

IHE Performance Reports

2008-09



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State Board of Education
Department of Public Instruction**

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PREFACE

This is the 11th IHE Performance Report issued by the State of North Carolina. Separate reports are being issued for undergraduate programs, graduate programs, and school administration programs. Every effort has been made to ensure the accuracy of the data reported.

Reports on individual institutions are available on the Department of Public Instruction website at <http://www.ncpublicschools.org/ihe/reports/>. As appropriate, separate reports on undergraduate programs, graduate programs, and school administration programs are included for each institution.

A definition of the terms used is contained at the end of this section of the Summary Report.

TABLE OF CONTENTS

| | |
|---|----|
| Teacher Education in North Carolina | 1 |
| Linkages with the Public Schools | 7 |
| Lateral Entry Teachers Served | 9 |
| Employment..... | 11 |
| Definitions Used..... | 16 |

UNDERGRADUATE TEACHER EDUCATION PROGRAMS

| | |
|--|----|
| Preservice Teacher Education | 17 |
| Quality of Students Entering the Programs | 17 |
| Undergraduate Teacher Education Program Admission Requirements..... | 17 |
| Quality of Students Completing the Programs..... | 22 |
| Licensure Recommendations | 22 |
| Beginning Teacher Support Program | 22 |
| Efforts to Ensure the Technological Competence of Beginning Teachers | 22 |
| Efforts to Assist Students in Satisfying Praxis Testing Requirements..... | 23 |
| Employment and Program Satisfaction | 27 |
| Rewards and Sanctions | 30 |
| Undergraduate Program Completer Surveys | 31 |

TABLE OF CONTENTS (Continued)

GRADUATE TEACHER EDUCATION PROGRAMS

| | |
|---|----|
| Graduate Teacher Education | 35 |
| Quality of Students Entering the Programs | 35 |
| Graduate Teacher Education Program Admission Requirements | 36 |
| Quality of Students Completing the Programs | 39 |
| Employment and Program Satisfaction | 43 |
| Rewards and Sanctions | 45 |
| Graduate Program Completer Surveys | 46 |

SCHOOL ADMINISTRATION PROGRAMS

| | |
|--|----|
| Quality of Students Entering the Programs | 49 |
| School Administration Program Admission Requirements | 49 |
| Quality of Students Completing the Programs | 52 |
| Employment and Program Satisfaction | 54 |
| Rewards and Sanctions | 56 |
| Graduate Program Completer Surveys | 57 |

LIST OF TABLES

| Table | Page |
|---|------|
| I. Programs Offered by Each IHE..... | 2 |
| II. Number of Teacher Education Faculty | 8 |
| III. Lateral Entry Teachers Served | 10 |
| IV. Individuals with Degrees from each IHE Employed in the Public Schools | 12 |
| V. Top 10 LEAs Employing Graduates of Each IHE | 13 |
| VI. Enrollment in Undergraduate Teacher Education Programs, Fall 2008..... | 19 |
| VII. Admission Test Data for Undergraduate Programs..... | 20 |
| VIII. Length of Time to Program Completion (Undergraduate)..... | 24 |
| IX. Praxis Performance of Undergraduate Program Completers | 26 |
| X. Percentage of Student Teachers Licensed and Employed..... | 28 |
| XI. Undergraduate Program Completer Survey Results | 29 |
| XII. Enrollment in Graduate Teacher Education Programs, Fall 2008..... | 37 |
| XIII. Graduate Teacher Education Programs Admission Test Data | 38 |
| XIV. Length of Time to Program Completion (Graduate) | 40 |
| XV. Graduate Program Completer Survey Results | 44 |
| XVI. Enrollment in School Administration Programs, Fall 2008..... | 50 |
| XVII. School Administration Program Admission Data | 51 |
| XVIII. Performance on the School Leaders Licensure Assessment (SLLA) | 53 |
| XIX. School Administration Program Completer Survey Results..... | 55 |

TEACHER EDUCATION IN NORTH CAROLINA

An Overview

North Carolina has 47 approved Teacher Education Programs. All 47 offer undergraduate programs leading to initial teacher licensure; 30 offer graduate level programs leading to master's or doctoral level licensure; 17 offer school administration programs. While the specific course requirements vary from institution to institution, each approved program of study has been judged to be in compliance with the standards and indicators prescribed by the State Board of Education (SBE) for the specialty area. On-site reviews of approved teacher education programs are conducted every seven years. The reviews are typically a joint venture between the North Carolina Department of Public Instruction (NCDPI) and the National Council for Accreditation of Teacher Education (NCATE) or Teacher Education Accreditation Council (TEAC). The NCDPI team members are internal to the state; the NCATE team members are external to the state. Team members have been trained in the program review process. NCDPI team members review individual specialty (licensure) areas; NCATE team members focus on the program as a whole (referred to as the unit), TEAC team members focus on the all licensure options as defined by the IHE (referred to as the program). In addition to reviewing the reports prepared by the institution for the visits, team members examine course syllabi, handbooks, samples of student work, visit clinical sites, observe university classes, tour campus facilities, and interview current students, recent graduates, faculty, administrators, support staff, and public school personnel. All teams focus on curriculum, student quality, faculty, governance, and resources. Reports of the on-site reviews, as well as the performance of students on the Praxis exams, the performance of graduates in the Initial Licensure Program, and the licensure of methods faculty are considered by the State Evaluation Committee on Teacher Education (SEC). Recommendations are forwarded from the SEC to the SBE which makes final program approval decisions.

Table I details the teacher education programs offered by each college/university.

Table I: Programs Offered by each IHE

| A = Bachelor's Level M = Master's Level S = Specialist's Level D = Doctoral Level * = Temporary Authorization ao = Add On | Birth - Kindergarten | Preschool Add-On | Elementary Education | Middle Grade Language Arts | Middle Grade Mathematics | Middle Grade Science | Middle Grade Social Studies | English | Mathematics | Comprehensive Science | Biology | Chemistry | Earth Science | Physics |
|--|----------------------|------------------|----------------------|----------------------------|--------------------------|----------------------|-----------------------------|---------|-------------|-----------------------|---------|-----------|---------------|---------|
| Appalachian State University | A M | ao | A M | A M | A M | A M | A M | A M | A M | A* | A | A | A | A |
| Barton College | A* | | A | A | A | A | A | A | | | | | | |
| Belmont Abbey College | | | A | | | | | | | | | | | |
| Bennett College | | | A | | | | | A | A | | A | | | |
| Brevard College | | | A* | | | | | A* | A* | A* | | | | |
| Campbell University | A* | ao* | A M | A M | A* M* | A* | A M | A M | A M | | A | | | |
| Catawba College | A* | | A M | A | A | A | A | A | A | A | A | A | | |
| Chowan University | | | A | | | | | | | | | | | |
| Duke University | | | A | | | | | A M | A M | A M | M | | | M |
| East Carolina University | A M* | ao | A M | A M | A M | A M | A M | A M | A M | A M | | | | |
| Elizabeth City State University | A* | | A M | A | A | A | A | A | A | | A | A | | |
| Elon University | | | A M | A | A | A | A | A | A | A | | | | |
| Fayetteville State University | A* | | A M | A M | A M | A M | A M | A M | A M | | A M | | | |
| Gardner-Webb University | | | A M | A M | A M | A M | A M | A M | A | | | | | |
| Greensboro College | A | ao | A M* | A | A | A | A | A | A | | A | | | |
| Guilford College | | | A | | | | | A | | | | | | |
| High Point University | | | A M* | A | A | A | A | A | A | | A | | | |
| Johnson C. Smith University | | | A | | | | | A | A | | | | | |
| Lees-McRae College | | | A | | | | | | | | | | | |
| Lenoir-Rhyne University | A M | ao | A | A | A | A | A | A | A | A | A | | | |
| Livingstone College | A* | | A | | | | | | A | | | | | |
| Mars Hill College | | | A | A | A | A | A | A | A | A* | | | | |
| Meredith College | A | | A M | A | A | A | A | A | A | A* | A | A | | |
| Methodist University | | | A | A* | A* | A* | A* | | A | | A | | | |
| Montreat College | | | A M* | | | | | | | | | | | |
| NC A&T State University | A | | A M | | | | | A M | A M | | A | A | | A |
| NC Central University | A M* | | A M | A M | A M | A M | A M | A M* | A M* | A* | | | | |
| NC State University | | | A* M | A M | A M D | A M D | A M | A M D | A M S D | A M S D | | | | |
| NC Wesleyan College | | | A | A | A | A | A | A | A | | A | | | |
| Peace College | | | A* | | | | | | | | | | | |
| Pfeiffer University | | | A M | | | | | A | A | A | A | A | | |
| Queens University | | | A M | | | | | A | A | | A | | | |
| Saint Andrews Pres. College | | | A | | | | | | | | | | | |
| Saint Augustine's College | | | A | | | | | | | | | | | |
| Salem College | ao | ao | A M | A* M* | A* M* | A* M* | A* M* | A M* | A M* | M* | A | A | | |
| Shaw University | A M* | | A | | | | | A | A | | | | | |
| UNC - Asheville | A* | | A | A | A | A | A | A | A | A | A | A | A | A |
| UNC - Chapel Hill | A M | ao | A M | A M | A M | A M | A M | M | A* M | A* M | A* | | | A* |
| UNC - Charlotte | A M | | A M | A M | A M | A M | A M | A M | A M | A M | A M | A M | A M | A M |
| UNC - Greensboro | A M | | A M | A M | A M | A M | A M | A M | A M | M | A | A M | | A |
| UNC - Pembroke | A | ao | A M | A M | A M | A M | A M | A M | A M | A M | A M | | | |
| UNC - Wilmington | A | ao | A M | A M | A M | A M | A M | A M | A M | A M | A | A | A | A |
| Wake Forest University | | | A | | | | | A M | A M | | A M | A M | | A M |
| Warren Wilson College | | | A | | | | | A | A | | | | | |
| Western Carolina University | A M* | | A M | A M | A M | A M | A M | A M | A M | A | M | M | | |
| Wingate University | | | A M | A | A | A | A | A | A | | A | A | | |
| Winston-Salem State University | A | | A M | A | A M* | A M* | A | A | A | | | | | |

Table I: Programs Offered by each IHE

| A = Bachelor's Level M = Master's Level S = Specialist's Level D = Doctoral Level * = Temporary Authorization ao = Add On | Comprehensive Social Studies | History | Political Science | Sociology | Reading | Art | Dance | Music | Theater Arts | Health Specialist | Physical Education | Second Language Studies: Classical Latin | Second Language Studies: French | Second Language Studies: German |
|--|------------------------------|---------|-------------------|-----------|---------|------|-------|-------|--------------|-------------------|--------------------|--|---------------------------------|---------------------------------|
| Appalachian State University | A | A M | | | ao M | A | | A M | A | A | A | | A M | |
| Barton College | A | | | | | A | | | | | A | | | |
| Belmont Abbey College | | | | | | | | | | | | | | |
| Bennett College | | | | | | | | A | | | | | | |
| Brevard College | A* | | | | | A* | | A* | A* | | A* | | | |
| Campbell University | A M | | | | | | | A | | | A M | | A | |
| Catawba College | A | | | | ao | | | A | | | A | | | |
| Chowan University | A | | | | | | | A | | | A | | | |
| Duke University | A M | | | | | | | | | | | | | |
| East Carolina University | A | M | | | ao M | A M | A | A M S | A | A M | A M | | A | A |
| Elizabeth City State University | A | A | | | | A | | A | | | A | | | |
| Elon University | A | | | | | | | A | | | A | | A | |
| Fayetteville State University | A | A M | A M | A M | ao M | | | A | | A | A | | | |
| Gardner-Webb University | A | | | | | | | A | | | A | | A | |
| Greensboro College | A | | | | | A | | A | A | | A | | | |
| Guilford College | A | | | | | | | | | | | | | |
| High Point University | A | A | | | | A | | | | | A | | A | |
| Johnson C. Smith University | A | | | | | | | | | A | A | | | |
| Lees-McRae College | | | | | | | | | A | | A | | | |
| Lenoir-Rhyne University | A | | | | ao A | A | | A | | | A | | | |
| Livingstone College | | | | | | | | A | | | A | | | |
| Mars Hill College | A | | | | ao* | A | | A | | | A | | | |
| Meredith College | A | | | | ao M | A | A | A | A | | A | | A | |
| Methodist University | A | | | | | A | | A | | | A | | | |
| Montreat College | | | | | | | | | | | | | | |
| NC A&T State University | A M | | | | M* | A | | A | | | M | | | |
| NC Central University | A | | | | ao* | A | | A | A | | A M | | A | |
| NC State University | A M | | | | ao S D | | | | | | | | A M | |
| NC Wesleyan College | A | A | | | | | | | | | | | | |
| Peace College | | | | | | | | | | | | | | |
| Pfeiffer University | A | | | | | | | A | | | A | | | |
| Queens University | A | A | | | M | | | | | | | | A | |
| Saint Andrews Pres. College | | | | | | | | | | | A | | | |
| Saint Augustine's College | | | | | | | | | | | | | | |
| Salem College | A M* | | | | ao M | | | | | | | | A | |
| Shaw University | | | | | | | | | | | | | | |
| UNC - Asheville | A | | | | A | A | | | A | | | A | A | A |
| UNC - Chapel Hill | M | | | | ao M | | | M | | | | M | A* M | M |
| UNC - Charlotte | A M | A M | | | M | A M* | A M* | A | A M* | | | | A M* | A M* |
| UNC - Greensboro | A M | | | | ao M | A | A M | A M D | A M | | A | A M | A M | |
| UNC - Pembroke | A M | | | | M | A M | | A M | | | A M | | | |
| UNC - Wilmington | A | M | | | ao* M | | | A | | | A | | A | |
| Wake Forest University | A M | | | | | | | | | | | | A M | A |
| Warren Wilson College | A | A | | | | | | | | | | | | |
| Western Carolina University | A M | | | | A | A M | | A M | | | A M | | | |
| Wingate University | A | | | | A | A | | A | | | A M* | | | |
| Winston-Salem State University | A | | | | | A | | A | | | A | | | |

