*
St. Andrews Presbyterian College	43	91	74
UNC-Asheville	77	99	61
UNC-Chapel Hill	96	95	66
UNC-Charlotte	471	97	77
UNC-Greensboro	338	92	72
UNC-Pembroke	80	96	85
UNC-Wilmington	312	98	69
Wake Forest University	31	97	39
Warren Wilson College	15	80	40
Western Carolina University	153	94	66
Wingate University	30	90	50
Winston-Salem State University	31	81	52
State Summary	**3909**	**94%**	**68%**

* % not reported if less than 5 completer

Table X: (Continued) Ranking of Institutions by % Licensed and % Employed

Ranking by Number of Student Teachers	Number of Student Teachers	Ranking by Percentage of Student Teachers Licensed	Percent Licensed	Ranking by Percentage of Student Teachers Employed	Teacher Education Employed
Appalachian State University	512	Barton College	100	Pfeiffer University	85
East Carolina University	511	Belmont Abbey College	100	UNC-Pembroke	85
UNC-Charlotte	471	Greensboro College	100	Belmont Abbey College	83
UNC-Greensboro	338	Meredith College	100	Montreat College	83
UNC-Wilmington	312	Montreat College	100	Barton College	82
NC State University	161	NC A&T State University	100	Meredith College	81
Western Carolina University	153	NC Wesleyan College	100	NC A&T State University	80
Fayetteville State University	113	Salem College	100	Catawba College	79
Elon University	102	UNC-Asheville	99	Greensboro College	79
UNC-Chapel Hill	96	UNC-Wilmington	98	UNC-Charlotte	77
NC Central University	93	Elizabeth City State University	97	Guilford College	76
UNC-Pembroke	80	Lees-McRae College	97	Gardner-Webb University	75
Lees-McRae College	78	UNC-Charlotte	97	NC Wesleyan College	75
UNC-Asheville	77	Wake Forest University	97	Elizabeth City State University	74
Meredith College	64	Appalachian State University	96	St. Andrews Presbyterian College	74
Mars Hill College	58	Lenoir-Rhyne College	96	Campbell University	72
Campbell University	57	UNC-Pembroke	96	UNC-Greensboro	72
Gardner-Webb University	44	Methodist University	95	Appalachian State University	70
High Point University	44	Pfeiffer University	95	Mars Hill College	69
St. Andrews Presbyterian College	43	UNC-Chapel Hill	95	UNC-Wilmington	69
Pfeiffer University	40	East Carolina University	94	East Carolina University	67
Barton College	34	Western Carolina University	94	High Point University	66
Elizabeth City State University	34	Campbell University	93	UNC-Chapel Hill	66
Queens University	31	Elon University	93	Western Carolina University	66
Wake Forest University	31	Gardner-Webb University	93	Fayetteville State University	65
Winston-Salem State University	31	UNC-Greensboro	92	Lees-McRae College	65
NC A&T State University	30	High Point University	91	Johnson C. Smith University	63
Wingate University	30	Mars Hill College	91	NC State University	63
Lenoir-Rhyne College	27	St. Andrews Presbyterian College	91	UNC-Asheville	61
Greensboro College	24	Guilford College	90	Chowan University	59
Belmont Abbey College	23	NC State University	90	NC Central University	57
Chowan University	22	Wingate University	90	Lenoir-Rhyne College	56
Guilford College	21	Catawba College	89	Methodist University	55
Duke University	20	Johnson C. Smith University	88	Salem College	55
Methodist University	20	Chowan University	86	Winston-Salem State University	52
Catawba College	19	Duke University	85	Elon University	51
Warren Wilson College	15	Queens University	84	Wingate University	50
Salem College	11	Fayetteville State University	82	Queens University	48
Johnson C. Smith University	8	Winston-Salem State University	81	Warren Wilson College	40
NC Wesleyan College	8	Warren Wilson College	80	Wake Forest University	39
Montreat College	6	NC Central University	77	Duke University	10
Bennett College	2	Bennett College	*	Bennett College	*
Brevard College	3	Brevard College	*	Brevard College	*
Livingstone College	3	Livingstone College	*	Livingstone College	*
Shaw University	3	Shaw University	*	Shaw University	*
Southeast College at Wake Forest	3	Southeast College at Wake Forest	*	Southeast College at Wake Forest	*
St Augustine's College	3	St Augustine's College	*	St Augustine's College	*
State Summary	**3909**		**94**		**68**