Table I: Programs Offered by each IHE

| A = Bachelor's Level M = Master's Level S = Specialist's Level D = Doctoral Level * = Temporary Authorization ao = Add On | Second Language Studies: Japanese | Second Language Studies: Spanish | American Sign Language | English as a Second Language | Academically Gifted | Audiology | Behaviorally-Emotionally Disabled | Deaf and Hard of Hearing | Mentally Disabled | Severely/Profoundly Disabled | Specific Learning Disabilities | Speech-Language Pathology | Visually Impaired |
|--|--------------------------------------|-------------------------------------|------------------------|---------------------------------|---------------------|-----------|--------------------------------------|--------------------------|-------------------|------------------------------|--------------------------------|---------------------------|-------------------|
| Appalachian State University | | A M | | | ao* | | M | | M | | M | M | |
| Barton College | | A | | | ao* | | | A | | | | | |
| Belmont Abbey College | | | | | | | | | | | | | |
| Bennett College | | | | | | | | | | | | | |
| Brevard College | | | | | | | | | | | | | |
| Campbell University | | A | | | ao* | | | | | | | | |
| Catawba College | | | | | | | | | | | | | |
| Chowan University | | | | | | | | | | | | | |
| Duke University | | | | | ao* | | | | | | | | |
| East Carolina University | | A M* | | | ao | | M | | M | M | M | S | |
| Elizabeth City State University | | | | | | | | | | | | | |
| Elon University | | A | | | ao* M* | | | | | | | | |
| Fayetteville State University | | A | | ao* | | | M | | M | | M | | |
| Gardner-Webb University | | A | A* | A* | | | | | | | | | |
| Greensboro College | | A | | | | | M* | | | | M* | | |
| Guilford College | | | | | | | | | | | | | |
| High Point University | | A | | | ao | | | | M* | | | | |
| Johnson C. Smith University | | | | | | | | | | | | | |
| Lees-McRae College | | | | | | | | | | | | | |
| Lenoir-Rhyne University | | A | | ao A | | | | A | | | | | |
| Livingstone College | | | | | | | | | | | | | |
| Mars Hill College | | A | | ao, A | ao* | | | | | | | | |
| Meredith College | | A | | A M | ao* M* | | | | | | | | |
| Methodist University | | | | ao* | ao* | | | | | | | | |
| Montreat College | | | | | | | | | | | | | |
| NC A&T State University | | A | | | | | | | | | | | |
| NC Central University | | A | | ao* | ao* | | M | | M | | M | M | M |
| NC State University | | A M | | ao | | | M | | M | | M | | |
| NC Wesleyan College | | | | | | | | | | | | | |
| Peace College | | | | | | | | | | | | | |
| Pfeiffer University | | | | | | | | | | | | | |
| Queens University | | A | | | | | | | | | | | |
| Saint Andrews Pres. College | | | | | | | | | | | | | |
| Saint Augustine's College | | | | | | | | | | | | | |
| Salem College | | A | | ao* | | | | | | | M | | |
| Shaw University | | | | | | | | | | | | | |
| UNC - Asheville | | A | | | | | | | | | | | |
| UNC - Chapel Hill | M | A* M | | ao M* | | | | | | | | S | |
| UNC - Charlotte | | A M* | | A* M | ao M | | M | | M | M | M | | |
| UNC - Greensboro | | A M | | A* ao M | | | M | A D* | | | M | M S | |
| UNC - Pembroke | | A* | | ao* | ao* | | | | | | | | |
| UNC - Wilmington | | A | | ao* | ao* | | M* | | M* | | M* | | |
| Wake Forest University | | A M | | | | | | | | | | | |
| Warren Wilson College | | | | | | | | | | | | | |
| Western Carolina University | | A | | M* | ao M | | M | | M | M | M | S | |
| Wingate University | | | | | ao* | | | | | | | | |
| Winston-Salem State University | | A | | ao* M* | | | | | | | | | |

Table I: Programs Offered by each IHE

| A = Bachelor's Level M = Master's Level S = Specialist's Level D = Doctoral Level * = Temporary Authorization ao = Add On | General Curriculum | Adapted Curriculum | Agriculture | Family and Consumer Sciences | Industrial Cooperative Training | Marketing Education | Technology Education | Trade Preparatory Programs | Business Education | Workforce Development Director |
|--|--------------------|--------------------|-------------|------------------------------|---------------------------------|---------------------|----------------------|----------------------------|--------------------|--------------------------------|
| Appalachian State University | A | A | | A M | | A | A M | A | A | |
| Barton College | A | | | | | | | | | |
| Belmont Abbey College | | | | | | | | | | |
| Bennett College | A* | | | | | | | | | |
| Brevard College | | | | | | | | | | |
| Campbell University | | | | A | | | | | | |
| Catawba College | | | | | | | | | | |
| Chowan University | | | | | | | | | | |
| Duke University | | | | | | | | | | |
| East Carolina University | A | A | | A M* | | A M | | | A M | |
| Elizabeth City State University | A* | | | | | | | | | |
| Elon University | A M | | | | | | | | | |
| Fayetteville State University | A M* | | | | | A | | | A | |
| Gardner-Webb University | | | | | | | | | | |
| Greensboro College | A* | A* | | | | | | | | |
| Guilford College | | | | | | | | | | |
| High Point University | A* | | | | | | | | | |
| Johnson C. Smith University | | | | | | | | | | |
| Lees-McRae College | | | | | | | | | | |
| Lenoir-Rhyne University | | | | | | | | | A | |
| Livingstone College | | | | | | | | | | |
| Mars Hill College | A | | | | | | | | | |
| Meredith College | ao* M* | | | A | | | | | | |
| Methodist University | A | | | | | | | | | |
| Montreat College | | | | | | | | | | |
| NC A&T State University | A M* | | A M | A M* | A M | | A M | A M | A M* | ao |
| NC Central University | A | | | A M | | | | | | |
| NC State University | | | A M S D | | | A M | A M D | | A M | |
| NC Wesleyan College | A* | | | | | | | | | |
| Peace College | A* | | | | | | | | | |
| Pfeiffer University | A | | | | | | | | | |
| Queens University | | | | | | | | | | |
| Saint Andrews Pres. College | | | | | | | | | | |
| Saint Augustine's College | | | | | | | | | | |
| Salem College | A* | | | | | | | | | |
| Shaw University | | | | | | | | | | |
| UNC - Asheville | | | | | | | | | | |
| UNC - Chapel Hill | A*M* | | | | | | | | | |
| UNC - Charlotte | A M | A M | | | | | | | | |
| UNC - Greensboro | A | | | | | | | | | |
| UNC - Pembroke | A | | | | | | | | | |
| UNC - Wilmington | A | A | | | | | | | | |
| Wake Forest University | | | | | | | | | | |
| Warren Wilson College | | | | | | | | | | |
| Western Carolina University | A* | A* | | | | | | | | |
| Wingate University | | | | | | | | | | |
| Winston-Salem State University | A* M* | | | | | | | | | |

Table I: Programs Offered by each IHE

| A = Bachelor's Level M = Master's Level S = Specialist's Level D = Doctoral Level * = Temporary Authorization ao = Add On | Curriculum Instructional Specialist | School Administrator | School Counselor | School Psychologist | School Social Worker | Media Coordinator | Media Supervisor | Instructional Technology Specialist-Computers | Instructional Technology Specialist-Telecommunications | Safety and Driver Education |
|--|-------------------------------------|----------------------|------------------|---------------------|----------------------|-------------------|------------------|---|--|-----------------------------|
| Appalachian State University | M | M S D | S | S | | M | | M | | |
| Barton College | | | | | | | | | | |
| Belmont Abbey College | | | | | | | | | | |
| Bennett College | | | | | | | | | | |
| Brevard College | | | | | | | | | | |
| Campbell University | | M | M | | | | | | | |
| Catawba College | | | | | | | | | | |
| Chowan University | | | | | | | | | | |
| Duke University | | | | | | | | | | |
| East Carolina University | M S D | M S D | M | S | A M S | M | M S | M | | ao |
| Elizabeth City State University | | M* | | | | | | | | |
| Elon University | | | | | | | | | | |
| Fayetteville State University | | M D | | | | | | | | |
| Gardner-Webb University | | M D* | M | | | | | | | |
| Greensboro College | | | | | | | | | | |
| Guilford College | | | | | | | | | | |
| High Point University | | M | | | | | | | | |
| Johnson C. Smith University | | | | | | | | | | |
| Lees-McRae College | | | | | | | | | | |
| Lenoir-Rhyne University | | | M | | | | | | | |
| Livingstone College | | | | | | | | | | |
| Mars Hill College | | | | | | | | | | |
| Meredith College | | | | | | | | | | |
| Methodist University | | | | | A* | | | | | |
| Montreat College | | | | | | | | | | |
| NC A&T State University | | M | M S | | A M S | M | | M | | |
| NC Central University | | M | M | | | M | | M* | | |
| NC State University | M S D | M S D | M D | | A | | | M S D | | |
| NC Wesleyan College | | | | | | | | | | |
| Peace College | | | | | | | | | | |
| Pfeiffer University | | ao*M* | | | | | | | | |
| Queens University | | | | | | | | | | |
| Saint Andrews Pres. College | | | | | | | | | | |
| Saint Augustine's College | | | | | | | | | | |
| Salem College | | | | | | | | | | |
| Shaw University | | | | | | | | | | |
| UNC - Asheville | | | | | | | | | | |
| UNC - Chapel Hill | ao D | M D | S | S D | S | M | | M* | | |
| UNC - Charlotte | M | M S D | M S | | | | | M | | |
| UNC - Greensboro | D* | M S D | M S D | | A M S | M | M | M | | |
| UNC - Pembroke | M | M | M | | | | | | | |
| UNC - Wilmington | ao* M | ao* M D* | | | | | | M | | |
| Wake Forest University | | | S | | | | | | | |
| Warren Wilson College | | | | | | | | | | |
| Western Carolina University | | M S D | M S | S | | | | | | |
| Wingate University | | M* D* | | | | | | | | |
| Winston-Salem State University | | | | | | | | | | |

LINKAGES WITH THE PUBLIC SCHOOLS

Faculty in institutions of higher education which prepare teachers are expected to be involved with the public schools in genuine ways that go beyond simply supervising student teachers and interns. This may include collaboratively designing curricula for public school students and teacher education programs, formalized partnerships, grant activities, service on boards and committees, providing assistance for beginning teachers, assisting lateral entry teachers seeking licensure, conducting/sponsoring professional development activities for inservice teachers, working with groups of public school students on campus or at the school site, sponsoring after-school programs for public school students, and providing diagnostic and screenings/testing for public school students. Information on the specific efforts of each institution to work collaboratively with the public schools is contained in the individual *Institutional Reports* on the NCDPI website.

In evaluating the involvement of colleges/universities with the public schools, it is important to consider that the number of teacher education faculty varies across campuses. **Table II** summarizes the number of teacher education faculty by college/university.

Table II: Number of Teacher Education Faculty

| Institution | Full-Time in Professional Education | Part-Time in Professional Education; Full-Time to IHE | Part-Time in Professional Education; Not Otherwise Employed by IHE |
|----------------------------------|--|--|---|
| Appalachian State University | 103 | 63 | 86 |
| Barton College | 6 | 7 | 14 |
| Belmont Abbey College | 6 | | 12 |
| Bennett College | 4 | 5 | 4 |
| Brevard College | 2 | 5 | 2 |
| Campbell University | 13 | 7 | 11 |
| Catawba College | 6 | 4 | 4 |
| Chowan University | 4 | 4 | 7 |
| Duke University | 8 | 6 | 27 |
| East Carolina University | 184 | 101 | 85 |
| Elizabeth City State University | 15 | 11 | 13 |
| Elon University | 10 | 12 | 16 |
| Fayetteville State University | 36 | 15 | 15 |
| Gardner-Webb University | 15 | 6 | 17 |
| Greensboro College | 17 | 7 | 7 |
| Guilford College | 4 | 3 | |
| High Point University | 11 | 2 | 13 |
| Johnson C. Smith University | 3 | 4 | 2 |
| Lees-McRae College | 7 | 5 | 17 |
| Lenoir-Rhyne University | 9 | 20 | 3 |
| Livingstone College | 4 | | |
| Mars Hill College | 6 | 8 | 14 |
| Meredith College | | | |
| Methodist University | | | |
| Montreat College | 3 | | |
| NC A&T State University | | | |
| NC Central University | 45 | 4 | 18 |
| NC State University | 74 | 40 | |
| NC Wesleyan College | 3 | 2 | 10 |
| Peace College | 4 | | 4 |
| Pfeiffer University | 9 | 6 | 6 |
| Queens College | 6 | 1 | 4 |
| Salem College | 8 | 5 | 16 |
| Shaw University | 6 | 2 | 3 |
| St. Andrews Presbyterian College | 5 | | 4 |
| St. Augustine's College | 2 | 6 | 7 |
| UNC-Asheville | 10 | 5 | 6 |
| UNC-Chapel Hill | 49 | 8 | 14 |
| UNC-Charlotte | 136 | 12 | 93 |
| UNC-Greensboro | 82 | 46 | 126 |
| UNC-Pembroke | 24 | 14 | 16 |
| UNC-Wilmington | 67 | 14 | 49 |
| Wake Forest University | 15 | 2 | 4 |
| Warren Wilson College | 1 | 1 | 6 |
| Western Carolina University | 34 | 12 | 11 |
| Wingate University | 8 | 8 | 15 |
| Winston-Salem State University | 19 | 5 | 17 |
| Totals | 1083 | 488 | 798 |

LATERAL ENTRY TEACHERS SERVED

Individuals who have not completed teacher education programs may be hired by local school systems as lateral entry teachers. To be eligible for a lateral entry license, individuals must have at least a bachelor's degree from a regionally accredited institution, a 2.5 cumulative grade point average, and an academic major related to the teaching assignment. Lateral entry teachers are issued individual programs of study based on review of their transcripts by a college or university with an approved teacher education program or one of the four Regional Alternative Licensing Centers (RALCs). Lateral entry teachers may affiliate with a college or university to clear licensure requirements or work through the RALCs to do so. **Table III** contains information provided by each institution on the number of lateral entry teachers seeking programs of study and enrolling in programs leading to licensure. The numbers reported by the institutions for the undergraduate and graduate levels have been combined in the table. Individual institutional reports, accessible on the Department's website, provide narrative information on each institution's efforts to serve lateral entry teachers.

Table III: Lateral Entry Teachers Served

| Institution | Number Issued Program of Study Leading to Licensure | Number Enrolled in One or More Classes Leading to Licensure |
|----------------------------------|--|--|
| Appalachian State University | 11 | 4 |
| Barton College | 11 | 17 |
| Belmont Abbey College | | |
| Bennett College | 15 | 7 |
| Brevard College | | |
| Campbell University | 61 | 74 |
| Catawba College | 3 | 3 |
| Chowan College | | |
| Duke University | | |
| East Carolina University | 316 | 593 |
| Elizabeth City State University | 65 | 65 |
| Elon University | 18 | 17 |
| Fayetteville State University | 6 | 8 |
| Gardner-Webb University | 46 | 6 |
| Greensboro College | 150 | 55 |
| Guilford College | | |
| High Point University | 29 | 16 |
| Johnson C. Smith University | 5 | 2 |
| Lees-McRae College | | |
| Lenoir-Rhyne University | 40 | 49 |
| Livingstone College | | |
| Mars Hill College | | |
| Meredith College | | |
| Methodist College | | |
| Montreat College | | |
| NC A&T State University | 103 | 158 |
| NC Central University | 77 | 25 |
| NC State University | 178 | 703 |
| NC Wesleyan College | 12 | |
| Peace College | 4 | 4 |
| Pfeiffer University | 25 | 25 |
| Queens College | 25 | 194 |
| Salem College | | 5 |
| Shaw University | 117 | 40 |
| St. Andrews Presbyterian College | | |
| St. Augustine's College | 3 | 1 |
| UNC-Asheville | | 3 |
| UNC-Chapel Hill | 18 | 6 |
| UNC-Charlotte | 614 | 1213 |
| UNC-Greensboro | 73 | 170 |
| UNC-Pembroke | | |
| UNC-Wilmington | 29 | 4 |
| Wake Forest University | | |
| Warren Wilson College | | |
| Western Carolina University | 1453 | 1419 |
| Wingate University | | |
| Winston-Salem State University | 59 | 36 |
| Totals | 3566 | 4922 |

EMPLOYMENT

Graduates of the 47 institutions with approved teacher education programs are employed in every LEA in the state. **Table IV** contains summary information on the number of individuals with degrees from each institution employed in the NC public schools during the 2008-09 school year. **Table V** reflects the top 10 LEAs in which individuals with degrees from each IHE are employed. It should be noted that:

1. In the case of individuals who completed licensure-only programs, the institution at which an individual earned a degree may not be the institution which eventually recommended the individual for licensure.
 2. If an individual has earned degrees at more than one institution, he/she is counted in the totals for each institution from which a degree was earned.
-

Table IV: Individuals Employed in the Public Schools with Degrees from Each IHE

| Institution | Number Employed | Rank | Institution | Number Employed | Rank |
|--------------------------------|----------------------------|-------------|--------------------------------|----------------------------|-------------|
| Appalachian State University | 11,505 | 2 | East Carolina University | 12,588 | 1 |
| Barton College | 1,439 | 16 | Appalachian State University | 11,505 | 2 |
| Belmont Abbey College | 343 | 39 | Univ North Carolina Greensboro | 8,174 | 3 |
| Bennett College | 250 | 42 | Univ North Carolina Charlotte | 6,677 | 4 |
| Brevard College | 20 | 46 | Univ North Carolina Chapel Hi | 5,924 | 5 |
| Campbell University | 2,201 | 14 | Western Carolina University | 4,673 | 6 |
| Catawba College | 724 | 27 | North Carolina State Univ | 4,647 | 7 |
| Chowan College | 128 | 43 | Univ North Carolina Wilmington | 4,185 | 8 |
| Duke University | 337 | 40 | Univ North Carolina Pembroke | 3,808 | 9 |
| East Carolina University | 12,588 | 1 | North Carolina Central Univ | 3,097 | 10 |
| Elizabeth City State Univ | 1,348 | 19 | North Carolina A&T State Univ | 3,087 | 11 |
| Elon University | 1,355 | 18 | Fayetteville State University | 3,024 | 12 |
| Fayetteville State University | 3,024 | 12 | Gardner-Webb University | 2,577 | 13 |
| Gardner-Webb University | 2,577 | 13 | Campbell University | 2,201 | 14 |
| Greensboro College | 674 | 28 | Meredith College | 1,697 | 15 |
| Guilford College | 409 | 34 | Barton College | 1,439 | 16 |
| High Point University | 1,070 | 22 | Lenoir-Rhyne University | 1,412 | 17 |
| Johnson C. Smith University | 355 | 38 | Elon University | 1,355 | 18 |
| Lees-McRae College | 440 | 33 | Elizabeth City State Univ | 1,348 | 19 |
| Lenoir-Rhyne University | 1,412 | 17 | Winston-Salem State University | 1,333 | 20 |
| Livingstone College | 284 | 41 | Mars Hill College | 1,252 | 21 |
| Mars Hill College | 1,252 | 21 | High Point University | 1,070 | 22 |
| Meredith College | 1,697 | 15 | Pfeiffer University | 846 | 23 |
| Methodist College | 646 | 29 | Wake Forest University | 818 | 24 |
| Montreat College | 97 | 45 | Univ North Carolina Asheville | 738 | 25 |
| North Carolina A&T State Univ | 3,087 | 11 | Wingate University | 737 | 26 |
| North Carolina Central Univ | 3,097 | 10 | Catawba College | 724 | 27 |
| North Carolina State Univ | 4,647 | 7 | Greensboro College | 674 | 28 |
| North Carolina Wesleyan Col | 521 | 31 | Methodist College | 646 | 29 |
| Pfeiffer University | 846 | 23 | Salem College | 610 | 30 |
| Queens College | 364 | 36 | North Carolina Wesleyan Col | 521 | 31 |
| Salem College | 610 | 30 | Shaw University | 442 | 32 |
| Shaw University | 442 | 32 | Lees-McRae College | 440 | 33 |
| St. Andrews Presbyterian Col | 374 | 35 | Guilford College | 409 | 34 |
| St. Augustine's College | 357 | 37 | St. Andrews Presbyterian Col | 374 | 35 |
| Univ North Carolina Chapel Hi | 5,924 | 5 | Queens College | 364 | 36 |
| Univ North Carolina Asheville | 738 | 25 | St. Augustine's College | 357 | 37 |
| Univ North Carolina Charlotte | 6,677 | 4 | Johnson C. Smith University | 355 | 38 |
| Univ North Carolina Greensboro | 8,174 | 3 | Belmont Abbey College | 343 | 39 |
| Univ North Carolina Pembroke | 3,808 | 9 | Duke University | 337 | 40 |
| Univ North Carolina Wilmington | 4,185 | 8 | Livingstone College | 284 | 41 |
| Wake Forest University | 818 | 24 | Bennett College | 250 | 42 |
| Warren Wilson College | 118 | 44 | Chowan College | 128 | 43 |
| Western Carolina University | 4,673 | 6 | Warren Wilson College | 118 | 44 |
| Wingate University | 737 | 26 | Montreat College | 97 | 45 |
| Winston-Salem State University | 1,333 | 20 | Brevard College | 20 | 46 |
| Totals | 97,705 | | Totals | 97,705 | |

**Table V: Top 10 LEAs Employing (at least 5) Teachers with Degrees from Each IHE
2008-09**

| Appalachian State University | | Barton College | | Belmont Abbey College | | Bennett College | |
|--------------------------------------|-------|---------------------------------|------|--|-----|--------------------------|-----|
| Forsyth Co Schs | 706 | Wilson Co Schs | 244 | Gaston Co Schs | 197 | Guilford Co Schs | 81 |
| Caldwell Co Schs | 562 | Johnston Co Schs | 185 | Charlotte-Mecklenburg | 46 | Charlotte-Mecklenburg | 28 |
| Burke Co Schs | 559 | Wake Co Schs | 139 | Lincoln Co Schs | 29 | Forsyth Co Schs | 23 |
| Charlotte-Mecklenburg | 558 | Nash-Rocky Mt Schs | 138 | Cleveland Co Schs | 21 | Wake Co Schs | 14 |
| Catawba Co Schs | 504 | Wayne Co Schs | 128 | Forsyth Co Schs | 5 | Durham Public Schs | 10 |
| Wilkes Co Schs | 481 | Franklin Co Schs | 39 | | | Cumberland Co Schs | 7 |
| Wake Co Schs | 475 | Pitt Co Schs | 36 | | | Alamance-Burlington | 6 |
| Guilford Co Schs | 381 | Edgecombe Co Schs | 32 | | | | |
| Gaston Co Schs | 363 | Craven Co Schs | 31 | | | | |
| Cleveland Co Schs | 315 | Granville Co Schs | 27 | | | | |
| | | Greene Co Schs | 27 | | | | |
| Brevard College | | Campbell University | | Catawba College | | Chowan University | |
| Transylvania Co Schs | 6 | Harnett Co Schs | 406 | Rowan-Salisbury Schs | 264 | Hertford Co Schs | 24 |
| | | Johnston Co Schs | 269 | Davidson Co Schs | 43 | Northampton Co Schs | 14 |
| | | Wake Co Schs | 239 | Cabarrus Co Schs | 36 | Bertie Co Schs | 13 |
| | | Cumberland Co Schs | 200 | Davie Co Schs | 34 | Gates Co Schs | 12 |
| | | Sampson Co Schs | 133 | Forsyth Co Schs | 30 | Currituck Co Schs | 6 |
| | | Lee Co Schs | 96 | Charlotte-Mecklenburg | 30 | | |
| | | Wayne Co Schs | 58 | Iredell-Statesville Schs | 28 | | |
| | | Onslow Co Schs | 55 | Guilford Co Schs | 19 | | |
| | | Duplin Co Schs | 44 | Randolph Co Schs | 15 | | |
| | | Clinton City Schs | 35 | Kannapolis City Schs | 14 | | |
| | | | | Lexington City Schs | 14 | | |
| Duke University | | East Carolina University | | Elizabeth City State University | | Elon University | |
| Durham Public Schs | 87 | Pitt Co Schs | 1342 | Pasquotank Co Schs | 247 | Alamance-Burlingtons | 331 |
| Wake Co Schs | 50 | Wake Co Schs | 1107 | Currituck Co Schs | 79 | Guilford Co Schs | 162 |
| Guilford Co Schs | 19 | Wayne Co Schs | 634 | Hertford Co Schs | 76 | Wake Co Schs | 95 |
| Charlotte-Mecklenburg | 18 | Craven Co Schs | 604 | Bertie Co Schs | 69 | Charlotte-Mecklenburg | 85 |
| Chapel Hill-Carrboro | 18 | Johnston Co Schs | 557 | Camden Co Schs | 64 | Forsyth Co Schs | 65 |
| Forsyth Co Schs | 14 | Nash-Rocky Mt Schs | 517 | Perquimans Co Schs | 64 | Orange Co Schs | 41 |
| Alamance-Burlington | 11 | Onslow Co Schs | 457 | Edenton/Chowan Schs | 62 | Randolph Co Schs | 37 |
| Buncombe Co Schs | 6 | Lenoir Co Schs | 451 | Washington Co Schs | 58 | Rockingham Co Schs | 36 |
| Cumberland Co Schs | 5 | Beaufort Co Schs | 386 | Halifax Co Schs | 55 | Durham Public Schs | 31 |
| Johnston Co Schs | 5 | Wilson Co Schs | 373 | Wake Co Schs | 51 | Person Co Schs | 31 |
| Orange Co Schs | 5 | | | | | | |
| Union Co Schs | 5 | | | | | | |
| Fayetteville State University | | Gardner-Webb University | | Greensboro College | | Guilford College | |
| Cumberland Co Schs | 1,308 | Cleveland Co Schs | 428 | Guilford Co Schs | 253 | Guilford Co Schs | 125 |
| Harnett Co Schs | 190 | Rutherford Co Schs | 229 | Rockingham Co Schs | 66 | Forsyth Co Schs | 41 |
| Robeson Co Schs | 149 | Charlotte-Mecklenburg | 210 | Randolph Co Schs | 38 | Rockingham Co Schs | 33 |
| Hoke Co Schs | 132 | Gaston Co Schs | 177 | Forsyth Co Schs | 33 | Randolph Co Schs | 28 |
| Sampson Co Schs | 132 | Forsyth Co Schs | 137 | Alamance-Burlington | 26 | Alamance-Burlington | 20 |
| Wake Co Schs | 120 | Iredell-Statesville Schs | 131 | Wake Co Schs | 25 | Wake Co Schs | 14 |
| Charlotte-Mecklenburg | 96 | Burke Co Schs | 107 | Davidson Co Schs | 18 | Davidson Co Schs | 12 |
| Bladen Co Schs | 78 | Surry Co Schs | 90 | Charlotte-Mecklenburg | 14 | Durham Public Schs | 9 |
| Wayne Co Schs | 47 | Lincoln Co Schs | 85 | Asheboro City Schs | 11 | Charlotte-Mecklenburg | 8 |
| Johnston Co Schs | 46 | Davidson Co Schs | 77 | Chatham Co Schs | 8 | Chatham Co Schs | 7 |
| Lee Co Schs | 46 | | | Durham Public Schs | 8 | | |
| Moore Co Schs | 46 | | | | | | |