Table XI: Survey Results
Undergraduate Completers

Satisfaction C = Program Completer M = Mentor P = Principal	Number Responding			Program in General			Managing the Classroom			Technology			Diverse Learners			Instructional Delivery		
	C	M	P	C	M	P	C	M	P	C	M	P	C	M	P	C	M	P
Appalachian State University	145	221	191	3.50	3.53	3.48	3.26	3.30	3.23	3.40	3.56	3.32	3.21	3.32	3.19	3.51	3.45	3.35
Barton College	16	17	14	3.44	3.71	3.57	3.44	3.65	3.50	3.56	3.71	3.50	3.63	3.71	3.64	3.69	3.82	3.64
Belmont Abbey College	9	9	11	3.78	3.67	3.73	3.33	3.22	3.55	3.22	3.44	3.55	3.33	3.78	3.45	3.89	3.67	3.55
Bennett College	≈ 2	1	≈ 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Brevard College			1			*			*			*			*			*
Campbell University	20	25	21	3.65	3.60	3.14	3.55	3.36	3.00	3.45	3.52	3.20	3.30	3.40	3.10	3.65	3.48	3.05
Catawba College	10	9	14	3.50	3.67	3.43	3.40	3.44	3.14	3.10	3.56	3.36	3.30	3.44	3.36	3.20	3.67	3.07
Chowan University	8	9	3	4.00	3.22	*	3.75	3.56	*	3.88	3.44	*	3.88	3.67	*	3.88	3.67	*
Duke University	≈ 4	6	≈ 7	*	3.83	3.14	*	3.83	2.86	*	4.00	3.29	*	3.83	3.00	*	4.00	3.14
East Carolina University	145	179	199	3.59	3.58	3.57	3.37	3.33	3.36	3.40	3.55	3.41	3.39	3.35	3.30	3.65	3.50	3.47
Elizabeth City State University	14	18	16	3.21	3.59	3.50	3.36	3.33	3.31	3.00	3.61	3.38	3.36	3.50	3.06	3.14	3.67	3.31
Elon University	28	23	22	3.74	3.65	3.59	3.43	3.26	3.23	3.71	3.52	3.23	3.61	3.39	3.27	3.89	3.61	3.45
Fayetteville State University	40	36	41	3.50	3.50	3.58	3.30	3.33	3.27	3.25	3.47	3.29	3.35	3.39	3.30	3.45	3.44	3.29
Gardner-Webb University	11	29	17	3.73	3.72	3.75	3.82	3.59	3.47	3.64	3.59	3.13	3.64	3.69	3.31	3.91	3.66	3.31
Greensboro College	≈ 10	10	8	2.60	3.50	3.63	2.50	3.20	3.63	2.70	3.70	3.25	2.60	3.60	3.75	2.60	3.60	3.25
Guilford College	4	9	7	*	3.22	3.43	*	2.89	3.29	*	3.89	3.43	*	3.67	3.43	*	3.56	3.29
High Point University	14	18	16	3.71	3.50	3.53	3.57	3.44	3.38	3.43	3.44	3.25	3.43	3.28	3.38	3.57	3.44	3.50
Johnson C. Smith University	2	4	≈ 5	*	*	3.00	*	*	2.80	*	3.50	2.80	*	*	2.40	*	*	2.60
Lees-McRae College	29	24	27	3.59	3.50	3.42	3.48	3.54	3.33	3.34	3.50	3.22	3.31	3.33	3.15	3.69	3.54	3.33
Lenoir-Rhyne College	5	1	5	3.40	*	4.00	3.20	*	3.80	4.00	*	3.60	3.80	*	3.80	3.80	*	4.00
Livingstone College	1	≈ 4	≈ 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Mars Hill College	23	27	17	3.48	3.59	3.24	3.39	3.33	3.18	3.30	3.52	2.88	3.39	3.41	2.94	3.52	3.44	3.12
Meredith College	26	34	25	3.88	3.71	3.48	3.69	3.53	3.56	3.65	3.68	3.40	3.65	3.53	3.28	3.92	3.71	3.36
Methodist University	8	7	6	3.88	3.00	3.83	3.88	2.86	3.83	4.00	3.43	3.50	3.88	2.86	3.50	4.00	3.29	3.83
Montreat College	4	4	5	*	*	3.40	*	*	3.20	*	*	3.40	*	*	3.20	*	*	3.20
NC A&T State University	10	16	16	3.60	3.47	2.94	3.30	3.25	2.88	3.70	3.40	2.69	3.40	3.19	2.63	3.70	3.44	2.75
NC Central University	22	18	18	3.18	3.22	3.33	3.05	3.00	3.44	3.05	3.06	3.22	3.14	3.06	3.22	3.24	3.28	3.28

Table XI: Survey Results
Undergraduate Completers

Satisfaction C = Program Completer M = Mentor P = Principal	Number Responding			Program in General			Managing the Classroom			Technology			Diverse Learners			Instructional Delivery		
	C	M	P	C	M	P	C	M	P	C	M	P	C	M	P	C	M	P
NC State University	32	53	43	3.50	3.57	3.56	3.03	3.23	3.28	3.66	3.55	3.49	3.47	3.17	3.24	3.56	3.38	3.38
NC Wesleyan College	4	2	1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Pfeiffer University	11	16	17	3.73	3.06	3.65	3.55	2.88	3.41	3.45	3.19	3.41	3.55	2.94	3.35	3.73	3.06	3.53
Queens University	8	8	6	3.75	3.50	3.17	3.25	3.50	2.83	3.75	3.25	2.83	3.63	3.38	3.00	3.75	3.38	3.00
Salem College	24	19	24	3.78	3.58	3.38	3.58	3.53	3.17	3.54	3.47	3.04	3.83	3.58	3.04	3.88	3.58	3.38
Shaw University	3	3	1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Southeast College at Wake Forest	≈ 1	≈ 1	≈ 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
St Augustine's College	0	0	0															
St. Andrews Presbyterian College	16	18	16	3.31	3.72	3.63	3.44	3.61	3.31	3.50	3.39	3.38	3.63	3.61	3.56	3.69	3.78	3.50
UNC-Asheville	27	23	17	3.56	3.71	3.76	3.33	3.48	3.41	3.56	3.43	3.94	3.26	3.39	3.41	3.52	3.74	3.53
UNC-Chapel Hill	41	46	46	3.56	3.70	3.67	3.27	3.26	3.39	3.05	3.54	3.59	3.56	3.52	3.57	3.63	3.61	3.67
UNC-Charlotte	147	174	148	3.40	3.55	3.51	3.27	3.39	3.46	3.20	3.48	3.33	3.33	3.39	3.39	3.46	3.57	3.44
UNC-Greensboro	116	148	119	3.55	3.61	3.57	3.34	3.37	3.36	3.29	3.57	3.22	3.41	3.45	3.29	3.63	3.58	3.40
UNC-Pembroke	33	35	30	3.70	3.66	3.60	3.39	3.43	3.27	3.44	3.71	3.30	3.45	3.44	3.43	3.64	3.68	3.33
UNC-Wilmington	94	127	134	3.48	3.50	3.43	3.21	3.31	3.29	3.51	3.48	3.29	3.28	3.31	3.17	3.60	3.47	3.27
Wake Forest University	10	17	12	3.60	3.76	3.58	3.40	3.41	3.17	4.00	3.88	3.58	3.70	3.65	3.25	3.70	3.71	3.50
Warren Wilson College	≈ 2	≈ 5	≈ 4	*	3.40	*	*	2.80	2.75	*	3.20	*	*	3.40	*	*	3.40	*
Western Carolina University	54	56	45	3.47	3.58	3.47	3.35	3.30	3.27	3.46	3.55	3.24	3.31	3.45	3.29	3.63	3.61	3.36
Wingate University	9	12	9	3.67	3.75	3.44	3.44	3.33	3.33	3.11	3.17	3.22	3.33	3.33	3.22	3.44	3.50	3.22
Winston-Salem State University	8	10	7	3.00	3.40	3.57	3.13	3.20	3.14	3.00	3.30	3.00	3.13	3.40	3.29	3.38	3.30	3.00
** Grand Totals	1251	1535	1404															
State Averages				3.52	3.56	3.51	3.33	3.34	3.31	3.38	3.52	3.31	3.38	3.39	3.27	3.58	3.53	3.37

* Less than five survey responses received, responses will be held and combined with next year's survey responses.