**Table V: Top 10 LEAs Employing (at least 5) Teachers with Degrees from Each IHE
2008-09**

| High Point University | | Johnson C Smith University | | Lees-McRae College | | Lenoir-Rhyne University | |
|------------------------------|-----|--|-----|------------------------------|-----|--------------------------------|-------|
| Guilford Co Schs | 234 | Charlotte-Mecklenburg | 240 | Surry Co Schs | 108 | Catawba Co Schs | 275 |
| Davidson Co Schs | 209 | Union Co Schs | 17 | Burke Co Schs | 82 | Burke Co Schs | 134 |
| Forsyth Co Schs | 140 | Gaston Co Schs | 12 | Avery Co Schs | 31 | Caldwell Co Schs | 113 |
| Randolph Co Schs | 137 | Wake Co Schs | 10 | Stokes Co Schs | 27 | Alexander Co Schs | 84 |
| Thomasville City Schs | 29 | Cumberland Co Schs | 9 | Wilkes Co Schs | 27 | Hickory City Schs | 76 |
| Wake Co Schs | 25 | Durham Public Schs | 6 | Yadkin Co Schs | 21 | Iredell-Statesville Schs | 70 |
| Asheboro City Schs | 20 | Guilford Co Schs | 6 | McDowell Co Schs | 16 | Gaston Co Schs | 63 |
| Lexington City Schs | 19 | Forsyth Co Schs | 5 | Mount Airy City Schs | 13 | Lincoln Co Schs | 61 |
| Surry Co Schs | 17 | | | Forsyth Co Schs | 11 | Forsyth Co Schs | 43 |
| Davie Co Schs | 16 | | | Mitchell Co Schs | 8 | Charlotte-Mecklenburg | 37 |
| Charlotte-Mecklenburg | 16 | | | | | | |
| Rockingham Co Schs | 16 | | | | | | |
| Livingstone College | | Mars Hill College | | Meredith College | | Methodist College | |
| Charlotte-Mecklenburg | 62 | Buncombe Co Schs | 241 | Wake Co Schs | 558 | Cumberland Co Schs | 318 |
| Rowan-Salisbury Schs | 44 | Henderson Co Schs | 102 | Johnston Co Schs | 100 | Harnett Co Schs | 38 |
| Forsyth Co Schs | 14 | Madison Co Schs | 102 | Forsyth Co Schs | 52 | Wake Co Schs | 32 |
| Gaston Co Schs | 11 | Yancey Co Schs | 94 | Harnett Co Schs | 40 | Hoke Co Schs | 19 |
| Guilford Co Schs | 10 | McDowell Co Schs | 81 | Guilford Co Schs | 36 | Robeson Co Schs | 17 |
| Wake Co Schs | 8 | Haywood Co Schs | 50 | Charlotte-Mecklenburg | 36 | Sampson Co Schs | 17 |
| Cleveland Co Schs | 7 | Mitchell Co Schs | 43 | Franklin Co Schs | 34 | Guilford Co Schs | 14 |
| Cumberland Co Schs | 7 | Burke Co Schs | 36 | Durham Public Schs | 33 | Bladen Co Schs | 11 |
| Union Co Schs | 6 | Asheville City Schs | 31 | Nash-Rocky Mt Schs | 32 | Moore Co Schs | 10 |
| Cabarrus Co Schs | 5 | Cherokee Co Schs | 30 | Granville Co Schs | 28 | Duplin Co Schs | 8 |
| Durham Public Schs | 5 | | | | | Lee Co Schs | 8 |
| Moore Co Schs | 5 | | | | | New Hanover Co Schs | 8 |
| Rockingham Co Schs | 5 | | | | | Onslow Co Schs | 8 |
| | | | | | | Richmond Co Schs | 8 |
| Montreat College | | NC A&T State University | | NC Central University | | NC State University | |
| Charlotte-Mecklenburg | 25 | Guilford Co Schs | 888 | Durham Public Schs | 648 | Wake Co Schs | 1,624 |
| Buncombe Co Schs | 13 | Forsyth Co Schs | 258 | Wake Co Schs | 547 | Johnston Co Schs | 340 |
| McDowell Co Schs | 13 | Charlotte-Mecklenburg | 219 | Charlotte-Mecklenburg | 152 | Durham Public Schs | 150 |
| Cherokee Co Schs | 5 | Wake Co Schs | 140 | Cumberland Co Schs | 150 | Charlotte-Mecklenburg | 124 |
| Henderson Co Schs | 5 | Rockingham Co Schs | 131 | Vance Co Schs | 106 | Guilford Co Schs | 123 |
| | | Alamance-Burlington | 111 | Guilford Co Schs | 97 | Franklin Co Schs | 94 |
| | | Randolph Co Schs | 107 | Granville Co Schs | 90 | Cumberland Co Schs | 92 |
| | | Durham Public Schs | 98 | Chapel Hill-Carrboro | 84 | Harnett Co Schs | 91 |
| | | Cumberland Co Schs | 81 | Person Co Schs | 82 | Forsyth Co Schs | 77 |
| | | Davidson Co Schs | 73 | Warren Co Schs | 63 | Granville Co Schs | 64 |
| NC Wesleyan College | | Peace College | | Pfeiffer University | | Queens Collegee | |
| Nash-Rocky Mt Schs | 144 | Less than five graduates employed in any LEA. No data reported. | | Stanly Co Schs | 195 | Charlotte-Mecklenburg | 222 |
| Edgecombe Co Schs | 38 | | | Rowan-Salisbury Schs | 118 | Union Co Schs | 30 |
| Wayne Co Schs | 36 | | | Charlotte-Mecklenburg | 105 | Gaston Co Schs | 16 |
| Halifax Co Schs | 33 | | | Cabarrus Co Schs | 58 | Cabarrus Co Schs | 15 |
| Wake Co Schs | 31 | | | Montgomery Co Schs | 48 | Forsyth Co Schs | 7 |
| Roanoke Rapids City | 23 | | | Randolph Co Schs | 33 | Iredell-Statesville Schs | 7 |
| Lenoir Co Schs | 19 | | | Union Co Schs | 31 | Stanly Co Schs | 5 |
| Franklin Co Schs | 18 | | | Forsyth Co Schs | 23 | | |
| Wilson Co Schs | 18 | | | Davidson Co Schs | 20 | | |
| Johnston Co Schs | 16 | | | Guilford Co Schs | 19 | | |

**Table V: Top 10 LEAs Employing (at least 5) Teachers with Degrees from Each IHE
2008-09**

| Salem College | | Shaw University | | St. Andrews Presbyterian College | | St. Augustine's College | |
|------------------------------------|-------|---------------------------|-----|---|-------|--------------------------------|-------|
| Forsyth Co Schs | 308 | Wake Co Schs | 74 | Moore Co Schs | 67 | Wake Co Schs | 121 |
| Davidson Co Schs | 35 | Cumberland Co Schs | 30 | Scotland Co Schs | 49 | Nash-Rocky Mt Schs | 27 |
| Stokes Co Schs | 34 | Nash-Rocky Mt Schs | 30 | Montgomery Co Schs | 31 | Durham Public Schs | 19 |
| Davie Co Schs | 23 | Halifax Co Schs | 28 | Richmond Co Schs | 29 | Cumberland Co Schs | 15 |
| Guilford Co Schs | 21 | Durham Public Schs | 27 | Lee Co Schs | 25 | Charlotte-Mecklenburg | 14 |
| Surry Co Schs | 21 | Charlotte-Mecklenburg | 16 | Wake Co Schs | 16 | Halifax Co Schs | 13 |
| Wake Co Schs | 14 | Bertie Co Schs | 14 | Charlotte-Mecklenburg | 15 | Pitt Co Schs | 12 |
| Wilkes Co Schs | 13 | Guilford Co Schs | 14 | Guilford Co Schs | 12 | Vance Co Schs | 10 |
| Yadkin Co Schs | 13 | Harnett Co Schs | 12 | Randolph Co Schs | 11 | Johnston Co Schs | 9 |
| Charlotte-Mecklenburg | 11 | Wilson Co Schs | 12 | Robeson Co Schs | 11 | Guilford Co Schs | 8 |
| Mount Airy City Schs | 11 | | | | | Robeson Co Schs | 8 |
| UNC-Asheville | | UNC-Chapel Hill | | UNC-Charlotte | | UNC-Greensboro | |
| Buncombe Co Schs | 222 | Wake Co Schs | 929 | Charlotte-Mecklenburg | 1,944 | Guilford Co Schs | 1,884 |
| Henderson Co Schs | 73 | Durham Public Schs | 485 | Cabarrus Co Schs | 785 | Forsyth Co Schs | 803 |
| Asheville City Schs | 50 | Charlotte-Mecklenburg | 375 | Union Co Schs | 501 | Randolph Co Schs | 498 |
| McDowell Co Schs | 27 | Chapel Hill-Carrboro | 353 | Gaston Co Schs | 489 | Wake Co Schs | 384 |
| Charlotte-Mecklenburg | 22 | Guilford Co Schs | 290 | Rowan-Salisbury Schs | 366 | Alamance-Burlington | 379 |
| Transylvania Co Schs | 22 | Forsyth Co Schs | 281 | Cleveland Co Schs | 248 | Rockingham Co Schs | 359 |
| Madison Co Schs | 19 | Alamance-Burlington | 179 | Iredell-Statesville Schs | 227 | Charlotte-Mecklenburg | 341 |
| Haywood Co Schs | 18 | Orange Co Schs | 148 | Lincoln Co Schs | 227 | Davidson Co Schs | 313 |
| Burke Co Schs | 15 | Chatham Co Schs | 137 | Stanly Co Schs | 222 | Durham Public Schs | 143 |
| Forsyth Co Schs | 15 | Cumberland Co Schs | 131 | Kannapolis City Schs | 133 | Cumberland Co Schs | 131 |
| Rutherford Co Schs | 15 | | | | | | |
| Wake Co Schs | 15 | | | | | | |
| Yancey Co Schs | 15 | | | | | | |
| UNC-Pembroke | | UNC-Wilmington | | Wake Forest University | | Warren Wilson College | |
| Robeson Co Schs | 1,145 | New Hanover Co Schs | 767 | Forsyth Co Schs | 217 | Buncombe Co Schs | 31 |
| Cumberland Co Schs | 536 | Onslow Co Schs | 512 | Wake Co Schs | 83 | Asheville City Schs | 16 |
| Scotland Co Schs | 259 | Pender Co Schs | 300 | Charlotte-Mecklenburg | 61 | McDowell Co Schs | 8 |
| Richmond Co Schs | 258 | Brunswick Co Schs | 299 | Guilford Co Schs | 48 | Henderson Co Schs | 7 |
| Columbus Co Schs | 224 | Wake Co Schs | 269 | Davidson Co Schs | 25 | Wake Co Schs | 5 |
| Bladen Co Schs | 166 | Duplin Co Schs | 208 | Stokes Co Schs | 17 | | |
| Moore Co Schs | 150 | Johnston Co Schs | 120 | Buncombe Co Schs | 16 | | |
| Hoke Co Schs | 135 | Charlotte-Mecklenburg | 108 | Durham Public Schs | 16 | | |
| Wake Co Schs | 79 | Columbus Co Schs | 106 | Gaston Co Schs | 16 | | |
| Harnett Co Schs | 56 | Sampson Co Schs | 103 | Cabarrus Co Schs | 15 | | |
| Western Carolina University | | Wingate University | | Winston-Salem State University | | | |
| Buncombe Co Schs | 591 | Union Co Schs | 279 | Forsyth Co Schs | 467 | | |
| Haywood Co Schs | 368 | Charlotte-Mecklenburg | 78 | Charlotte-Mecklenburg | 152 | | |
| Henderson Co Schs | 260 | Stanly Co Schs | 71 | Guilford Co Schs | 104 | | |
| Macon Co Schs | 222 | Anson Co Schs | 56 | Wake Co Schs | 66 | | |
| Jackson Co Schs | 210 | Cabarrus Co Schs | 22 | Durham Public Schs | 35 | | |
| Cherokee Co Schs | 181 | Gaston Co Schs | 14 | Stokes Co Schs | 27 | | |
| Charlotte-Mecklenburg | 140 | Richmond Co Schs | 14 | Cumberland Co Schs | 25 | | |
| Gaston Co Schs | 128 | Rowan-Salisbury Schs | 14 | Surry Co Schs | 24 | | |
| Swain Co Schs | 120 | Guilford Co Schs | 13 | Davidson Co Schs | 21 | | |
| Cleveland Co Schs | 119 | Davidson Co Schs | 9 | Wayne Co Schs | 19 | | |
| | | Iredell-Statesville Schs | 9 | | | | |

DEFINITIONS USED

Baccalaureate Degree Program: A program that culminates in the awarding of a baccalaureate degree. Such programs may be five-year or extended programs that result in awarding of a baccalaureate degree.

Full-time Students: Undergraduate students taking a minimum of 12 semester hours or the equivalent; graduate students taking a minimum of 9 semester hours or the equivalent.

Lateral Entry/Provisionally Licensed: Individuals employed by public schools on lateral entry or provisional licenses.

LEA: Local Education Agency; the 115 school systems in North Carolina.

License Completer: Individuals who have completed programs of study leading to licensure and satisfied testing requirements prescribed by the State for the licensure area.

Licensure: The official recognition by a state governmental agency that an individual has met state-mandated requirements and, therefore, is approved to practice as a duly licensed educator in that state. Licensure is used synonymously with certification in many states.

Licensure-Only: Programs designed for individuals who possess the appropriate level degree to complete requirements to be issued a license.

Master's Degree Program: A graduate program for the advanced preparation of teachers or the initial or advanced preparation of other school personnel.

Part-time Students: Undergraduate students taking fewer than 12 semester hours or the equivalent; graduate students taking fewer than 9 semester hours or the equivalent.

Program: A sequence of courses and experiences in general, specialty, and professional studies required by a college/university for the preparation of professional education candidates to teach a specific subject or academic area, to provide professional education services (e.g., school psychology or counseling), or administer schools. A program area could be a major in education; it could also be a major, minor, or endorsement sequence in an academic area with professional education requirements for licensure.

Program Completers: Students who complete professional education programs in the institution. Such programs include those intended to prepare students for licensure; to culminate in a degree; to provide endorsement credentials; to provide professional development, or for other purposes. To complete a program does not necessarily mean licensure was obtained or a degree earned. See Program.

Undergraduate Teacher Education Programs

2008-09



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 [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:

| <u>Test</u> | <u>Required Score</u> |
|--------------|-----------------------|
| 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 2008 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 Fall 2008

| 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 | 73 | 1252 | | 21 | 9 | 185 | 3 | 35 |
| Barton College | 8 | 72 | | 3 | 5 | 13 | 15 | 34 |
| Belmont Abbey College | 8 | 77 | | | | | | |
| Bennett College | 19 | 19 | | | | | | |
| Brevard College | | 13 | | | | 1 | | 2 |
| Campbell University | 8 | 117 | 6 | 37 | | | 7 | 51 |
| Catawba College | 2 | 49 | 1 | 15 | | | | 23 |
| Chowan University | 5 | 23 | | | | | | |
| Duke University | 7 | 37 | | | | | | 3 |
| East Carolina University | 199 | 1325 | 18 | 85 | 24 | 109 | 303 | 990 |
| Elizabeth City State University | 85 | 270 | 13 | 21 | 1 | 6 | 177 | 282 |
| Elon University | 14 | 233 | | | | | 3 | 24 |
| Fayetteville State University | 113 | 203 | 3 | 4 | 18 | 26 | 8 | 12 |
| Gardner-Webb University | 3 | 106 | | 3 | | | | |
| Greensboro College | 20 | 172 | 7 | 31 | 2 | 10 | 47 | 165 |
| Guilford College | 6 | 33 | 3 | 15 | | | | |
| High Point University | 18 | 194 | 4 | 12 | | | | |
| Johnson C Smith University | 8 | 8 | | | | | | |
| Lees-McRae College | 6 | 171 | | 1 | | | | |
| Lenoir-Rhyne University | 1 | 103 | | 3 | | 1 | 2 | 39 |
| Livingstone College | 5 | 5 | | | | | | |
| Mars Hill College | 6 | 129 | | 7 | | 2 | | 15 |
| Meredith College | 14 | 118 | | 1 | | | 3 | 21 |
| Methodist College | 5 | 48 | | | | | | |
| Montreat College | 1 | 27 | | | | | | |
| NC A&T State University | 163 | 198 | 2 | 5 | 11 | 16 | 17 | 24 |
| NC Central University | 62 | 81 | 24 | 49 | 15 | 23 | 58 | 119 |
| NC State University | 31 | 478 | | | | 1 | 157 | 723 |
| NC Wesleyan College | 5 | 25 | | | 1 | 3 | | |
| Peace College | | 22 | | | | | | |
| Pfeiffer University | 2 | 72 | | 3 | | 20 | | |
| Queens University | 15 | 68 | | | 3 | 5 | | |
| Salem College | 5 | 33 | 51 | 192 | | 3 | 3 | 16 |
| Shaw University | 11 | 12 | | | | | | |
| St. Andrews Presbyterian College | | 30 | 1 | 10 | | 43 | 2 | 23 |
| St. Augustine's College | 5 | 5 | | | | | 9 | 11 |
| UNC-Asheville | 2 | 122 | 4 | 57 | | 3 | | 25 |
| UNC-Chapel Hill | 40 | 258 | | | | | 9 | 41 |
| UNC-Charlotte | 103 | 719 | 13 | 31 | 49 | 288 | 255 | 1158 |
| UNC-Greensboro | 122 | 831 | 40 | 134 | 9 | 21 | 70 | 201 |
| UNC-Pembroke | 74 | 253 | 19 | 38 | 8 | 22 | 64 | 133 |
| UNC-Wilmington | 78 | 736 | 14 | 78 | 16 | 99 | 32 | 169 |
| Wake Forest University | 3 | 49 | | | | | | |
| Warren Wilson College | | 19 | | | | | | |
| Western Carolina University | 29 | 591 | 1 | 21 | 4 | 81 | 29 | 243 |
| Wingate University | 4 | 77 | | | | | | |
| Winston-Salem State University | 56 | 68 | 7 | 8 | 7 | 12 | 6 | 10 |
| | | | | | | | | |
| Totals | 1444 | 9551 | 231 | 885 | 182 | 993 | 1279 | 4592 |

Table VII: Admission Test Data for Undergraduate Programs

| | | | | | | | |
|----------------------------------|-----------------|-----------------|-----------------|----------------|----------------|----------------|-------------|
| State Average | 178 | 176 | 178 | 525 | 323 | 333 | 3.33 |
| Institution | PPST - R | PPST - W | PPST - M | CBT - R | CBT - W | CBT - M | GPA |
| Appalachian State University | 178 | 176 | 179 | | | | 3.27 |
| Barton College | 177 | 175 | 177 | | | | 3.13 |
| Belmont Abbey College | 179 | 176 | 177 | | | | 3.52 |
| Bennett College | 173 | 174 | 176 | | | | 2.82 |
| Brevard College | 179 | 175 | 180 | | | | 3.45 |
| Campbell University | 180 | 177 | 179 | | | | 3.41 |
| Catawba College | 178 | 175 | 179 | | | | 3.29 |
| Chowan University | 176 | 175 | 178 | | | | 3.16 |
| Duke University | | | | | | | 3.37 |
| East Carolina University | 178 | 175 | 178 | 331 | 323 | 325 | 3.32 |
| Elizabeth City State University | 179 | 176 | 179 | | | | 3.37 |
| Elon University | 178 | 177 | 179 | | | | 3.39 |
| Fayetteville State University | 178 | 175 | 177 | | | | 3.36 |
| Gardner-Webb University | 179 | 176 | 178 | | | | 3.34 |
| Greensboro College | 179 | 176 | 179 | | | | 3.55 |
| Guilford College | 179 | 176 | 178 | | | | 3.32 |
| High Point University | 178 | 176 | 177 | | | | 3.38 |
| Johnson C Smith University | 177 | 176 | 175 | | | | 3.18 |
| Lees-McRae College | 178 | 175 | 177 | | | | 3.87 |
| Lenoir-Rhyne University | 178 | 176 | 178 | | | | 3.32 |
| Livingstone College | | | | | | | 3.48 |
| Mars Hill College | 179 | 176 | 178 | | | | 3.36 |
| Meredith College | 179 | 176 | 177 | | | | 3.30 |
| Methodist College | 177 | 175 | 179 | | | | 3.21 |
| Montreat College | 179 | 176 | 177 | | | | 3.60 |
| NC A&T State University | 179 | 176 | 178 | 327 | 322 | 327 | 3.26 |
| NC Central University | 179 | 176 | 178 | | | | 3.22 |
| NC State University | 179 | 176 | 181 | | | | 3.25 |
| NC Wesleyan College | 177 | 175 | 178 | | | | 3.29 |
| Peace College | 176 | 175 | 179 | | | | 3.18 |
| Pfeiffer University | 179 | 176 | 177 | | | | 3.46 |
| Queens University | 178 | 175 | 177 | | | | 3.40 |
| Salem College | 179 | 176 | 177 | | | | 3.05 |
| Shaw University | 176 | 173 | 176 | | | | 3.40 |
| St. Andrews Presbyterian College | 179 | 176 | 178 | | | | 3.54 |
| St. Augustine's College | | | | | | | 3.27 |
| UNC-Asheville | 181 | 177 | 180 | | | | 3.37 |
| UNC-Chapel Hill | 181 | 178 | 182 | | | | 3.17 |
| UNC-Charlotte | 179 | 180 | 177 | 533 | | | 3.27 |
| UNC-Greensboro | 178 | 176 | 178 | | | | 3.27 |
| UNC-Pembroke | 178 | 176 | 178 | | | | 3.20 |
| UNC-Wilmington | 179 | 176 | 179 | | | | 3.48 |
| Wake Forest University | | | | | | | 3.20 |
| Warren Wilson College | | | 176 | | | | 3.13 |
| Western Carolina University | 178 | 175 | 178 | | | | 3.44 |
| Wingate University | 177 | 175 | 178 | | | | 3.27 |
| Winston-Salem State University | 176 | 175 | 177 | | | | 3.32 |

Table VII: Admission Test Data for Undergraduate Programs

| State Average | 1206 | 572 | 570 | 27 | 26 | 26 |
|----------------------------------|----------------------|---------------------|-----------------------|--------------------------|---------------------|------------------------|
| Institution | SAT Total | SAT Math | SAT Verbal | ACT Composite | ACT Math | ACT English |
| Appalachian State University | 1195 | 568 | 561 | 25 | | |
| Barton College | 1239 | | | | | |
| Belmont Abbey College | 1164 | | | | | |
| Bennett College | 1160 | | | | | |
| Brevard College | | | | | | |
| Campbell University | 1198 | 560 | 560 | | | |
| Catawba College | 1161 | | | | | |
| Chowan University | | | | | | |
| Duke University | 1420 | | | 29 | | |
| East Carolina University | 1178 | 573 | 570 | 26 | | |
| Elizabeth City State University | 1156 | | | | | |
| Elon University | 1250 | 570 | 577 | | | |
| Fayetteville State University | | | | | | |
| Gardner-Webb University | | | | | | |
| Greensboro College | 1179 | | 560 | | | |
| Guilford College | 1183 | | | | | |
| High Point University | 1179 | 564 | 559 | 26 | | |
| Johnson C Smith University | | | | | | |
| Lees-McRae College | | | | | | |
| Lenoir-Rhyne University | 1183 | | | 26 | | |
| Livingstone College | | | | | | |
| Mars Hill College | 1206 | 566 | | 27 | | |
| Meredith College | 1200 | 566 | | | | |
| Methodist College | | | | | | |
| Montreat College | 1250 | | | | | |
| NC A&T State University | | | | | | |
| NC Central University | | | | | | |
| NC State University | 1214 | 567 | 568 | 25 | 25 | 26 |
| NC Wesleyan College | 1168 | | | | | |
| Peace College | | | | | | |
| Pfeiffer University | 1171 | | | | | |
| Queens University | 1207 | | 572 | | | |
| Salem College | 1245 | | | | | |
| Shaw University | | | | | | |
| St. Andrews Presbyterian College | 1164 | | | | | |
| St. Augustine's College | | | | | | |
| UNC-Asheville | 1222 | | | 25 | | |
| UNC-Chapel Hill | 1267 | | | 27 | 28 | 28 |
| UNC-Charlotte | 1190 | 576 | 566 | 26 | 24 | |
| UNC-Greensboro | 1197 | 570 | 572 | 25 | | 25 |
| UNC-Pembroke | 1154 | 600 | | | | |
| UNC-Wilmington | 1183 | 574 | 568 | 26 | 26 | 25 |
| Wake Forest University | 1281 | | | | | |
| Warren Wilson College | 1210 | | | | | |
| Western Carolina University | 1196 | 565 | 565 | 26 | 24 | |
| Wingate University | 1192 | | | | | |
| Winston-Salem State University | 1142 | | | | | |

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 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.

Beginning Teacher Support Program

After completion of a Teacher Education Program, preservice 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 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 is monitored by the Department of Public Instruction and current Teacher Education Program approval criteria require institutions to maintain at least a 95% conversion rate. Since the inception of the 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 II 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 2007-08 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 2007-08 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 0544 and 0511* | 0353 - 143; 0544 – 144 0544 – 144; 0511 - 148 |
| Sp Ed: General Curriculum | 0353 and 0542 0542 and 0511* | 0353 - 143; 0542 – 159 0542 – 143; 0511 - 148 |

* The change in testing requirements was effective January 1, 2008.

**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 | 56 | 110 | 147 | 91 | 41 | 15 | | | 3 | 3 | 14 | 40 |
| Barton College | 18 | 5 | 7 | 1 | | | 2 | 2 | 1 | | | |
| Belmont Abbey College | 22 | 6 | | | | | | | | | | |
| Bennett College | | 6 | 1 | | | | | | | | | |
| Brevard College | 21 | | | | | | 1 | | | | | |
| Campbell University | 44 | 4 | 6 | 2 | | | | | | | | |
| Catawba College | 6 | 11 | | | | | | | | | | |
| Chowan University | 6 | | | | | | | 1 | | | | |
| Duke University | 10 | 1 | | | | | 1 | | | | | |
| East Carolina University | 173 | 185 | 84 | 33 | 4 | 4 | 10 | 2 | | | 1 | 1 |
| Elizabeth City State University | 52 | | | | | | | | | | | |
| Elon University | 30 | 34 | 27 | 7 | | | | | | | | |
| Fayetteville State University | 86 | 6 | 1 | 1 | | | 1 | 2 | | 1 | | |
| Gardner-Webb University | 10 | 20 | 8 | | 1 | 1 | | | | | | |
| Greensboro College | 18 | 21 | 8 | 3 | | | | | | | | |
| Guilford College | 8 | 6 | 5 | 2 | | | | | | | | |
| High Point University | 5 | 47 | 3 | 1 | | | | | | | | |
| Johnson C. Smith University | | 6 | 2 | | | | | | | | | |
| Lees-McRae College | 77 | 7 | | | | | | | | | | |
| Lenoir-Rhyne University | 13 | 31 | 4 | | | | | | | | | |
| Livingstone College | 4 | | | | | | | | | | | |
| Mars Hill College | 36 | 11 | 2 | 2 | 2 | 1 | | 1 | | | | |
| Meredith College | 7 | 16 | 17 | 6 | 6 | 1 | | | | | | |
| Methodist College | | | | | | | | | | | | |
| Montreat College | | | | | | | | | | | | |
| NC A&T State University | 20 | 16 | 5 | | | | | | | | | |
| NC Central University | 45 | 48 | 7 | 13 | | 8 | 12 | 24 | 2 | 4 | 2 | 10 |
| NC State University | 197 | 4 | 22 | 3 | | | 1 | | | | | |
| NC Wesleyan College | 5 | 4 | | 6 | | | 2 | | | | | |
| Pfeiffer University | 9 | 17 | 5 | | 1 | | 1 | 1 | | | | |
| Queens University | | | | | | 11 | | | | | | 3 |
| Salem College | 1 | | 5 | 4 | 1 | 5 | | | | | | |
| Shaw University | | | | | | | | | | | | |
| St Augustine's College | | 2 | | | | | | | | | | |
| St. Andrews Presbyterian College | | | | | | | | | | | | |
| UNC-Asheville | 9 | 13 | 9 | 1 | | | 5 | 1 | 1 | | | |
| UNC-Chapel Hill | 1 | 109 | 21 | 2 | | | | | | | | |
| UNC-Charlotte | 28 | 94 | 91 | 30 | 9 | 9 | 17 | 30 | 18 | 12 | 2 | 5 |
| UNC-Greensboro | 65 | 211 | 39 | 15 | 7 | 4 | 3 | 3 | 1 | | | |
| UNC-Pembroke | 31 | 11 | 2 | | | | 5 | 1 | | | | |
| UNC-Wilmington | 141 | 77 | 31 | 4 | 1 | | 24 | 2 | 2 | 1 | | |
| Wake Forest University | 28 | | | | | | | | | | | |
| Warren Wilson College | 7 | 1 | | | | | | | | | | |
| Western Carolina University | 69 | 46 | 56 | 14 | 5 | 1 | 7 | 2 | 3 | 2 | 1 | |
| Wingate University | 1 | 6 | 13 | 3 | | | | | | | | |
| Winston-Salem State University | 25 | 6 | 1 | | | | 6 | 1 | | | | |
| Totals | 1,384 | 1198 | 629 | 244 | 78 | 60 | 98 | 73 | 31 | 23 | 20 | 59 |