** Contains only the number of surveys received this year.

≈ Last year, less than five survey responses were received. They are included with this year's responses.

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. 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 seven 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.

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 shall be 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 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 UNDERGRADUATE PROGRAM COMPLETERS, MENTORS, PRINCIPALS

Program Completer Survey

ID NUMBER	SPECIAL CODES
	A B C D E F G H I J

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②②②②②②②②②②②②②②②②②②②②
③③③③③③③③③③③③③③③③③③③③
④④④④④④④④④④④④④④④④④④④④
⑤⑤⑤⑤⑤⑤⑤⑤⑤⑤⑤⑤⑤⑤⑤⑤⑤⑤⑤⑤
⑥⑥⑥⑥⑥⑥⑥⑥⑥⑥⑥⑥⑥⑥⑥⑥⑥⑥⑥⑥
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GENERAL PURPOSE DATA SHEET II
form no. 70921

USE NO. 2 PENCIL ONLY

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) D

(C) C

(B) B

Highest rating (A) A

QUESTIONS 1- 5

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. →

* * * * * * * *

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

2. effectively manage the classroom. →

3. use technology to enhance learning. →

4. address the needs of diverse learners. →

5. deliver curriculum content through a variety of instructional approaches. →

* * * * * * * *

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

QUESTION 6

Please indicate your employment status.

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.

QUESTIONS 7 – 8

Please write in the grade level and subject you are teaching, and the teacher preparation program completed.

7. Grade Level _____

8. Subject _____

9. Teacher education program completed
_____

ID NUMBER	SPECIAL CODES
	A B C D E F G H I J

GENERAL PURPOSE DATA SHEET II
form no. 70921

USE NO. 2 PENCIL ONLY

IHE PERFORMANCE REPORT

Mentor 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)   D
(C)   C
(B)   B
Highest rating   (A)   A   E

QUESTIONS 1- 5

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 the beginning teacher's teacher education program.   →

* * * * * * * *

As a result of the teacher education program, the beginning teacher is prepared to:

2. effectively manage the classroom.   →

3. use technology to enhance learning.   →

4. address the needs of diverse learners.   →

5. deliver curriculum content through a variety of instructional approaches.   →

* * * * * * * *

QUESTION 6

Please indicate the beginning teacher's employment status.

QUESTIONS 7 – 8

Please write in the grade level and subject the beginning teacher is teaching, and the teacher preparation program completed.

6. 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.

7. Grade Level _____

8. Subject _____

9. Teacher education program completed

_____

Principal Survey

ID NUMBER	SPECIAL CODES
	A B C D E F G H I J

X X X X X X X X X X X X X X X

(number bubbles 0–9)

GENERAL PURPOSE DATA SHEET II
form no. 70921

USE NO. 2 PENCIL ONLY

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 they graduated.

E
Lowest rating **(D)** D
(C) C
(B) B
Highest rating **(A)** A

QUESTIONS 1- 5

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 the beginning teacher's teacher education program. →

* * * * * * * *

As a result of the teacher education program, the beginning teacher is prepared to:

2. effectively manage the classroom. →

3. use technology to enhance learning. →

4. address the needs of diverse learners. →

5. deliver curriculum content through a variety of instructional approaches. →

* * * * * * * *

QUESTION 6

Please indicate the beginning teacher's employment status.

6. 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.

QUESTIONS 7 – 8

Please write in the grade level and subject the beginning teacher is teaching and the teacher preparation program completed.

7. Grade Level _____

8. Subject _____

9. Teacher education program completed

_____

(Answer columns A B C D E repeated for all rows)

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