**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 | 2 | 3 | 2 | 1 | | 1 | | | 1 | 1 | | 3 |
| Barton College | 2 | 1 | | | | | | 1 | | 1 | 1 | |
| Belmont Abbey College | | | | | | | | | | | | |
| Bennett College | | | | | | | | | | | | |
| Brevard College | | | | | | | 2 | | | | | |
| Campbell University | 4 | 5 | | | | | | 2 | | 2 | | |
| Catawba College | 13 | | | | | | | | | | | 8 |
| Chowan University | | | | | | | | | | | | |
| Duke University | | | | | | | | | | | | |
| East Carolina University | 2 | 3 | 1 | | | 1 | 77 | 99 | 10 | 7 | 7 | 9 |
| Elizabeth City State University | | | | | | | 20 | | | | | |
| Elon University | | | | | | | 4 | | 2 | | 1 | |
| Fayetteville State University | 7 | | | | | | 9 | 2 | 2 | 1 | | |
| Gardner-Webb University | 1 | | | | | 1 | | | | | | |
| Greensboro College | 8 | | 2 | | | | 19 | 3 | 3 | 1 | 1 | 1 |
| Guilford College | | | | | | | | | | | | |
| High Point University | 2 | 4 | | | | | | | | | | |
| Johnson C. Smith University | | | | | | | | | | | | |
| Lees-McRae College | | | | | | | | | | | | |
| Lenoir-Rhyne University | | | 1 | | | | | | | | | |
| Livingstone College | | | | | | | | | | | | |
| Mars Hill College | 2 | 1 | 1 | | | | 4 | 1 | | | | |
| Meredith College | | | | | | | 5 | 1 | 3 | 1 | 1 | |
| Methodist College | | | | | | | | | | | | |
| Montreat College | | | | | | | | | | | | |
| NC A&T State University | | | | | | | 9 | 8 | 2 | | | |
| NC Central University | 74 | 14 | 10 | 2 | 2 | 3 | 109 | 22 | 12 | 12 | 12 | 19 |
| NC State University | | | | | | | 149 | 8 | 42 | 11 | | |
| NC Wesleyan College | | | | | | | | | | | | |
| Pfeiffer University | 2 | | | | | | | | | | | |
| Queens University | | | | | | | | 1 | | | | |
| Salem College | 4 | 10 | 5 | 6 | 9 | 18 | | | | | | |
| Shaw University | | | | | | | | | | | | |
| St Augustine's College | | | | | | | | | | | | |
| St. Andrews Presbyterian College | | | | | | | | | | | | |
| UNC-Asheville | 3 | 1 | 1 | | | | 12 | 5 | 2 | | 1 | |
| UNC-Chapel Hill | | | | | | | 9 | 8 | 3 | 1 | | |
| UNC-Charlotte | 2 | 2 | | | | | 109 | 72 | 7 | 3 | 1 | 5 |
| UNC-Greensboro | 19 | 2 | | 2 | | | 25 | 7 | 3 | 5 | 1 | 1 |
| UNC-Pembroke | 5 | | 1 | | | | 13 | 1 | 2 | 1 | 1 | |
| UNC-Wilmington | 21 | 5 | 3 | | | 4 | 22 | 13 | 5 | 2 | 2 | 3 |
| Wake Forest University | | | | | | | | | | | | |
| Warren Wilson College | | | | | | | | | | | | |
| Western Carolina University | 7 | | | | | | 28 | 2 | 2 | | | |
| Wingate University | | | | | | | | | | | | |
| Winston-Salem State University | 1 | | | 1 | | | 1 | | 1 | | | |
| Totals: | 181 | 51 | 27 | 12 | 11 | 28 | 626 | 256 | 102 | 49 | 29 | 49 |

Table IX: Praxis Performance of Undergraduate Program Completers

| Institution | Overall Pass Rate | | Elementary Ed | | Sp. Ed. Adapted Curriculum | | Sp. Ed. General Curriculum | |
|---------------------------------|-------------------|-----------|---------------|-----------|----------------------------|-----------|----------------------------|-----------|
| | N | % | N | % | N | % | N | % |
| Appalachian State University | 192 | 99 | 158 | 99 | 16 | 94 | 18 | 100 |
| Barton College | 19 | 100 | 15 | 100 | | | 4 | 100 |
| Belmont Abbey College | 29 | 100 | 29 | 100 | | | | |
| Bennett College | 5 | * | 4 | * | | | 1 | * |
| Brevard College | 2 | * | 2 | * | | | | |
| Campbell University | 31 | 97 | 31 | 97 | | | | |
| Catawba College | 6 | 100 | 6 | 100 | | | | |
| Chowan University | 6 | 100 | 6 | 100 | | | | |
| Duke University | 5 | 100 | 5 | 100 | | | | |
| East Carolina University | 291 | 99 | 252 | 99 | 17 | 100 | 22 | 95 |
| Elizabeth City State University | 48 | 85 | 41 | 83 | 1 | * | 6 | 100 |
| Elon University | 50 | 100 | 40 | 100 | | | 10 | 100 |
| Fayetteville State University | 37 | 95 | 34 | 97 | | | 3 | * |
| Gardner-Webb University | 27 | 93 | 27 | 93 | | | | |
| Greensboro College | 21 | 100 | 19 | 100 | 1 | * | 1 | * |
| Guilford College | 22 | 100 | 22 | 100 | | | | |
| High Point University | 48 | 94 | 45 | 93 | | | 3 | * |
| Johnson C Smith University | 4 | * | 4 | * | | | | |
| Lees-McRae College | 85 | 99 | 85 | 99 | | | | |
| Lenoir-Rhyne University | 26 | 100 | 26 | 100 | | | | |
| Livingstone College | 0 | * | | * | | | | |
| Mars Hill College | 44 | 100 | 41 | 100 | | | 3 | * |
| Meredith College | 34 | 100 | 34 | 100 | | | | |
| Methodist College | 22 | 95 | 19 | 95 | | | 3 | * |
| Montreat College | 2 | * | 2 | * | | | | |
| NC A&T State University | 24 | 100 | 22 | 100 | | | 2 | * |
| NC Central University | 47 | 89 | 39 | 92 | | | 4 | * |
| NC State University | 33 | 100 | 30 | 100 | | | 3 | * |
| NC Wesleyan College | 9 | 100 | 9 | 100 | | | | |
| Peace College | 21 | 100 | 10 | 100 | | | 11 | 100 |
| Pfeiffer University | 25 | 100 | 24 | 100 | | | 1 | * |
| Queens University | 15 | 100 | 15 | 100 | | | | |
| Salem College | 10 | 100 | 9 | 100 | | | 1 | * |
| Shaw University | 5 | 100 | 5 | 100 | | | | |
| St Andrews Presbyterian College | 27 | 96 | 27 | 96 | | | | |
| St Augustines College | 2 | * | 2 | * | | | | |
| UNC-Asheville | 21 | 100 | 21 | 100 | | | | |
| UNC-Chapel Hill | 59 | 100 | 59 | 100 | | | | |
| UNC-Charlotte | 320 | 99 | 263 | 99 | 14 | 100 | 42 | 100 |
| UNC-Greensboro | 155 | 99 | 123 | 99 | | | 31 | 100 |
| UNC-Pembroke | 58 | 91 | 54 | 91 | 1 | * | 3 | * |
| UNC-Wilmington | 233 | 99 | 210 | 99 | 9 | 100 | 14 | 100 |
| Wake Forest University | 11 | 100 | 11 | 100 | | | | |
| Warren Wilson College | 3 | * | 3 | * | | | | |
| Western Carolina University | 148 | 99 | 106 | 99 | 13 | 100 | 29 | 100 |
| Wingate University | 10 | 100 | 10 | 100 | | | | |
| Winston-Salem State University | 19 | 89 | 16 | 88 | | | 2 | * |
| State Pass Rates: | 2,311 | 98 | 2,015 | 98 | 72 | 99 | 217 | 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, 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 the preparation program in general (3.55), followed by preparation to utilize technology (3.41), preparation in instructional delivery (3.40), preparation for managing the classroom (3.35), and preparation to work with diverse learners (3.33).

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. Note: Because of the budget situation this year, surveys were not mailed. Instead, the survey was available electronically and emails were used to reach respondents. In addition to the emails sent by DPI to principals, teachers, central office staff (Beginning Teacher Program Coordinators), NCASA and NCAE also sent emails to their members encouraging them to complete the on-line surveys. Despite efforts to encourage respondents to complete the surveys, the response rate was low and this year results are reported at the state level but not the institutional level. Individual institutional responses will be carried forward to next year's report.

**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 | 422 | 98 | 64 |
| Barton College | 31 | 100 | 65 |
| Belmont Abbey College | 33 | 91 | 39 |
| Bennett College | 10 | 50 | |
| Brevard College | 12 | 75 | 17 |
| Campbell University | 68 | 93 | 69 |
| Catawba College | 18 | 83 | 67 |
| Chowan University | 7 | 71 | 29 |
| Duke University | 10 | 100 | 10 |
| East Carolina University | 520 | 93 | 63 |
| Elizabeth City State University | 65 | 83 | 66 |
| Elon University | 70 | 90 | 49 |
| Fayetteville State University | 82 | 83 | 62 |
| Gardner-Webb University | 28 | 93 | 57 |
| Greensboro College | 30 | 93 | 73 |
| Guilford College | 25 | 92 | 72 |
| High Point University | 64 | 88 | 56 |
| Johnson C. Smith University | 7 | 86 | 43 |
| Lees-McRae College | 85 | 99 | 56 |
| Lenoir-Rhyne University | 49 | 96 | 65 |
| Livingstone College | 2 | * | * |
| Mars Hill College | 76 | 95 | 62 |
| Meredith College | 64 | 100 | 77 |
| Methodist College | 29 | 97 | 72 |
| Montreat College | 2 | * | * |
| NC A&T State University | 43 | 95 | 56 |
| NC Central University | 95 | 74 | 61 |
| NC State University | 185 | 92 | 65 |
| NC Wesleyan College | 11 | 100 | 91 |
| Peace College | 11 | 82 | 55 |
| Pfeiffer University | 32 | 100 | 75 |
| Queens University | 17 | 88 | 47 |
| Salem College | 15 | 93 | 67 |
| Shaw University | 7 | 100 | 100 |
| St Augustine's College | 3 | * | * |
| St. Andrews Presbyterian College | 28 | 96 | 82 |
| UNC-Asheville | 56 | 100 | 50 |
| UNC-Chapel Hill | 94 | 88 | 63 |
| UNC-Charlotte | 503 | 97 | 71 |
| UNC-Greensboro | 405 | 93 | 66 |
| UNC-Pembroke | 116 | 93 | 71 |
| UNC-Wilmington | 328 | 96 | 55 |
| Wake Forest University | 24 | 92 | 29 |
| Warren Wilson College | 6 | 83 | 17 |
| Western Carolina University | 337 | 87 | 50 |
| Wingate University | 29 | 90 | 45 |
| Winston-Salem State University | 32 | 94 | 63 |
| State Summary | 4186 | 93% | 62% |

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

**Table XI: Survey Results
Undergraduate Programs**

| | Number Responding | Program in General | Managing the Classroom | Technology | Diverse Learners | Instructional Delivery |
|-------------------|------------------------------|-------------------------------|---------------------------------------|-------------------|-----------------------------|-----------------------------------|
| Completers | 483 | 3.65 | 3.44 | 3.48 | 3.48 | 3.61 |
| Mentors | 257 | 3.66 | 3.49 | 3.65 | 3.50 | 3.54 |
| Principals | 781 | 3.55 | 3.35 | 3.41 | 3.33 | 3.40 |

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**

Undergraduate Program Completer Survey

I am employed as a:

☐ NC Public School Teacher
☐ NC Charter School Teacher
☐ NC Private School Teacher
☐ Teaching Outside NC
☐ Other

If 'Other' selected, please provide a brief description:

I am teaching grade(s) or enter 'NA' if not applicable:

I am teaching the following subject(s) or enter 'NA' if not applicable:

Please list the license area(s) completed at (*name of institution*):

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 at (*name of institution*):

A ☐ B ☐ C ☐ D ☐

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

- 2. effectively manage the classroom: N/A ☐ A ☐ B ☐ C ☐ D ☐
- 3. use technology to enhance learning: N/A ☐ A ☐ B ☐ C ☐ D ☐
- 4. address the needs of diverse learners: N/A ☐ A ☐ B ☐ C ☐ D ☐
- 5. deliver curriculum content through a variety of instructional approaches:
N/A ☐ A ☐ B ☐ C ☐ D ☐

Undergraduate Mentor Survey

(*name of completer*) is employed as a:

NC Public School Teacher
NC Charter School Teacher
NC Private School Teacher
Teaching Outside NC
Other

If 'Other' selected, please provide a brief description:

(*name of completer*) is teaching grade(s):

(*name of completer*) is teaching the following subjects:

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, (*name of completer*), teacher education program at (*institution*):

A ☐ B ☐ C ☐ D ☐

As a result of the teacher education program, the beginning teacher, (*name of completer*), is prepared to:

2. effectively manage the classroom: N/A ☐ A ☐ B ☐ C ☐ D ☐
3. use technology to enhance learning: N/A ☐ A ☐ B ☐ C ☐ D ☐
4. address the needs of diverse learners: N/A ☐ A ☐ B ☐ C ☐ D ☐
5. deliver curriculum content through a variety of instructional approaches:
N/A ☐ A ☐ B ☐ C ☐ D ☐

Undergraduate Employer Survey

(*name of completer*) is employed as a:

NC Public School Teacher
NC Charter School Teacher
NC Private School Teacher
Teaching Outside NC
Other

If 'Other' selected, please provide a brief description:

(*name of completer*) is teaching grade(s):

(*name of completer*) is teaching the following subjects:

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, (*name of completer*), teacher education program at (*institution*):

A ☐ B ☐ C ☐ D ☐

As a result of the teacher education program, the beginning teacher, (*name of completer*), is prepared to:

2. effectively manage the classroom: N/A ☐ A ☐ B ☐ C ☐ D ☐
3. use technology to enhance learning: N/A ☐ A ☐ B ☐ C ☐ D ☐
4. address the needs of diverse learners: N/A ☐ A ☐ B ☐ C ☐ D ☐
5. deliver curriculum content through a variety of instructional approaches:
N/A ☐ A ☐ B ☐ C ☐ D ☐

Graduate Teacher Education Programs

2008-09



GRADUATE TEACHER EDUCATION PROGRAMS

During the 2008-09 academic year, 30 institutions were approved to offer programs leading to graduate level licensure. The institutions are:

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

Graduate Teacher Education

In compliance with the Excellent Schools Act of 1997, institutions with graduate teacher education programs redesigned their programs leading to master's level licensure. The redesigned programs are based on standards and guidelines derived from research, reports of best practice, and nationally recognized models including the National Board for Professional Teaching Standards.

Experienced teachers, university faculty, and other practicing educators were involved in the redesign of the programs. The curricula focus on current trends and issues in education, teaching of reading and writing across the curriculum, meeting the needs of diverse students in inclusive classroom settings, using technology to enhance and support teaching and other professional activities, applying research findings to curriculum development and classroom instruction, developing peer leadership and mentoring skills, and diagnosing and prescribing instruction that fosters student learning. It is expected that on-going clinical or field experiences link program faculty, students enrolled in the program, and master practitioners in the schools. Students are expected to develop a culminating "product of learning" and demonstrate competencies related to instructional expertise, knowledge of learners, research expertise, connecting subject matter and learners, and professional growth and leadership.

Quality of Students Entering the Programs

Colleges and universities with approved Teacher Education Programs seek to recruit and retain quality students who reflect the diversity of the state and nation. They work closely with their college/university graduate admission offices and area school systems to promote teacher education programs. Brochures and other promotional materials are routinely distributed. A number of institutions offer off-campus programs, and on-line courses and programs designed to bring teacher education programs to prospective students.

Graduate Teacher Education Program Admission Requirements

Graduate teacher education program admission requirements vary from institution to institution. Most require prospective students to have a prescribed grade point average and to earn a satisfactory score on a standardized examination such as the Miller Analogies Test (MAT) or Graduate Record Exam (GRE). Many require references; a number require a writing sample (essay). Prospective students who do not hold an "A" (undergraduate) level teaching license in the proposed area of study may be required to complete additional undergraduate course work.

Table XII summarizes the Fall 2008 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 2008

| | Full-Time | | | | | | Part-Time | | | | | |
|---------------------------------|----------------------------------|------------|------------|--------------|-------------------------|-----------|----------------------------------|------------|------------|--------------|-------------------------|------------|
| | Graduate - First License Awarded | | Graduate | | Graduate Licensure-Only | | Graduate - First License Awarded | | Graduate | | Graduate Licensure-Only | |
| | M | T | M | T | M | T | M | T | M | T | M | T |
| M=Minority, T=Total | | | | | | | | | | | | |
| Appalachian State University | | | 10 | 182 | | 2 | | | 47 | 822 | | 6 |
| Campbell University | | | 19 | 115 | | 5 | | | 13 | 78 | | 109 |
| Catawba College | | | | | | | | | | 45 | | |
| Duke University | 4 | 28 | | | | | | | | | 4 | 18 |
| East Carolina University | 12 | 90 | 52 | 431 | | 1 | 7 | 47 | 163 | 1,148 | 14 | 87 |
| Elizabeth City State University | | | | | | | | | 44 | 100 | | |
| Elon University | | | | | | | | | 24 | 154 | | |
| Fayetteville State University | 7 | 10 | 6 | 10 | 2 | 2 | 26 | 37 | 72 | 119 | 22 | 38 |
| Gardner-Webb University | | | | | | | | | 29 | 142 | | |
| Greensboro College | | | | 2 | | | | | 18 | 52 | | |
| High Point University | | | 4 | 17 | | 1 | | | | | | |
| Lenoir-Rhyne University | | | | 18 | | | | | 5 | 28 | 2 | 9 |
| Meredith College | | | 1 | 11 | | | | | 9 | 81 | | 1 |
| Montreat College | | | 33 | 161 | | | | | | | | |
| NC A&T State University | 42 | 54 | 95 | 126 | 13 | 16 | 50 | 86 | 48 | 110 | 16 | 26 |
| NC Central University | 3 | 4 | 34 | 54 | 1 | 1 | 1 | 1 | 25 | 61 | 2 | 4 |
| NC State University | | | 26 | 123 | | | | | 45 | 307 | | |
| Pfeiffer University | 5 | 16 | 19 | 50 | | | 1 | 3 | 1 | 3 | | |
| Queens University | 3 | 30 | | 1 | | 1 | 2 | 16 | 11 | 75 | 1 | 13 |
| Salem College | | | 16 | 93 | | | | | 1 | 6 | | |
| Shaw University | | | 4 | 4 | | | | | | | | |
| UNC-Chapel Hill | 14 | 100 | 24 | 100 | | | | | 60 | 249 | 17 | 38 |
| UNC-Charlotte | | | 10 | 56 | | 1 | | | 133 | 642 | 20 | 44 |
| UNC-Greensboro | 26 | 101 | 85 | 312 | 1 | 10 | | 4 | 44 | 190 | 5 | 22 |
| UNC-Pembroke | 26 | 54 | 57 | 176 | | | 16 | 32 | 32 | 130 | | 1 |
| UNC-Wilmington | | | 26 | 89 | | 2 | | | 30 | 216 | | |
| Wake Forest University | 5 | 67 | | 12 | | | | | | | | |
| Western Carolina University | 6 | 35 | 12 | 94 | | | 17 | 132 | 12 | 214 | | 9 |
| Wingate University | | | | | | | 3 | 15 | 16 | 94 | 3 | 10 |
| Winston-Salem State University | | | | | | | 7 | 10 | 11 | 78 | | |
| Totals | 153 | 589 | 533 | 2,237 | 17 | 42 | 129 | 383 | 893 | 5,144 | 135 | 435 |

Table XIII: Graduate Teacher Education Programs Admission Test Data

| | MAT 1 | MAT 2 | GRE 1 | GRE 2 | GPA |
|---------------------------------|--------------|--------------|--------------|--------------|-------------|
| State Avg | 48 | 403 | 1000 | 4.25 | 3.41 |
| Appalachian State University | 39 | 406 | 954 | | 3.32 |
| Campbell University | * | | 942 | 4 | 3.67 |
| Catawba College | | | | | 3.28 |
| Duke University | | | 1235 | 5 | 3.44 |
| East Carolina University | 45 | 406 | 1004 | | 3.27 |
| Elizabeth City State University | 34 | 386 | * | | 3.66 |
| Elon University | | 410 | 989 | | 3.30 |
| Fayetteville State University | | | | | 3.35 |
| Gardner-Webb University | * | * | 1013 | | 3.58 |
| Greensboro College | | 400 | 829 | | 3.86 |
| High Point University | | 397 | 760 | | 3.26 |
| Lenoir-Rhyne University | * | 409 | 982 | | 3.51 |
| Meredith College | * | 409 | 981 | 4 | 3.36 |
| Montreat College | * | 398 | | | 3.97 |
| NC A&T State University | | * | 798 | | 3.62 |
| NC Central University | | | | | 3.01 |
| NC State University | 66 | 411 | 1056 | | |
| Pfeiffer University | 38 | 388 | 782 | | 3.86 |
| Queens University | | | 980 | 4 | 3.93 |
| Salem College | | * | 851 | 4 | 3.18 |
| Shaw University | | | * | | 3.83 |
| UNC-Chapel Hill | * | * | 1167 | | 3.31 |
| UNC-Charlotte | | * | | | 3.29 |
| UNC-Greensboro | * | 407 | 970 | 4 | 3.45 |
| UNC-Pembroke | 38 | 396 | 931 | | 3.33 |
| UNC-Wilmington | 64 | 407 | 1021 | * | 3.56 |
| Wake Forest University | | | 1191 | 5 | 3.52 |
| Western Carolina University | * | * | 1001 | 4 | * |
| Wingate University | | 400 | * | * | 3.60 |
| Winston-Salem State University | * | 393 | 863 | * | 3.36 |

* Less than five test takers. Results not reported.

QUALITY OF STUDENTS COMPLETING THE PROGRAMS

Graduate Teacher Education Programs are designed to refine and extend the knowledge, skills, abilities, and dispositions of inservice teachers. To this end, students are required to complete defined programs of study which include courses in professional education, content pedagogy, and the academic discipline(s) the individual teaches. To a much greater extent than undergraduate teacher education programs, graduate teacher education programs focus on the application of research findings to curriculum development and classroom instruction, the development of peer leadership and mentoring skills, and the diagnosis and prescription of instruction that fosters student learning. It is expected that on-going clinical or field experiences link program faculty, students enrolled in the program, and master practitioners in the schools. The progress of students in completing program requirements is monitored and the competence of students is assessed throughout the program of study. Students are expected to develop a culminating "product of learning" and demonstrate competencies related to instructional expertise, knowledge of learners, research expertise, connecting subject matter and learners, and professional growth and leadership.

Teachers are not required to take additional Praxis exams to upgrade their licenses from the "A" (bachelor's level) to the "M" (master's level) unless they are adding an area to the license. For this reason, most individuals completing graduate teacher education programs are not required to take Praxis exams.

Table 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 | 18 | 9 | 26 | 9 | 5 | 17 | 16 | 12 | 18 | 77 | 60 | 25 |
| Campbell University | 3 | 53 | 7 | 6 | 1 | 6 | | | 4 | 1 | | 2 |
| Catawba College | | | | | | | | | | | | 14 |
| Duke University | 12 | | | | | | | | | | | |
| East Carolina University | 50 | 73 | 22 | 8 | | 5 | 19 | 116 | 51 | 41 | 23 | 29 |
| Elizabeth City State University | | | | | | | | | | 12 | | |
| Elon University | | | | | | | | | | | | |
| Fayetteville State University | | | | | | | | | | | | |
| Gardner-Webb University | | | | | | | | | 1 | 5 | 5 | 7 |
| Greensboro College | | | | | | | 6 | 1 | 1 | | | |
| High Point University | | | 2 | 2 | 1 | 2 | | | | | | |
| Lenoir-Rhyne University | | | | | | | | | | | | |
| Meredith College | | | | | | | | | | | | 2 |
| Montreat College | | | | | | | | | | | | |
| NC A&T State University | | | | | | | | | | | | |
| NC Central University | 3 | 8 | 8 | 13 | 2 | 6 | 3 | 11 | 12 | 15 | 4 | 13 |
| NC State University | | | | | | | 8 | 24 | 21 | 13 | 5 | 4 |
| Pfeiffer University | 4 | 17 | 2 | 1 | 1 | | | 1 | | | | |
| Queens University | | | | | | | | | | | | 33 |
| Salem College | | | 1 | 4 | 11 | 25 | | | | | | 1 |
| Shaw University | | | | | | | | | | | | |
| UNC-Chapel Hill | | | | 1 | | | | 5 | 19 | 27 | | 1 |
| UNC-Charlotte | 3 | | | | | | 25 | 16 | 13 | 15 | 6 | 28 |
| UNC-Greensboro | 14 | 54 | 15 | 12 | 1 | 7 | 3 | 27 | 6 | 9 | 4 | 14 |
| UNC-Pembroke | 3 | 5 | 13 | 13 | 5 | 10 | | | | 4 | 9 | 5 |
| UNC-Wilmington | 11 | 4 | 1 | | | | 18 | 11 | 6 | | 3 | 1 |
| Wake Forest University | | 7 | | | | | | | | | | |
| Western Carolina University | 23 | 2 | 4 | 3 | | | 26 | 7 | 26 | 5 | 6 | 2 |
| Wingate University | | | | | | | | | 12 | 28 | | 21 |
| Winston-Salem State University | | | | | | | | 5 | 4 | 1 | 1 | |
| Totals: | 144 | 232 | 101 | 72 | 27 | 78 | 124 | 236 | 194 | 253 | 126 | 202 |

**Table XIV: Length of Time to Program Completion
(Graduate First License)**

| Number of Semesters | Full-Time Students | | | | | | Part-Time Students | | | | | |
|---------------------------------|--------------------|-----------|-----------|-----------|----------|----------|--------------------|-----------|-----------|-----------|-----------|-----------|
| | 1-3 | 4 | 5 | 6 | 7 | 8 | 1-3 | 4 | 5 | 6 | 7 | 8 |
| Appalachian State University | | | | | | | | | | | | |
| Campbell University | | | | | | | | | | | | |
| Catawba College | | | | | | | | | | | | |
| Duke University | | | | | | | | | | | | |
| East Carolina University | 31 | 2 | 1 | | | | 27 | 2 | 1 | 1 | 1 | |
| Elizabeth City State University | | | | | | | | | | | | |
| Elon University | | | | | | | | 27 | | | | |
| Fayetteville State University | 1 | | 4 | 3 | | 2 | 1 | 4 | 2 | 4 | 4 | |
| Gardner-Webb University | | | | | | | | | | | | |
| Greensboro College | | | | | | | | | | | | |
| High Point University | | | | | | | | | | | | |
| Lenoir-Rhyne University | | | 1 | | | | | | | | | 3 |
| Meredith College | | | | | | | | 1 | | | 1 | 4 |
| Montreat College | | | | | | | | | | | | |
| NC A&T State University | | | | | | | | | | | | |
| NC Central University | | | 2 | 2 | 2 | 2 | | 1 | | 1 | | 1 |
| NC State University | | | | | | | | | | | | |
| Pfeiffer University | 2 | 2 | 1 | 1 | | | | | | | | |
| Queens University | | | | | | | | | | | | |
| Salem College | | 1 | | | | 2 | | | | | | |
| Shaw University | | | | | | | | | | | | |
| UNC-Chapel Hill | 23 | 6 | 1 | 6 | 2 | | | 2 | | | | |
| UNC-Charlotte | | 5 | 5 | | 1 | 1 | | 35 | 8 | 12 | 4 | 13 |
| UNC-Greensboro | 20 | 11 | 4 | 2 | | 2 | | | | | | |
| UNC-Pembroke | 1 | 5 | 7 | 3 | | | | | | 1 | 2 | 1 |
| UNC-Wilmington | 14 | 2 | 1 | | | | | | 1 | | | |
| Wake Forest University | | 27 | 6 | | | | | | | | | |
| Western Carolina University | 4 | 1 | | 5 | | | 12 | 5 | 18 | 10 | | |
| Wingate University | | | | | | | | | | 2 | | 4 |
| Winston-Salem State University | | | | | | | 2 | | | | | |
| Totals: | 96 | 62 | 33 | 22 | 5 | 9 | 42 | 77 | 30 | 31 | 12 | 26 |

**Table XIV: Length of Time to Program Completion
(Graduate Licensure-Only Students)**

| Number of Semesters | Full-Time Students | | | | | | Part-Time Students | | | | | |
|---------------------------------|--------------------|----------|----------|----------|----------|----------|--------------------|-----------|-----------|-----------|----------|-----------|
| | 1-3 | 4 | 5 | 6 | 7 | 8 | 1-3 | 4 | 5 | 6 | 7 | 8 |
| Appalachian State University | | 1 | | 1 | | | 1 | | | | | |
| Campbell University | | | | | | | | 57 | 3 | | | 2 |
| Catawba College | | | | | | | | | | | | |
| Duke University | | | | | | | | | | | | |
| East Carolina University | 1 | | | | | | 4 | 8 | 3 | 5 | 2 | 3 |
| Elizabeth City State University | | | | | | | | | | | | |
| Elon University | | | | | | | | | | | | |
| Fayetteville State University | | 2 | 1 | 3 | | | | | | | | |
| Gardner-Webb University | | | | | | | | | | | | |
| Greensboro College | | | | | | | | | | | | |
| High Point University | | | | | | | | | | | | |
| Lenoir-Rhyne University | | | | | | | | | | | | |
| Meredith College | | | | | | | | | | | | |
| Montreat College | | | | | | | | | | | | |
| NC A&T State University | | | | | | | | | | | | |
| NC Central University | 2 | 1 | | 1 | | 1 | | 1 | | | | |
| NC State University | | | | | | | | | | | | |
| Pfeiffer University | | | | | | | | | | | | |
| Queens University | | | | | | | | | | | | |
| Salem College | | | | | | | | | | | | |
| Shaw University | | | | | | | | | | | | |
| UNC-Chapel Hill | | | | | | | 20 | 6 | | | | |
| UNC-Charlotte | | | | | | | 7 | 2 | 2 | | 1 | |
| UNC-Greensboro | 1 | 2 | | 1 | 1 | | 9 | 1 | | | | 1 |
| UNC-Pembroke | | | | | | | | | | | | |
| UNC-Wilmington | | | | | | | | | | | | |
| Wake Forest University | | | | | | | | | | | | |
| Western Carolina University | | | | | | | | | | 1 | | |
| Wingate University | | | | | | | | | 17 | 14 | | 11 |
| Winston-Salem State University | | | | | | | | | | | | |
| Totals: | 4 | 6 | 1 | 6 | 1 | 1 | 41 | 75 | 25 | 20 | 3 | 17 |

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 3.39 to 3.69.

Table XV summarizes the results of the surveys of program completers and principals. Note: Because of the budget situation this year, surveys were not mailed. Instead, the survey was available electronically and emails were used to reach respondents. In addition to the emails sent by DPI to principals, teachers, central office staff (Beginning Teacher Program Coordinators), NCASA and NCAE also sent emails to their members encouraging them to complete the on-line surveys. Despite efforts to encourage respondents to complete the surveys, the response rate was low and this year results are reported at the state level but not the institutional level. Individual institutional responses will be carried forward to next year's report.

**Table XV: Survey Results
Graduate Programs**

| | Number Responding | Overall Quality | Connecting Subject Matter | Research Base | Leadership Role | Diverse Learners | Prof. Dev. |
|-------------------|------------------------------|----------------------------|--|--------------------------|----------------------------|-----------------------------|-------------------|
| Completers | 209 | 3.69 | 3.68 | 3.65 | 3.62 | 3.63 | 3.61 |
| Principals | 311 | 3.64 | 3.58 | 3.45 | 3.39 | 3.51 | 3.49 |

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 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.

Graduate Teacher Education Programs:

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

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 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 GRADUATE PROGRAM COMPLETERS AND PRINCIPALS

Graduate Program Completer Survey

I am employed as a:

NC Public School Teacher
NC Charter School Teacher
NC Private School Teacher
Teaching Outside NC
Other

If 'Other' selected, please provide a brief description:

I am teaching grade(s) or enter 'NA' if not applicable:

I am teaching the following subject(s) or enter 'NA' if not applicable:

Please list the license area(s) completed at (*name of institution*):

Please use the following scale to answer questions 1-6:

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

1. I am satisfaction with the quality of my graduate program at (*name of institution*):

A ☐ B ☐ C ☐ D ☐

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

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

Graduate Employer Survey

(name of completer) is employed as a:

NC Public School Teacher
NC Charter School Teacher
NC Private School Teacher
Teaching Outside NC
Other

If 'Other' selected, please provide a brief description:

(name of completer) is teaching grade(s):

(name of completer) is teaching the following subjects:

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 (name of completer)'s graduate program at Name of Institution: A ☐ B ☐ C ☐ D ☐

As a result of the graduate program, (name of completer) is better able to:

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

School Administration Programs

2008-09



SCHOOL ADMINISTRATION PROGRAMS

School administration programs are designed to prepare educational leaders who have the knowledge, skills, and dispositions to promote the success of all students. While specific course requirements vary from institution to institution, they are focused on enabling graduates to be able to facilitate the formation, articulation, and dissemination of a school or district vision of learning supported by the school community; promote and maintain a positive school culture for learning, by promoting effective instructional programs, applying best practices to student learning, and designing and implementing comprehensive professional growth programs for staff; manage organizational operations and resources in a way that promotes safe, efficient, and effective learning environments; collaborate with families and other community members, responding to diverse community interests and needs, and mobilizing community resources; understand the larger political, social, economic, legal, and cultural context of schools; and advocate for all students.

During the 2008-09 academic year 17 institutions offered school administration programs. The institutions are:

| | |
|---------------------------------|-----------------------------|
| Appalachian State University | NC State University |
| Campbell University | UNC - Chapel Hill |
| East Carolina University | UNC - Charlotte |
| Elizabeth City State University | UNC - Greensboro |
| Fayetteville State University | UNC - Pembroke |
| Gardner-Webb University | UNC - Wilmington |
| High Point University | Western Carolina University |
| NC A & T State University | Wingate University |
| NC Central University | |

Quality of Students Entering the Programs

Institutions with approved school administration 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 their programs. Brochures and other promotional materials are routinely distributed. A number of institutions offer off-campus programs designed to bring programs to prospective school administrators.

School Administration Program Admission Requirements

School Administration 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 MAT or GRE. Many require references; a number require a writing sample (essay).

Table XVI summarizes the Fall 2008 enrollment in school administration programs. This data was provided by the institution. **Table XVII** 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 XVI: Enrollment in School Administration Programs
Fall 2008**

| | Full-Time | | | | Part-Time | | | |
|---------------------------------|------------|------------|----------------|------------|------------|--------------|----------------|------------|
| | Graduate | | Licensure Only | | Graduate | | Licensure Only | |
| M=Minority, T=Total | M | T | M | T | M | T | M | T |
| Appalachian State University | | | 2 | 19 | 8 | 74 | 11 | 128 |
| Campbell University | 5 | 23 | 9 | 25 | 8 | 21 | 7 | 21 |
| East Carolina University | 26 | 75 | 1 | 2 | 45 | 164 | 10 | 54 |
| Elizabeth City State University | | | | | 19 | 31 | 1 | 9 |
| Fayetteville State University | 26 | 39 | | | 23 | 29 | | |
| Gardner-Webb University | | | | | 73 | 216 | 46 | 81 |
| High Point University | 12 | 21 | 13 | 22 | | | | |
| NC A&T State University | 6 | 7 | | | 59 | 72 | | |
| NC Central University | 12 | 15 | 5 | 6 | 15 | 18 | 2 | 5 |
| NC State University | 2 | 4 | | | 56 | 193 | | |
| UNC-Chapel Hill | 9 | 22 | | | 32 | 66 | 6 | 22 |
| UNC-Charlotte | 6 | 22 | | 1 | 7 | 45 | 14 | 34 |
| UNC-Greensboro | 37 | 85 | 7 | 16 | 5 | 13 | 2 | 3 |
| UNC-Pembroke | 35 | 87 | 2 | 9 | 19 | 44 | 3 | 14 |
| UNC-Wilmington | 5 | 19 | | | 2 | 9 | 3 | 15 |
| Western Carolina University | 3 | 15 | 1 | 7 | 16 | 153 | 6 | 65 |
| Wingate University | | | | | 27 | 94 | 17 | 63 |
| Totals | 184 | 434 | 40 | 107 | 414 | 1,242 | 128 | 514 |

Table XVII: School Administration Program Admission Data

| | MAT 1 | MAT 2 | GRE 1 | GRE 2 | GPA |
|---------------------------------|--------------|--------------|--------------|--------------|-------------|
| State Avg | 43 | 403 | 936 | 4 | 3.41 |
| Appalachian State University | * | 397 | 988 | | 3.61 |
| Campbell University | | | 889 | 4 | 3.83 |
| East Carolina University | 43 | 407 | 920 | | 3.23 |
| Elizabeth City State University | * | 396 | 1,021 | | 3.73 |
| Fayetteville State University | | 389 | 851 | | 3.34 |
| Gardner-Webb University | | * | * | | 3.18 |
| High Point University | * | 404 | 687 | | 3.46 |
| NC A&T State University | | * | 719 | | 3.76 |
| NC Central University | | | | | |
| NC State University | 41 | 408 | 968 | 4 | |
| UNC-Chapel Hill | * | 414 | 987 | | 3.08 |
| UNC-Charlotte | | | | | 3.05 |
| UNC-Greensboro | * | 399 | 935 | 4 | 3.43 |
| UNC-Pembroke | 36 | 399 | 896 | | 3.42 |
| UNC-Wilmington | 54 | 403 | 981 | | 3.51 |
| Western Carolina University | | 406 | 950 | 4 | |
| Wingate University | * | 401 | * | * | 3.61 |

* Less than five test takers. Results not reported.

QUALITY OF STUDENTS COMPLETING THE PROGRAMS

School administration programs are designed to prepare educational leaders who have the knowledge, skills, and dispositions to promote the success of all students. To this end, candidates are required to complete defined programs of study which include significant internship experiences. These experiences are expected to provide opportunities for synthesizing and applying knowledge and practicing skills through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel. The progress of candidates in completing program requirements is monitored and the competence of candidates is assessed throughout the program of study.

To be licensed as a school administrator, candidates must satisfactorily complete the School Leaders Licensure Assessment (SLLA) exam. A score of 155 is required to pass the exam.

Table XVIII summarizes the performance of candidates on the SLLA exam.

**Table XVIII: Performance of MSA Program Completers
on the School Leaders Licensure Assessment**

| Institution | School Leadership | |
|---------------------------------|-------------------|-----------|
| | N | % |
| Appalachian State University | 71 | 100 |
| Campbell University | 21 | 100 |
| East Carolina University | 52 | 100 |
| Elizabeth City State University | 11 | 100 |
| Fayetteville State University | 18 | 100 |
| Gardner-Webb University | 38 | 100 |
| High Point University | 17 | 100 |
| NC A&T State University | 31 | 100 |
| NC Central University | 13 | 100 |
| NC State University | 58 | 100 |
| UNC-Chapel Hill | 37 | 100 |
| UNC-Charlotte | 28 | 100 |
| UNC-Greensboro | 31 | 100 |
| UNC-Pembroke | 28 | 100 |
| UNC-Wilmington | 15 | 100 |
| Western Carolina University | 18 | 100 |
| Wingate University | 47 | 98 |
| State Total and Passrate | 534 | 99 |

EMPLOYMENT AND PROGRAM SATISFACTION

To determine the satisfaction with school administration programs of individuals who have completed the programs and their employers, a survey was distributed to recent school administration program completers employed in the public schools of North Carolina and their employers. Respondents were asked to rate their satisfaction with the program in general, their preparation to use technology to support the instructional program, their preparation in instructional leadership, and their preparation to assist teachers in meeting the needs of diverse learners.

On a 4.0 scale, ratings by program completers ranged from 3.30 (diverse learners) to 3.64 (instructional leadership). Employer ratings ranged from 3.23 (diverse learners) to 3.62 (overall quality).

Table XIX summarizes the results of the survey of program completers and their employers. Because of the budget situation this year, surveys were not mailed. Instead, the survey was available electronically and emails were used to reach respondents. In addition to the emails sent by DPI to principals, teachers, central office staff (Beginning Teacher Program Coordinators), NCASA and NCAE also sent emails to their members encouraging them to complete the on-line surveys. Despite efforts to encourage respondents to complete the surveys, the response rate was low and this year results are reported at the state level but not the institutional level. Individual institutional responses will be carried forward to next year's report.

**Table XIX: Survey Results
School Administration Programs**

| | Number Responding | Overall Quality | Technology | Instructional Leadership | Diverse Learners |
|-------------------|------------------------------|------------------------|-------------------|-------------------------------------|-------------------------|
| Completers | 100 | 3.42 | 3.33 | 3.64 | 3.30 |
| Employers | 141 | 3.62 | 3.35 | 3.31 | 3.23 |

REWARDS AND SANCTIONS

School Administration 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.

Masters of School Administration Programs (MSAs) must:

- (a) Maintain annually a passing rate of at least 70% on the SLLA exam.
- (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 MSA 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 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 SCHOOL ADMINISTRATION PROGRAM COMPLETERS AND EMPLOYERS

Master's of School Administration Program Completer Survey

I am employed as a:

| | |
|--------------------------------------|---|
| NC Public School Principal | ▲ |
| NC Charter School Principal | |
| NC Private School Principal | |
| Principal Outside NC | |
| NC Public School Assistant Principal | ▼ |

If 'Other' selected, please provide a brief description:

Please use the following scale to answer questions 1-4:

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

1. I am satisfied with the quality of my MSA graduate program at *(name of institution)*:

N/A ☐ A ☐ B ☐ C ☐ D ☐

2. Satisfaction with preparation to use technology to support the instructional program:

N/A ☐ A ☐ B ☐ C ☐ D ☐

3. Satisfaction with preparation in instructional leadership:

N/A ☐ A ☐ B ☐ C ☐ D ☐

4. Satisfaction with preparation to assist teachers in meeting the needs of diverse learners:

N/A ☐ A ☐ B ☐ C ☐ D ☐

Employer's Survey for Master's of School Administration Program

(name of completer) is employed as a:

| | |
|--------------------------------------|---|
| NC Public School Principal | ▲ |
| NC Charter School Principal | |
| NC Private School Principal | |
| Principal Outside NC | |
| NC Public School Assistant Principal | ▼ |

If 'Other' selected, please provide a brief description:

Please use the following scale to answer questions 1-4:

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

1. I am satisfied with the quality of (name of completer)'s School Administration program at (institution): A[⤴] B[⤴] C[⤴] D[⤴]

2. Satisfaction with preparation to use technology to support the instructional program:
N/A[⤴] A[⤴] B[⤴] C[⤴] D[⤴]

3. Satisfaction with preparation in instructional leadership:
N/A[⤴] A[⤴] B[⤴] C[⤴] D[⤴]

4. Satisfaction with preparation to assist teachers in meeting the needs of diverse learners:
N/A[⤴] A[⤴] B[⤴] C[⤴] D[⤴]